

**THE LEADERSHIP ROLE OF SCHOOL PRINCIPALS IN FACILITATING
CAPACITY BUILDING FOR DEPARTMENTAL HEADS IN DEPRIVED CONTEXTS**

BY

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201504625

A dissertation submitted in partial fulfilment of the requirements for the degree of

**MASTER OF EDUCATION IN THE DISCIPLINE OF EDUCATIONAL
LEADERSHIP MANAGEMENT AND POLICY**

COLLEGE OF HUMANITIES

SCHOOL OF EDUCATION

UNIVERSITY OF KWAZULU-NATAL, SOUTH AFRICA

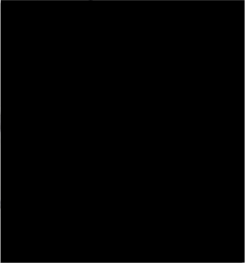
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JANUARY 2021

DECLARATION OF ORIGINALITY

I, **MPUCUKO MARTIN NXUMALO** 201504625 declare that: **The leadership role of school principals in facilitating capacity building for departmental heads in deprived contexts**, abides by the following rules:

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This dissertation is submitted with my approval



Professor P.E. Myende (Supervisor)

DATE: 04 January 2020

DEDICATION

This study is dedicated to my late mother, Linah Busani (MaNgcobo) Nxumalo. My mother instilled in me love for education at a tender age. Although she struggled financially, she worked very hard to ensure that I received education up to tertiary level, I will forever be thankful to her.

ACKNOWLEDGEMENTS

I would like to extend my sincere gratitude to the following people for supporting and guiding me to complete my study:

- First and foremost, I thank God the Almighty for guiding me through the process of beginning, continuing and completing this dissertation. I praise you God for providing me with wisdom, courage, protection and determination. Without Your intervention this study would not have been a success.
- My sincere gratitude goes to my supervisor Prof P. E, Myende .I salute you Prof. Myende for your patience and compassion towards me as a novice researcher. Your unwavering support and guidance drove me to heights that I had never imagined before we met.
- I thank you all my colleagues for encouraging me to register for this degree. You ensured that I enjoyed your support and guidance throughout my journey. God bless you all for the kindness you showed to me.
- I thank you Gumede family, Dr J.T Gumede and your wonderful wife, Dr N.M (MaNdayi) Gumede. You always believed in my potential to complete the study. When journey got really tough you assured me that I would make it eventually.
- I extend my gratitude to my kind wife Nompumelelo (MaSibisi) Nxumalo for your support and encouragement. You, together with our children Nonjabulo, Ntokozo, Nontuthuko and Phila, showed keen interest in my study and provided all the support and resources I needed to complete my dissertation.
- A special thanks to the KwaZulu-Natal Department of Education and school principals for granting me permission to conduct the study at the selected high schools.

- Last, but not least, I would like to give my sincere gratitude and appreciation to the school principals of the selected schools for their willingness and time to participate in this study.

ABSTRACT

The study aimed to explore the leadership role that school principals play in facilitating capacity-building of departmental heads (DHs). To realise the aim of the study, three critical research questions were formulated: 1.How do principals understand and experience their leadership role of facilitating capacity building of DHs?; 2.What factors do principals experience as affecting their role of facilitating capacity- building of DHs? 3. What strategies or actions can principals devise to enhance capacity building of the DHs?

Literature on aspects related to the study was reviewed. As part of literature review, leadership for capacity-building, teacher attitude to capacity-building, contexts with multiple deprivations and capacity-building and strategies that enhance capacity-building were some of topics that were discussed. Transformational leadership theory was used to locate the study.

The qualitative research method of individual face-to-face, semi-structured interviews used to generate data to answer the research questions. Five school principals who were purposively selected from a deprived rural context participated in the study.

Findings reveal that participants have a clear understanding of what capacity building for DHs entails .Furthermore the study revealed that there are serious challenges or factors that inhibit facilitation of capacity-building in schools. Time constraints and heavy workload topped the list of inhibiting factors. The study proposes, amongst other things, that capacity-building for school principals should be prioritised by DBE. It is further recommended that school principals should audit capacities that require intervention or facilitation by consulting DHs regularly.

Keywords: Leadership, Capacity-building, Leadership-capacity, Deprivation,

LIST OF ABBREVIATIONS AND ACRONYMS

ATP	Annual Teaching Plan
CAPS	Curriculum Assessment Policy Statement
CPTD	Continuing Professional Teacher Development
DBE	Department of Basic Education
DHs	Departmental heads (in schools)
EEA	Employment of Educators Act
ELRC	Education Labour Relations Council
HOD	Heads of Department (in schools)
HRM	Human Resource Management
IQMS	Integrated Quality Management Systems
KZN	KwaZulu-Natal
LRA	Labour Relations Act
PAM	Personnel Administrative Measures
PLCs	Professional Learning Communities
PMDP	Principal Management Development Programme
SACE	South African Council of Educators
SASA	South African Schools Act
SMT	School Management Teams

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CHAPTER ONE

INTRODUCTION AND ORIENTATION TO THE STUDY

1.1 Introduction

The poor performance of South African learners, mostly from under-resourced schools, in national and international benchmark tests reveal that the quality of teaching and learning should be improved (Spaull, 2013). Poor quality of teaching and learning can be attributed in part to lack of instructional leadership (Mbhalati & Jita, 2016). Departmental heads are best placed to provide instructional leadership to teachers which may result in improvement in the quality of teaching and learning. However, for departmental heads to perform this mammoth task, they must have required capacity. Literature does not shed light on how departmental heads gain the capacity to execute duties related to instructional leadership which is necessary for improvement in learner performance (Masinire, Maringe, & Nkambule, 2015). This study seeks to understand the leadership role of principals in facilitating capacity-building of departmental heads. In line with this aim, this chapter introduces the study by presenting its background and rationale. This is followed by statement of the problem and the purpose of the study. The research objectives and questions will be outlined followed by clarification of key concepts used in the study. Finally, the chapter will conclude with an outline of the study.

1.2 Background and rationale

Although South Africa is celebrating 26 years of democracy and a lot has been done to craft the curriculum which redresses the legacy of Bantu education, it appears that more still needs to be done. According to Spaull (2012) local researchers have written about poor performance, in previously disadvantaged schools in particular, which is reflected in matric and Annual National Assessment results in English and Mathematics. The curriculum changes demand that the principals work together with their staff to create the institutions which are proactive and adaptive to change (Diamond & Spillane, 2016). However, anecdotal evidence generated through informal conversations with my colleagues who are also principals and other members of SMT seem to suggest that principals have not fully embraced collaboration with their staff members

and have not come up with innovative strategies to help departmental heads (DHs) to implement changes in ways which are context sensitive.

Since DHs have to assume new responsibilities and challenges, the need for support cannot be overemphasised. First, Human Resource Management (HRM) circular number 17 stipulates that promotion requirements for the post of DH are very minimal in that an educator is required to possess knowledge in at least one of the subjects in a particular stream (Department of Basic Education, 2017). For example, knowledge of Mathematics is sufficient for an educator to be eligible for promotion to a DH post in Sciences. Second, the lack of leadership and management experience of newly appointed DHs warrants that principals provide them with support. Support can be in the form of induction, mentoring and other continuous professional development activities (Bush, 2009). Third, job description of DHs depicts several core duties that require competence in order to effectively manage the department. These core duties are teaching, extra- and co-curricular, personnel, general/ administrative and communication (DBE, 2016). Facilitating capacity-building for DHs is therefore vital if the school expects them to perform exceptionally well.

The amount of work that should be performed by principals reveals that no one individual can successfully accomplish school goals single-handedly. For this reason, principals should strive to achieve a greater spread of leadership in the schools (Hallinger, 2011). Spreading leadership should be preceded by building capacity of those individuals who will be entrusted with leadership duties. Success or failure by school management team (SMT) to realise organisational goals depend on the capacity of members to execute tasks assigned to them. DHs that must now perform managerial and leadership duties should be capacitated by the principal or deputy-principal

Capacity-building involves creating conditions in which development of DHs involves mutual learning and collaborative planning, and one where there is effective coordination of strategies (Hallinger, 2011). Co-ordination of strategies results in coherence which minimises the individual effort that is required to achieve greater impact on school effectiveness (Bush, 2010).

This implies that the greater the number of educators that receive capacity-building, the lesser the effort will be needed to achieve greater impact in attaining educational outcomes.

The Personnel Administrative Measures (PAM) dictate that school principals should perform various duties to assist personnel in management team to excel (DBE, 2016). The principals must provide professional leadership within the school. Professional leadership may entail guiding, supervising and offering professional advice on the work and performance of all staff in the school (Albashiry, Voogt & Pieters, 2016). Furthermore principals are responsible for the development of staff training programmes, both school-based, school-focused and externally directed ones (Albashiry et al, 2016). These programmes are designed to assist educators, particularly new and inexperienced educators, in developing and achieving educational objectives in accordance with the needs of the school.

The secondary school where I am currently stationed is a rural school that has consistently produced good matric results for the past 10 years. However, as a principal I have noticed that we have failed dismally to replicate matric performance in other grades. I have received numerous formal complaints from union representatives about the quality of leadership and management that DHs provide to educators. The union representatives apportion the blame of lack capacity of DHs to the principal as the transformational leader of the school. In their view, the lack of capacity of DHs is the main cause of poor performance in junior grades.

The SMT needs to undergo continuous professional development to capacitate its members to face the challenges and changes (Dishena, 2014). The challenges and changes are brought about by advances in IT, advances in knowledge, changes in the curriculum, and to enable them to perform their role effectively and efficiently (Ntshoe and Selesho, 2014). Therefore, this study has the potential of contributing to knowledge regarding the manner in which school principals promote and do not promote capacity-building for DHs in their schools, in particular those schools which are in the category of the deprived context

1.3 Statement of the Problem

The establishment of effective schools in South Africa is one of the main education reform initiatives taking place today. There is a positive relationship between school effectiveness or performance and school leadership (Bush, 2010). The school principals employ various leadership strategies and techniques to ensure that organisational objectives are accomplished in order to attain school effectiveness (Khumalo, 2015). The school leadership is viewed as a barometer for school effectiveness and improvement (Bush, 2010). The principals as school leaders are expected to organise schedules, make strategic pedagogical decisions and to represent schools by liaising with the education department and other interest groups (Bohlmark Gronqvist, & Vlachos, 2016). As I have opined earlier, principals cannot exercise monopoly over leadership given that they may not have all required disciplinary knowledge to run all aspects of the school. This then, means all stakeholders in the school and the school management team in particular should have capacity to run the school. Therefore, effective schools require principals that ensure that their SMTs have necessary capacity to execute all duties as expected by the Department of Basic Education (DBE).

The SMTs in deprived contexts usually lack capacity and resources to attain school effectiveness (Masinire, et al., 2015). The lack of capacity in the SMT to lead educators effectively may result in poor learner performance. Van der Berg (2008) notes that some educators in deprived contexts, are struggling to provide quality teaching and learning. Their failure can be attributed to lack of instructional leadership from principals who are too occupied with daily challenges of keeping school functional to fulfill their role as the main instructional leaders (Mbhalati & Jita, 2016). The school principals are therefore justified in delegating instructional leadership to DHs. In some instances, no preparation, guidance or support is provided to DHs in their endeavors to discharge their duties as instructional leaders (Spaull, 2013). According to Mahlangu (2018) an emphasis on enhancing the leadership and managerial competencies of school principals has been recently articulated in various scholarly publications but literature on the capacity development for DHs is lagging behind. The lack of literature causes gaps in understanding how DHs can be developed especially by principals. This challenge means one important aspect of school leadership may not run effectively. Hence, in this study I focus on principals and capacity building for DHs.

1.4 Purpose Statement

Given the problem, this study seeks to understand how principals understand their role of facilitating capacity-building programmes of DHs and to establish factors that affect it. Furthermore, the study aims to identify successful leadership practices and strategies that can enhance the performance of DHs.

1.5 Research questions

The study intends to answer the critical questions stated below:

1. How do principals understand and experience their leadership role of facilitating capacity- building of departmental heads?
2. What factors do principals experience as affecting their role of facilitating capacity- building of departmental heads?
3. What strategies or actions can principals devise to enhance capacity building of the departmental heads?

1.6 Clarification of key concepts

1.6.1 Leadership

Bush and Glover (2016) state that leadership is about influencing followers in order to achieve desired goals. In order to influence others effectively leaders use a set of behavioural actions and mental strategies in order to discover and achieve motivation of teachers (Boateng, 2011). Leadership is therefore an important requirement in the process of change management for moving an organization create new ideas necessary for attaining excellence (Bush, 2010). Studies of effective leadership reveal that authority to lead need not be located in the leader but can be dispersed within the school (Boateng, 2011). In this study the concept of leadership refers to the ability of DHs to influence educators or provide direction to them in their respective departments. Providing direction entails setting and communicating departmental goals and ensuring that subordinates have necessary skills and resources to achieve the goals.

1.6.2 Capacity-building

The concept of capacity-building derives its meaning from the literature regarding school-improvement and professional-learning-communities (Chegini, 2010). Capacity-building involves providing opportunities for people to work together collaboratively. Through working together educators are afforded opportunities to share their talents and contribute to school work. In this sense, capacity-building is concerned with developing the conditions, skills and abilities to manage and facilitate productive change (Mansour, 2011). An improving school includes teachers who are active in constructing meaning and collaborating in mutual enquiry and learning. It is also a learning-community where teachers' and students' learning are equally valuable (Harris & Lambert, 2003). Sustained school improvement requires a school to build its own leadership-capacity if it is to assume internal responsibility for reform, and maintain a momentum for self-renewal.

1.6.3 Departmental heads or Heads of Department

This concept of head of departments (HODs), who are now known to as departmental heads in terms of Personnel Administrative Measures (DBE, 2016) refers to school-based educators employed in terms of the Employment of Educators Act, No. 76 of 1998 (Republic of South Africa, 1998), occupying post-level two with curriculum management as their responsibility in addition to teaching. Leithwood and Jantzi (1999) declare that in other countries like England, departmental heads are also called middle managers and curriculum coordinators. In the South African context, departmental heads occupy the first tier of school leadership and management. Departmental heads interact directly with teachers in leading and managing classroom practice.

1.6.4 Deprived school context

Despite its relative prosperity, South Africa is one of the most unequal societies in the world, in which education takes place in widely different contexts. In terms of educational resources and infrastructure, staffing, outcomes and opportunities, the predominantly black population bears little or no resemblance to the other more privileged predominantly white sector (Bambi ,2012).

Rural and township schools represent deprived school context where need for capacity- building for departmental heads is more urgent .The task of leading schools in deprived contexts is likely to be more difficult than in schools facing less challenging circumstances (Masinire et al., 2015). In this study deprivation and deprived context are understood to refer to factors such as poor initial teacher preparation, lack of ongoing professional development opportunities and poor school and community infrastructure. These factors usually militate against attempts by school leadership to attain school effectiveness. In order to achieve organisational goals school leadership must acknowledge these factors and tailor their practices to respond accordingly.

1.7 Demarcation of Chapters

This dissertation has five chapters and each chapter is intended to fulfil a certain aim.

Chapter One provides background and rationale, statement of the problem and the purpose statement. It also outlines three research questions that guided the study as well as key concepts.

Chapter Two first focuses on conceptualisation of some concepts and discusses literature that is related to the capacity-building of departmental heads in deprived contexts. The last section deals with transformational leadership theory that is used to frame the study.

Chapter Three presents the research methodology used in this study. It highlights issues such as methods and tools of data generation, data analysis, issues of trustworthiness and ethical considerations of the study.

Chapter Four presents data and discusses findings that were generated through individual face to face interviews. It deals with the analysis and interpretation of data generated using related literature.

Chapter Five contains the summary of the whole study, summary of findings and recommendations.

1.8 Chapter summary

The aim of the study is to explore or understand the leadership role that principals play in facilitating capacity-building of departmental heads. The background to the study revealed that despite numerous educational policies and curriculum changes that have been implemented since the dawn of democracy 26 years ago, the quality of education provided to poor or deprived communities is very poor. The introduction of school management teams with departmental heads at the coal face of the struggle to redress past imbalances did not always bear desired fruit for some schools. This situation calls for an investigation into the competence or capacity of school leadership. Although this study acknowledges that principals play various critical leadership roles in school (Khumalo, 2015), a sharper focus is directed at how principals facilitate capacity building of DHs. The three critical research questions used in the study were aimed at addressing this question. This chapter outlined the introduction and orientation of the study including its background. This was followed by the purpose and rationale of the study. The research questions and objectives were presented and the key concepts clarified. The next chapter will review in detail related literature together with the theoretical framework underpinning the study.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

In the previous chapter, the study was introduced. I presented the background and the research problem under investigation. This current chapter provides a critical review of local and international literature guided by the research questions. The review begins with conceptualisation of leadership, leadership-capacity building, and deprived school context. The review of literature is extended by discussion of themes relevant to research questions. Finally, transformational leadership theory which is adopted as theoretical framework of this study is discussed.

2.2 Conceptualising Capacity Building

The Western mindset about leaders seems ruled by assumptions that leaders have some innate capacity to plan futures, arrive at rational and correct decisions and control social outcomes (Mansour, 2011). A new mindset is beginning to emerge, however, which recognises that social processes are too complex to be attributed to a single individual or pre-planned streams of events (Bolmark et al. 2016). This means the principals alone cannot drive school success. However, for others to contribute there is a need for them to be capacitated. Without a clear focus on 'capacity', a school will be unable to sustain continuous improvement efforts or to manage change effectively (Bush, 2010). But what, exactly, is 'capacity' that departmental heads should have?

Capacity may be conceptualised as the ability of an organization or individual employee to fulfill its mission (Mansour, 2011). According to Gray (2011) the concept of capacity is at heart a progressive indeed transformatory idea that promotes realisation of human potential. Capacity needs to manifest itself within and between three interconnected areas namely: the personal, interpersonal, and organisational spaces (Mansour, 2011). This allows synergy to develop as each capacity builds from and extends the other. Principals and management teams should

employ various communication skills and strategies to build trusting relationships that promote leadership opportunities and build capacity in others (Khumalo, 2015).

Capacity-building therefore includes creating the conditions, opportunities and experiences for development, collaboration and mutual learning (Harris & Lambert, 2003). It involves tapping into the reservoir of underutilized talent within an organization (Bolmark et al. 2016) and thereby providing others with the opportunity to share their talent and contribute to school work. Leaders who intentionally strive to build capacity promote leadership in others (Khumalo, 2015). The two key components of a capacity building model are professional learning-community and leadership-capacity (Mansour, 2011). In this sense, capacity building is concerned with developing the conditions, skills and abilities to manage and facilitate productive change.

2.2.1 Principals as facilitators of capacity –building

Numerous scholars (Harris & Lambert, 2003; Mansour, 2011; Gray, 2011) stress the central role that must be played by the principal in professional development of teachers within their schools. However, for the principal to effectively play his or her role in professional development that promotes capacity- building, certain crucial elements must be considered (Khoza, 2014). These elements are discussed in the section that follows.

2.2.1.1 Leadership for capacity -building

The most effective principals build the capacity for improvement through investing in developing others, capacitating leadership within the organisation and developing the systems that invite skillful participation (Khumalo, 2015). According to Ntshoe and Selesho (2014) school principals and management teams build the capacity for school-improvement by empowering others to lead and develop the school. Mahlangu (2018) asserts that principals no longer occupy the role of chief decision –maker in schools today .Effective leaders in schools are those who are able to build collaborative cultures through generating positive relationships; who

build the capacity for school-improvement through working collaboratively and through building professional-learning-communities within and between schools (Versland, 2016).

According Harris and Lambert (2003) there is an upsurge towards leadership as empowerment, transformation and community building. Leadership style of school principal therefore has a potential to inhibit or enhance capacity of others including departmental heads. If principal embraces collaborative and distributed leadership other members of management develop confidence to experiment and share their innate leadership skills (Bohlmark et al., 2016).

Studies on effective leadership (Mahlangu, 2018; Bohlmark et al., 2016 & Mansour, 2011) reveal that, as has been mentioned above, authority to lead need not be located in the leader but can be dispersed within the school. The power and authority of the principal can be used to maintain dependent relationships or establish processes that improve the leadership-capacity of the school. Mansour (2011) argues that building the capacity for school-improvement implies a profound change in schools as organisations. Building-capacity differs among schools and contexts. However, without a focus upon building the capacity for change, the chances of sustained improvement are lessened .Building-capacity requires the principal to share leadership with others, which engages departmental heads and other stakeholders more fully in school-improvement (Mansour, 2011).

Leadership for capacity building should be about enticing and empowering staff to achieve top performances (Marsh &Farrell, 2015) .Successful school leadership promotes dignity for the human being through building relationship of trust. Leadership with an attitude of serving others generates a spirit of camaraderie amongst the teachers. Departmental heads that enjoy the trust of school principal are likely to excel in their execution of duties according to Mahlangu (2018). Chikoko, Naiker and Mthiyane (2015) argue that leadership for capacity-building in some schools operating in deprived context succeed because it is characterised by involving others, commitment to serve, leading by doing and trust in others. Day (2009) stressed that principals have a particular responsibility for promoting trust among school members. Trust is a key component of capacity-building and decisions about the extent to which leadership is distributed.

2.2.1.2 Leadership skills that promote capacity -building

School leaders may be willing to distribute leadership in a bid to develop capacity of departmental heads, but the question is how they should do it and equip teachers to be leaders (Harris & Lambert, 2003) remains a big question. For example Tan (2018) argues that principals may use simple communication strategies such as listening, empathy, openness to know people and develop relationships that pave the way to building-capacity in others and sustaining leadership-capacity. According to Spaul (2013) principals spend more than three-quarters of their time communicating. Communication systems, skills and strategies are therefore an integral part of building leadership-capacity within a school (Xaba, 2012).

In addition to communication skills, principals need to facilitate development in departmental heads and other SMT members various skills. These skills include: organizing skills, decision-making skills, grievance and conflict resolution skills (Versland, 2016).

2.2.1.3 Teacher attitude to capacity-building

Adopting a positive attitude to work will help sustain good working relationships that encourage development and organisational success through goal attainment (Steyn & Wolhuter, 2010). Bambi (2012) identifies resistance to development as a barrier to professional development or capacity building. There must be a buy-in from departmental heads if the intervention of capacity building is to bear desired fruit. SMT must, as collective, identify areas that require or warrant capacity building programmes (Mansour, 2011). The ability of a school principal to demonstrate the need for capacity building may result in changes in the attitude of those that should receive capacity building (Msila, 2014a).

2.3 Conceptualising Leadership

Leadership is about influencing followers in order to achieve desired goals (Bush & Glover, 2003; Mkhwanazi, 2007 & Tan, 2018). Bush (2010) views leadership as the activity of mobilising people to tackle the toughest problems and do the adaptive work necessary to achieve progress.

According to Bush et al. (2019) leadership is a set of behavioural actions and mental strategies which a person can apply in order to discover and achieve motivation of teachers. A school principal and departmental heads are some of leaders within the school. All activities that are organised to promote effective teaching and learning depend on their ability to influence their subordinates to embrace their vision. Leadership is not simply about the quality of individual leaders although this is, of course, important. It is also about the role that leaders play, their style of management, their relationship to the vision, values and goals of the school, and their approach to change (Bush & Glover, 2016).

2.3.1 Contexts with multiple deprivations and capacity-building

Multiple deprivations refer to the combined impact of a range of indicators of poverty on the quality of people's livelihoods. According to Masinire, Maringe and Khambule (2014) deprivation differs significantly from the idea of challenging circumstances, which tends to generate little sense of measurability and comparability across different communities. The idea of multiple deprivations has been developed specifically to bring in a sense of measurability and comparison between the circumstances of different communities (Masinire et al., 2015). Multiple deprivations, as experienced by people in South Africa, have four main dimensions and these are: income and material deprivation; employment deprivation; education deprivation; and living environment deprivation (Masinire et al., 2014). These dimensions of deprivations are briefly defined below:

Income deprivation according Masinire et al. (2014) refers to aspects of poverty that relate to monetary resources. Statistics revealed that on average South African households had income of R138 168 per annum. Male-headed households earned more than female -headed households. Income deprivation also manifested itself in families where old- age pension and child support grants were the only source of income.

Material deprivation, on other hand, refers to lack of what South Africans regard as necessities for an acceptable standard of living .According to Masinire et al. (2015) a household in South Africa that does not have basic necessities such as refrigerator or radio and television set may be classified as a materially deprived household. The conclusion that the household is experiencing material deprivation is drawn because the items mentioned are not luxury but constitute an adequate standard of living.

Employment deprivation refers to the level of unemployment for people of working age. This form of deprivation is dominant in South Africa and gives birth to other forms of deprivation. In addition to the normal definition of the unemployed, discouraged workers should be included when determining employment deprivation of a particular community (Masinire et al., 2015).Levels of unemployment of people may account for the quality of education that parents can afford to provide for their children. To demonstrate its recognition of the impact that employment deprivation has in education , Department of Basic Education Schools usually classifies schools situated in areas with high unemployment levels as Quintile 1and 2 (Chikoko &Mthiyane ,2015).

Lastly, education deprivation captures the extent of deprivation in terms of educational qualifications in a local area for adults aged 18 to 64 years inclusive. It is well documented that the level of education an individual has achieved determines both current income and savings potential and future opportunities for individuals and their dependents (Bhorat et al., 2004). Children who come from households that experience education deprivation may not receive necessary support to complete school projects if compared to children from households where parents have better educational qualifications.

Levels of deprivation vary greatly by province and it is further posited that the Eastern Cape, KwaZulu-Natal, North West and Limpopo provinces are the most deprived of all the provinces (Chikoko et al., 2017). This study is conducted in KwaZulu-Natal which is one the provinces that are cited above. The notion of multiple deprivations implies that there is a confluence of factors that conspire against the developmental aspects of a group of people. A key aspect of the experience of schools in areas of multiple deprivations is the leadership dimension. Based on the

assumption that leadership is arguably the greatest equaliser in circumstances of multiple deprivations (Bhengu & Myende, 2016), this study aims to discover the specific leadership approaches and challenges that are related to leading schools in these contexts. This study looks into capacity-building of staff, especially departmental heads (DHs).

2.3.1.1 Deprived context and its challenges for school leadership

Working in socio-economically challenged communities usually presents numerous problems for school leadership. Spaul (2013) identified poor initial teacher preparation, lack of ongoing professional development opportunities, and poor school infrastructure as factors that contribute to poor teacher performance. These factors increase the need for ongoing support and development of teachers through effective instructional leadership by departmental heads. The need to develop capacity of departmental heads is greater in schools operating in multiple deprived contexts.

Despite the raft of post-democratic efforts to redress the ills of the apartheid era, much remains to be done across the sectors and particularly in education – to bring about meaningful change in schools and communities that have traditionally existed on the periphery of development. Bhengu and Myende (2016) argue that currently, there is no educational policy that speaks directly to the working of schools faced with multiple deprivations. School leaders mediate a centrally mandated policy into multiply deprived communities. This is so because several challenges are place-specific and can be best tackled by using a place-based policy approach (Chikoko & Mthiyane, 2015). The challenge, though, is that national policymakers tend to think globally (country level) rather than locally (school level). The capacity to mediate or adapt a centrally developed policy to fit in a multiple deprived context should be developed in all school management team members. Given the multiplicity of roles that departmental heads today perform, it may be unreasonable to expect them to excel without capacity building, hence the argument that principals should invest in their development.

Ngcobo and Tikly (2010) state that overall, studies show that schools in multiply deprived communities tend to bear the brunt of the harmful effects of redeploying teachers. Some school management teams are unwelcoming towards redeployed educators. They perceive them as not so useful educators who are dumped by DBE on their schools. Teacher redeployment is an issue that generally disturbs schools in multiply deprived communities. In the main, such schools tend to be recipients of teachers from other schools. However, redeployed teachers do not always come with the skills and knowledge required to fill the gaps. Departmental heads face a challenge of support and mentoring these educators who sometimes fail to meet curricular needs of the school (Masinire et al., 2015). The need to capacitate them is based on the argument that they will also need to build the capacity of others.

Bush and Glover (2016) observed that some schools in deprived contexts were characterised by invisible leadership (does not walk about the school and classrooms), little or no interaction with external communities, teachers and learners and lack of strategic focus. Simpson, Howard, Peligah and Cann (2016) in their study of challenges that educators experience in multiple deprived contexts conducted in Ghana, identified the lack of support from the school leader, lack of funds to run the department, no or insufficient professional development, over-crowding and demotivation of teachers as the greatest challenges.

2.3.2 Lack of training of school management teams

Strong, well trained management teams will steer powerful schooling institutions, which may be the best vision for the future of education in South Africa. However, Msila (2014a) observes that SMTs have not been sufficiently trained to cope with the tasks aligned to capacity- building and may lack the expertise to offer the appropriate support needed to empower others. Ntshoe and Selesho (2014) agree that SMTs have not been sufficiently trained to perform their tasks. Lack of training is one of the reasons why SMTs should seek support to develop the capacity necessary for school improvement.

2.3.3 Time for professional development

Although the DBE allocates 80 hours per year for the purpose of conducting professional development activities, a study by Msila (2014b) declared that time allocated for professional development was not adequately used. Over commitment on the part of school principals inhibits their ability to develop capacity of departmental heads. Time to hold regular staff meetings and discuss research findings must be created; teachers must continuously have opportunities to plan, reflect, implement and discuss classroom observations and assist one another to improve teaching (Mahlangu, 2018). As has been mentioned, according to Ntshoe and Selesho (2014) the majority of principals in township and rural schools are too occupied with the daily challenges of just keeping their schools functioning, to fulfill the role of main instructional leader. In such cases, it makes more sense for them to delegate their task to DHs.

2.4 Strategies that Enhance Capacity-Building

It is common cause that almost all SMT members need on -going capacity- building programmes (Marsh and Farrell, 2014). Ever-changing policy directives, some union members' resistance to complying with lawful instructions, curriculum changes and learner attitude towards schoolwork are some of the factors that necessitate the use of various strategies to enhance capacity of departmental heads (Tan, 2018). Some of the strategies are discussed below.

2.4.1 Induction and mentoring

Induction is a process of introducing the novice DHs to the new role in the school- schooling the novice DH on the policies and communicating new information he/ she may need to sustain and support the teacher (Dishena, 2014). Induction programs are seen as a bridge between knowledge and experience. They range from a short welcome by management through to in-depth orientation programmes, well-structured mentoring activities to comprehensive developmental programmes (Morosi, 2012).

Khoza (2014), arguing for the importance of induction, distinguishes between learning of service and learning in service programmes. According to Khoza (2014) learning in service refers to programmes that take place at school, sometimes referred to as on-site developmental programmes. Learning of service refers to programmes which do not take place at school such as workshops which are organised by the DBE or other service providers such as NGOs, teacher unions, tertiary institutions and private companies.

Induction is one of the most important phases of the development of any professional person as she or he embarks on the chosen career. It is the first and foremost phase of employment; its ultimate goal is the acquisition of expertise in one's field and to perform to the maximum potential (Bush & Glover, 2016). It is the duty of the principal and assistant principal to ensure that departmental heads are properly inducted into the leadership and management role that they are to assume within profession and the school life.

Mentoring has been identified as one of the best ways of professionally developing teachers within the school (Dishena, 2014 & Boateng, 2011). It can guide knowledge gaps and supply missing skills. According to Geldenhys & Oosthuizen (2015) mentoring provides the novice teacher with support during the initial years. In a study by Msila (2014b) it is concluded that mentor choice is vital to the mentor-mentee relationship. The importance of assigning suitable mentors for newly appointed DHs cannot be overemphasized. Dishena (2014) argues that there are strong synergies between mentoring and inspirational leadership. Research that was conducted in a poverty stricken schools by Ngcobo and Tikly (2010), found that when teachers in these circumstances are mentored they become knowledgeable and are able to ensure that poor pupils perform better than expected. Boateng (2011) points out that mentor derive crucial benefits which include renewed commitment as well as advancing the work of the organisation. Mentoring of DHs can occur both informally and formally.

Formal mentoring is a well-planned and structured activity that is supported by the institution and tools are provided to guide and assist the process. Mentoring programs begin with working amenable relationships between mentor and mentee (Geldenhys & Oosthuizen, 2015) that includes understanding the mentees anxieties and levels of patience and tolerance.

Informal mentoring on the other hand is the voluntary suggestions of a colleague who has not been formally assigned as a mentor by the SMT (Khoza, 2014). Informal mentoring is created through friendships, relationships of respect or other special interests. The mentee approaches a mentor for assistance and guidance. Goals are not established and assessed and the relationship is spontaneous and offers emotional support and can go on for a long period of time. Informal relationships provide support to novice teachers and can facilitate the effects of their insights of their work and work environment. Mentors and mentees are matched for compatibility when informal mentoring takes place (Msila, 2014b).

2.4.2 Communities of practice (CoPs)

SMTs and stakeholders perform their leadership and managerial duties as a team that is pursuing a common goal. Sharing common vision and goals binds all stakeholders together. They become a community of practice (CoP). Gray (2011) views communities of practice as groups of people that come together because of something that they have in common. According to Gray, Kruse and Tarter (2017) CoPs refer to people coming together to interact on meaningful activities that will improve the practice of teaching and encourage the teacher to aspire to be productive through gaining knowledge and skills. Departmental heads and principals need to realise the value of establishing a community of practice that can both formally and informally interact in order to respond to challenges that the leadership presents for them. Working in silos may generate frustration to those SMT members whose departments are failing to deliver desirable outcomes (Diamond & Spillane, 2016). Working together in communities of practice can eliminate the possibility of unhealthy competition amongst the team. All forms of success or failure are owned by all the members.

In a review of literature conducted by Chegini (2010) it was deduced that in countries like Korea, Singapore, and Finland collaboration of teaching professionals managed to support novice teachers through collective response to various challenges in teaching. Positive international evidence supports teachers who are working together on problems and improving student needs.

2.4.3 Reflections on practice

Teachers assume responsibility for their professional growth and learning through reflective practice .Reflection is a process in which teachers conceive their work as subject to self-examination and continuous learning (Dishena, 2014). Capacity-building in schools is strengthened by groups of teachers sharing and analysing their work. Roles and responsibilities that reflect broad involvement and collaboration, growth in individual teacher capacity brings about change in self-perception and roles. Critical reflection on their action enabled departmental heads (DHs) to create dialogical spaces that improve relationships (Diamond & Spillane, 2016). Principals can encourage reflective practice holding meetings where DHs can present monthly post-mortem reports of their performance as leaders of departments. During these meetings or sessions both success and failures will be discussed. Through engagements with one another during the sessions, departmental heads may learn to improve their practice.

2.4.4 Professional learning communities (PLCs)

Developing professional learning communities (PLCs) holds considerable promise for capacity building for sustainable improvement. Gray (2011) views a PLC is a group of people sharing and critically interrogating their practice in an ongoing, reflective, collaborative, inclusive, learning oriented, growth-promoting way. In a learning community, like SMT, individuals feel a deep sense of empowerment and autonomy and a personal commitment to the work of the school. To be successful in a changing and increasingly complex world, school communities need to work and learn together to take charge of change and find the best ways to enhance student learning.

It is difficult to see how a PLC could develop in a school without the active support of leadership at all levels. Leadership is therefore an important resource for PLCs, in terms of principal's support and shared leadership (Wei, Darling-Hammond & Adamson, 2010). Steyn and Wolhuter (2010) argue that although individual professional development should be encouraged, there is a need for collective on the job professional development such as PLCs in South Africa. In terms of this approach, teachers must not work in isolation but they must work together in PLCs because that benefits learners by improving their performance.

A PLC is characterised by a persistent discomfort with the status quo and a constant search for improving the current situation. According to Wei, Darling-Hammond & Adamson (2010) a commitment to continuous improvement is evident in an environment in which innovation and experimentation are viewed as part of the daily professional practice of teachers. SMT should therefore strive to sustain PLCs as they provide necessary support to DHs.

2.4.5 Continuous professional development (CPD)

Reviewing literature on school effectiveness and improvement reveals that almost everything in the school hinges on a culture created by management (Bush & Glover, 2106). One such culture that SMT must cultivate is participation by SMT members in continuous professional development activities. Ntshoe and Selesho (2014) contend that schools fail because of the lack of ongoing professional development which develops capacity in staff. They (Ntshoe and Selesho, 2014) also posit that it is school leaders who cherish ongoing professional development who will succeed in guiding their schools to success.

It is argued that the SMT needs to undergo continuous professional development to capacitate its members to face the challenges and changes brought about by advances in IT, advances in knowledge, changes in the curriculum, and to enable them to perform their role effectively and efficiently (Gray, Kruse & Tarter, 2017). The urgent need to capacitate DHs is even stronger as some members may not have the necessary experience and subject expertise in the subject clusters they are leading and managing (Ntshoe & Selesho, 2014).

In the light of the preceding statement, Tan (2018) regards programmes for professional development for DHs as the oxygen that ensures that they survive as educated and trained professionals. An effective professional development programme for DHs should have the following characteristics according to Wei, Darling-Hammond & Adamson (2010): It should be integrated with educational goals to improve education; it should be guided by a coherent long-term plan; it should be primarily school-based; it should be continuous and ongoing, providing follow-up support for further learning. It is duty of SMT to evaluate the impact of CPD on school improvement and effectiveness.

2.5 Building Leadership-Capacity

Leadership-capacity means broad-based, skilful participation in the work of leadership and a way of understanding sustainable school-improvement. Leadership-capacity is an institutional and not a personal concept (Mansour, 2011). Effective leadership for school improvement works on building the capacity and creating the conditions to build and sustain improvement over time. Diamond and Spillane (2016) concur that when the professional community of an organisation such as a school creates significant new knowledge, and sets in place processes to ensure the ongoing refinement and dissemination of that knowledge, the organisation's capacity to achieve and sustain success is enhanced. This, in other words teaches us that capacity building of individuals is the pre-requisite for organisational development.

Owing to ever-changing nature of education system, school leadership should continually engage in processes that develop their capacity to respond to the change. DHs are better positioned to drive change and monitor curriculum challenges as they interact with subject teachers more often than other members of SMT (Bush & Glover, 2016). There are several ways that leaders can use to build capacity among different employees, and they are discussed below. They include delegation of certain leadership assignments, collaboration in developing individual capacity needs analysis, collaboration in crafting school capacity-building strategy and modeling desired leadership practice to others (Marsh & Farrell, 2015 and Myende & Bhengu, 2015). These methods are discussed below.

2.5.1 Delegation of Leadership Assignments

School leaders should delegate some important tasks to members of management team. The success or failure in executing the delegated task may reveal level of competency that members possess. Distributing leadership in this way may result in all members of management team developing interest in their ability to contribute to the performance of the school (Mbhalati & Jita, 2018). Developing interest in their capacity enables the school leaders to facilitate capacity-building because motivation to be developed is intrinsic. SMT should reflect continuously on their capacity to accomplish tasks. The ever-changing environment and policy prescripts necessitate continuous capacity-building exercise.

2.5.2 Developing school capacity-building strategy

School leaders should develop school capacity-building strategy that seeks to respond to capacity needs of members of management team. School capacity –building strategy should be developed in collaboration with all members of management team. Members of management team should identify priority areas that require capacity-building interventions. Capacity-building strategy may reflect timeframes and people that are responsible for its implementation and monitoring.

2.5.3 Developing individual capacity needs analysis

Individual members of management teams should appraise themselves to determine capacity – building needs. These capacity –building needs are informed by the outcomes of the execution of their leadership tasks. Educators who are peers in the management team may assist in identifying capacity-building needs (Bush & Glover, 2016). These needs should be communicated to the school leader. School leaders must play a pivotal role in co-ordinating individual capacity – building needs analysis. This will inform the content of school capacity-building strategy.

2.5.4 Involvement of departmental heads in strategic planning

As part of school stakeholders, DHs should be actively involved in strategic issues in their schools (Myende & Bhengu, 2015). Participating in strategic planning enables departmental heads to contribute towards successful execution of school strategic plan. This plan gives direction to all stakeholders within and outside the school. According to Tan (2018), strategic planning is critical to enable the linking of organisational goals and institutional activities .School principals who involve DHs in strategic planning provides them opportunity for capacity-building to take place.

2.6 Factors influencing capacity-building of departmental heads

Research studies (Khoza, 2014; Marsh & Farrell, 2015)) show that a number of factors may influence capacity-building in schools. These factors include, but not limited to, school culture and climate, organisational culture, teacher attitude, principals training and time for capacity-building. These factors are discussed below to demonstrate how they impact on programmes or activities that are aimed at facilitating capacity building of DHs.

2.6.1 School culture and climate

School leadership does not perform its duties of capacity -building in a vacuum. A specific organisational climate and culture context determine the effectiveness of capacity -building that is provided to DHs. Chegini (2010) defines school culture as the beliefs, attitudes, and behaviours which characterise a school .School culture also consists of shared assumptions, values and norms. The values, assumptions and norms must be shared by all stakeholders in an organisation for them to attain a status of being culture (Gray et al., 2017).

Nieman and Kotze (2006) in their survey of 30 schools staff in Free State concluded that school culture is characterised by sociability (friendship and morale) and solidarity (collective will and mutual interest). They also note the links between culture and leadership. Organisational culture

is cultivated by leadership and, therefore, it will be a true asset to a school if a suitable principal can be appointed: a principal who leads in such a way that a culture, in which teaching and learning can thrive, is established.

Gray et al. (2017) declare that school principals are key participants in instilling a culture of change as schools become more effective and inclusive for all pupils. Since principals cannot unilaterally instil and maintain culture of change, collaboration with DHs is critical. DHs interact constantly with teachers who must bring out desired change within their classrooms. According to Khoza (2014) the leadership of the principal and the SMT play an important role in changing the school culture by communicating openly and being approachable. Msila (2014b) posits that it takes a principal with a purpose to change a school culture for the better.

The principal as leader of the school community must enable that community to function effectively by developing teamwork and by inspiring the team to work collaboratively towards common goals and ongoing improvements (Marsh & Farrell, 2015). The principal ensures the effective distribution of leadership throughout the school. According to Malapo and Pillay (2018) the transformational aspect of her/his leadership has a direct impact on individual, team and school performance. It affects school culture, and has a direct impact on feelings, attitudes and beliefs. It encourages the school community to work towards common goals through collaborative structures and team building (Abdullah, Ling & Kader, 2016). The capacity-building school leader creates a climate of enthusiasm and flexibility, where teachers feel invited to be at their most innovative, work together and give their best. This leader is value-driven, has a clear moral purpose that earns trust among stakeholders.

The power and authority of the leader can be used to maintain dependent relationships or establish processes that improve the leadership-capacity of the school (Mansour, 2011). School leaders should set the climate for improvement, empower others to lead and provide the needed energy for change. Leaders are the catalyst for change, they may not implement changes but

stimulate others to change and develop. They engage others in the emotional work of building collaborative, trusting relationships (Harris & Lambert, 2003). A school culture that advocates trust, collaborative working relationships and that focuses on teaching and learning is self-renewing and responsive to improvement efforts. There is high expectation for both teachers and learners.

Different schools require different capacity-building strategies because of uniqueness of school cultures. No two schools are identical and capacity-building has to take this into account (Hallinger, 2011). When leaders recognise and nurture capacity in others they provide the opportunity for staff to develop leadership skills by learning from each other in supportive and collaborative environments. Bush (2010) argues that changing school culture has to be a deliberate process, intended to achieve specific results, such as enhanced learner outcomes. Where most educators have substantial experience in the same school and are used to working in a certain way, it may not be easy to instil a new culture. Such situations may lead to unnecessary tensions between leadership and teachers. Leaders need to market new culture and receive a buy-in from all stakeholders in order to minimise tensions related to implementation of new culture.

2.6.2 Organisational structure

A structure as an element of organisation embraces departments, roles, the hierarchical levels and authority. According to Boateng (2011) organisations are permanent social entities that are characterised by the ability to continue existing and operating even while changing top managers. Organisational structure refers to as a formal pattern of relationships between people in organisations. Structure expresses the way in which individuals relate to each other in order to achieve organisational objectives (Chegini, 2010). Bureaucratic hierarchical structure implies that authority is based on position with formal rules of operation. A collegial structure on the other hand accommodates decision-making among equals with substantial individual discretion about working practices (Boateng, 2011).

In school context DHs normally occupy the third tier of leadership hierarchy .The first tier is occupied by school principal and the second by deputy principal. Not all schools qualify for the post of deputy principal as it requires a specific enrolment figure to be met before it can be awarded to school (Versland, 2016). The absence of the second tier of leadership hierarchy places a heavier responsibility and accountability for both departmental heads and principal. The quality of support and leadership that is provided to DHs is severely compromised due to added roles that principals must now play (Bhengu & Myende, 2016). In such schools the structure of the organisation hampers leadership's ability to facilitate capacity building.

In schools with normal organisational structure principal must ensure that DHs enjoy the support and mentoring that they deserve. The power and authority that is inherent in the position of DHs should be safeguarded by all management team members (Bolmark et al., 2016). If DHs view themselves as powerless and devoid of any form of authority, they struggle to influence their subordinates. Since not all teachers are always co-operative, interventions by principal or his or her deputy through capacity building programmes may prevent tensions that are detrimental to provision of quality teaching (Abdullah et al., 2016).

Teacher union's structures and some of their counter-productive practices compound the challenges that school principals deal with on daily basis (Msila, 2014a). There is widespread anecdotal evidence that teacher unions contribute to underperformance in South African schools by adopting a hostile approach to initiatives intended to promote improvement. Msila's (2014 a) study of ten urban schools in the Eastern Cape suggests that strong union affiliations lead to the paralysis of school management and leadership, with disruptive consequences for teaching and learning. DHs require leadership skills that will enable them to respond to challenges that unionized educators may present.

Capacity building that principal facilitates for DHs should also cater for challenges that stem from power issues .The implications of leadership-capacity for school members, in relation to issues of power are numerous. Building capacity requires the principal to share leadership with others (Mansuor, 2011). Sharing leadership with others sometimes breed unintended consequences for the SMT. In particular, renegotiating the roles of stakeholders creates issues for

participants in terms of authority and control (Abdullah et al., 2016) . Leadership requires not only a redefinition of roles and relationships but also a redistribution of power. Leader's willingness to share power and authority is a significant factor that can enhance capacity building of DHs.

Mansour (2011) argues that leadership as a collaborative effort challenges principals to give up some of the power of position while it invites others to become empowered. For principals, letting go of power may be as difficult as it is for others to assume power (Versland, 2016).

2.6.3 Emerging issues form literature

School management teams should strive to achieve maximum performance from staff. Principals should possess leadership skills to ensure that teaching and learning are of high quality, whatever the context (Xaba, 2012). According to Mahlangu (2018) principals' skill to use distributed leadership can overcome some leadership challenges. Although the literature stresses the importance of distributed leadership (Diamond & Spillane, 2016), little is known about how prepared SMT members, particularly DHs are for leadership that is distributed to them. This study seeks to address this silence by understanding how principals play the role of capacity builders of DHs.

The literature that is reviewed above demonstrates that school principals who intentionally strive to build capacity promote leadership in others. Leadership capacity is one of the key components of capacity-building model that can be adopted by SMTs or principals (Ntshoe & Selesho, 2014a). Although leadership capacity emerges as a cornerstone for capacity-building model (Mansour, 2011) little is known about how principals use this component of to build capacity of DHs.

The context of multiple deprivations compounds the challenge of leading a school (Bhengu & Myende, 2016).According to Diamond and Spillane (2016) quality of leadership provided by SMTs may be the answer to challenges that multiple deprivations present for schools. In studies that were conducted in these contexts school leadership was found to be key to school success (Chikoko et al., 2015 & Masinire et al., 2015). However, the findings of this study do not reveal

actual capacity-building mechanisms that SMTs employ to deal with contextual challenges. This study therefore seeks to contribute to body of knowledge that deals with capacity building of DHs in the context of multiple deprivations. The study will be conducted in this context with main focus being capacity building of DHs.

Another emerging issue in the literature related to capacity building is induction (Dishena, 2014) and mentoring (Edelkraut and Graf, 2011 & Msila, 2012). According to Bush et al. (2009) induction should be the first and foremost phase of employment. The goal of induction is to assist new appointees to acquire expertise so that they can perform optimally .Mentoring is urgent as some members may not have the necessary experience and subject expertise in the subject clusters they are leading and managing (Ntshoe & Selesho, 2014). There is silence as to how induction and mentoring are used by principals and SMTs to facilitate capacity-building of departmental heads. This study may shed light on this issue by understanding the experiences of principals regarding facilitating capacity-building.

2.7 Transformational Leadership Theory

This study is framed by transformational leadership theory. The transformational leadership theory is applicable to this study because it enabled me to understand the role of the school principal in facilitating capacity-building of departmental heads. The theoretical framework chosen for this study also enabled me to investigate whether the school principals' practices in leading departmental heads do express the functions of the transformational leadership theory pillars.

According to Leithwood and Jantzi (1999) transformational leadership places a greater premium on developing others through various strategies. Therefore, utilising this theory I was able to understand how principals and departmental work together to develop capacity of the latter. According to Burns (1978), the basic theory of transformational leadership is interpersonal relationship, motifs and also value. The transforming approach creates significant change in the life of people and also organisations. It redesigns perceptions and values, and changes expectations and aspirations of employees. Bass (1985) reviewed of the transformational

leadership theory of Burns (1978) and developed four pillars, namely: the ideal influences or charismatic, intellectual stimulation, the consideration of individual and inspiring motivation. Bass (1985) expressed the importance of transformational leadership in addressing the changes in an organisation because the leadership is capable of increasing job satisfaction among subordinate.

Leithwood leadership model (1994) explains the components of leadership transformational through the dimensions of collectively building the vision and goals of the school, providing intellectual stimulation, offering support individually, being exemplary to the important values of the organisation, indicating high work performance, building creative school culture and developing structures and encourage involvement in the decision-making process. Bass & Riggio (2006) concur with Leithwood's transformational leadership model (1994) in defining transformational leadership as a leadership strategy that generates reform in the stakeholders, school culture, and educational organisations.

According to Wang, Oh, Courtright and Colbert (2011) transformational leadership is considered a moral endeavor that raises the morale and motivation of the leader and followers. Transformational leaders are described as exhibiting inspirational motivation, intellectual stimulation, idealised influence, and individual consideration. The five transformational leadership practices that include modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart are discussed below.

2.7.1 Inspiring a shared vision

School leaders who identify with transformational leadership theory understand that unless all stakeholders embrace the vision of the school as organisation, little improvement can be seen in the people's performance. Abu-Tineh, Khasawneh and Omary (2009) argue that successful leaders inspire a shared vision with their staff. Constituents, who include departmental heads, are committed to achieving the objectives of an organisation when the vision is created collectively. According to Hallinger (2011) organisational vision that is shared by all is the key to improving student learning. The inspiring a shared vision as a pillar of the theoretical model chosen is

applicable to this study. This is because it enables me to understand how principals share the vision of the school with departmental heads. I was further able to investigate whether departmental heads do embrace the vision of the school through their participation in capacity building programmes initiated by the principal.

2.7.2 Modeling the way

Effective leaders develop a clear set of values for constituents to follow (Gulcan, 2012). The values are demonstrated in the manner in which the principal perform his or her duties. If a school principal values punctuality for example, he or she should strive to be punctual at all times. Modeling the desired practice by principal to departmental heads is more profound than giving directives and oral guidance. Followers identify more easily with the behaviour of the leader than with his or her advice. Modeling the way as a pillar of the theoretical model chosen is applicable to this study. This is because it enables me to understand how principals model behaviour and build loyalty through their daily actions.

2.7.3 Challenging the process

Exemplary school leaders generate novel ideas through challenging the process. The principal develops innovative reform efforts through experimentation and risk-taking (Tan, 2018). Challenging the status quo allows the stakeholders to test their skills, learn new effective teaching strategies or procedures, and turn ideas into action. Challenging the process as a pillar of transformational leadership theory is applicable to this study. Challenging the process enabled me to understand how principals challenge processes and take risk. I was also enabled to investigate processes and risks that principals take which facilitate capacity building of DHs. heads.

2.7.4 Enabling others to act

Successful leaders encourage staff to perform at their maximum potential by enabling them to act and lead. The school leader builds trust with the departments by cultivating teamwork and support (Gulcan, 2012). Transformational leaders motivate their staff and teacher leaders to

initiate reform efforts and develop new approaches to improve educator and student performance (Valentine & Prater, 2011). Enabling others to act as a pillar of transformational leadership theory is applicable to this study. Enabling others to act enabled me to understand how principals motivate departmental heads to initiate reforms.

2.7.5 Encouraging the heart

Teachers and staff need encouragement and inspiration to attain the goals of the organisation. Abu-Tineh et al., (2009) state that an act of encouraging the heart is a fundamental practice in improving teacher performance and student learning. Wang et al., (2011) states that transformational leaders influence job performance of teachers and staff members by utilising incentives, celebrations, and recognition. Encouraging the heart as a pillar of transformational leadership theory is applicable to this study. This pillar enabled me to understand strategies that principals employ to inspire and encourage DHs to attain desirable goals of the school.

2.8 Chapter summary

The first part of this chapter presented the literature on leadership and capacity building and factors that enable the principal to facilitate capacity building for DHs. Challenges that deprived context present for leadership were also discussed. Various strategies found in literature to enhance capacity building were discussed. The second part of this chapter discussed transformational leadership theory which is the theoretical framework of the study. This section provided a description and pillars of transformational leadership as it is practiced by school leaders. In the next chapter, I present the research design and methodology that are utilised in carrying out the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In the previous chapter literature was reviewed that is related to the study. This chapter outlines the ways in which the design of this study was carried out. The chapter is introduced by presenting the paradigm, which is interpretivist. Research approach and design, research site and participants, data generation methods, data analysis, issues related to trustworthiness and ethical considerations are discussed. The chapter is concluded by highlighting limitations that were encountered during the study.

3.2 Research paradigm

A paradigm can be regarded as a worldview which includes the basic viewpoints of the researcher that direct action (Creswell, 2014). Therefore, a paradigm is a central concept in research methodology because it guides what to study and how to study it (Morgan, 2007). A paradigm helps a researcher to frame an approach to a research problem, and the best methods to address it (Shannon-Baker, 2016).

This study is located within the interpretivist paradigm; the approach to the study will therefore be qualitative. Cohen, Manion and Morrison (2011) state that the primary aim of the interpretive paradigm is to understand the subjective world of the individual. These scholars further argue that the view of reality (ontology) under this paradigm is that there are multiple realities and that knowledge (epistemology) is socially constructed (Cohen et al., 2011). The interpretivist paradigm acknowledges that people may arise with different realities about a certain phenomenon. The purpose of the interpretivist is to develop a greater understanding of how people make sense of contexts in which they live and work (Betram and Christiansen, 2014). The central assumption of this paradigm is that reality is socially constructed; individuals develop subjective meanings of their own personal experience, which gives way to multiple meanings (Creswell, 2013; Du Plooy-Cilliers, Davis & Bezuidenhout, 2014). The multiple realities may result due to the different contexts and social constructions that shape individuals' view of

reality. In this study, different school principals experience leadership role in unique way. Their experiences that shaped by context and social construction ultimately form their reality.

According to Henning, van Rensburg, and Smit (2004) the key words pertaining to interpretivist paradigm are participation, collaboration and engagement. In the interpretive approach the researcher does not stand above or outside, but is a participant observer (Carr and Kemmis, 1986) who engages in the activities and discerns the meanings of actions as they are expressed within specific social contexts. The study seeks to describe and to make sense of how principals make sense of their roles in facilitating capacity- building of DHs. As a researcher, interpretivist paradigm enabled me to observe and make sense of principals' multiple realities in different contexts. Observations were made during engagements through face-to-face semi-structured interviews.

3.3 Research approach

Qualitative research approach is adopted in this study. Qualitative research is naturalistic; it attempts to study the everyday life of different groups of people and communities in their natural setting; it is particularly useful for studying educational settings and processes (Meyer, 2009). According to Bogdan and Biklen (2003) qualitative research involves an interpretive, naturalistic approach to its subject matter; it attempts to make sense of, or to interpret, phenomena in terms of the meaning people bring to them. Qualitative research seeks to explore and to discover issues about the problem on hand and there is usually uncertainty about dimensions and characteristics of problem (Domegan and Fleming, 2007).

Qualitative research usually generates thick or rich data. Qualitative research is designed to help researchers understand people, and the social and cultural contexts within which they live (Creswell, 2014). Such studies allow the complexities and differences of worlds-under-study to be explored and represented (Domegan & Fleming, 2007). In qualitative research, different knowledge claims, enquiry strategies, and data collection methods and analysis are employed (Creswell, 2003). Qualitative data sources include observation and participant observation (fieldwork), interviews and questionnaires, documents and texts, and the researcher's impressions and reactions (Meyer, 2009). Data are derived from direct observation of behaviours, from interviews, from written opinions, or from public documents (Sprinthall, Schmutte, and Sirois,

1991). Written descriptions of people, events, opinions, attitudes and environments, or combinations of these can also be sources of data. In this study, data were generated through the use of semi-structured interviews. Qualitative research approach enabled me to generate rich data about different complex realities of the role school principals in facilitating capacity building of the DHs. By generating data through semi-structured interview that is one the qualitative data sources, I was able to achieve a deep understanding of how school principals experienced the phenomenon under investigation.

3.4 Research design

Given the interpretive position adopted in this research and the nature of the research question, the case study methodology was considered the most appropriate approach to employ because it provides a systematic way to collect data, analyse information, and report the results, thus understand a particular problem or situation in great depth (Betram and Christiansen, 2014). This is a case study of three primary schools and two high schools.

A case study is one of several ways of doing research whether it is social science related or even socially related because its aim is to understand human beings in a social context by interpreting their actions as a single group, community or a single event: a case. Gillham (2000) defines a case study as an investigation to answer specific research questions which seek a range of different evidences from the case settings. Yin (2003) defines a case study as an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly defined. In this study, the real life context is the schools where the principals are leading and the phenomenon is capacity-building for departmental heads. The case study approach is especially useful in situations where contextual conditions of the event being studied are critical and where the researcher has no control over the events as they unfold. Primary defining features of a case study are the multiplicity of perspectives which are rooted in a specific context (Tellies, 1997). The case study is suitable for the study because I was able to obtain and understand multiple realities of school principals about their role in capacitating DHs in schools.

The case may also be a program, an event, or an activity bounded in time and place. In this study a case is leadership practice of school principal with regard to capacity building of DHs in their schools.

Merriam (1998) identifies four essential characteristics of a case study: particularistic, descriptive, heuristic, and inductive. Particularistic refers to one event, process or situation that is the focus of a study. Descriptive refers to the rich and extensive set of details relating to the phenomena. Each of these two is heuristic because they advance understanding of the phenomena, while inductive refers to the form of reasoning used to determine generalisations or concepts that emerge from the data. Case studies do not claim to be representative, but the emphasis is on what can be learned from a single case (Tellis, 1997). They have value in advancing fundamental knowledge in the relevant knowledge domains. The underlying philosophy of single case study is not to prove but to improve (Stufflebeam, Madaus, and Kellaghan, 2000). This study is particularistic in that it deals with a single aspect of leadership which is capacity building of DHs. Responses from participants to a set of semi-structured interview questions provide rich and extensive details about how principals facilitate capacity building of DHs in their schools. Reviewing and analysis of data advance our understanding of issues related to capacity building and school leadership.

3.5 Research site and participants

3.5.1 Selecting schools for the purpose of the study

The accessibility of the participants, as well as their willingness to participate in the study became the main criteria for their inclusion (Teddlie & Yu, 2007). Purposive sampling of eight schools (four primary schools and four secondary schools), all operating in a deprived context within same district took place. Purposeful sampling takes place when the researcher selects a sample from which the most can be learned (Merriam, 1998). All eight schools are catergorised by Department of Basic Education as fully functional and well-performing due to their academic performance in external examinations such as Mathematics and Science Olympiad for primary schools and National Senior Certificate or grade 12 examinations. They are catergorised as top-

achieving schools as they obtain consistently above 80 % in external examinations including grade 12 or matric. Sampling of these schools was also influenced by the fact that each school has at least a minimum of two departmental heads. Easy access to these schools as they are all situated not very far from the main road (N2), where my school is situated, also influenced my sampling. Conducting research in these five different schools that operate in deprived contexts shed some light on leadership practices that promote capacity building for DHs.

3.5.2 Selecting participants

In this study purposive sampling was used. Purposive sampling implies selection of participants in a deliberate way. Participants that are selected are usually suitable to address the issues that the study seeks to investigate (Cohen, Manion & Morrison, 2013). Purposive sampling was used in identifying the principals from eight schools (four primary schools and four secondary schools). The participants were viewed as school leaders that could provide in-depth knowledge about their role in facilitating capacity-building of DHs. The leadership experience of principals, availability of DHs in their schools and proximity of schools to my workplace, were some of the criteria that were used to sample participants. The criteria that were used in selecting participants reveal that sampling was both purposive and convenient.

Only five participants (three from primary school and two from secondary school) were able to take part in the study. Three other selected principals cited unfavourable circumstances that were beyond their control as reason for non-availability. For example, one of the principals (secondary school) could not honour our appointment as he had to contain unrest that erupted within his school and it took weeks before the school began to operate normally. The choice of the principals was influenced by the fact that we work in the same district and in circuits that are closed to each other. At a professional level we regard ourselves as colleagues who have common challenges in our schools that we need to tackle as team. We normally share information amongst ourselves during workshops and meetings. I have a cordial relationship with these principals. Working with them was comfortable and was characterised by spirit of friendship.

3.5.3 Gaining access to research site

I obtained permission to conduct research from department of education KZN DBE with conditions that I had to observe. I contacted some principals telephonically whilst I met others face to face in workshops that were organised by the DBE. I assured them that no harm would be caused by their participation in my study as all information would be treated as confidential, and pseudonyms would be used instead of real names. Consent forms were given to principals to sign as participants after I had explained what my study would entail. Researcher and principals agreed to meet after working hours as stipulated in the permission letter from DBE.

3.6 Data generation methods

The case study does not utilise any particular methods of data collection or data analysis (Merriam, 1998); therefore, a combination of data collection methods was selected in this study in anticipation of providing a more complete picture. Yin (2003) concurs that the case study approach makes use of multiple methods of data collection such as interviews, document reviews to provide thick descriptions of the phenomena under study. According to Walshman (1995) thick descriptions give the researcher access to the subtleties of changing and multiple interpretations. Individual face to face interviews were used as the data generation method in study as is explained in detail below.

3.6.1 Semi-structured Interviews

Interviews are methods of gathering information through oral quiz using a set of preplanned core questions. According to Plaisant and Shneiderman (2005), interviews can be very productive since the interviewer can pursue specific issues of concern that may lead to focused and constructive suggestions. The main advantages of interview method of data collection are that direct contact with the users often leads to specific, constructive suggestions; they are good at obtaining detailed information and few participants are needed to gather rich and detailed data (Genise, 2002; Plaisant & Shneiderman, 2005). In this study I had initially planned to use two types of interview methods, namely semi-structured interviews and focus-group interview. Only semi-structured face-to-face individual interviews took place. The researcher tried several times to convene

meeting for our focus- group interview but participants could not make themselves available owing too work-related commitments.

Semi-structured face to face interviews with individual principals were used as method for data generation. Gray (2011) states that semi-structured interviews allow the researcher to probe for more detailed responses as respondents can be asked to clarify.

Semi-structured interviews were designed to elicit in-depth qualitative data from the principals to reveal their understanding of and experience of their role as facilitators of capacity-building for departmental heads in their schools. Factors that affected their role of capacity-building were discussed. Some factors seemed to inhibit their role whilst others depending on school culture seemed to be enhancing capacity-building of departmental heads. Last series of questions focused on possible strategies that principals believe may be devised to facilitate capacity-building programmes in schools.

The researcher phoned the principals to set the appointment for the interviews. I insisted that they had to agree on time and venue suitable to them. All eight principals (four from primary schools and four from secondary schools) consented to interviews, but as has been explained above, only five ultimately participated in this study. Three principals withdrew from participating owing to unforeseen circumstances. The researcher could not reschedule his meetings with them as they indicated that their problems could not be resolved in a short space of time.

Only two interviews took place at schools after working hours. This was made possible by the fact that the two schools are less than eight kilometres from the researcher's place of work. The schools were therefore easily accessible to me. The other three interviews took place in libraries in two local towns as these venues were convenient for participants.

Only five out of eight principals ultimately participated in this study. Three principals withdrew from participating in study due to unforeseen circumstances. I could not reschedule our meetings with them as they indicated that their problems could not be resolved in a short space of time.

On the agreed-upon dates, the researcher arrived at the venues (schools and libraries) and introduced himself. He explained the purpose of the interview and informed them about issues of confidentiality and consent. He also asked for permission to audio-record the interviews.

All participants consented to audio-recording which I did using two cellular phones. The motive behind the use of two cellular phones simultaneously was to eliminate the possibility of data loss due to the possible malfunctioning of either one of them.

The researcher used an interview schedule, but tried as much as possible to maintain a conversational atmosphere with the participants. The interview schedule comprised ten questions that ensured that three critical research questions were adequately addressed.

The maximum time for each interview session was scheduled to be one hour. Even so, most of them lasted for about forty minutes. I also took notes during the interviews that were audio-taped to increase validity (Christensen, Johnson & Turner, 2014).

3.7 Data analysis methods

Thematic data analysis was used in this study. The process of data analysis begins with the categorisation and organisation of data in search of patterns, critical themes and meanings that emerge from the data (Corbin & Strauss, 1990). The aim in analysing qualitative data is to discover patterns, concepts, themes and meanings. In case study research, Yin (2003) stresses the need for searching the data for patterns which may explain or identify causal links in the data base. In the process, the researcher concentrates on all data first, then attempts to take it apart and re-construct them more meaningfully.

This study adopted the thematic data analysis approach which enabled the researcher to see and make sense of the collective or shared meanings and experiences indicated by the data set. Vaismoradi, Jones, Turunen, & Snelgrove (2016) argue that thematic analysis is a flexible method that also allows the researcher to examine one particular aspect of a phenomenon in depth, which is one reason why it was used in this study.

Data thematic analysis was done using both deductive and inductive approaches. Deductive approach was informed by theoretical framework of transformational leadership. Inductive approach was employed when new themes emerged from the data that was generated through face to face individual semi-structured interviews. The inductive thematic analysis is guided only by the data collected during the study and themes emerge from the data (Bertram & Christiansen, 2014).

Thematic analysis is a six-phase process: familiarisation, generating initial codes, searching for themes, reviewing potential themes, defining and naming themes, and producing the report (Clarke & Braun, 2014). In phase one the researcher listened to the audio-tape recordings of individual participant at least twice and then transcribed the data. Thereafter, the audio-tape was played and the transcriptions read to ensure that data was transcribed verbatim. In phase two, the researcher began generating initial codes through a systematic analysis of data. According to Clarke and Braun (2014), the codes are the building blocks of analysis. The codes in this research identified and labeled a feature of data that was potentially relevant to the research question. In phase three the researcher's analysis began to take shape as the researcher generated themes, representing a shift from the codes. A theme captures something important about data in relation to the research questions and represents some level of patterned response or meaning within the data set (Clarke & Braun, 2014). In phase four, the researcher began reviewing potential themes. This phase is about quality checking in which the themes are checked against the collated extracts of data. The aim was to set themes that capture the most important and relevant elements of the data and reflect the overall tone of the data in relation to the research question. In phase five, the themes were defined and named. This phase involves being clear about stating what is unique and specific about each theme (Clarke & Braun, 2014). Some of the themes that were formulated were: principals' understanding of capacity-building; importance of capacity-building; curriculum changes and its challenges; capacity-building as empowerment tool. In some cases, sub-themes within a theme were generated. These are useful when there are one or two overarching patterns within the data, but each is played out in several different ways (Taylor, Bogden & DeVault, 2015). In the final stage of analysis, phase six, an in-depth report was produced. Writing and analysis are thoroughly interwoven in qualitative research (Vaismoradi et al., 2016), with the report providing a compelling story about the data based on the analysis.

3.8 Trustworthiness of the study

Merriam (1998) cautions researchers that a debate is raging because the constructs of reliability and validity are quantitative and positivist, and not necessarily that applicable to qualitative research. Assessing the accuracy of qualitative findings is not easy. However, there are several possible strategies and criteria that can be used to enhance the trustworthiness of qualitative research findings. Trustworthiness is the corresponding term used in qualitative research as a measure of the quality of research. It is the extent to which the data and data analysis are believable and trustworthy. Guba and Lincoln (1981), Krefting (1991) and Creswell (1998) suggest that the trustworthiness of qualitative research can be established by using four strategies: credibility, transferability, dependability and conformability.

3.8.1 Credibility

Credibility in qualitative research is defined as the extent to which the data and data analysis are believable and trustworthy. Credibility is analogous to internal validity, that is, how research findings match reality (Henning, Van Rensburg & Smit, 2004). However, according to the philosophy underlying qualitative research, reality is relative to meaning that people construct within social contexts.

Qualitative research is valid to the researcher and not necessarily to others due to the possibility of multiple realities. Thus, from an interpretive perspective, understanding is co-created and there is no objective truth or reality to which the results of a study can be compared. Therefore, the inclusion of member checking into the findings, that is, gaining feedback on the data, interpretations and conclusions from the participants themselves, is one method that was employed to increase credibility. Although it has its own disadvantages, Guba and Lincoln (1981) consider member checking into the findings as the most critical technique for establishing credibility. In order to ensure credibility of the study audio-recording device (as has been mentioned) was used to during interviews .The use of the device made it possible to generate verbatim quotations. These quotations from the data were supplied to illustrate and support the

interpretations. Participants were afforded an opportunity to verify the accuracy of data that was generated during the interviews. Allowing participants to verify data ensured that possible misinterpretation and inaccuracy were eliminated.

3.8.2 Transferability

Research findings are transferable or generalisable only if they fit into new contexts outside the actual study context. Transferability is analogous to external validity, that is, the extent to which findings can be generalized (Bertram & Christiansen, 2014). According to Maxwell (2002) generalisability refers to the extent to which one can extend the account of a particular situation or population to other persons, times or setting than those directly studied.

Seale (1999) advocates that transferability is achieved by providing a detailed, rich description of the settings studied to provide the reader with sufficient information to be able to judge the applicability of the findings to other settings that they know. In this study transferability was ensured through a thick description of the context. Dependability was ensured by making certain that all the processes involved within the study were reported in detail, thereby enabling a future researcher to repeat the work, if not necessarily to gain the same results (Shenton, 2004). The deprived rural context in which study was conducted was clearly described to allow other researchers to make sense of the findings of the study. Profiles of participants were also included to enable other researchers to contextualise the findings.

3.8.3 Dependability

According to Merriam (1998), it refers to the extent to which research findings can be replicated with similar subjects in a similar context. Dependability is analogous to reliability. In qualitative case study research reliability is not practical as qualitative research is highly contextual and changes continuously depending on various influencing factors. The quality of inferences also depends on the personal construction of meanings based on individual experience of the researcher and how skilled she/ he is at gathering the data and interpreting them. To attain some degree of reliability, Merriam (1998) advocates that the following techniques can be employed by a qualitative researcher, namely: explanation of the assumptions and theory behind the study; use

multiple methods of data collection and analysis (triangulation); explain in detail how data was collected to allow for an audit trail if necessary and member checks – taking data and tentative interpretations back to the people from whom they were derived and asking them if the results are plausible. In this study I used all four techniques to attain dependability of my research findings. I ensured the correlation between data collection and data analyses.

3.8.4 Confirmability of the findings

Confirmability is the degree to which the research findings can be confirmed or corroborated by others. It is analogous to objectivity, that is, the extent to which a researcher is aware of or accounts for individual subjectivity or bias. Seale (1999) argues that auditing could also be used to establish confirmability in which the researcher provides a methodological self-critical account of how the research was done. In this study confirmability was ensured through archiving all collected data in a well-organised, retrievable form. Proper archiving may make auditing possible by other researchers if findings are challenged.

3.9 Ethical considerations

MacFarlane (2009) highlights some ethical principles which must be observed in qualitative research and these include respect for others, informed consent, confidentiality, anonymity, voluntary participation, beneficence, non-maleficence or avoidance of harm, justice and integrity. Some of these principles are discussed in the ensuing section.

3.9.1 Informed consent and voluntary participation

Due to the sensitivity of the study, respecting the participants' autonomy to make their own choices, as well as their integrity as human beings and as professionals, it was important that ethical principles guided the study. The most fundamental ethical consideration I made was to seek informed and voluntary consent from the principals to participate in the study. I drafted a

consent letter for participants. In the consent letter, the principals were made aware that they were free to withdraw from the study at any time, without any prejudice or penalty.

3.9.2 Confidentiality of data and anonymity of participants

The participants were reassured that data collected during the study would remain confidential. As a result, all transcriptions, notes and audio recordings used during the interviews and observations were stored safely with only the primary researcher having access to them. Participants' information shared during the interviews was kept private and the research results were presented anonymously. Both the schools and the participants were informed that, in the case where their schools or their names were quoted, pseudonyms would be used, and that I would endeavour to remove any identifying details that might compromise their schools or their confidentiality and privacy from the research report.

3.10 Limitations of the study

The limitation of the study is that it will not be possible to generalise the findings to other contexts because it was done qualitatively and used only five principals. Nevertheless, attempts were made to provide thick descriptions of data and also of the context so that people who wish to transfer the results to their own contexts can see whether the context of the study is similar to theirs or not. As an experienced principal I accept and acknowledge the potential for my views to be skewed by my own experience, values, and perspectives as a transformational leader. When he realised the potential for my own thoughts and conclusions to overshadow the participants' ideas, I backed up my claims with relevant literature.

3.11 Chapter Summary

This chapter clarified interpretivist the paradigm that guided the researcher .Qualitative approach and a case study design were discussed. The issues that relate to gaining access to research site

and participants were also discussed. Data generation methods that were employed in this study were explained. Interpretist as research paradigm guided the researcher to select the methods that would help answer the research questions. Interviews (face to face individual interviews) were used as method for data generation.

Furthermore, this chapter discussed the data collection instruments, as well as the sampling techniques used to select the participants. The aim of using purposive sampling in this study was to obtain rich data. The chapter further explained the ethical considerations followed and the ways in which the quality of this study was ensured. Finally limitations to the study were discussed to acknowledge the potential as well as shortcomings that are inherent in the study of this nature, namely qualitative case study. The next chapter will focus on the data which was generated from the field and its analysis.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1 Introduction

The previous chapter presented the research design and methodology adopted in the study. In this chapter I present and discuss data that I generated, capturing understanding and experiences of five school principals regarding their role as facilitators of capacity-building of departmental heads. The findings of the study are presented thematically. Thematic analysis presented findings utilising a combination of deductive and inductive approaches. The findings are discussed drawing on related literature and framework of transformational leadership theory. The presentation of the data and the discussion of the findings are driven by the study's research critical questions:

- How do principals understand and experience their leadership role in building capacity of departmental heads?
- What factors do principals experience as affecting their role in facilitating capacity building of departmental heads?
- What strategies can principals devise to enhance capacity building of the departmental heads?

4.2 Profile of Participants

I conducted face to face semi-structured interviews with five participants three (primary schools) and two (secondary schools) in UGu district. All participants were principals who led schools with at least two departmental heads. They had vast teaching and management (principalship) experience, ranging from two to 16 years. Other particulars of participants including qualifications are shown clearly in table 4.1 below.

Below I present the profiles of participants in a tabular form. The names of participants were anonymised by the use of pseudonyms for confidentiality reasons.

Table 4.1: Profile of participants

Name	Designation	Gender	Age	Highest qualification	Management experience
Zizi	P	F	49	BEd	16
Tony	P	M	46	BEd	07
Bheka	P	M	45	SPTD	07
Gabo	P	F	56	BEd	05
Nono	P	F	48	STD	02

P = Principal F = Female M = Male BEd = Bachelor of Education SPTD = Senior Primary Teachers' Diploma STD = Secondary Teachers' Diploma

4.3 Principals' understanding of capacity –building

Data reveals that, although all principals facilitate capacity building of departmental heads to some extent, their understanding of what capacity building entails seem to differ. To Tony capacity building entailed motivation that principals provide to DHs. In his view, individuals who are motivated to work can succeed regardless of expertise or experience. Nono understood induction of departmental heads as a form of capacity-building. According to Nono induction should be the first activity of capacity-building as it exposes DHs to everything about school. Although Zizi did not use the term induction like Nono, she strongly believed that exposing newly appointed DHs to school's vision and mission before assuming duties is the best way to initiate facilitation of capacity building. Zizi also understood capacity building to entail encouraging DHs to expand or learn more in their field of expertise by attending workshops where they can interact with DHs from other schools. Similar view was held by Gabo who said capacity- building meant ensuring that everyone knows what he or she is doing as departmental

heads. This ideal she believed could be achieved through conducting workshops and seminars. Bheka shared as Gabo's view as he understood capacity-building to refer to an act of providing necessary knowledge and skill to your subordinates if you are a supervisor. Like Gabo, Bheka did not specify the actual activity that DHs would be engaged in as part of capacity-building but admitted that capacity-building was an on-going process. Bheka stated:

My understanding of capacity building is that a supervisor or a person with authority should be able to give more knowledge to the supervisee in terms of understanding his/her task that he is supposed to perform, it can be done in a number of ways It cannot be a once off thing – through workshops, meetings or one-on-one meetings. It's an on-going process.

Bheka insisted that capacity-building should be responsive to particular school environments. School climate and culture can determine the type and intensity of capacity-building activities that principals may organise. According to Bheka some departmental heads might require more activities to facilitate capacity-building than others within the same school or circuit. He stated:

You have different environments where you have different types of leaderships. When you work in a rural area, you need to have the capacity to lead in that area. Due to different backgrounds and exposure, Departmental heads do not possess same capacity. That is the reason why I say capacity-building is context dependent activity

Tony observed that motivation tended to drive individuals to perform above their own expectation. Individuals who were intrinsically motivated were eager to learn as a result they adapt faster than their colleagues who lack motivation. When probed further about how and when motivation should be done Tony conceded that recognising best performance through awarding certificates and trophies at the end of the year could be too late for development. The use of meetings to address and motivate DHs could be more effective. Tony elaborated:

Capacity building, as I understand, it is just a motivation to motivate the teachers, in totality, because you will not focus on the curriculum , per se, but the discipline, the behaviour of the teacher, professionalism and knowledge of teaching.

Nono perceived induction as cornerstone of capacity-building. Since jobs come with new challenges and knowledge, induction was seen as key to facilitating capacity-building for new incumbents. Through induction new incumbents were made aware of what lies ahead of them in their field of work.

Capacity-building is whereby now we need to induct all the departmental heads into the how part because you need to understand t what we are doing at a school level. So when we are talking about capacity building, we are giving, now, the empowerment to each and every educator in the context, so that they are given those skills, the values, the principles, and the guidelines on how to guide and mould that particular learner

From the extracts cited above its evident that participants view various activities as capacity-building exercises. These activities may include induction, motivation, orientation and mentoring. Participants stated that capacity-building usually take various forms depending on factors such as school context, background of DHs, experience of principal and many others. The views of participants are consistent with the findings of Geldenhuys & Oosthuizen (2015) that state that effectiveness of school reforms initiatives such as capacity building is determined by the quality of teachers and teachers' motivation to participate in training and implementing innovations. However, Albashiry et al., (2016) note that although DHs and principals acknowledge the relevance professional development and capacity building, little attention is paid to their implementation.

4.4 The importance of capacity-building in schools

All participants agreed that capacity building for departmental heads was vital for the effective delivery of curriculum and attainment of best academic results. School effectiveness in their view hinged on the ability of DHs to drive changes and influence others to perform optimally. Amongst key reasons why capacity-building is necessary are the need to respond to the challenges that ever-changing curriculum ushers in. The capacity building of departmental heads is a form of empowerment or development that is necessary for DHs' professional growth .These two reasons are discussed in detail below.

4.4.1 Curriculum changes and its challenges

The dawn of democracy in 1994 in South Africa had serious ramifications for education system. Various curriculum changes have been implemented in the past twenty-five years. These changes include Outcomes Based Education (OBE), National Curriculum Statements (NCS), Revised National Curriculum Statements (RNCS) and Curriculum Assessment Policy Statements (CAPS). Tony believed that the current education dispensation has not fully shaken off the remnants or the inheritance of apartheid. The previous education system left a legacy of inequality in the delivery of education to learners. DHs in deprived contexts, like their subordinates, still struggled to match their counter-parts in affluent contexts. Capacity-building is therefore viewed as a vehicle that redresses the imbalances of the past. Tony explained:

We must shift from what happened previously when there was this segregation even in education systems; therefore we must try and close that gap by giving these learners whatever can make them competent, nationally and globally, as we are living in a global world now.

Tony's views regarding curriculum changes and its implications for DHs were shared by Bheka. According to him the schooling system was not static and it required leaders who can respond timeously to challenges. Newly appointed leaders or DHs can only respond adequately to the curriculum changes if capacity building was facilitated for them. School principals had to ensure that departmental heads that were appointed to positions of leadership were capable to lead. Bheka stated:

Our profession is not very static. You meet new challenges each and every day, there are new challenges you have to face or deal with. For you to be able to deal with the new challenges, you need to have the capacities to deal with them. It doesn't come naturally – someone has to teach you and guide you.

Zizi like Bheka viewed the curriculum changes as the major reason why capacity-building of departmental heads should be facilitated. Although only four major curriculum changes are cited above, there are numerous other changes that provincial departments implement almost every three years. Some changes relate to subject content and assessment guidelines that are frequently

revised. Unfortunately these changes are never acknowledged in the media as curriculum changes by DBE ,yet they impact on capacity of DHs to lead their departments. Zizi emphasised:

... the curriculum changes every time. I think one of the most important things is that the people who lead a school have a capacity to deal with either challenges, or implement new developments which are there within the system.

Data revealed that participants were aware of the role that DHs should play in responding to curriculum changes. Departmental heads are positioned to drive implementation of all curriculum changes because they interact directly with teachers who deliver the subject matter in classrooms. Malapo and Pillay (2018) posit that departmental heads should know the implementation challenges that educators experience. Educators are at the coal face of curriculum implementation. In order to achieve this outcome Ntshoe and Selesho (2014) state that SMT members need to undergo continuous professional development in order to capacitate its members. Facilitating capacity-building of departmental is critical for the success of curriculum implementation.

4.4.2 Capacity-building as empowerment tool

Capacity building was viewed by participants as a means to empower new and serving departmental heads. Principals should, together with departmental heads, identify specific capacities that should be developed. Zizi felt that one of the reasons why DHs need empowerment was lack of leadership experience. Even with some leadership experience, Gabo argued that DHs may not be familiar with every task that they have to perform. Nono saw the need to attain better learner results as primary reason for empowerment of DHs. Zizi strongly believed that some people that are appointed to positions of leadership did not possess leadership skills. Zizi stated:

Very important one because some of them they get into post not ready to manage and lead the department. So you need to start with activities that contribute towards building that capacity.

Similar view was held by Gabo who believed that departmental heads had difficult tasks to carry out. In their view Gabo and Zizi, believed individuals who were appointed to positions of leadership always required capacity-building. Gabo pointed out:

Capacity building is very important because in some other areas it happens that you are given a task to do of which you are not well enough or well versed on how to handle that part of your work, so capacity building is helping a person in order to grow for what he has to do it.

According to Nono, capacity-building benefited departmental heads as well as learners. Each school was a unique educational context that required relevant leadership skills. The nature of learners in the school, determine skills that those who educated them should possess. Curriculum content has skills, values and attitudes that it seeks to instill in learners. These skills, values and attitudes should be communicated to teachers. Departmental heads were better positioned to execute this curriculum task. Nono posited:

We are giving, now, the empowerment to each and every educator in the context, so that they are given those skills, the values, the principles, and the guidelines on how to guide and mould that particular learner so that he becomes a future responsible citizen.

The sentiment of Nono was echoed in Bheka's response to the question of why capacity-building is important. Like Nono, Bheka perceived school environment as determiner of leadership style that DHs will have to adopt in performing their tasks. Departmental heads needed empowerment in order to meet challenges that school environment presented. Bheka stated:

A policy may not speak directly to what is in a school or in your individual school, but if you work together and understand a policy and then as a leader you capacitate your people to understand that in this kind of environment, though the policy says do this – this is how you will implement the policy in a correct way.

Gabo also believed that the exercise of facilitating capacity-building of departmental heads by principals might foster teamwork amongst staff. Working together enables departmental heads to develop and empower one another through collaboration. Gabo maintained:

It (capacity-building) should be done because you can't work alone and it helps more especially when you do team works allowing other people or other colleagues to assist you in what you do, you network when you want to be capacitated.

Participants argued that developing capacity of departmental heads enhanced their ability to respond to a myriad of daily challenges that as middle managers face. They viewed capacity-building as means towards empowerment. Departmental heads who were empowered through capacity-building acquired various important skills such as working as team, managing change and many others. Empowerment also implied that DHs could now implement innovations that were needed to lead effective department. Yakavets, Frost and Khoroshash (2017) found, in their study conducted in Khazakhstan that capacity-building is necessary if innovations are to be implemented across all schools. Schools need empowered departmental heads if its implementation of innovations is to succeed. Tan (2018) posits that effective capacity building allows an organisation to continue its work despite staff turnover or changes in operating environment. Any organisation that will operate optimally in spite of changes and challenges must empower its employees. The relevance of capacity-building was viewed in this light by the participants.

4.5 Capacities that principals expect departmental heads to possess

The first question of the study sought to understand types of capacities or competencies that school principals expected Departmental Heads to possess. Some capacities are outlined in DHs job descriptions, whilst others are based on school environment and climate. There seemed to be generic capacities that all participating principals expected. These capacities included knowledge of and capacity to implement departmental policies, management skill such as planning and organising and knowledge of subjects, which included knowledge of subject specific guidelines

and capacity to support and monitor educators teaching of subjects. These three main expected capacities are discussed below.

4.5.1 Knowledge and understanding of policies

Data generated from participants revealed that knowledge and understanding of policies was paramount to effective leading in the department. Policy prescripts provide guidelines that enable employees to discharge their duties in manner that DBE expects. Policies further prevent possibilities of operating outside set parameters which could impact negatively on school effectiveness. Principals stated that they expected DHs have some understanding of provisions of the following laws: South African School Act (SASA), Personnel Administrative Measures (PAM), Educators Employment Act (EEA), South African Council of Educators Act (SACE), Labour Relations Act (LRA) and National and Provincial curriculum related policies.

Nono emphasised the need by departmental heads to understand policies .Understanding policies and how they should be implemented enable departmental heads to operate within parameters set by the department of education. Nono stressed:

I will say, firstly, give that particular person all the policies, the processes and the guidelines, as per the prescripts of the department, because he will know how to do. I am trying to say all the resources must be in place. I am talking about the systems.

On the same vein Tonny asserted that departmental heads as leaders should be change drivers. They can only succeed in driving changes if they acquaint themselves with current issues and policies. The success of education department depends largely on their ability to interpret and implement policies. Tony stated:

...so now they have to update themselves and acquaint themselves with the current issues and policies regarding to their work...

According Gabo Departmental Heads needed to possess adequate knowledge of policy prescripts if they were to be able to influence educators in their departments. Knowledge of subject specific policies could make monitoring of teachers' work more effective. Gabo stated:

Because they must know that whatever they say about subject and whatever they have to do with the educators that they are leading they must know. They must be more influential and must have more information.

The importance of awareness of policy provisions was also emphasised by Zizi who indicated that she set a day for DHs to be capacitated on legislation. She indicated that a number of conflicts and misunderstandings emanated from incorrect interpretation and application of policies and legislation. Zizi expanded:

The one that I have while I was doing PMDP (Principals Management Development Programme) was to introduce them to policy of the school .In a week nominate one day we sit down I introduce them to policy of school. We discuss almost everything that I feel it is important for them to know.

From extracts cited above it is evident that participants believe knowledge and understanding of policies as well as correct implementation is vital for the success of school. This finding is consistent with literature in that Versland (2016) state that principals and educators have to mediate relations between policy and practice. Departmental heads should interact with educators using policy prescripts .In applying policies, departmental heads should guard against broad-brush application that does not take into account contextual factors (Masinire et al., 2015). Principals should strive to develop the DHs' capacity to understand and implement policies properly. The need to capacitate departmental heads is corroborated by Spaul (2013) who found in their study that departmental heads struggled to interpret the policy prescriptions in the manner they ought to.

4.5.2 Planning and organising abilities

The ability to plan and organise and co-ordinate activities in the department emerged as one of key areas of assessing effectiveness of DHs' leadership. Bheka noted that departmental heads who planned properly tended to experience less frustration from subordinates. He stated that having plans created an impression that DHs were in charge. Nono viewed profiling of educators by departmental heads before operations commence as vital stage of planning. To Nono

knowledge of teachers qualifications, experience and relevant details facilitate planning by departmental heads. Tony stressed that planning seemed to depend on school environment .To express his belief in importance of planning and organising abilities, Bheka stated:

I think a departmental head, for starters should understand and have planning skills, be able to organise and be a team player, since he or she works directly with the educators whom he or she will be supervising in terms of their delivery of the curriculum in the classes.

Planning, organising and coordinating capacity ensures that there is common understanding amongst educators who are working in the same department. Learners are expected to perform well in the subjects across all the grades. According to Nono, departmental heads should have better understanding of educators in their departments. Planning of activities that educators must execute should be based on the knowledge of their strengths and weaknesses. Nono stated:

Planning starts when Hod realises that he needs to profile each and every educator in the department. Once he has profiles of educators, he can begin to determine who should teach which subject. That is planning.

Tony viewed proper strategic planning as paramount for the success of any department. School strategic planning is more complex than planning for the department. Tony recommended school strategic planning because it usually co-ordinates various plans from all stakeholders within the school into one common plan. Having school strategic plan may eliminate the possibilities of clashes in dates for activities. It also promoted transparency even with sensitive issues like school finances .Planning should include implementation strategy and review process. Tony stressed:

And they must strategize, for example, they must have plans of how they are going to implement this. For example, you know that in schools, especially primary schools, we know that there is still no specialisation, so teachers are ranked according to their qualification of the phase.

DHs require strategic planning skills in order to run their departments effectively. Planning should be a collaborative effort by all stakeholders. Tan (2018) argues that strategic planning must involve stakeholders through meetings, discussion and community awareness programmes.

DHs should be actively involved in strategic issues in their schools because they are the closest stakeholder to teachers (Myende and Bhengu, 2015). Participants acknowledged the critical role that departmental heads play in strategic planning. The decisions and resolutions that planning session adopt should be informed by resources that are at disposal of departmental heads. Proper planning may prevent unnecessary hindrances to curriculum delivery.

4.5.3 Knowledge of subjects in the department

Findings regarding knowledge of subjects by DHs reveal that participants in this study considered subject competence a prerequisite for success. They stated that poor or inadequate subject knowledge that DHs may possess seemed to compromise the confidence of their subordinates have in them.

In reality DHs seldom possess knowledge of all subjects in departments that they lead. They are required to possess knowledge and teaching experience of at least one subject in the department that they lead (DBE, KZN, and HRM Number 36 of 2017- Promotion Bulletin). Bheka believed that there was therefore a dire need for DHs to learn and acquaint themselves with new developments in the subjects. Bheka stated:

A departmental head should, although he/she may not fully understand the subject, must understand what is expected in the subject that he or she is heading or leading, in terms of your ATP's, your assessment, how many tasks are to be conducted per subject and in terms of understanding what is required in terms of moderations and all.

According to Nono post requirements for s are minimal since the knowledge of at least one subject in a specific field is sufficient for eligibility to become a DH. In practice DHs must monitor the teaching and learning of subjects that they do not know. Nono further asserted:

We need to start from the point of departure where the post has been advertised, because it speaks to a post description, in terms of the learning areas. Do HoDs know all the subjects? They do not know all of them.

Participants who were principals in primary schools emphasised the importance of knowledge of the entire phase curriculum, e.g. Foundation Phase, more than the knowledge of subject. In

primary schools departmental heads' posts are allocated per phase not per subject field. Leading a phase appeared to be more complex than leading subject field e.g. Sciences. Zizi stressed:

So one he or she must be a person who knows how to teach curriculum aspect of that phase, because without curriculum knowledge nothing is going to happen because Hod is a curriculum expert.

Zizi strongly argued that knowledge of curriculum and the capacity to teach effectively could not be overemphasised because departmental heads should lead by example to their subordinates when came to issues relating to curriculum. Zizi explained:

Secondly she or he must be a person also who knows how to teach, because if don't know how to teach you are not going to monitor and supervise those educators.

On the same vein as Zizi, Gabo stated:

When you are an HOD there is too much of work more especially in curriculum .So you must have more information on how to handle the curriculum issues, so the skills that they must have they must have the so-called confidence.

According to Gabo curriculum knowledge and management skills are vital for the success of any departmental head because she thought their main job there was to look at the curriculum and supplement it to make it work.

From the extracts cited above regarding knowledge of subject or subjects in the Phase it is clear that for the participants the capacity to handle curriculum matters is vital .The reality is that most departmental heads were not exposed to the subject content that they must teach and/or monitor its teaching. Many changes in curriculum come with challenges. One of the difficulties in curriculum change is that it involves the introduction of a new discourse about education (Adu & Ngibe, 2014). Principals themselves are not always at hand to assist departmental heads due to commitments.

According to Diamond and Spillane (2016) teaching is a complex multifaceted activity involving several subjects and dimensions such content, pedagogy, and grouping. It is this nature

of teaching activity that warrants conscious effort by principals to facilitate capacity-building of DHs.

4.6 The role of school principal in facilitating capacity–building of Departmental Heads (DHs)

Participants acknowledged the fact that they had a pivotal role to play in facilitating capacity-building of DHs. As school principals noted that their own leadership capacity determined the quality of capacity-building programmes that they could initiate or facilitate. Amongst various roles that school principals can play, they prioritised induction, monitoring and support, provision of resources (both human and physical) and leading by example –modeling best practice. These prioritised roles are discussed in greater detail below:

4.6.1 Induction

Findings from interview with participants reveal that it is negligence or dereliction of duty to throw DHs into deep end without proper induction. Participants in the study tended to stress the need to induct since they (DHs) were suddenly confronted by challenges that are inherent in new position. Induction can diffuse anxiety that comes with new territory and new responsibility. According to Gabo induction makes the incumbent aware of what the job entails and what is expected of them. Bheka felt that it is not enough to express expectations to DHs, but necessary resources should be made available for the new incumbent. For example induction may include familiarising the DH with school resources like science laboratory, library and other resources. Gabo stressed:

As the principal then my role is to sit down with the departmental heads and workshop them on what they are expected to do as departmental heads.

Like Gabo, Bheka believed it was unthinkable that an educator’s experience as a dedicated teacher can translate into a capable leader without any form of capacity building. To this end Bheka emphasized the following role:

My role is of ensuring my departmental heads know what is expected of them. My role as capacity builder is to ensure that each and every departmental head has a plan and to do that plan, they must understand the elements of planning” the ATPs or the documents of the department and then they work on it correctly.

The most critical task of departmental heads, according to Gabo, is to ensure that school curriculum is delivered effectively and efficiently. The role of principal is to provide necessary assistance or facilitate capacity-building of DHs. DHs must have full understanding of what lies ahead of them in their job. To Gabo induction serves the purpose. Gabo stressed:

As the departmental heads they are basically in curriculum. I must make sure that as the principal they understand everything about the school, its culture and climate.

Inferences that can be drawn from the excerpts illuminate the fact that people who are promoted to position of leadership require induction. Principals sometimes assume that individuals promoted within the school do not need induction (Bush et al., 2009). Induction of DHs serves three purposes. First purpose is socialization, which entails integrating or assimilation of new employee into institution. The second purpose is to help one to achieve competent performance. The third purpose is to understand the organisational culture, that is, to understand the core values and beliefs of the institution (Bush et al, 2009). Principals must therefore ensure that capacity-building for DHs in the form of induction is implemented.

4.6.2 Monitoring and support

According to participants interviewed in the study capacity building should not end with induction but proceed to monitoring and support of DHs. When DHs enjoy support and monitoring (positive intervention) from principals or deputy principals, they do not feel neglected. Tony saw his role in this regard as follows:

My role is to ensure that departmental heads monitor the work .I must be there to help them so that they can in turn they will help educators in their departments.

Gabo asserted that aim of support and monitoring by principal should was to ensure that the DHs were doing what they ought to do with educators in their departments. Gabo elaborated:

...and the other thing that they have to do as departmental head just is to check whether they know what's they are expected to do, do they know how to control the work ,do they monitor and supervise the work that they are given.

In schools that qualify for the post of a deputy principal, principals may delegate the responsibility to monitor and support DHs to deputy principals. Rather than neglecting his role, delegating to deputy principals may ensure that some form of capacity-building is taking place. Nono stated:

So, in order to see to it that everything is taking place, I need to check the work of the deputy principal, so that it takes into account everything pertaining the departmental heads is done according to the standards as set by the schools.

Monitoring and support of DHs is important since some may experience leadership challenges regarding management of departments. Mbhalati and Jita (2018) remark that some school-based instructional leaders lack literacy knowledge, skills and capacity required to guide and support literacy teachers in classroom .They attribute lack of capacity to weaknesses in recruitment and appointment procedures of educators to senior positions. In some cases absence of training, job description, inadequacy of time to practice the instructional activities and load of paper work are major reasons ignoring monitoring and support of DHs (Bhashil and Khalil, 2017).Principals should include monitoring and support of DHs in their daily operational plans.

4.6.3 Provision of resources

The ability of DHs to perform duties effectively and efficiently may be inhibited by lack or non-provision of necessary resources, participants cautioned. Gabo told that her school was too small to attract better funding from DBE compared to others. Even if she wanted to provide everything, but she could not. Gabo believed that resources must be used properly and be maintained. Tony emphasised the need to audit resources for that particular department in order

to determine what resources should be provided. Providing resources according to Tony boost the morale of DHs because they now have tools for the trade. They can deliver on promises that they make during interviews. Zizi found provision of relevant human resources very difficult now because DBE no longer allowed principals to recruit post level one (PL1) educators. Principals have to wait longer now to fill vacancies because of new protocols. According to Tony provision of resources may enhance DHs' capacity to deliver desired educational outcomes. Tony stressed:

... must see to it that all resources that are needed are provided. But I can provide what our budget allows. We do not have much as we depend on State grant.

Gabo stressed the need to verify if DHs were using appropriate resources correctly. According to Gabo provision of resources, without demonstrating how they are used and maintained, did not guarantee success. To drive point home, Gabo stated:

Check their documents that they are using. Are they correct? If they don't have the correct documents, then get them. Also check tools that they are using to record. I have to assist them on recording because everything they do they have to record.

Other resources that DHs should access are sometimes readily available in schools. These resources can provide guidelines on how certain duties are executed. Allowing departmental heads access to these documents may ease the burden of developing departmental heads even on minor leadership issues. Nono explained:

You also need to encourage your educators to read circulars, notices and publications. Reading publications enables them to keep abreast with development in their subjects and profession.

The principals conceded that providing resources, both human and physical, to departmental heads could enhance leadership abilities. Providing resources should be followed training on how to utilise them properly and optimally. They insisted that DHs should develop ability to improvise where resources could not be provided by schools. DHs are expected to conduct quarterly audit of resources in their departments. Proper management of resources can save school finances since schools do not have to procure same resources year after year. In managing

resources DHs should involve stakeholders within and outside school. Within the school all learners and educators need to develop a sense of responsibility towards resources. Learners in particular should handle resources carefully and teachers should oversee their maintenance. Community involvement may assist in ensuring that resources are protected from acts of vandalism and theft. Departments that are poorly resourced are likely to produce poor results as compared to those that are adequately resourced. The findings from this study are corroborated by Mansour (2011) who posit that capacity building also involves provision of knowledge, contacts and resources, which can enhance social capital. Capacity building is not complete without the provision of necessary resources that will ensure DHs execute their duties to the best of their abilities. On same vein, Tan (2018) states that principals need to address challenges of resource constraints related to the shortages of qualified teachers and support staff, learning infrastructure, and other educational resources.

4.6.4 Leading by example- modeling the best practice

All the participants that were interviewed emphasised that principals need to appreciate the fact that their leading and managing of school also entailed instructional leadership. Leading departmental heads demanded their capacity as instructional leaders to demonstrate or model good practice. Tony complained about lack of time, due to the size of his school, when it came to modeling best practice in delivery of curriculum. He pointed out that sometimes he missed teaching period and he felt he was not setting a good example for departmental heads. Nono stated that teaching time for principals was now aligned with the size of school in terms of revised provisions . Principals in primary schools can teach from 10% up to 92% of notional time, depending on the size of the institution .In secondary schools principals can teach from 5% up to 60% of notional time, depending on the size of the institution (DBE, PAM, 2016). Bheka insisted that the issue was how you manage to demonstrate best practice even if you teach only twice a week. Principals should lead by example. Zizi agreed with Bheka on the importance of setting good example. To illustrate the importance of this role Zizi pointed out that:

I need to be one who should be capacitated when it comes to those things (curriculum matters). If you are the principal who does not know how to handle the curriculum of school; does not know your role as the principal, you are in big big trouble.

Zizi also believed that principals could develop or build their capacity to lead by example through reading various publications. Reading publications enabled principals to keep themselves abreast with current trends or developments in the profession. Zizi concluded:

So you need to read a lot of thing, like magazine and all those things and know current situation things regarding education .A principal must be a life-long learner. That way you inspire your SMT to develop themselves.

According to Bheka principals ought to provide instructional leadership to departmental heads who practically drive curriculum delivery. Effective and efficient curriculum delivery required capacitated departmental heads. Bheka stressed that principal should lead by setting a good example:

Your role as the principal is that you're an instructional leader, but the people who work directly with educators are the departmental heads, where they supervise teachers who teach in classes day-to-day .When you lead by example you capacitate people, you are building capacity for them to be more effective in their performance of their duties. ..

Findings illustrate that participants placed heavy premium on modeling the best practice for departmental heads. Departmental heads should always enjoy guidance and support in all spheres of leadership including leading in instructional matters. In spite of challenges, such as lack of time, participants still argued that neglecting instructional support of DHs may result in catastrophe for the school. It was not fair to expect DHs to lead their departments effectively without providing necessary guidance and support, participants insisted. It is important to note that principals acknowledged the value of setting good example for departmental heads. Principals as effective leaders should develop a clear set of values for constituents (DHs) to follow (Gulcan, 2012).As transformational school leaders ,principals set the example and build loyalty through their daily actions (Quin, Deris, Bischoff & Johnson,2015).When subordinates emulate a positive example set by principal ,shared vision and organisational goals are released. Chegini (2010) observes that teacher performance improves dramatically when the school leader is seen

engaging in the organization's shared vision and goals by setting a positive example. Modelling the best practice for departmental heads may alleviate fears inherent in assuming new leadership position and develop their capacity as instructional leaders. By setting a positive example principals reveal their commitment to the stakeholders (Abu-Tineh et al.,2009).

4.7 Capacity-building opportunities

Data reveals that participants believed that they should play leading role in facilitating capacity-building for DHS. However, participants conceded that they are not always able to do justice to all the areas that require capacity-building. The major concern was the amount of work that principals have to do in leading schools today. Principals cited holding meetings / workshops and involving DHs in planning as main capacity building opportunities that they used. These capacity-building platforms or opportunities are discussed in detail below:

4.7.1 Holding SMT meetings

Principals seemed to rely on holding meetings with departmental heads more than other opportunities for capacity-building exercises. Zizi told that she relied on meetings where they discussed issues related to leading and managing departments. To Zizi holding meetings created a platform for DHs to express their views and for her to facilitate capacity-building. Nono cited lack of quality time to exhaust issues but admitted meetings were the best platform for capacity-building as they are held during school hours. Departmental heads are not inconvenienced by having to stay behind after school. Gabo emphasised the importance of recording all proceeding in meetings as these records are required by DBE officials. These records are proof that principals intervene and guide departmental heads. According to Bheka holding meetings frequently was necessary to keep departmental heads informed. Bheka reported:

We have weekly meetings. Amongst the standing items will be the curriculum. In that curriculum is where you're able to identify the gaps in terms of monitoring and performance of the educators.

Gabo further stressed the importance of holding, not only briefings but formal meeting too. Formal meetings according to Gabo ensured that the gravity of matters that are discussed are appreciated by all members of SMT. Gabo elaborated:

To do it (capacity-building) we have got the meetings and in the meetings we need to have to minute everything that we are talking about there. So in the meetings it's where we discuss and check if there are challenges that they face.

The importance of holding formal meetings was also echoed by Nono. Nono believed formal meetings provided opportunities for SMT members to reflect on and review strategies. Nono stated:

Even if it is meetings, as they do take place, make it a point that whatever that you decided upon in that meeting is there in writing and keep the records and documents because at the end of the day, that is where you have to go back and reflect should go wrong.

Principals should guard against the temptation to dominate all the proceedings of meetings. Dominating other members of SMT in meeting may have adverse effect on capacity-building of departmental heads. Zizi advised:

When we have meeting you must be as principal, just not saying anything. Just be seated to observe how they interact with other teachers...We only intervene when there is a need. HoDs must be active participants.

Meetings with departmental heads may also be used purely for professional development. Principals in consultation with DHs can identify areas that require professional development and agree on dates and duration of the meetings/workshops. Bheka clarified:

We make it a point that twice a month, we do have some form of professional development. Your departmental head should understand the role of a deputy principal. They must understand your role as a principal. They must understand the role of educators and the role of the departmental head himself.

Findings reflect that principals viewed holding regular meetings with departmental heads to discuss school matters as an excellent opportunity for all SMT members to contribute towards achievement of organisational goals. Meetings should, amongst other things, be characterised by active participation by all and adoption of resolutions. Participants stressed the importance of holding regular meetings. Meetings provide opportunities for transformational leaders to promote intellectual stimulation (Abdullah et al., 2016). Principals should co-ordinate the crafting of action plans that reflect dates for meetings. These dates must be made available to all members of SMT. Transformational principals can use meetings to initiate reform efforts and develop new approaches to improve their performance and that of educators in their departments (Valentine & Prater, 2011).

4.7.2 Involvement in planning

There was consensus amongst participants that one way of facilitating capacity-building for DHs was to involve them in planning. Planning may entail, amongst other things, crafting whole school development plan, annual academic improvement plan, professional development plan and school improvement plan. Zizi said she involved departmental heads in areas requiring planning including budgeting. Zizi felt if DHs are not involved in budgeting for year an impression might be created that she was hiding something. Nono also agreed with Zizi on importance transparency when dealing with DHs. Nono observed that in some instances DHs were reluctant to execute tasks that were not properly communicated during planning session. Tony stated that involvement of DHs in conducting SWOT analysis worked very well his school. Through SWOT analysis they were able to prioritise certain activities. Bheka emphasised the importance of reviewing the implementation of resolution that were taken during SWOT analysis (planning session). According to Tony, planning should assist in identifying challenges. Tony stated:

Using this SWOT is where you can see the strengths, weaknesses, opportunities and threats you have. Now if you would sit down and do your own SWOT for a school, I think is where you can pick up the challenges. So through the SWOT analysis, it is easier for us

to make a school improvement plan, looking at these areas, especially those that are in need of development.

Bheka, like Tony, viewed planning with DHs as an important mechanism to facilitate capacity-building. Through planning together whole SMT is made aware of all activities that school must organise. Bheka stated:

Another important thing that I indicated earlier on is planning towards the end of the year. We do planning, together with the departmental heads, as to their responsibilities and the activities that will be taking place in their departments. From time to time, we review what is happening.

During planning session principals may identify certain tasks that they cannot execute due to commitments with others activities. Identified tasks can be delegated to DHs to perform. Performing these tasks and receiving positive feedback from principals enhance the capacity of DHs. Nono explained:

When you delegate duties, make it a point that this one is responsible for late coming; this one is responsible for registers; this one is responsible for control. When you delegate duties, as a SMT, you would know what happens with each one.

From extracts above, it is evident that participants felt that the importance of planning by SMT members cannot be overemphasised. Proper planning prevents possible leadership problems or disasters. Using SWOT analysis as springboard for planning, school leadership can tailor their interventions to respond the challenges of the school. Principals should encourage departmental heads to participate in planning session. According to Bush and Glover (2016) literature review on teacher attitudes to further training concludes that educator involvement in planning activities assists to develop a more positive attitude. During planning sessions respective departmental heads should table matters or activities that departments intend to organise. Tabling all activities enables the members of SMT to prioritise activities and review budget where necessary .Steyn and Wolhuter, 2010 & Boateng, 2014) noted there has been little improvement in schools’

capacity to engage in planning because many schools in South Africa as some are dysfunctional or do not function optimally.

4.8 Principals' experiences of facilitating capacity-building of DHs

Principals who have capacitated their departmental heads voiced out that they had both negative and positive feelings about their experiences. Participants indicated that initial capacity-building exercise was frustrating. Frustration was caused by factors such as negative attitude, poor interpersonal relations and lack of trust amongst SMT members. Zizi pointed out that some DHs doubt the competence of principals and become critical. Nono told that she found it shocking to realise that male members of SMT were more co-operative with her than their female counterparts. Nono had thought as a female principal she would enjoy better support and participation from female DHs. However, as in the cases of Zizi and Bheka, Nono observed a change in attitude over time. In the case of Tony's school, he observed that some departmental heads did not appreciate the act of being capacitated. Tony stated:

I think it is enjoyable, because you are doing what you are supposed to do. At the same time, it is frustrating, as not all the teachers will be positive with what you are doing. Others will pass negative responses towards what you are trying to do.

Gabo concurred with Tony on the issue of attitude of DHs. Changes that are brought about by promotion to leadership position were not always met with positive attitude. Internal school politics sometimes stifled flow of activities aimed at facilitating capacity building. Changes in job description of DHs, as a result of promotion, warranted capacity building. Gabo noted:

Capacity building will come with certain changes and change is not always welcome. But as principal I must continue with implementation of change. I must account for everything that is taking place in my school.

Zizi had a similar experience with capacity-building of departmental heads. Zizi observed that initially there was resistance to transformation by DHs. The resistance and critical attitude diminished over time and DHs began to embrace capacity building. Zizi noted:

Yes in first place it was frustrating to facilitate capacity- building because some of my Hods did not take what was given to them .But at the moment now we enjoy it because we have got a routine of how to do that capacity-building...

DHs seemed to accept and enjoyed capacity building after some time. Bheka recalled that after some years of capacity-building of DHs he experienced less frustration arising from attitude. Bheka explained:

As you capacitate them more, they become accepting of what you are coming up with. As a facilitator of capacity building, they begin to trust you and have confidence in you and then things become much easier. You start to enjoy it, say, after 4 years of working with people and you now see that they understand their roles. They now understand what is expected of them.

Some DHs tended to accept capacity-building because Integrated Quality Management System (IQMS) dictates that employees should provide evidence of professional development every year. IQMS scores that are awarded to them determine eligibility for increment in terms of Education Labour Relations Council (ELRC) - Collective Agreement No. 8 of 2003 (DBE, 2003). Nono elucidated:

IQMS serves as something that is a tool, which makes each and every educator have that interesting motivation, knowing very well that at the end of the day they will be compensated. So when it comes to capacity building, everyone will make it a point that they are hands on and on their toes as they know that something will come into their pockets.

Findings show that initially some participants experienced frustration when they implemented capacity building programmes for DHs. Frustration was caused by factors such as attitude, gender, timing and content of programmes. Albashiry et al., (2016) argue that due to several factors such as lack of support from the supervisors the interest to participate in capacity-building programmes may diminish. Moreover, DHs come to professional development opportunities with different background, confidence and motivation. These contextual factors determine whether they embrace or resist changes (Bhashir &Khalil, 2017). The factor of linking IQMS scores, which are used for pay progression purposes, with actual performance made some

DHs appreciate the value of capacity building. Some DHs changed their attitude over time when they realized the impact the capacity building had in their developing their expertise Principals began to enjoy the exercise of capacity building when DHs changed their attitude. Participants stressed the importance of infusing capacity-building programmes in their annual plan. They also stressed the value of patience and impartiality when dealing with DHs.

4.9 Factors that affect capacity –building of DHs in schools

Data generated through face to face semi-structured interviews exposed several factors that seemed to affect the number, frequency and quality of capacity-building programmes that are organised in schools. Participants cited a number of both positive (enabling or enhancing) and negative (inhibiting) factors that prevailed in their schools. These factors are discussed separately below.

4.9.1 Factors that enhance capacity building programmes in school

4.9.1.1 Delegation of leadership roles

Participants noted that capacity building relieved principal of some of leadership roles. DHs enjoyed playing leadership role after capacity-building programmes. DHs who were able to accomplish delegated duty in time and accordingly seemed to develop confidence. Zizi said she delegated to DHs even though she was present at work. Zizi's main objective about delegation was to expose DHs to various documents that DBE officials often demanded. Tony believed that some of his DHs were more competent than he was when it related to tasks requiring technological skills. He viewed delegation as a win-win strategy for both DHs and himself. On same vein Bheka perceived delegation as a win-win strategy since he no longer had to follow his DHs as they are capacitated. Bheka expanded:

On the positive side, as I indicated earlier on, you get while people are being capacitated, your role as a principal, you are no longer behind people. The people whom you lead, you allow them to work on their own.

Zizi shared a view that is similar to the one Bheka holds about delegation being a positive factor for capacity building .Zizi added:

One is delegation. After we have done all these policy things, delegate them so that they are hands-on so that if I am absent you must give them some orders. They must know that there is a logbook.

Some participants noted that capacity-building through delegation of duties seemed to develop confidence in DHs. DHs that are competent in their leadership role relieve principals of the burden of constant monitoring. When principals are relieved of some monitoring and support tasks, they can focus more on other matters that require their attention. When DHs are well capacitated principals can change their focus to mentoring and supporting rather than controlling and monitoring (Seobi & Wood, 2016).

4.9.1.2 Leadership style of principal

Findings revealed that leadership style that dominated practice of principals influenced the outcomes of capacity building programmes. Principals who adopted transformational and distributed leadership styles noted success in their bids to facilitate capacity building. Zizi pointed out that she used teamwork most of the time and it paid dividends for her school. All her DHs were able to tackle leadership challenges without her assistance. Tony remarked that collaboration or teamwork revealed or unearthed latent talents in some DHs in his schools. DHs that were initially shy and scared to take decisions were now willing to take risks. Tony attributed the change in his DHs capacity to his style of leadership. He allowed them to make mistakes and helped them to rectify them. Bheka also observed that leadership skills of DHs are honed during capacity building programmes. Bheka stressed:

You cannot perform in silos as a principal and achieve the goals the department and community want from you if you are working with people without capacity. It is very important to involve HoDs in decision-making process and implementation.

Tony observed that leading school using democratic and transformational leadership style accommodate differences that are found in competencies that DHs have. There was no pressure that was exacted on individuals to engage in unhealthy competition. Tony explained:

You have to note that certain people are easy to learn and others take their time. Those that are easy to learn will come and assist and ensure that you are able to reap results earlier than you were expecting.

Findings illustrated that there is a positive relationship between performance of departmental heads and principal's leadership style. Principals that used transformational and distributed leadership styles noticed marked improvement in the performance of DHs. This finding is consistent with Bohlmark's (2016) statement that school leadership is viewed as a barometer for school effectiveness and improvement. It is for this very reason that school principals employ various leadership strategies and techniques to ensure that organisational objectives are accomplished. In order to ensure that organisational goals are achieved school principals strive to reconcile macro policy discourses and texts in their everyday leadership practice (Diamond & Spillane, 2016). Principals' leadership style thus has enormous effect on quality of capacity-building programmes for DHs.

4.9.1.3 Collective responsibility towards school effectiveness

Participants stated that poor school performance, which is evident in learners' academic results, dented the image and reputation of the schools. This sentiment was more common amongst principals of secondary schools that offer matric classes. Bheka praised the DBE for introducing accountability session for stakeholders when it came to learner performance. In the past Bheka said the principal was grilled alone in the office by DBE officials when learners had failed in matric. Now all SMT members were jointly accountable for the results. Realising this change

made many DHs review the manner in which they operated. Zizi as well Gabo pointed out that even primary schools were now closely monitored by DBE officials. Collective responsibility towards school effectiveness promoted participation of DHs in capacity building programmes. Department of education officials always expect principals to lead when it comes to accounting for the results. Tony explained:

I will now be seen as a failure if my learners do not pass. As a principal, you are not fulfilling your duty. The performance of your school, that is, results are affected. If your school is not performing, the officials will first look at you and then SMT and ask as a principal, what you are doing if your school is not performing.

Participants noted that when a school is producing excellent results, members of SMT and staff developed confidence and became motivated. Conversely, when a school failed to achieve expected academic outcomes, school management team and staff experienced a sense of despair. If a school fails to achieve results principals must now find means to motivate staff and to help them to regain lost confidence. Bheka stated:

I forgot to mention the issue of morale. It disturbs also your morale and spirit .if your results are poor .Good results are a blessing to all.

Zizi said that in order to avoid apportioning blame to one another, SMT members should jointly operate and collaborate. DHs could not accept collective responsibility if school climate as well as resources were not acceptable. Collective responsibility ensured that principals became more transparent with decisions and actions that they took. Zizi advised:

When it's time for auditing, call one HOD, sit down with clerk. They know that there are files and all those things .They must know how much funds are there. They will now stop demanding resources that you cannot get due to small budget.

From extracts above it is clear that participants acknowledged the value of involving DHs in attaining school effectiveness. Principals have to ensure that DHs are exposed to as many leadership roles as possible. Collective responsibility implies that all SMT members should be involved in critical tasks and decision-making processes. DHs' capability to execute their mandated role successfully largely hinges on the degree of challenges they may meet in line with

their duties (Simpson, et al., 2016). Principals therefore have a responsibility to expose DHs to the challenges. Principals should guard against taking sole responsibility for everything in the school. Sharpening the leadership skills of DHs may mean empowering them to be effective and efficient as recommended by Ghavifekr and Ibrahim (2014).

4.9.2 Factors that inhibit capacity-building programmes in school

4.9.2.1 Interpersonal (human) relations issues

Participants raised the issue of human relations as one factor that for them inhibit capacity building of DHs. Tony told that in some instances the manner in which a person was appointed to position of DH drove a wedge between staff members. Staff usually had expectations that sometimes did not materialise. There would be unnecessary tension and friction amongst staff members. Nono, unlike Tony, experienced tensions that she believed were rooted in gender issues. As female principal leading school she felt her treatment and acceptance by staff was not fair. According to Zizi tension becomes more apparent in primary school whereby educators will be divided along phases that they teach. Zizi explained:

There two phases here or at least three. There is that bridge now that we have whereby the other HOD does not want to talk when this one is in here, because of their friction of which I do not know.

Poor human relations amongst DHs and educators in primary schools that were caused by leading in different phases were also witnessed by Gabo. She realized that it was not easy to form team with members from different phases. Sometimes unhealthy competition amongst DHs arising from phase group causes tension. Unhealthy competition arose when DHs began to compare success that each phase made like winning competition for the school. Gabo also mentioned issue of perception that she as principal has favourites amongst DHs. She said in some cases close relations between her and a particular DH was caused by age cohort. She felt for her it was natural to relate closely with DHs who were almost her age. Gabo observed:

In departmental heads sometimes it happens they fail to work as a team. You find that the departmental head of the Intermediate Phase is going her own way when compared to what Foundation Phase departmental head does.

Tony pointed out that sometimes the input of principal during the process of appointing DH is never considered. During the process of shortlisting and interviewing candidates, principals usually play a role of being a Departmental Nominee. The role of a Departmental Nominee is, amongst others, to oversee the process and provide guidance to the panel during the process of shortlisting and interviewing of applicant. Principals do not recommend candidates for the positions. (DBE, KZN HRM NO.13 of 2020). A newly appointed DH may be aware that the principal did not approve of or influence the decision of panel to promote him/her. The issue of hostility or lack of collaboration then arises from the newly appointed DH. In such cases the task of capacity building became cumbersome for both principal and DHs. Tony stressed:

The other factor is of those teachers who are negative to us because we did not recommend them. Some do not understand our role in interview committee. They think we have the upper hand which may not be the case.

Nono had a peculiar experience of hostility that she believed was related to gender issue. The SMT of her school comprises four females (including her as principal) and one male member. Nono was under illusion that the composition of her SMT favoured her since 80% of are females. She told that she was disturbed to realise that some female members were not co-operative at all. She concluded that it was in the genes of females to sabotage one another. Nono maintained that facilitating capacity-building for her was not easy as a result of the negative attitudes. Nevertheless she confirmed that she did engage them in capacity-building exercise if need arose because the buck stops with her. Nono elaborated:

You know when one gender is more than the other? And the particular head of the institution is the very same gender? There is always that resistance in females, we tend to believe that men are better than us.

Working with people usually demands an ability to manage interpersonal relations. Teachers serving in the same department or school may have personal differences that hinder their work. Findings from the study reveal that even the principal is not immune to the problem of unhealthy interpersonal relations. It is clear that the process of facilitating capacity-building is adversely affected when relations are strained amongst the SMT. Working with SMT that is divided militates against every effort that principal may make to attain school effectiveness. This finding

is consistent with that of Bambi (2012) who states that interpersonal relations challenges, disrespect and ill-discipline by colleague teachers hamper school effectiveness. Interpersonal relations are strained by, amongst other things, rigid educational framework, and uneven distribution of power, insufficient and inappropriate training. Strained relations may emanate from lack of trust which in turn results in resistance (Ghavifekr & Ibrahim, 2014). Transformational principals should endeavor to earn the trust of DHs that they lead. Trust among SMT members may result in harmonious interpersonal relations.

4.9.2.2 Time constraints

All the participants in the study believed that capacity building required adequate time for it to succeed. The demands of workload that is attached to the job description of principal sometimes left little time for capacity building of DHs. Tony explained:

If you were to ask each and every principal how much time they need for them to make the developments for their schools, they will tell you twenty four hours. But that is impractical.

Moreover, people need adequate time to adapt to change. Bheka pointed out that more time is always required for better results. Bheka elaborated:

Certain things will require more time for implementation and reviewing. You want to get results within short spaces of time. Certain people are not easy to change or influence...

Tony like Bheka stressed capacity-building required dedication or sacrifice from those who should be capacitated. DBE does not recommend the use teaching time for any other activity even for development of teachers. Principals were consequently tempted to schedule capacity-building exercise to take place after working hours. Unfortunately such programmes are not always successful. Tony noted:

Teachers that live in towns have to travel long distances to their schools. That is the main problem, time. And as you know, most of the teachers, it looks as though they are not so much interested now in their work. In out of twenty teachers, maybe one or two may dedicate their time to improve their service. But we try to use these teaching times.

The issue of demanding workload of principal is also articulated by Gabo who complained about many workshops or meetings that were usually called at a short notice. When attending workshops or meetings, planned capacity-building programmes are abandoned. In most instances rescheduling a programme no longer took place. Gabo felt that was because after attending workshop or meeting new programmes are to be implemented. No time is available to re-look at the capacity building programme that was aborted due to meetings. Gabo expanded:

If you have planned to do something sometimes you fail to do it because sometimes you are not being given a time that on such and such a date you will be needed. Sometimes they just say it while you are busy planning for the other thing. So the department in that way is affecting. When it comes to negative factors, what I've discovered is that now that I am the principal there is more of getting out of the school and that is because of the workshops that the departments are calling now and again.

Some departmental heads lead huge number of educators that require support and monitoring. Those DHs may have little time left for participating in capacity-building programmes during school hours. Tony observed:

The problem is with the size of the phase she (departmental head) is supervising. So our school is not balanced, the foundation phase has got more classes. She once said she is the principal here, as she was looking at about twelve educators, therefore it wasn't easy for her to carry her job.

Data generated above revealed that the demands of job description of principalship seem to take up time that should be used for other activities. Principals are no longer able to fit in all their tasks within available school time. Some areas of leadership and management do not receive necessary attention. One such area of leadership is capacity building of DHs. This finding about lack of time is similar to that of Msila (2014a) who posits that principals lack sufficient time to attend to both instructional and non-instructional issues. Bush and Glover(2016) observe that principals experience conflict between their own teaching role and the limited time available to manage the work of educators. Proper time management skills are required in order to accommodate capacity-building of departmental heads in their tight schedules. Findings revealed

that principals were not the only members of SMT that sometimes lack time to facilitate capacity-building programmes. In some cases departmental heads are themselves overwhelmed by responsibilities attached to their job. Little time is left for principals to conduct capacity-building activities.

4.9.2.3 Capacity to deal with labour relations issues

Participants indicated that working with educators who are unionised and sometimes who do interpret policy provisions correctly may lead to tension. The current educational dispensation is characterized by, amongst other things, ever-changing policy provision and amendments of various pieces of legislation. Principals and other SMT members were not always abreast of the developments regarding policy prescripts. In some instances SMT relied on interpretations that organised labour provides within the school. Bheka remarked:

... I'll say, issues regarding labour. When you are dealing with issues regarding work, labour will come and intervene as if there is some form of abuse. When you come with new things that are going to develop people, labour, at times, not understanding your vision will come and oppose to the kind of change you are bringing in or the capacity you want to build within your team.

Tony conceded that principals sometimes fail to interpret and implement policy appropriately. Labour related issues are usually sensitive and technical and also demand thorough knowledge and capacity. Principals may be found wanting in certain areas of labour provisions. Tony conceded:

Sometimes we are not well versed with all these policies as well as we are expected to, especially dealing with labour issues. You can deal with that in a wrong way. If you do not see eye to eye with teachers regarding labour issues you are likely to experience frustration and stress.

From excerpts above, it is clear that better and common understanding of policy prescripts by members of SMT can prevent unnecessary tensions. It should be noted that although

departmental heads form part of school leadership, some DHs' allegiance or loyalty to union initiated activities is undoubted. Participants were concerned with the issue of teachers of same school belonging to different unions. They felt relations were strained when a member belonging to opposite union got promoted. Sometimes the promotion was met with resistance. Principals were the victims when the newly appointed was perceived to be preferred because of common union affiliation with principal. These sentiments by principals are echoed by Msila (2014a) stating that strong union affiliations may lead to the paralysis of school management and leadership, with harmful consequences for teaching and learning. Some DHs struggle to reconcile union activism with school leadership demands. When DHs oppose initiatives that are intended to capacitate them, schools may underperform (Bush & Glover, 2016). These findings illustrate that handling labour issues is complex and requires of principal to demonstrate leadership that is non-partisan. It should however be conceded that in some instances DBE send mixed signals or is not decisive enough when dealing with some labour issues. The lack of proper guidance from DBE officials regarding labour matters may compromise the trust that educators and SMT have in the leadership of principal.

4.10 Strategies that principals employ to facilitate capacity-building of DHs

Participants listed various capacity-building strategies that they employed in schools. Some strategies were internal programmes whilst others required external interventions. Three main strategies, namely involvement in strategic planning, conducting workshops and seminars and acknowledgement of excellence are discussed below.

4.10.1 Involvement in strategic planning

Planning jointly topped the list of capacity-building strategies that participant use. Tony believed in consulting with SMT before implementing any programme in school. He noted that involving all SMT members in planning resulted in a team spirit. When engaging the SMT agreement is reached in terms of timeframes for completion of work. Bheka viewed planning together as time for negotiating solutions. Tony stressed:

You must sit down and review because we are provided with all these things. So we must make sure that we implement it, drawing the plans and having the time frames because we know our targets.

A sentiment like Tony's, Bheka who argued that planning together provided opportunities for all SMT members to have input in school leadership. Planning prevented dominance by principals. Unilateral decisions taken by principals, sometimes under pressure from other stakeholders, dampened the spirit of collaboration. Bheka pointed out:

It (strategic planning) would be sitting down, influencing each other, find new ways through negotiating with each other ...

Bheka also stressed the importance of following a structured plan for capacity-building. A structured plan should be crafted jointly in order to avoid repetition or skipping certain programmes. Bheka emphasised:

It is always correct to have a programme and plan so that you don't find yourself doing one thing and later on go and do something that should have been done before the other one. So you have a plan that is structured and will introduce to your people what should be done step by step.

Nono viewed SWOT analysis as a cornerstone for proper planning as it reveals strengths and weaknesses, opportunities and threats. Planning programmes based on SWOT analysis may be more responsive to challenges that school face. Nono expanded:

I would say, on that one, is to first conduct the SWOT analysis as a school in terms of checking the strengths and weaknesses as a school.

The notion of doing SWOT analysis is also expressed by Gabo. Workshops and seminars should be preceded by proper planning in order to identify areas that require capacity-building. Gabo explained:

We should have a plan first -planning for that workshop. Then we have to sit and check what are we do maybe a SWOT analysis, checking a what are the strengths of the schools or what are their strengths and what are their weaknesses.

After planning principals must implement capacity-building programmes, monitor them, review and evaluate them. Bheka concluded:

You are talking about close monitoring and how it is supposed to be done. Push moderation and what is expected. Have all the tools ready.

Reviewing extracts above reveals that principals employed involvement in planning as strategy to facilitate capacity-building of departmental heads. According to Bheka involvement in planning and monitoring provided opportunities for capacity-building. Bheka's strategy of joint planning was also adopted by Nono who advocated for conducting SWOT analysis. Nono perceived conducting SWOT analysis as critical exercise that preceded planning. Planning that is based on the outcomes on SWOT analysis was more responsive to contextual challenges of the school. Principals should design the organisation to emphasise collaborative decision-making processes among different stakeholders .

4.10.2 Conducting workshops and seminars for professional development

The use of workshops and seminars was recommended by participants who believed programmes such as IQMS, CPTD and PMDP could be better understood and implemented if DHs attended and participated. Tony stated:

I think it is to remind you through these developmental workshops, we deal with the officials. So you know that is this section in our district office we have got all these programs, called IQMS and CPTD. HoDs must participate in them.

Zizi like Tony strongly believed holding of workshops was important if departmental heads were to understand and implement policy correctly. Zizi explained:

The one that I have while I was doing PMDP was to introduce them to policy of the school .In a week nominate one day we sit down I introduce them to policy of school.

According to Zizi capacity-building programme must include financial management workshops. Departmental heads should have better understanding of how school funds are generated and utilized. Zizi noted:

...we move on financial side of the school, then we move to curriculum side of school may be thirty minutes. It really helps me that one.

According to Nono external agents such as subject advisors and other experts could be invited to capacitate DHs. DHs must be encouraged to attend seminars and workshops that are organised outside the school. Nono explained:

To get the capacity- building enhanced, okay I think there must strategies that must be used for them and those are workshops and the seminars. You organise the subjects advisors or whoever who's got more information or more experience than them.

During workshops and seminars action plans can be crafted that speak to areas requiring capacity building. According to Nono action plans should accommodate all role-players. Nono stated:

When you identify the role players that will serve as key, when you identify them, make it a point that you take people whom you know will do it. Then draft an action plan as to how you will do it, which will be responsible for it and set the targets as to how you intend to do them.

In addition to involvement in planning, Tony, Nono and Zizi strongly believed workshops and seminars are relevant platforms to facilitate capacity building for DHs. Nono recommended the use of external experts such as subject advisors in conducting workshops for departmental heads. On the other hand, Tony and Zizi stressed that SMT itself should hold workshops where IQMS, CPTD and PMDP are tackled .Geldenhuis & Oosthuizen (2015) state that IQMS's first focus area is development and support and outlines the processes and structures needed to identify the professional needs of teachers.

According to Tony and Zizi proper implementation of the programmes mentioned above can enhance capacity building for DHs as they exposed DHs to policy prescripts and nitty-gritties of the profession. Tan (2018) asserts that principal's focus on teaching-learning and staff development may result in teacher empowerment (autonomy). Teachers who are empowered are likely to implement more focused instructional practices.

4.10.3 Acknowledgement of excellence

Data revealed that acknowledgement of excellence is vital for capacity building. Tony believed acknowledging excellence of DHs can be a good strategy to build their confidence and capacity. When DHs held meetings with principals, they usually received feedback on their performances. Tony used this opportunity to acknowledge best practice and to encourage others to improve in areas where improvement was required. Tony stated:

And motivating these teachers is very important as a strategy, as they are very demotivated. They must be recognised as part of encouragement. It can be certificates or trophies. Those small things can help motivate them and show recognition.

Motivation of DHs through awarding of merit certificates and trophies was viewed by Tony as potent strategy for capacity building. Tony observed that DHs that were acknowledged for their efforts tended to develop confidence and passion for their job. Motivation of departmental heads is consistent with tenets of transformational leadership theory. Transformational leadership implies ability to motivate employees to excel beyond what is expected through the use of individual consideration, intellectual stimulation and charisma (Bass, 1985; Avolio, 1994). Principals who utilise transformational leadership practice of encouraging the heart use incentives, celebrations and recognition. SMT and staff that are consistently recognized by leadership are more receptive to programmes that are aimed at developing their capacity.

4.11 Chapter Summary

In this chapter, the researcher presented the data, analysed and discussed it. The data presented related to participants' understanding and experience of their leadership role in facilitating capacity building of DHs. Factors that affect their role in capacity building as well as strategies that can be employed to enhance capacity building were also presented. In analysing the data themes and sub-themes were formulated using deductive approach that was informed by theoretical framework of transformational leadership. Inductive approach was employed when new themes emerged from the data that was generated. In the next chapter the researcher

concludes the study. Concluding the study will entail summarising all the chapters, drawing conclusions from the findings and making recommendations.

CHAPTER FIVE

SUMMARY OF THE STUDY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The previous chapter presented the findings of the study that were drawn from data generated through face to face semi-structured individual interviews. The findings were presented thematically and were linked to literature and theory of transformational leadership. The leadership role of school principals in facilitating capacity- building for departmental heads in deprived contexts was discussed. This chapter presents five sections, namely, aim and purpose of the study including research questions, summary of the study, conclusions drawn from the findings, recommendations from the study, and the implications of the study.

5.2 Aim and purpose of the study

The aim of the study was to understand the leadership role that principals play in facilitating capacity building of DHs in their schools which were located in rural deprived context. The study was conducted in five (two secondary and three) rural schools in UGU District, KwaZulu-Natal. All five schools are classified by Department of Basic Education (DBE) as quintile 2 schools and they are no- fee paying schools .Participants were able to express their experiences as well as challenges related to facilitating capacity building in schools and suggested strategies that can be employed to enhance capacity of Departmental Heads. The study intended to answer the critical questions stated below:

1. How do principals understand and experience their leadership role in facilitating capacity building of departmental heads?
2. What factors do principals experience as affecting their role of facilitating capacity building of departmental heads?
3. What strategies or actions can principals devise to enhance capacity building of the departmental heads?

5.3 Summary of the study

Chapter one presented the orientation of the study. This included the introduction to the study together with the background, the problem statement, the rationale and motivation for the study, key concepts as well as the objectives of the study. I also discussed the aim and purpose as well as outlined the research questions that are addressed in the study. The chapter was concluded by discussing an overview of research design and methodology.

Chapter two provided a critical review of local and international literature guided by the research questions. The review began with conceptualisation of capacity-building and leadership. The review of literature was extended by discussion of leadership challenges that deprived school contexts present for school principals. Themes that were relevant to capacity-building were also discussed including various strategies found in literature that may enhance capacity building of departmental heads. The second part of this chapter discussed transformational leadership theory which is the theoretical framework of the study. This section provided a description and pillars of transformational leadership as it is practiced by school leaders.

Chapter three outlined the ways in which the design of this study was carried out. The chapter was introduced by the paradigm, which is interpretivist. Research approach and design, research site and participants, data generation methods, data analysis, issues related to trustworthiness and ethical considerations were discussed. The chapter was concluded by highlighting limitations that were encountered during the study. The limitation was discussed to acknowledge the potential as well as shortcomings that were inherent in the study of this nature, namely qualitative case study.

Chapter four presented and discussed data that I generated, capturing understanding and experiences of five school principals regarding their role as facilitators of capacity-building of departmental heads. The findings of the study were presented thematically. Thematic analysis presented findings utilising a combination of deductive and inductive approaches. The findings

were discussed drawing on related literature and framework of transformational leadership theory.

Chapter five is the final chapter of this study which presents conclusions that were derived from the findings of the study and subsequently provide summary of the study. Recommendations to the Department of Basic Education and principals are also presented in this chapter. This chapter is concluded with the chapter summary.

5.4 Conclusions drawn from findings

Below the researcher presents the conclusions drawn from the findings of the study.

5.4.1 Principals' understanding and perception of capacity-building

The study succeeded in establishing the extent to which principals understand the concept of capacity-building as one of vital areas of leadership that require their intervention in order to attain better performance from departmental heads. According to principals, capacity-building provided newly appointed DHs orientation and compass needed to navigate the daunting task of leading educators. Participants stated that facilitating capacity-building of departmental heads enhanced their ability to respond to a myriad of daily challenges that as middle managers face. They viewed capacity-building as means to release potential and a route towards empowerment. The view by principals is consistent with that of Ntshoe and Selesho (2014) that school principals and management teams build the capacity for school improvement by empowering others to lead and develop the school. Responses from principals revealed that capacity building requires co-operation from all SMT members for its success. Principals conceded that owing to unreasonable workload of DHs as well as their own commitments, some capacity-building programmes are never implemented.

5.4.2 Factors that affect facilitation of capacity-building of DHS

Findings revealed that in schools there are various factors that either enhance or inhibit capacity-building exercises. Some of these factors are contextual whilst others seem to affect many schools under DBE. Factors that inhibit capacity building, if not addressed as matter of urgency, may cripple the functioning of department. This may adversely affect curriculum delivery and stifle school effectiveness and improvement. Findings also showed that schools do have most resources necessary to facilitate capacity building of DHS. Some resources are provided by DBE officials to principals and DHS during workshops and meetings. However, owing to poor communication amongst SMT members in some stances implementation of DBE capacity-building programmes do not take place. Xaba (2012) cautions that communication systems, skills and strategies are an integral part of building leadership capacity within a school. Factors such as delegation of leadership roles to DHS and leading by example by principals (modelling best practice) were reported to be more effective in enhancing facilitation of capacity building.

5.4.3 Critical Areas that require capacity-building of DHS

The study further illuminated capacities that principals believe DHS should possess in order to execute their duties efficiently. These capacities included knowledge of policies and legislations related to their profession, knowledge of subject content and related policies and planning and organising abilities. Lack of some of these capacities as observed by some participants corroborated earlier findings that pointed out that some departmental heads are not adequately prepared for their job (Masinire et al., 2015). It should however be acknowledged that some DHS and principals fail to keep themselves abreast of frequent developments in their subjects as was found by Adu & Ngibe(2014).Consistent and well-planned capacity building programmes may ensure that departmental heads are adequately capacitated.

5.4.4 Strategies that may enhance capacity-building of DHS

The study found that principals employed various strategies to facilitate capacity building of DHS in schools, strategies that differed from school to school .The success of the strategies was

determined, amongst other things, by leadership style of principal, experience and attitude of DHs and available resources. Principals listed induction, monitoring and support, providing resources (both human and physical) and leading by example –modelling as most important leadership role that they played. Playing these roles effectively made the implementing capacity-building strategies easier to facilitate. Some strategies were internal programmes whilst others require external interventions. Three main strategies namely, involvement in strategic planning, conducting workshops and seminars and acknowledgement of excellence were mentioned. The study also found that facilitating capacity-building was initially frustrating for some principals. After earning trust from DHs principals reported a change in attitude.

5.5 Recommendations for Practice

Drawing from the findings and conclusions made above, the following recommendations are made.

5.5.1. The researcher recommends that capacity-building programmes for principals be intensified in order to prepare them for the leadership task of facilitating capacity building within the school. Contents or agendas of principals' workshops should accommodate items aimed at promoting development of teachers as an on-going process.

5.5.2. More attention should be given to the role of principals as instructional leaders. Principals should be both resourceful and supportive in matters relating to curriculum management. Resourcefulness may entail provision of resources, guidance, orientation, and induction. Principals may demonstrate their support through mentoring, monitoring and rewarding best practice.

5.5.3. The issue of workload of DHs requires urgent attention as it may render all efforts to facilitate capacity building null and void. Departmental heads in schools with low enrolment carry workloads that are similar to those of their supervisees. As a result, no or insufficient time may be made available for DHs to attend to capacity-building programmes. DBE should revise

the post provisioning norms in schools so that DHs may effectively and efficiently perform their duties.

5.5.4. Principals should promote capacity building of DHs by encouraging them to network with colleagues in their schools and with their counterparts in other schools. Networking is now made easy by access to technology in the form of smart cellular phones and other affordable devices. Principals need to improve access to resources that promote networking amongst DHs.

5.5.5. Principals should ignite the formation PLCs and motivate DHs to participate in them. Gray et al., (2017) argue that it is difficult for a PLC to exist and thrive in a school without the active support of leadership at all levels. Principals as leaders should promote participation in PLCs by DHs as PLCs are platforms where they can share their experiences and devise strategies to respond to common challenges that they may be facing in their schools.

5.5.6. The DBE should intensify advocacy programmes that promote participation in professional development initiatives such as CPTD and IQMS. Principals should encourage DHs to participate in these programmes and also monitor implementation within school. Through participation in CPTD, IQMS and professional development initiatives, DHs may acquire competencies that are required to meet demands of school leadership in the deprived contexts.

5.6 Recommendation for Research

Based on the findings of the study, the researcher recommends the following areas for further research. He recommends that a study be conducted to determine how principals are prepared to execute their leadership role, especially in schools that are under resourced or deprived. The readiness of principal to play their role usually determines the extent to which schools can attain effectiveness or improvement .However, the researcher has observed that the manner in which some principals are appointed to leadership positions may compromise quality of leadership that

they can provide to their subordinates. Findings of such a study may provide guidelines for DBE when approaching the issue of principals' preparation and setting of promotion requirements for principalship.

The researcher further recommends that research be conducted to determine the efficacy of professional development programmes that DBE and other external providers offer to school principals. Investigation into professional development programmes for principals may, amongst other things, shed light on areas that principals themselves believe require immediate intervention if schools are to be more effective.

5.7. Final thoughts

The role that DHs have to play in providing instructional leadership to their subordinates require individuals that are equal to task. It remains the role of school principals to facilitate capacity building of all their subordinates including DHs. Leading schools that are in deprived context may necessitate vigilance on the part of school principal. This implies ensuring that DHs are not thrown into the deep end without provision of capacity-building opportunities.

The rise of unionism amongst educators sometimes poses a challenge to DHs as instructional leaders. In schools where a culture of unionism permeates almost every activity, DHs are paralysed as they often fail to handle such situations. Failing to deal with unionist threat may dent the confidence that subordinates have in DHs. The effectiveness of individual departments within the school lightens the burden of leadership that school principals in deprived context carry. It is therefore important for school principals to audit capacities of DHs and to facilitate required capacity building.

This chapter presented aim and purpose of the study. A summary of all chapters was also presented. Key conclusions drawn from findings and recommendations were discussed. The chapter also discussed recommendation for further research. Finally, reflections emerging from the study were discussed.

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APPENDICES

APPENDIX A – Interview Schedule Research

RESEARCH INTERVIEW SCHEDULE

CRITICAL RESEARCH QUESTIONS

The study intends to answer the critical questions stated below:

1. How do principals understand and experience their leadership role of building capacity of departmental heads?
2. What factors do principals experience as affecting the role of principals in capacity building of departmental heads?
3. What strategies or actions can principals devise to enhance capacity building of departmental heads?

B.INTERVIEW SCHEDULE –School principal

QUESTIONS

1. What capacities do you think DH should possess?
2. What do you understand about capacity-building?
3. In your view why do you think capacity-building is important?
4. What do you understand to be your role in capacity-building of DHs?
5. How do you play your role as facilitator of capacity building?
6. How do you experience the role of capacity building of DHs?
7. What factors do you think affect your role of facilitating capacity building?
8. How do those factors affect your role as facilitator of capacity-building?
9. What strategies do you think can enhance capacity-building of DHs?
10. How can those strategies be implemented in schools?

APPENDIX B – Letter requesting permission from the principals

CONSENT TO CONDUCT RESEARCH IN A SCHOOL

UNIVERSITY OF KWAZULU-NATAL

SCHOOL OF EDUCATION

MASTERS

The leadership role of school principal in facilitating capacity building of departmental heads in deprived school contexts.

To the School Principal

I am Martin Mpucuko Nxumalo, currently studying towards the Masters in Education Leadership and Management. In order to obtain my Masters, I am required to conduct a research study in a school. Therefore, I am writing this letter to seek permission from you as the school principal to conduct my research study in your school: Thobigunyanga High in the UGU district. I would like departmental heads and school principal to participate in this study by answering questions related to School Leadership. Please read the information below and I am available to address any questions or concerns relating to the research study.

✓ PURPOSE OF THE STUDY

The study intends to answer the critical questions stated below:

1. How do principals understand and experience their leadership role of building capacity of departmental heads?
2. What factors do principals and departmental heads experience as affecting the role of principals in capacity building of departmental heads?
3. What strategies or actions can principals and departmental heads devise to enhance capacity building of the latter?

✓ **PROCEDURES**

The SMT members will voluntarily participate in this study by providing their understanding of the role that principals should play in facilitating capacity building of school leaders namely; Departmental Heads. Furthermore, their permission to partake in the study will be requested by issuing letters. Pseudonyms will be used to protect the teachers' identity.

✓ **POTENTIAL RISKS AND DISCOMFORTS**

As the researcher, I foresee no risks and discomfort in this research, as I will be conducting a research which seeks to understand how principals understand their role in capacity building of Departmental Heads and to determine factors that principal and departmental heads experience as affecting the role of principal in capacity building of the latter.

✓ **CONFIDENTIALITY**

Any information in connection with this study will remain confidential and it will not be disclosed without the teachers' permission.

✓ **PARTICIPATION AND WITHDRAWAL**

The teachers will be given a choice to decide whether they will like to partake in this study or not. Those that choose to participate in the study may withdraw at any time without consequences. Furthermore, the teachers may also refuse to answer any questions they do not want to answer.

I can be contacted at:

Email: I can be contacted at:

Email: martnxumalo@gmail.com

Cell: [REDACTED]

My supervisor is DR .P.Myende who is located at the School of Education, Edgewood campus of the University of KwaZulu-Natal.

Contact details: email: myendep@ukuzn.co.za

Phone number: 031 260 1379

You may also contact the Research Office through:

P. Mohun

HSSREC Research Office,

Tel: 031 260 4557 E-mail: mohunp@ukzn.ac.za

Thank you for your contribution to this research study.

APPENDIX C – Letter requesting principals and departmental heads to form part of the sample

Social Sciences, College of Humanities,
University of KwaZulu-Natal,
Edgewood Campus,

Dear Participant

INFORMED CONSENT LETTER

My name is Mr Martin Mpucuko Nxumalo, I am a Masters student studying at the University of KwaZulu-Natal, Edgewood campus, Pinetown, South Africa.

I am interested in learning about how school principals facilitate capacity building programmes for departmental heads in secondary schools in UGU District, KwaZulu-Natal, South Africa. I am studying cases from three secondary schools that are located in the deprived contexts. Your community is one of my case studies. To gather the information, I am interested in asking you some questions.

Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- The interview may last for about 30minutes and may be split depending on your preference.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalised for taking such an action.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.
- If you are willing to be interviewed, please indicate (by ticking as applicable) whether or not you are willing to allow the interview to be recorded by the following equipment:

	willing	Not willing
Audio equipment		

I can be contacted at:
Email: martnxumalo@gmail.com
Cell: 0823413121

My supervisor is Dr, P. Myende who is located at the School of Social Sciences, Edgewood, Pinetown campus of the University of KwaZulu-Natal.

Contact details: email: myendep@ukzn.ac.za Phone number: 031 260 1379

You may also contact the Research Office through:

P. Mohun

HSSREC Research Office,

Tel: 031 260 4557 E-mail: mohunp@ukzn.ac.za

Thank you for your contribution to this research.

DECLARATION

I..... (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT

DATE

.....

.....

APPENDIX D – Letter from KZN Department of Education



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1063

Ref.:24/8/1831

Mr MM Nxumalo
PO Box 9
Paddock
4244

Dear Mr Nxumalo

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"THE LEADERSHIP ROLE OF SCHOOL PRINCIPALS IN FACILITATING CAPACITY BUILDING FOR DEPARTMENTAL HEADS IN DEPRIVED CONTEXTS"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 04 July 2019 to 10 January 2022.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Thobigunya High School
Nobamba High School

Nkonka High School


Dr. EV Nzama
Head of Department: Education
Date: 05 July 2019

KWAZULU-NATAL DEPARTMENT OF EDUCATION

Postal Address: Private Bag X9137 • Pietermaritzburg • 3200 • Republic of South Africa
Physical Address: 247 Burger Street • Anton Lembede Building • Pietermaritzburg • 3201
Tel.: +27 33 392 1063 • Fax.: +27 033 392 1203 • Email: Phindile.Duma@kzndoe.gov.za • Web: www.kzndoe.gov.za
Facebook: KZNDOE... Twitter: @OBE_KZN... Instagram: kzn_education... Youtube: kzndoe

...Championing Quality Education - Creating and Securing a Brighter Future

APPENDIX E – Ethical Clearance Certificate



UNIVERSITY OF
KWAZULU-NATAL
INYUYESI
YAKWAZULU-NATALI

20 May 2019

Mr Mpuco M Nxumalo 201504625
School of Education
Edgewood Campus

Dear Mr Nxumalo

Protocol reference number: HSS/0335/019M

Project Title: The leadership role of school principals in facilitating capacity building for departmental heads in deprived contexts.

Full Approval – Expedited Application

In response to your application received 16 April 2019, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 1 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

.....
Dr Rosemary Sibanda (Chair)

/px

cc Supervisor: Dr P.E. Myende

cc. Academic Leader Research: Dr A Pillay

cc. School Administrator: Ms S Jeenarain, Ms M Ngcobo, Ms N Dlamini and Mr SN Mthembu

Humanities & Social Sciences Research Ethics Committee

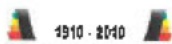
Dr Rosemary Sibanda (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X5/001, Durban 6000

Telephone: +27 (0) 21 260 3557/3550/4557 Facsimile: +27 (0) 21 260 4822 Email: sibanda@ukzn.ac.za / myende@ukzn.ac.za / upthembu@ukzn.ac.za

Website: www.ukzn.ac.za



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APPENDIX F: Language Clearance Certificate

CERTIFICATE

This is to certify that I was responsible for the language editing of Mpucuko Martin Nxumalo's M.Ed dissertation for the University of KwaZulu-Natal, entitled *The Leadership Role of School Principals in Facilitating Capacity Building for Departmental Heads in Deprived Contexts*.



A.N. Bell BA (Hons) (Cape Town) MA (Rhodes)
Research Associate, University of Zululand
Managing Editor, Echoing Green Press (Fish Hoek)
Ph.: 072 237 6617
Email: alannigelbell123@gmail.com

APPENDIX G – Turnitin Report

Martin thesis

ORIGINALITY REPORT

8%	7%	0%	3%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to University of KwaZulu-Natal Student Paper	3%
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3	researchspace.ukzn.ac.za Internet Source	1%
4	hdl.handle.net Internet Source	1%
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Martin thesis

PAGE 1

PAGE 2

PAGE 3