



THE IMPACT OF LEADERSHIP DEVELOPMENT ON STUDENT OUTCOMES
WITHIN PRIVATE SCHOOLING; A CASE STUDY OF A HIGH SCHOOL THE
MIDLANDS, KWAZULU-NATAL.

Robin Jones 17001638

| |
|---|
| WORD COUNT (EXCLUDING COVER PAGE AND REFERENCE LIST):13419 |
|---|

Supervisor: Dr H. Pelsler

RESEARCH METHODOLOGY RESM8419

Bachelor of Honours in
Management

*I hereby declare that the Research Report submitted for the **Bachelor of Honours in Management** degree to The Independent Institute of Education is my own work and has not previously been submitted to another University or Higher Education Institution for degree purposes.*

JULY 19, 2018

Abstract

Leadership in education matters only if it contributes to better educational outcomes for students. The phrase 'student outcomes' is used not just to the shorter-term measures of academic achievement that tend to dominate research in this area, but to the entire range of outcomes of schooling that are of concern to students and the public. Since education is largely appreciated for its instrumental value, people care far more about longer-term indicators of education success, such as high school graduation, repetition in grade or course failure, suspension and expulsion, and student engagement.

The purpose of this research study is to reveal the importance of leadership development and addressing developmental needs and the impact it may have on student outcomes. A greater focus on schooling and student outcomes have made the role of school leaders even more essential. A series of interviews were conducted at a private school in the Midlands, Kwazulu-Natal. These interviews were conducted via a snowball sampling technique and were used to determine themes. Saturation was reached, and themes were then further investigated. Are schools providing a platform for growth for students, as well as educators and does leadership development impact on student outcomes?

CONTENTS

| | |
|--|----|
| CONTENTS | 3 |
| LIST OF ANNEXURES | 5 |
| 1. Introduction | 6 |
| 1.1. Contextualisation..... | 6 |
| 1.2. Rationale | 6 |
| 1.3. Problem statement..... | 7 |
| 1.4. Research goal or aim | 7 |
| 1.5. Research Objectives | 7 |
| 2. LITERATURE REVIEW | 9 |
| 2.1. Introduction..... | 9 |
| 2.2. Overview of Education in South Africa | 9 |
| 2.3. Leadership Development | 10 |
| Concept of leadership and leadership development..... | 10 |
| The Impact of Leadership Development | 11 |
| 2.4. Leadership Development in South African Schools | 12 |
| A platform for growth | 13 |
| Leadership development in private verse government schools | 13 |
| Effective styles of leadership for successful student outcomes | 14 |
| 2.5. LEADERSHIP DEVELOPMENT AND STUDENT OUTCOMES..... | 15 |
| 2.6. Types of leadership development programs | 16 |
| 2.7. Cost-Implications of Teacher Development in Schools..... | 17 |
| 2.8. DISTRIBUTED LEADERSHIP AND TRANSFORMATIONAL LEADERSHIP | 18 |
| 2.9. CONCLUSION | 19 |
| 3. RESEARCH DESIGN AND METHODOLOGY | 20 |
| 3.1. Key Concepts | 20 |
| 3.2. Research Design..... | 20 |
| 3.3. Research Plan / Research Methodology | 21 |
| 3.4. Study design..... | 21 |
| 3.5. Study population and sample selection | 21 |
| 3.6. Study methods and materials | 22 |
| 3.7. Pilot study | 22 |
| 3.8. Data collection..... | 22 |
| 3.9. Analysis of data | 23 |
| 3.10. Category construction..... | 24 |
| 3.11. Interview questions | 24 |

| | | |
|-------|--|----|
| 3.12. | Profiling of research participants | 24 |
| 3.13. | Exploring the data | 25 |
| 3.14. | Naming Categories | 26 |
| 3.15. | Deciding number of categories..... | 26 |
| 3.16. | Anticipated Contribution | 26 |
| 4. | FINDINGS AND INTERPRETATIONS OF FINDINGS | 26 |
| 4.1. | Introduction..... | 26 |
| 4.2. | Accountability | 27 |
| 4.3. | Opportunity for Growth..... | 28 |
| 4.4. | Better leaders make better teachers..... | 30 |
| 4.5. | Decision making..... | 31 |
| 4.6. | Control..... | 32 |
| 4.7. | Positive impact on learners and outcomes..... | 33 |
| | Table 1. First and second order constructs-Move to underneath..... | 36 |
| 5. | CONCLUSION..... | 37 |
| 6. | LIMITATIONS | 38 |
| 6.1. | ETHICAL CONSIDERATIONS AND LIMITATIONS..... | 41 |
| 7. | Recommendations:..... | 42 |
| 8. | REFERENCE LIST | 44 |

LIST OF ANNEXURES

| | |
|---|----|
| Table 1 . First and second order constructs | 36 |
| Annexure A: Final Research Report Summary Document Template | 48 |
| Annexure B: Questionnaire..... | 49 |
| Annexure C: Gatekeeper request | 51 |
| Annexure D: Gatekeeper letter | 52 |
| Annexure E: Permission letter | 53 |
| Annexure F: Clearance letter | 54 |
| Annexure G: Coding grid..... | 55 |
| Annexure H: Data Analysis..... | 57 |
| Annexure I: Originality report..... | 58 |

1. Introduction

1.1. Contextualisation

In November 2016, a test done by 580,000 pupils in 57 countries, saw South Africa rank near the bottom (75th out of 76), 27% of students who have been at school for 6 years do not have the ability to read (Economist, 2015).

Although organisations are rapidly increasing investment in leadership development, the consensus remains, that the supply of leadership talent is just not enough to meet the leadership needs of a contemporary organisation (Howard & Wellins, 2008). Leaders play an important role in any strategic operation within an organisation and evidence suggests that inadequate management and leadership skills are primary factors contributing to failure (Funda Ozer, 2014). Leaders have been known to play an important role in determining the effectiveness of an organisation (Burke, Sims, Lazzara, & Salas, 2007)

According to Taylor (2008) South Africa is being outperformed at primary level schooling in mathematics and science by eight of its surrounding countries, many of which are poorer than South Africa. This means, that although poverty is strongly associated with performance, many other school systems are achieving higher quality with fewer resources.

Taylor, Fleisch, and Shindler (2007) suggest that the South African schooling sector can be characterised as a high cost, high participation, and low quality system. Some of the key factors contributing to poor performance are school leadership and management as well as teachers and teaching (Taylor, 2008).

Despite all that has been achieved since the apartheid legislation was scrapped, education in South Africa remains unbalanced. In 2013, brandsouthafrica.com revealed that 18% of adults over the age of 15 years old remain illiterate. That is roughly 9 million adults that are not functionally literate.

1.2. Rationale

The most successful school leaders implement strategies to identify and nurture the leadership potential of its employees, particularly early in their careers, as well as support them to develop their skills. The more effective schools have performance

management procedures in place where senior leaders have objectives that relate specifically to developing staff as potential leaders (Estyn, 2014).

South Africa economy, as a nation is highly dependent on the availability of skilled labour, which is raised through a well-functioning school system (Besharati, 2015).

1.3. Problem statement

In a study conducted comparing 15 education systems, it was found that South Africa had the third highest proportion of functionally illiterate learners (27%), and the fifth highest proportion of functionally innumerate learners (40%) (Taylor, Fleisch, & Shindler, 2007) indicating that a gap exists in the South African education system. This gap should be investigated in order to improve the current education situation. It has been suggested that the nature and quality of leadership can be a key contributor to success. (Leithewood *et al.* 2004)

1.4. Research goal or aim

The research goal or aim, can also be known as the purpose of the study. The purpose of this study is to reveal the importance of leadership development and addressing professional development as well as the impact it may have on student outcomes (Mulford, 2003). Evidence suggests that, although there may be a growing need for teachers to receive training, research also reveals that most teachers receive little or no structured preparation for the job (Mulford, 2003). A greater focus on schooling and student outcomes have made the role of school leaders even more essential (Pont, Nusche, & Moorman, 2008). Are schools providing a platform for growth for students, as well as educators?

The following study aims to address issues regarding student outcomes in South African schooling, with reference to a private school in the Midlands, Kwazulu-Natal. The aim is to look at the impact of leadership development and whether this leads to better student outcomes.

1.5. Research Objectives

The research objectives of this study are to establish the following:

1. Whether or not, there is enough leadership development and professional development in private schooling in South Africa.
2. Whether schools are providing opportunities for growth.
3. Whether or not student outcomes can be linked with leader and leadership development.
4. To establish the most effective styles of leadership for successful student outcomes.
5. Can the following study show that, with enough leadership development and the impact thereof within schools, the desired student outcomes be achieved?

2. LITERATURE REVIEW

2.1. Introduction

Leadership processes may have a powerful impact on school effectiveness and development (Day et al 2000). This review assesses the literature on education in South Africa, Leadership Development and leadership development within South African schools.

Leithewood *et al.* (2004) concluded that the nature and quality of leadership can be characterised as a key reason for success in schools. There is certainly a challenge when comparing government schools with private schools, but statistics show that 80% of the 30 000-government primary and secondary schools are not performing well, which also means that 11 million school children in South Africa are attending schools that can be regarded as under-performing institutions (Osman, 2015)

2.2. Overview of Education in South Africa

As stated earlier, South Africa is being outperformed at primary level in mathematics and science by eight surrounding countries, many of which are poorer than South Africa, many of these include countries much poorer than South Africa, such as Uganda, Mozambique, Tanzania and Kenya (Taylor, 2008). Although poverty can be strongly associated with performance, many other school systems are achieving higher quality with fewer resources. (Taylor, 2008). Leadership processes may have a powerful impact on school effectiveness and development and ultimately effective schools have the capacity to develop and increase staff effectiveness (Day et al 2000).

Education helps people make sense of the changes as well as fostering sustainability. In South Africa it has moved up the political agenda and is seen as the key to unlocking not only social, but economic challenges as well (Mulford, 2003).

In a study conducted, 15 education systems participated in the study, South Africa has the third highest proportion of functionally illiterate learners (27%), and the fifth highest proportion of functionally innumerate learners (40%) (Taylor, et al., 2007). A cross-country comparison of education has shown South Africa to be amongst the lowest of these countries beyond 12 years old (van der Berg, et al., 2011). Countries here include; Botswana, Mozambique, Namibia, as well as Swaziland.

Researchers, practitioners and policymakers continue to recognise the effects of school leadership in developing high-performing schools (Darling-Hammond, et al., 2007). Leadership and its importance to school and instructional improvement has been well documented (Marks & Penty, 2003). According to a public agenda survey, a staggering 69 percent of school, as well as 80 percent of superintendents believe that leadership training within schools of education is not in line with the realities of today's districts (Darling-Hammond, et al., 2007). Silins et al (2003) believe that by schools establishing a supportive culture towards staff that encourages high performance expectations for not only the staff, but for the students as well

Following on from a research project conducted amongst primary schools in the North West, where the model of leadership and management was explored, it was concluded that a significant relationship between professional development and school effectiveness exists (Mathibe, 2007). For some time, before the end of apartheid rule, research programs regarding leadership development were dominated by small-scale qualitative investigations into classroom processes and only recently, has the impact of such programs been evaluated (Taylor, 2008)

South Africa has historically performed poorly on international and national tests and this is an indicator that problems within our system are prevalent (van der Berg, et al., 2011). When leaders shift their focus to their professional relationships, their learning and their work, the greater their influence will be on student outcomes (van der Berg, et al., 2011).

2.3. Leadership Development

Concept of leadership and leadership development

School leadership and leadership development and the focus thereof, emerged in the nineties and have been linked to research on self-managing schools and whole school development. This literature is associated with the growing importance in school improvement, quality and performance (Christie, 2010). School leadership can be defined as the combination of knowledge, skills, attitudes and actions which enable effective learning to take place. Whereas, leadership development enables a focus on

the responsibilities, tasks and characteristics that support effective teaching (Sullivan, 2013).

There is a consensus amongst scholars, that school leadership cannot be overemphasized. The very same scholars believe that leaders act to achieve long-term goals for their actions and accomplishments (Oyetunji, 2006). Schermerhorn et al. (2000) believes that leadership determines the success or failure of any organisation. Most leadership developments are geared towards changing actions and behaviours (Bush, 2009)

The term school leadership can be defined as the combination of skills, knowledge, actions and attitudes which allow effective learning to take place within a school context (Darling-Hammond, et al., 2007). The primary purpose of leadership development is to improve work performance to ensure that improved student outcomes are achieved (Bush, 2009)

Increased attention should be paid to leadership development in contemporary organisations. This is not only evident in education, but rather with business, government, health and social service in ensuring improved service delivery and quality outcomes (Petrie, 2011). "There is not a single documented case of a school successfully turning around its pupil achievement trajectory in the absence of talented leadership" (Leithwood et al. 2006, p. 9)

The Impact of Leadership Development

Although governments are investing substantial amounts of money and time into leadership development as this is seen as a major factor to contributing to more effective schools, the empirical evidence for such assumptions are modest (Bush, 2009). There remains a lack of understanding on how to evaluate the impact of leadership development and leadership development programmes in South African schools and Leithwood and Levin (2004) conclude that a study that pursues to measure the impact that school leadership can have on school outcomes faces some daunting challenges (Bush 2009). Where there is failure, the lack of leadership is often a contributor and there has been a general acceptance that effective leadership is vital

for school success and has been supported by evidence of its beneficial effects (Leithwood et al, 2006).

Day (2014) examined evidence internationally and suggested that although school leadership is important, in isolation, it is not enough condition for successful schooling. In addition to this, for schools to achieve outcomes such as student progress, schools must strive to educate students by promoting positive values such as integrity (Day, 2014). Evaluating leadership programmes is a complex one, as the effects of such programmes are only felt three to five years down the line, thus evaluating the impact is a challenge (Sullivan, 2013)

2.4. Leadership Development in South African Schools

Statistics show that many South African children have not got the ability to read for meaning in any language at the end of the third grade. These underperforming patterns are already established as early as foundation phase. A child's performance in the fourth-grade correlates to their matric results (Wits School of Governance & Bridge, 2016). The unemployment rate in South Africa sits at a staggering 29% and is even higher for black youth at 39% (Wits School of Governance & Bridge, 2016)

In terms of effective and efficient education, South Africa performs poorly, no matter how one analyses the statistics (Wits School of Governance & Bridge, 2016). The challenge in modern day schooling, whether private or public, is not how to improve but rather sustain improvement and this certainly requires the leadership capability of many to support the developmental work (Mulford, 2003.) Fullan (2002) has gone as far as concluding that, "effective school leaders are key to large-scale, sustainable education reform."

In a study conducted by Roberts & Roach (2006), issues around improved focus was not necessarily only about academic performance but rather a focus on the all-round development of the learners to attain a rounded education. These included cultural and sporting performance, as well as general enrichment activities. The history of South African schools and the transition from the apartheid regime to today has been all but smooth. For leader development in schools to be effective, it requires structural change (Mulford, 2003).

In 2005, Southern African Consortium for Monitoring Education Quality (SACMEQ) showed South Africa scoring ninth out of 14 countries. Many of these countries that scored better than that of South African performances spend less on their education system (Wits School of Governance & Bridge, 2016).

A platform for growth

According to Smith (2001), learning within one's workplace, can be characterised as a major contributor to competitiveness in schools, as well as the nation. The South African Council for Educators (SACE) is a professional body aimed at enhancing the teaching as a profession and promoting the development of educators. SACE aims to, amongst others, set, maintain and protect ethical and professional standards (Jamal, 2014).

The National Education Evaluation and Development Unit (NEEDU) ensures that teachers are evaluated based on learner performance and has a number of core responsibilities, including: providing schools with evidence-based advice on how to pursue school improvement in their particular context; and promoting school improvement through the distribution of good practice (Mathibe, 2007).

With the support of the United Nations, the implementation of the Integrated Strategic Planning Framework for Teacher Education and Development is making progress and teachers are now being familiarised with the new curriculum imperatives in South Africa (Jamal, 2014).

Leadership development in private verse government schools

Obha (2012) is from the view that private school educators are naturally less skilled and qualified as their government colleagues and thus resulting for unproductive education

Regarding the leadership training, Obha (2012) states that private schools send their teachers for leadership's skills, however these schools have a high turnover in teachers with the result they leave the school with that knowledge that they attained, because most of them has short-term contracts.

Staples (2005) conducted a study to discover comparisons in behaviour and leadership roles between public and private schools. The study comprised of 501 private schools that were surveyed in the state of Florida. Results of the study showed similarities in many ways, however, the major difference was the difference in leadership criteria between the two. In the United States, there was a call for government to address issues in public schools as they were falling short of national standards and Lashway (2003) suggests that there was a need for strong leadership to address this problem.

Effective styles of leadership for successful student outcomes

Christie (2010) found a variety of leadership styles linked to success, but is there practical advice to improve performance? In South African literature, issues around time management and curriculum leadership have emerged (Wits School of Governance & Bridge, 2016).

Transformational vs transactional leadership styles are certainly appropriate to our study at hand. These two terms can be summarised by the following distinction: transformational leaders uplift the morale, motivation, and morals of their followers, whereas transactional leaders cater to their followers' immediate self-interests (Bernard, 1999)

The notion of leadership is not an easy task and the definition itself is represented in more than 300 different ways in literature (Cuban, 1998)

A study compiled by Roberts and Roach (2006) found that it was difficult to identify a leadership style to ensure schools functioned optimally, but rather focussed on common strategies that were employed. In saying this though, despite schools being very different in terms of social background and the level of resources available, there seemed to be a level of commonality in leadership styles displayed (Roberts & Roach, 2006).

Hersey and Blanchard (1993) observed that a leader develops their own style over a period from experience, training and education. There are some authors who report that leadership style is more of how the subordinates perceive their leader's behaviour

than how the leader thinks he behaves because their subordinates will treat them based on how they perceive the behaviour of the subordinates in various situations (Oyetunji, 2006). Various leadership models suggest that there exists no single leadership style is adequate to run a school effectively (Oyetunji, 2006). It is rather, the combination of styles is effective if used appropriately as the situation demands. It is important to note, that high performance should be the aim of any organisation, especially the school as the brain of any country (Oyetunji, 2006).

Surveying the impact of leadership approaches on student outcomes, Robinson (2007) identified five leadership dimensions that have a moderate to large impact on student outcomes. These include: establishing goals and expectations, strategic resourcing, coordination and evaluating teaching and the curriculum, promoting teacher learning and development, as well as ensuring a supportive environment. (Wits School of Governance & Bridge, 2016). The Commonwealth and by the Organisation for Economic Cooperation and Development (OECD) have undertaken research and suggests that effective leadership in schools contribute to improved student learning, facilitates education reform and links schools into their broader context and environment (Schleicher, 2012).

An effective leader can influence followers in a desired manner to achieve desired goals and different leadership styles may affect teaching effectiveness or student performance (Roberts & Roach, 2006)

2.5. LEADERSHIP DEVELOPMENT AND STUDENT OUTCOMES

According to Roberts and Roach (2006) leaders play a vital role in ensuring improved levels of performance. School effectiveness researchers have attempted to help theorists determine which factors contribute to learner achievement and purposeful leadership was an important factor (Muller & Roberts, 2000).

In a study conducted amongst schools with a focus on maintaining, as well as improving the quality of passes, it was concluded that improvement could not exist without the presence of strong leadership, as this demands high levels of effort and commitment of additional resources. It is interesting to note, that although most schools had the desire to improve, clearly developed strategies were non-existent.

The desire to improve requires strong leadership aligned with a vision and promoting of actions (Roberts & Roach, 2006).

Taylor-Moore (2004) discovered that due to staff being a precious reserve, schools could thrive efficiently under challenging circumstances. Thus, accentuating effectiveness of the strategy. According to research, it could be argued that results can be impacted when school leaders are allowed self-governance to settle on crucial choices. For results to be constructive, this must be upheld (Pont, et al., 2008).

Considering what has been discussed, leadership effects on student learning account for less of the variance than teacher effects, leadership creates the conditions under which teachers can work effectively. Therefore, a school environment conducive to teaching and learning becomes crucial for quality school performance. Elmore and Fuhrman (2001) believe that a shared set of values and understanding about such, is what contributes to good instructional practice, who is responsible for student learning, and how individual students and teachers account for their work and learning (Taylor, 2008)

Wits School of Governance & Bridge (2016) however show that it is difficult to determine whether leadership affects student outcomes, but rather affects the overall climate. Improvement within the classroom requires improvement to what teachers do in the classrooms and this is done by providing guidance and direction to instructional improvement (Elmore, 2000).

2.6. Types of leadership development programs

Sustainable school leadership has seen an increasing emphasis placed on it and is highlighted by documents such as the Department of Basic Education's Strategic Plan. Diagnostic Report of the National Planning Commission and Goals of Schooling 2025, training and mentoring of those individuals in leadership positions are pivotal in realising and fulfilling their specific roles. This particularly true in aspects related to the quality of education.

In April 2013, The University of Pretoria, together with Gauteng Department of Education, embarked on an initiative to equip schools with tools and techniques to

optimise the strengths and unique capabilities of their teams. This leadership development programme was designed to ignite a catalytic approach to school leadership in achieving the vision and mission of their schools. This programme was funded by corporate sponsors and the programme was beneficial to schools in the Tshwane South District (Enterprise University of Pretoria).

Reitzug (2002) contends that training remains the traditional and dominant form of professional development. This includes direct instruction, skill demonstration and involves workshops and presentations. Together with this, training involves instruction by an or experienced employee on job processes in an organisation (Grobler et al., 2002).

2.7. Cost-Implications of Teacher Development in Schools

A vast amount of schools unfortunately cannot afford to send employees on skills development programmes that require payment and therefore rely exclusively on internal properties (Roberts & Roach, 2006).

Although there is a growing importance regarding aspects of the effects of school leadership, there remains a lack of quality information on what effective preparation for professional development initiatives cost. This may include, the entire amount for a of resources that stretches beyond a budget that may be required (Darling-Hammond, et al., 2007). Most studies conducted since the 1980s have only paid attention to estimating the range of spending by states, districts, or initiatives on professional development; 2) identifying and estimating the costs of categories of activities or budgetary line items for professional development; or 3) examining the distribution of the cost burden for professional development across government and stakeholder groups (Miles, 2003). According to Lenyai (2000) one can provide all the material necessities without the educator or the wrong kind, and the results would be catastrophic. In addition to the previous comment, Terry (1999) states that where skill and knowledge is lacking, schools need to develop strategies to assist educators to fulfil their roles effectively.

2.8. DISTRIBUTED LEADERSHIP AND TRANSFORMATIONAL LEADERSHIP

During the Imbewu project in the Eastern Cape Department of Education, research concluded that institutional structures that are administratively divided and authoritarian in leadership and management style are often not ready to encircle innovation because it does not 'fit' existing institutional structures (Chilsom, 2004).

Often, to achieve receptiveness towards innovation and transformation in schools, management must be prepared, coached and mentored to collaborate and not work in silos to achieve transformation in schools. This is confirmed by Zweekhorst that suggest a procedure that the Imbewu project considered were necessary, including creating a pilot team to introduce the approach; continuing to build the approach; continuing to build that team; firming that team's capability and giving it gradual but increasing autonomy in applying the approach; increasing communication about the approach more widely to the rest of the organisation; reintegrating the pilot team into the institution; and finally creating consolidation for the institution to establish the ideas of the team.

Ten years later, majority of the organisation knowledge has been lost to team members that have retired or principals that were promoted to successfully implementing transformation in their schools. The instability in leadership of institutions and organisational structures adds to the challenge of enabling organisation transformation. The process of transformational leadership in schools involves whole school development. Schools must reflect on management, leadership, curriculum, resources, the environment, and teachers and learners' welfare and development being the key factors in the development planning.

Distributed leadership focusses on deployment of leadership effectively within the school setting. Often development initiatives are disjointed, and school managers overwhelmed. At the same time, teachers are often disappointed by the lack of organisational support they required to develop the school into a proper performing institution. Distributed leadership therefore seeks to create more leadership capacity by engaging more teachers in leadership roles. The secret is to add more roles but less leaders and thereby increasing or transferring leadership skills. (<http://www.bain.com/publications/articles/transforming-schools.aspx>).

2.9. CONCLUSION

Upon reflecting the literature reviewed, leadership plays a pivotal role in improving school outcomes and influences the capacities of teachers, as well as the school climate and environment. Effective school leadership creates a school environment conducive for effective learning which is a prerequisite for good school performance (Elmore and Fuhrman, 2001). There exists a large amount of international and local research, evaluations and interventions on strategies on how to improve the quality of education. The challenges are well-examined and seem clear, but interventions in education improvement seem to have had limited (Wits School of Governance & Bridge, 2016).

According to Golafshani (2003) it is vital that leaders should focus on their professional relationships. Their central focus should be the business of learning and teaching that will expand their impact on student outcome. The Twenty-first Century sees a great interest in leadership within education and there is a widespread belief that the quality of leadership contributes significantly to student outcomes (Bush, 2009). The recognition in both developed and developing countries, is that schools require effective leadership strategies to provide the best possible opportunity to succeed and achieve desired outcomes. Governments are realising that a highly skilled workforce is an asset, and this requires trained and committed teachers with the needed support (Bush, 2009)

In conclusion, leadership development helps educators with a sense of vision and clearly shows that how leadership development frameworks are useful tools for development, career-planning and performance monitoring. However, it differs from country to country and need to respond to local requirements and challenges of that specific country (Bush, 2009)

3. RESEARCH DESIGN AND METHODOLOGY

METHODOLOGY

3.1. Key Concepts

The key concepts of this study look at leadership, leadership development, leadership styles as well as student outcomes.

- Leadership is a social and mutual influence process where multiple actors engage in leading-following interactions in service of accomplishing a collective goal (Bryman, Collinson, Grint, Jackson, & Uhl-Bien, 2011).
- Leadership development is more focussed on building relationships within an organisation (Bryman, Collinson, Grint, Jackson, & Uhl-Bien, 2011).
- Student outcomes are not only limited to academic progress but rather in the overall development and well-being of the learner.
- Leadership styles, which includes the examples of transformational and transactional styles of leadership within the schooling environment.

3.2. Research Design

The approach this study has undertaken is through qualitative research to provide insight into the problem. The study was a cross-sectional study which also involved secondary data being reviewed.

As the study was a qualitative study and made use of the case study approach, the following research was done through an interactive study (Creswell, et al., 2016). The study did not test any theories and made broad generalisations from specific observations and was therefore more of an inductive data analysis (Creswell, et al., 2016). It is important to consider that there is no single correct way of analysing data and it can very well be analysed in more than one way (McMillan & Schumacher, 2001). Due to the nature of the objectives for this research, the case study combined descriptive, explanatory, as well as exploratory questions. Questions included “how” and “what” (descriptive) but also included more focussed questions (explanatory) and lastly, before launching an in-depth long-term study, a limited research needed to be conducted (exploratory) (Creswell, et al., 2016). Finally, the study was empirical as it

was drawing on previous literature to aid any conclusions that was drawn, and it will hopefully be a good starting point for further research to be conducted.

3.3. Research Plan / Research Methodology

During this study, one of the main objectives was to analyse whether, student outcomes are impacted by leadership development within a private school in the Midlands, Kwazulu-Natal. Teachers were included to take part, as they should have a more in-depth understanding, as well as experience and knowledge of the concepts being studied. Below is a practical explanation as to how the study was conducted, collected and analysed.

3.4. Study design

A cross-sectional study was conducted. Data was collected at a point in time on a sample that represents the population under study.

3.5. Study population and sample selection

The study was conducted on teachers within a private school in the Midlands in the Kwazulu-Natal. The population consists of teachers. The number of teachers were approximately 40. As mentioned, it was a Case study of a private school in the Midlands. Techniques were not be complex, therefore smaller sample size should be ok. It was a homogeneous population. Ultimately, the goal was to learn about the population. A non-probability sampling method was used due to the population having a known, non-zero probability of being selected as well as accurately generalising to the population (Creswell, et al., 2016). Limitations included time, as well as limited financial resources, but a good sampling frame was available. Therefore, purposive sampling was implemented, and teachers/respondent recommended other teachers/respondents (Creswell, et al., 2016).

Purposive sampling assists in the selecting of categories and groups to study based on their specified circumstances and the relationship of these with relevant issues of the study (Hay, 2005). Research questions, the researcher's paradigm and associated ontology, epistemology and methodology (for both data collection and analysis) were all included and finally the construct, in this case, model, to be

developed. This form of sampling is particularly useful when a qualitative research approach is adopted which focuses on social science (Van Rensburg, et al., 2009).

Chain referencing was also implemented to identify and select new categories of data up to the point of saturation and here, critical cases were identified by participants who were well informed and have a great deal of information about the phenomenon (Cohen & Crabtree, 2006).

Cochran's formula, or the modification thereof, is used when the population studied is relatively small. The sample size can be accurately determined by using the formula in Appendix A (<http://www.statisticshowto.com/probability-and-statistics/find-sample-size/>).

3.6. Study methods and materials

The opinions of leadership and the impact on student was assessed using an interview by the researcher. The interview covered a variety of topics on leaderships and leadership development within the school structure.

3.7. Pilot study

A pilot study was conducted before the actual study. The interview was conducted using a small sample representative of the population under study to ensure that questions are appropriate and easily understood. This assisted in detecting possible flaws within the data collection process and any additions to refine the questions in the interview and or the study process. It should also have provided the researcher with enough knowledge on potential levels of saturation.

3.8. Data collection

The data collection method that was used, was through an interview. Two separate recording devices were used to record the data namely a mobile device and a tablet. Saturation was reached after five interviews. To obtain the data needed to meet the study's objectives, data was collected in the following sequence:

1. A literature review was completed on the problem of the study.
2. A set of interview questions was compiled to determine the outcome.
3. The research proposal for ethical clearance was done.

4. Upon receiving ethical clearance, a pilot study was done.
5. The data was collected and collated using a case study approach.
6. Sampling methods included non-probability through the snowball technique

3.9. Analysis of data

Merriam (2009, p. 175) notes that the objective of data analysis is to make sense from the data through a iterative process of consolidation, reduction, and interpretation. The steps proposed by Merriam (2009) are:

- Category construction
- Sorting categories and data
- Naming the categories
- Deciding the number of categories

In order to construct categories, the transcripts and interview documentation was studied. The research question was the framework which primary observations were noted. Open coding was done by coding the interview data which was the first step of creating the categories.

Once the initial categories were identified, the transcripts were reviewed to identify common descriptions and themes in order to group the data. The grouping process is referred to as axial coding.

The data and the research's focus determine the number of categories, and although no ideal amount exists, it is important to keep a manageable total.

The names of categories originates from a number of sources such as:

1. The researcher – who determined theme and allocated names by reviewing and coding the data
2. The participants – who provided the raw data (subject matter)
3. Existing literature – which guided the study process, themes and question

A case study (content analysis) was the method of data analysis. The collected data was put in themes/headings prior to the analysis phase for the data reduction phase (coding). Case study research is tightly linked to data. If this method is carried out correctly, it becomes a valuable method to develop interventions, which may or may not be required if further studies are conducted regarding the study at hand. It will also be a single case being studied, for a better, in-depth understanding of the phenomenon at hand (Baxter & Jack, 2008).

It is vitally important that the underlying theories and literature are understood prior and during analysis phase to create themes and headings and attend to common and saturated responses.

3.10. Category construction

In order to effectively share how I arrived at the constructed categories, I initially discuss the aspects of the research which had resulted in the transcripts and other documentation. These aspects include introducing the research participants and making readers aware of the interview questions. Thereafter, I explore the data by stating some of the responses from the research participants. Finally, I discuss the process of creating the categories, including the sub-processes of open and axial coding.

3.11. Interview questions

Refer to Annexure B

Although these questions acted as a guide to the interviews I was very conscious of allowing the research participants the freedom to share their experiences.

3.12. Profiling of research participants

Research participants were drawn from the three main levels of the organisational structure (Refer to Table 1).

Table 1:

| Research Participant | Gender | Ethnicity | Age group | Job Title | Number of years at school |
|----------------------|--------|-----------|-----------|--------------------|---------------------------|
| R1 | Female | White | 30-40 | Head of Department | 5-10 years |
| R2 | Male | Coloured | 40-50 | Head of Department | 0-5 years |
| R3 | Male | Coloured | 40-50 | Deputy Head | 0-5 years |
| R4 | Female | White | 20-30 | Intern | 0-5 years |
| R5 | Female | Black | 30-40 | Intern | 0-5 years |

3.13. Exploring the data

Open Coding

Refer to Annexure E

Coding can be defined as a process which allows raw data to be extracted in ways whereby its properties and dimensions can be developed (Corbin & Strauss, 2008). Alternatively, open coding allows is a process that allows for identification of concepts as well as the discovery of properties and dimensions contained in data (Corbin & Strauss, 2008).

I transcribed all 6 interviews myself. Thereafter, I completed the open coding. The main sources for creating the open codes were the recorded interviews and the transcripts of these interviews. The actual codes were created on the interview transcripts after a line-by-line analysis of the content which was considered in conjunction with the recordings. I took specific care to ensure that I understood the meanings attached to the phrases and terms used by the research participants by actively verifying my understanding of vague concepts during the interviews through asking clarifying / probing questions.

Creating categories

Refer to Annexure F

This form of analysis allows data to be reassembled in such ways to create connections between categories both main and subordinate.

I used the themes identified during the open coding process as the basis for the axial coding. These themes were then recorded to create data sets in Microsoft Word to indicate which research participants had made reference to which themes. A common theme was one which had been identified as part of the responses of 3 or more research participants.

3.14. Naming Categories

These were determined by reviewing the raw data from all the participants and was guided by existing literature.

3.15. Deciding number of categories

In this section, the data, the amount of data and the focus of the research determined the number of categories.

3.16. Anticipated Contribution

Creswell et al. (2016) mentions the fact that the principal purpose of research is academic investigation. Although on the contrary, it is of course possible to investigate something for practical relevance (Bak, 2004). In the study, policies and practice towards leadership development are prospective contributions. As well as strategies and the impact of a private schooling environment. Conclusions were drawn on how employees can better position themselves.

4. FINDINGS AND INTERPRETATIONS OF FINDINGS

4.1. Introduction

According to Vaillant (2015) there has been an increase in responsibilities for school leaders in the past decade and the expectations have certainly changed. School leadership has been reported as a key function in ensuring quality education in South Africa (OECD, 2013, UNESCO-IIEP-IWGE, 2012). The quality of teaching is widely

believed to be important for education, despite little evidence that teachers' credentials matter for student achievement. In England, effective teaching and pupil achievement is the most extensive study of leadership development to date (Day et al., 2008). The following chapter discusses the common findings from the research. The objectives of the study will also be discussed in relation to the findings.

4.2. Accountability

It has been stressed by academic works and international organizations in the last decade, that leadership involved a common culture of expectations, in which everyone is accountable for their individual contributions and input to a collective outcome (Leithwood, 2011). Being proactive, creating a positive school culture and setting direction is up to school leaders, particularly principals to foster improvement and promote success (Bush, 2009). To achieve this, schools must aim to educate students by promoting positive values such as compassion, fairness and integrity and for leadership to be successful, these social outcomes are deemed to be important for promoting student academic outcomes (Bush, 2009).

Leaders of schools in the United Kingdom are held accountable for school performance through a highly developed national accountability framework. This includes target setting for each individual school, exam results being published and a national inspection regime where reports on the performance of individual schools are publicly available and parents are encouraged to examine these reports when choosing a school for their child. The considerable independence and control that school leaders have in some areas is thus linked to high levels of accountability (Day et al 2008).

In this study it was found that the existence and importance of leadership development are certainly evident at this institution. Although, there has been slight differences in the response with regards to how much input is given regarding leadership development, there is a certain theme that came up often. Accountability! All the respondents that took the interview believed that the opportunity is and always has been there to develop as a leader. The opportunity for growth is often driven by the educator. Improving, development, making an impact through learning is what the participants believed to be completely up to the individual. Being accountable, is

believed to be an important trait in the quest to make an impact on student outcomes through leadership development. One participant mentioned that leadership development and the opportunity thereof is “up to the individual”.

Greater independence and accountability requirements have facilitated transformation with regards to leadership within schools. Thus, numerous OECD countries have placed increased focus on decentralization, school independence, parental and community control, shared decision-making, results-based assessment and school selection. Arguably, independence and accountability are techniques of meeting local needs more efficiently, but changes such as these affect school leaders’ functions and duties (Pont et al., 2008), as will be seen in the next section regarding the post-2015 agenda. School leadership has now become an international priority on the education policy agenda.

According to Bush (2009), there are three fundamentals for effective teaching and learning. These include 1) Sound classroom practise 2) Sufficient and suitable learning materials and 3) Sound and proactive leadership and management of learning. These fundamentals have been echoed across numerous sets of literature regarding teacher and leader effectiveness, as well as effective classroom practise.

4.3. Opportunity for Growth

There was certainly a level of optimism post-2015 world development, that the role of school leadership would become a priority and that school leaders can triumph over the odds in an appropriate context when given opportunities for leadership development (Valliant, 2015). Hoadley et al., (2007) conducted a study in a South African school with the purpose of understanding of the issue of growing prominence in research and policy discussions on how school management might contribute to improved student outcomes. The study revealed that most leadership studies in South Africa indicate that most educators have not received adequate specialist training. Bush (2009), in their review of research on leadership and management, argue that most of the research into leadership is —not conceptually rich, and assert the need for a theory of leadership relevant to the South African context.

One hundred percent of the participants were completely satisfied with the opportunity for growth at their current institute. Please note, that the term opportunity needs to be emphasized as this is still to be initiated by the educator. Professional development, courses, training and workshops have never been pushed or forced on any employee, but participants felt that, should any course, workshop or training be required for development, the opportunity is/was there, and the institute would support this. However, participants reported that there had been boarding workshops, ISASA conferences, as well as headmaster conferences that the institute had sent them on that was extremely valuable for their personal growth and which they were very grateful for. Another area, which proved to be significantly important for those who undertook the interview was that of mentoring and learning through others. Having the ability to bounce ideas off others and problem solve that way was a common theme. This seemed to be a popular aspect when participants spoke about the opportunity and level of growth available within the institution.

Mentoring refers to a process where one person provides individual support and challenge to another professional. The mentor may be a more experienced leader, or the process may be one of peer mentoring. Bush (2007) note that mentoring is becoming more person centred with an increased awareness of the need for careful selection of mentors, sensitive matching of mentor and mentee, effective training of mentors, and that there is time, support and understanding of the reflective process. Crawford's (2009, p105) notion of "emotional transaction" is an appropriate way of conceptualising the support role of mentors. Hobson & Sharp's (2005) systematic review of the literature found that all major studies of formal mentoring programmes for new heads reported that such programmes have been effective, and that the mentoring of new heads can result in a range of perceived benefits for both mentees and mentors (Bush, 2009).

According to Oxford, mentoring is defined as the advising or as the action of training or advising another person usually experienced. Although there is no single definition of mentoring, there is a shared understanding that it is a process in which a person who is experienced or trusted guides an inexperienced individual (Hodgson & Scanlan, 2013). Mentoring has become quite popular despite the difficulty in defining the term. The use of this concept is used to define a relationship between two people with a desired outcome in furthering the mentees career and professional development. This

process impacts professional and personal skills and provides contextual feedback. (Hodgson & Scanlan, 2013).

4.4. Better leaders make better teachers

Simply being a qualified teacher is no longer enough as the intricacy of the role can be demanding (Gray, 2006). In many countries, leadership preparation is no longer optional. Rather, new principals require a certain level of certification to practise, so that teachers, parents, school communities and governments can be satisfied that their schools will be led by appropriately qualified individual (Bush, 2009).

Avolio (2005) argues that, considering leadership development believes that leaders are “made not born”. Individuals who appear to have “natural” leadership qualities have learnt this through a learning process, leading Avolio (2005) to deny that “leadership is fixed at birth”. This has led to an opinion that a systematic preparation, rather than inadvertent experience, is more likely to produce effective leaders. Leadership development can be grouped into four modes (Bolam, 1999):

- Knowledge for understanding.
- Knowledge for action.
- Improvement of practice.
- Development of a reflexive mode.

Politicians, policy makers and the public at large are convinced that the quality of school leaders, makes a substantial difference to student outcomes (Day et al., 2009). Educational researchers and practitioners hold different views regarding ways that schools could improve student outcomes (Witziers, 2003).

Robinson (2007), states that instructional leadership has far larger effects on student outcomes than that of transformational leadership. He further comments that the more leaders focus on their professional development, their work and their core business of teaching and learning, the greater influence they will have on student outcomes (Robinson, 2007). Recent research shows that a pupil’s positive perception of teachers can promote participation and academic achievement and student outcomes (Mulford, 2003). Failure, frustration, rejection is inevitable in the lives of professional teachers and without a set of fundamental principles and values, makes such disappointments extremely difficult to bear (Mulford, 2003). Students experiencing

acceptance, or a sense of belonging, are more highly motivated and engaged in learning and more committed to school. Engagement and commitment are closely linked to student performance, and, more importantly, to the quality of student learning (Osterman, 2000).

Again, the entire population interviewed had no hesitation in stating that they truly believe better leaders do make better decisions. There were a variety of reasons for their adamant response, but there were two sub themes that stood out. These were 1) decision making and 2) Control. The best interest of the student needs to remain the most important in schooling and therefore, the student deserves the best for his or her learning environment. It was also believed that being a better leader allowed for teachers to understand students better, increasing the chances of getting the best out of them.

4.5. Decision making

With the current dynamic of our country and the collaboration of diverse backgrounds, making the correct decisions to spark motivation and the correct learning environment, resulting in desired outcomes. Conflict and the accountability teachers are having to live up to in our modern education systems also requires leaders with the ability to take good initiative and make smart decisions. Poor decisions can lead to students can in turn be negatively impacted by incorrect classroom practises and hence have a negative impact on student outcomes. Knowing what the right thing is to do is the central problem of school improvement and if we are to hold schools accountable for their performance, it requires having people in schools with the knowledge, skill, and judgement to make the improvements that will increase student outcomes (Gray, 2006).

Empowering others to make noteworthy decisions is a key goal for leaders when accountability mechanisms include giving a greater voice to community stakeholders (Darling-Hammond, et al., 2007).

4.6. Control

Another sub theme that was evident when investigating whether, better leaders make better teachers was that of control. Participants believed that the value of quality leadership development allowed them to better control situations in the classroom. What was taught to them, served as a guide to deal with challenging and/or complex scenarios and a bring about a good sense of control.

Research suggests that it is vital for teachers to be actively engaged in their own learning, but it is the nature of this engagement that seems to matter as much, if not more, than the level. Findings also suggest that the leadership of effective schools is illustrious by emphasis on and success in establishing a safe and supportive environment through clear and consistently enforced social expectations and discipline codes (Heck et al., 1991). In a study that surveyed both teachers and parents, as well as students, consistent reports were evident across all three groups of the extent to which they felt safe, comfortable, and cared for (Heck, 2000). The more positive these reactions, the higher the school quality and the higher its student outcome levels when student background factors were controlled. The conclusion regarding the importance of the power of direct leader involvement in teaching and teacher learning should not be interpreted as meaning that the leadership of every school should be more involved in these types of leadership than in such matters as ensuring an orderly and supportive environment (Leith, 2006).

A better leader also makes a better teacher as the hunger for growth exists and mitigates any limitations for growth, which in turn will have a positive impact on students and lead to improved outcomes.

Teaching and learning in schools have strong social, emotional, and academic components (Zins et al, 2004). Students typically do not learn alone but rather in partnership with their teachers, in the company of their peers, and with the encouragement of their families. Emotions can facilitate or hinder children's academic stimulation, work ethic, conscientiousness, and ultimate school success. Because relationships and emotional behaviours play a notable role on how and what we learn, schools and families must effectively address these aspects of the educational process for the benefit of all students (Elias et al., 1997).

A key challenge for 21st-century schools involves providing culturally diverse students with varied abilities and motivations for learning (Learning First Alliance, 2001). Unfortunately, many students lack social-emotional capabilities and become less connected to school as they progress from elementary to middle to high school, and this lack of connection negatively affects their academic performance, behaviour, and health (Blum & Libbey, 2004).

Transformational leadership in instruction and its positive effects are demonstrated at the student level through overall higher levels of student engagement due to instructor behaviours of inspirational motivation and intellectual stimulation (Leithwood & Jantzi, 2000). The effect of instructor transformational leadership on student outcomes have been examined and found that instructor transformational behaviours such as charisma and intellectual stimulation are the Instructor Transformational Leadership and Student Outcomes. Individualized consideration and intellectual stimulation are also primary predictors of student involvement (Harvey et al. 2003). Griffith (2004) and Politis (2004) conducted studies measuring instructor transformational leadership behaviours and student outcomes and the results indicated that student achievement, affective learning, motivation, knowledge management, and student evaluations of teacher credibility are positively correlated with transformational instructors who demonstrate encouragement, motivation, coaching, intellectual stimulation, and charisma (Bolkan & Goodboy, 2009).

Transformational leadership and transactional leadership and the outcomes thereof, have been well researched in leadership literature and have received some attention in educational literature. Despite this, these concepts have not been researched in online courses to determine the potential impact of these behaviours with respect to student outcomes (Hoehl, 2008). The analyses of these studies have revealed that instructor transformational leadership behaviours are greater predictors of student cognitive learning, affective learning, perceptions of teacher credibility, and communication satisfaction than transactional behaviours (Day et al 2008).

4.7. Positive impact on learners and outcomes

To learn well, students need to be exposed to high-quality instruction and a well-crafted curriculum and thereafter they will benefit from the positive effects of strong

school leadership (Leithewood, et al., 2004). Studies also show that students succeeded when ambitious goals and by establishing conditions that support teachers. Despite leadership explaining only three to five percent of the variation in student learning across schools, this accounts for nearly one quarter of the total effect of school factors.

There of course exists. An unprecedented interest globally, in the question of how educational leaders influence a range of student outcomes. At least five reviews of empirical research on the direct and indirect effects of leadership on student outcomes have surfaced of late (Bell, et al., 2003) An important factor in the interest of the links between leadership and student outcomes is the desire of policy makers in many jurisdictions to reduce the determined disparities in educational achievement between various social and ethnic groups, and their belief that school leaders play a vital role in doing so (Organisation for Economic Co-operation & Development, 2001).

Examples such as boarding conferences, headmasters support via mentoring or just physical presence, have allowed participants to feel valued and thus resulted in better performance which has had a significant impact on learners. Being in an organisation as the one investigated, comes a certain level of expectation from the students. How one carry's themselves, behaves, speaks etc. and it is believed that leadership development has allowed one to give account of themselves in this regard.

The main purpose of schooling is to promote teaching and learning and to provide one of the few levers for improving the life chances of young children, as well as contributing to South Africa's economic development (Bush, 2009). The strongest impact on student outcomes occurred through teacher commitment (Taylor & Pearson, 2004).

Due to the ever-growing notion of leadership, there is much we still don't understand about effective school leadership (Centre for Educational Policy Analysis). There has been a positive assumption on leadership effects in schooling and although recent findings reinforce the notion that leadership makes a difference in school effectiveness, they do not support the image of the heroic school leader. This has though, not existed without a sea of ambiguity and several contrasting views (Bush, 1999). There are certain authors who doubt whether leadership effects even exist and

whether they are important (Witziers, 2003). Murphy (1988) believes that most research conducted in this area have been of poor quality.

According to Bolívar *et al.*, (2013), it has also been stressed in studies, that school leadership can be the solution to many issues existing in schools. Leadership development has shown to influence academic outcomes by promoting a favourable school and classroom climate, as well as a culture that emphasises these outcomes and high expectations (Hallinger & Heck, 1998).

School leaders can influence learning through the establishment of goals to assist students in achieving desired outcomes and large quantitative studies show that the effects are small but educationally significant (Centre for Educational Policy Analysis).

The impact on student outcomes will be greater, where there is a direct leader involvement. "The closer leaders are to the core business of teaching and learning, the more likely they are to make a difference to students' (Robinson, 2007, p.21). Hoadley (2007.p. 1) also comments that in the South African context, 'there is a consensus around the importance of leadership to improved student outcomes'. A strong case exists for the important outcomes of education are even broader and longer-term measures such as participation in further or higher education, employment, health, social participation and life satisfaction (Picot, et al., 2007). While these are all associated with academic skills assessed in schools, it is also the case that short-term school success is a quite imperfect predictor of these larger outcomes. A good example is that, literacy assessed by non-school measures clearly has an independent impact on many life outcomes (Riddell, 2007).

Table 1. First and second order constructs-Move to underneath.

In the following table, first-order constructs is data drawn from the actual interview process, whereas the second-order constructs is data drawn from the related literature.

| First-order constructs | Second-order constructs |
|-------------------------------------|---|
| Accountability | Greater independence and accountability requirements have facilitated transformation with regards to leadership within schools. |
| Better leaders make better teachers | Simply being a qualified teacher is no longer enough as the intricacy of the role can be demanding (Gray, 2006). The more leaders focus on their professional development, their work and their core business of teaching and learning, the greater influence they will have on student outcomes (Robinson, 2007). |
| Opportunity for growth | This process of mentoring and aiding opportunity for growth impacts professional and personal skills and provides contextual feedback (Hodgson & Scanlan, 2013). |
| Control | Findings also suggest that the leadership of effective schools is illustrious by emphasis on and success in establishing a safe and supportive environment through clear and consistently enforced social expectations and discipline codes (Heck et al., 1991). |
| Decision making | Conflict and the accountability teachers are having to live up to in our modern education systems also requires leaders with the ability to take good initiative and make smart decisions. Poor decisions can lead to students can in turn be negatively impacted by incorrect classroom practises and hence have a negative impact on student outcomes |
| Positive Impact on learners | To learn well, students need to be exposed to high-quality instruction and a well-crafted curriculum and thereafter they will benefit from the positive effects of strong school leadership (Leithewood, et al., 2004). |

5. CONCLUSION

Governments are investing considerable sums in leadership development because they believe that it will produce better leaders and more effective school systems. Individuals are also contributing their time, and often their own resources, to personal professional development because they think that it will enhance their career prospects and hone their leadership skills. However, the empirical evidence for such assumptions is modest (Hallinger, 2003).

Research shows, that there is not a single documented case of any school successfully turning around its pupil achievement trajectory in the absence of talented leadership (Leithwood et al., 2006, p. 5).

The official *End to End Review* of school leadership (Department for Education and Skills 2004) exhibits the Government's burning interest in delving into this issue: Greater understanding is needed of the relationships and mediators between leadership and educational attainment and social outcomes. There is a lack of consensus about the contribution of various factors to the relationships, indirect effects and mediating factors for improving school leadership. However, the opposite was not true; neither initial levels of leadership nor initial levels of school improvement capacity were directly related to subsequent growth in achievement. These findings provide empirical support for the premise that schools can improve learning outcomes irrespective of their initial achievement levels by altering key organisational procedures such as leadership and school improvement capacity. Robinson (2008) and her colleagues reinforced a developing consensus among researchers, policymakers and practitioners that 'leadership makes a difference' in the quality of learning in schools. Nonetheless, despite the scientific atmosphere of meta-analysis, it is still crucial to acknowledge critical limitations in the studies that formed the foundation for knowledge. Two key limitations were a reliance on cross-sectional surveys and an almost exclusive focus on leadership by the principal. Our research aimed to address these limitations to highlight more clearly the contribution that collaborative leadership makes to school improvement over time (Heck & Hallinger, 2003).

The picture painted from the qualitative evidence for the impact of leadership differs from that of the quantitative analyses of the direct and indirect effects of leadership on students' academic and social outcomes. In a meta-analysis of 37 multinational studies of the direct effects of leadership on student outcomes, reports suggest that an average effect (reported as a z score) of 0.02, an estimate that is typically interpreted as indicating no or a very weak impact (Witziers et al., 2003).

In most subsequent quantitative research, the relationship between leadership and student outcomes has been hypothesized as indirect with leaders. It has been though that more a more direct relationship between leadership and student outcomes may be better seen with conditions such as the provision of teacher professional learning opportunities and forms of student grouping - through which teachers may make a more direct impact on students. In a meta-analysis study of comparable research, Marzano reported an average effect of about 0.4 between leadership and student academic outcomes (Marzano et al., 2005).

The conclusion drawn by quantitative leadership researchers is that leaders in schools have minor and indirect effects on student outcomes and these outcomes are essentially mediated by teachers (Hallinger & Heck, 1998).

6. LIMITATIONS

In addition to the obvious limitations such as time and financial resources, there were some other limitations to the study as well as to the literature reviewed. In Practice, most research programs and studies evaluations use existing measures of student achievements, partly because they are available, and they are in line with what the research funder's request. These existing measures are typically part of either local or national evaluation programs which have three familiar limitations as estimates of leadership effects. The three well-known limitations include a narrow focus, unknown or questionable reliability, and the questionable accuracy – which can estimate change over time.

We have encountered a handful of less pervasive, practical limitations in some of our own recent work which we also identify in this section.

- *Narrow focus*

Several large-scale assessment programs limit the focus to language and mathematics achievement, occasionally looking into science. Because improving literacy and numeracy are such leading priorities in so many schools presently, this limitation will not concern many researchers and evaluators.

There is indication, however, that leadership qualities are of a different magnitude for even these two areas of achievement. For example, literacy is more substantially shaped than is numeracy by pre-school and home experience and so may be less susceptible to improvement through good instruction.

In relatively few cases, efforts have been made to test scholars in most areas of the curriculum as well as cross-curricular areas - such as problem-solving or teamwork. Lack of resources, practical measurement challenges, and concerns about the amount of time needed for testing may explain the narrow focus of most large-scale testing programs. This therefore implies that most evidence of leaders' effects on student achievement using these sources is really evidence of effects on students' literacy and numeracy. The lesson for researchers and program evaluators is that the size and significance of leadership effects on other areas of achievement cannot be assumed or extrapolated and should be investigated directly. It is plausible to think, though we have no evidence on the point, that leadership could have its strongest effects in areas such as student engagement, commitment, and interest in ongoing learning.

- *Reliability*

The second well-known limitation for many large-scale testing programs is that of reliability at school level. Most of the programs are designed to deliver reliable results only for large population sizes of students. However, as the number of students reduces, as cases of a single school or even a small district or region, very few testing systems claim to know how reliable their results are (e.g., Wolfe, Childs & Elgie, 2004). A large proportion of schools would have grade cohorts of less than 30 scholars, so having 2 or 3 particularly challenging or particularly advanced scholars in a grade can make a major difference in the school's scores. Thus, it is thought that these results are not very reliable, thereby challenging the accuracy of findings around leadership effects.

Future researchers and those assessing programmes may do well to limit investigation of achievement to data aggregated above the level of the individual school or leader.

This suggestion is in direct conflict with the systems of school reporting in many places, which report school by school results without regard to population size and measurement error.

- *Estimating change*

Theoretically, monitoring the degree to which a school improves the achievement of its scholars over time is considered a better reflection of a school's (and leader's) effectiveness than are its annual mean achievement results. Practically, however, arriving at a defensible estimate of this change over time is a challenge. Simply assigning the difference between the average achievement results of this year's and last year's scholars on the test to changes in a school's (and/or leader's) efficiency overlooks a number of other possible explanations:

- Cohort differences: This year's scholars may be significantly more or less advanced in their capabilities when they entered the cohort. As any educator would confirm, such cohort differences are very common.
- Test differences: Although most large-scale assessment programs take major efforts to ensure equivalency of test difficulty each year, the process is imperfect and there are often discreet and sometimes obvious adjustments in the tests which may result in unexpected but significant differences in results;
- Differences in Test conditions: Educators are, in most cases, responsible for administering the tests. Their class's results from the previous years may influence the nature of how they administer this year's test (such as leniently) even with the guiding principle offered by the testing agency;
- Differences in External environment: in a South African setting, the number of public holidays or number of cancelled school days – due to strike action, scholars may end up fewer days for learning and instruction. Other external environmental differences may include teacher leaving half way through the year, or was sick for a significant time;
- Regression to the mean: statisticians use this term to capture the highly predictable tendency for extreme scores on one test administration to change in the direction of the mean performance on a second administration. Thus, schools scoring either very low or very high in one year may be anticipated to score less the second year, aside from anything else that may differ.

These challenges have been demonstrated to change scores to become less severe as change is traced over three or four years (Lyn, 2003). Conclusions are drawn from comparing scores over a single year that are especially open to misinterpretation, but it is just these single year comparisons that are most commonly made. The lesson for researchers and program evaluators is to use as their dependent variable changes in student achievement over longer periods of time, possibly over three or more additional years.

6.1. ETHICAL CONSIDERATIONS AND LIMITATIONS

Trustworthiness was ensured through “intensive personal involvement and in-depth responses” by individuals, as well as mutual meaning for the researcher and participant (Creswell, et al., 2016). Participation was voluntary, and the respondents’ confidentiality will be kept. A written consent form was provided. Therefore, the protection of participants will be an absolute priority and all ethical policies was understood prior to researches conduction the data collection phase (Creswell, et al., 2016).

There were no ethical concerns at any stage. All fundamental principles were protected. Permission was granted by the necessary authorities before commencing with any data collection. All fundamental principles were protected, and a neutral environment was created.

One of the potential limitations with the selection of the research respondents is that I drew people from different levels in the organisational structure, i.e. deputy head, middle management, head of department etc. Even though I didn’t observe anything in particular, the use of people who report to each other may have acted to constrain the research participants in fully contributing during the interview processes.

Even though I believe that through my use of reflexive practices, peer reviews, member checks, peer debriefing, audit trails, and rich thick descriptions I may have addressed the issue of potential bias, I need to account for this as a potential limitation. This is due to researcher subjectivity as another limitation in qualitative research (Merriam, 2009).

Lastly, there were of course financial constraints as well as time limitation challenges that arose from this study.

7. Recommendations:

Regarding the phenomenon of student outcomes, a noteworthy proportion of research about leadership effects on student outcomes are limited to measures of student numeracy and literacy outcomes. Only a small portion of additional studies have also examined the effects of school leadership on student participation and identification with school. Other noteworthy indicators of student outcomes include attendance rates, successful entry into tertiary education and productive and quality employment. Due to so much of the leadership effects literature focussing narrowly on a small but critical set of academic outcomes, it is therefore important for future research to include but extend its measures of pupil outcomes to other indicators of this sort (Day et al 2008).

During my data collection and research on the existing subject, it is evident that there are several limitations to this study. A whole heap of literature exists on international studies and locally, literature mainly investigates issues surrounding government schooling:

- Due to changes in education programs and innovative teaching styles, there is a lack of relevant recent literature on leadership development in schools.
- In South Africa most of the current education literature is based on government schooling systems and leaders, and thus there a lack of research on private schooling and leadership effects in private schooling.
- Several studies focussed on the leadership of the head such as the principle and very little on the leadership at an educator level. Thus, more research should be done on leadership and development at an educator/teacher level. This may also include the impact of teachers and their specific roles in their micro-environment.

Post this study, it is recommended that a follow up study be done considering all variables and variations of student outcome i.e. Emotional, social, environmental, co-curricular, community as well as academic achievements. Ideally this study should

take place within the private school setting investigating current school leadership development and its impact on student outcomes.

8. REFERENCE LIST

- Bernard, M., 1999. Two Decades of Research and Development in Transformational Leadership. *European Journal of Work and Organizational Psychology*, 8(1), pp. 9-32.
- Besharati, N., 2015. *Private Sector investment in South Africa's education sector: nature, extent and incentives*, Johannesburg: Jet Education Services.
- Bolívar, A. L. J. a. M. F., 2013. Leadership in Educational Institutions. In: s.l.:Revista Feuntis, pp. 15-60.
- B, P., Nusche, D. & Moorman, H., 2008. Improving School leadership. *Policy and Practice*, Volume 1.
- Bryman, A. et al., 2011. *The SAGE handbook of leadership*. s.l.:SAGE.
- Burke, C., Sims, D., Lazzara, E. & Salas, E., 2007. Trust in leadership. *A multi-level review and integration*, p. 606–632.
- Bush, R. & Glover, D., 2003. *School Leadership: Concepts and Evidence*. s.l.:NCSL.
- Bush, T., 2009. Leadership Development and school improvement: contemporary issues in leadership development. *Educational Review*, 61(4), pp. 375-389.
- Chilsom, L., 2004. *EDUCATION AND SOCIAL CHANGE IN POST-APARTEHID SOUTH AFRICA*. Cape Town: Zed Books.
- Christie, P., Sullivan, P., Duku, N. & Gallie, M., 2010. *Researching the Need: School Leadership and Quality of Education in South Africa*. s.l.:s.n.
- Christopher Day, P. S. D. H. K. L. a. A. K., 2008. *Research Into The Impact Of School Leadership On Pupil Outcomes: Policy And Research Contexts*. s.l.:s.n.
- Corbin, J. & Strauss, A., 2008. *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*, s.l.: Sage.
- Creswell, J. et al., 2016. *First Steps in Research 2nd Edition*. Pretoria: Van Schaik.
- D. Day, A. H. M. H. H. T. a. J. B., 2000. *Leading Schools in times of change*. Buckingham: Open University Press.
- Darling-Hammond, L. et al., 2007. *Preparing School Leaders for a Changing World: Lessons from Exemplary Leadership Development Programs*. Stanford: s.n.
- Day, C. & P, S., 2014. *Successful School Leadership*. Reading: Education Development Trust.
- Economist, T., 2015. *South Africa has one of the world's worst education systems*. Cape Town: The Economist.
- Fullan, M., 2002. *The change leader*. s.l.:s.n.
- Funda Ozer, C., 2014. Effect of Strategic Styles on Firm Performance. *A Study in a Turkish SME*, pp. 778-784.
- Golafshani, N., 2003. The Qualitative Report. *Understanding Reliability and Validity in Qualitative Research*, pp. 597-606.

Gray, J. A. R. & P., 2006. School leadership and student achievement: The mediating effects of teacher beliefs. *CANADIAN JOURNAL OF EDUCATION*, 29(3), pp. 798-822.

Hallinger, P. & Heck, R., 1998. Exploring the principal's contribution to school effectiveness. *School Effectiveness and School Improvement*, Volume 9, pp. 157-191.

Hodgson, A. K. & Scanlan, J. M., 2013. A concept analysis of mentoring in nursing leadership. *Open Journal of Nursing*, Volume 3, pp. 389-394.

Howard, A. & Wellins, R., 2008. Global leadership forecast 2008/2009: Overcoming the shortfalls in developing leaders. *PA: Development Dimensions International*.

J.R Schermerhom, J. H. a. R. O., 2000. *Organisational Behaviour*. 7th ed. New York: John Wiley & Sons Inc.

Jamal, A.-H., 2014. Leadership styles and Value Systems of School Principles. *American Journal of Educational Research*, 2(12), pp. 1267-1276.

James Spillane, R. H. a. J. B. D., 2015. *Investigating School Leadership Practice: A distributed perspective*, 2015: American Educational Research Association.

Joyce, B. & Showers, B., 2003. Student Achievement through Staff Development. *National College for School Leadership*, pp. 1-5.

Keevy, M. G. a. J., 2014. *Standards Framework for Teachers and School Leaders*, s.l.: The Commonwealth.

Lashway, L., 2003. *The Mandate to help Low performing schools*, Eugene: ERIC.

Leith, B., 2006. Schols in Challenging Situations. 17(4).

Leithwood, K. et al., 2004. Strategic leadership for large-scale reform: the case of England's National Literacy and Numeracy Strategy. *School Leadership and Management*, 24(1), pp. 57-79.

Leithwood, K. a. L. K., 2011. *Linking Leadership to student learning*. San Francisco: Jossey-Bands.

Leithwood, K. & Jantzi, D., 2005. A review of transformational school leadership research 1996-2005. *American Educational Research Association*.

Leithwoor, K., Seashore-Louis, K., Anderson, S. & Wahlstrom, K., 2004. *How leadership influences student learning*. s.l.: Learning from Lead.

Lennie, J. et al., 2011. *Equal Access Participatory Monitoring and Evaluation toolkit*. [Online]

Available _____ at:
https://www.betterevaluation.org/sites/default/files/EA_PM%26E_toolkit_module_5_QDA_for_publication.pdf

Little, J. et al., 1987. *Staff in California: Public and Personal Investments, Program Patters, and Policy Choices*. San Francisco, CA: Policy Analysis for California Education (PACE) and Far West Laboratory for Education Research and Development (Policy Paper #PC87-12-15, CPEC).

- Mathibe, I., 2007. The Professional Development of School Principals. *South African Journal of Education*, 27(3), pp. 532-540.
- McMillan, J. & Schumacher, S., 2001. *Research in Education: A Conceptual Introduction, 5th Edition*, Virginia: Pearson.
- Merriam, S., 2009. *Qualitative research: A guide to design and implementation*. San Francisco(CA): John Wiley & Sons.
- Miles, K., 2003. *Rethinking District Professional Development Spending to Support School Improvements: Lessons from Comparative Spending Analysis*. New York: School Finance and Teacher Quality: Exploring connections.
- Monk, D., Plecki, M. & Killeen, K., 2003. *Examining Investments in Teacher Professional Development: A Look at current practice and a proposal for improving the research base*. New York: Eye on Education.
- Mulford, B., 2003. School Leaders: Challenging Roles and Impact on Teacher and School Effectiveness. *OECD COMMISSIONED PAPER*, pp. 1-66.
- Mulford, B., 2003. School Leaders: Challenging Roles and Impact on Teacher and School Effectiveness. *OECD COMMISSIONED PAPER*, pp. 1-66.
- Muller, J. & Roberts, J., 2000. *The Shound and Fury of International School Reform*. Mimeo: JET Education Services .
- N, T., 2008. *What's Wrong with South African Schools?*. s.l.:JET Education Services.
- Osman, R., 2015. *Private vs public schools in SA: not a simple numbers game*, Johannesburg: BusinessTech.
- Oyetunji, 2006. *The relationship between leadership style and school climate in Botswana secondary schools*. South Africa: s.n.
- P. Hersey, K. B. a. D. J., 1996. *Management of Organisational Behaviour*. 7th ed. New Jersey: Prentice-Hall Inc.
- Pam Sammons, Q. G. C. D. J. K., 2011. Exploring the impact of school leadership on pupil outcomes: Results from a study of academically improved and effective schools in England. *International Journal of Educational Management*, 25(1), pp. 83-101.
- Petrie, N., 2011. *Future Trends in Leadership Development*. s.l.:Centre for Creative Leadership.
- Pinty, H. N. a. S., 2003. Principal leadership and school performance. *An intergration of transformational and transactional leadership*, 39(3), pp. 370-397.
- Pont, B., Nusche, S. & Moorman, H., 2008. *Improving School Leadership*. s.l.:OECD.
- Reitzug, U., 2002. *School Reform Proposal: The research evidence*. s.l.:s.n.
- Roberts, J. & Roach, J., 2006. *Leadership Styles and Practices in Effective Schools*, Johannesburg: MGSLG.
- Robinson, V., 2007. *The impact of leadership on student outcomes*:. Auckland: Australian Council for Educational Research.

- SA, S., 2010. *Mid-year population estimated, statistical release, P0302*. [Online] Available at: www.statssa.gov.za/census01/html/RSA_Primary.pdf
- Silins, H., Mulford, W. & Zarins, S., 2002. Organizational learning and school change. *Educational Administration Quarterly*, 38(5), pp. 613-642.
- Smith, P., 2001. *Work place learning and flexible delivery*. Victoria: s.n.
- Spillane, J., Halverson, R. & Diamond, J., 2001. Investigating School Leadership Practice: A Distributed Perspective. *Educational Researcher*, Volume 3, pp. 23-28.
- Staples, C. M., 2005. *A COMPARISON OF THE LEADERSHIP ROLES OF PUBLIC AND PRIVATE*, Florida: Fall Term.
- Strauss, A. & Corbin, J., 1998. *Basics of qualitative research: Techniques and procedures for developing grounded theory*. 2nd ed. Thousand Oaks(CA): Sage.
- Sullivan, P., 2013. *School Leadership Framework for Gauteng Department of Education*. Gauteng : s.n.
- Taylor-Moore, P., 2004. *Leadership on the Frontline: Thriving and surviving in challenging circumstances*. Nottingham: NCSL.
- Taylor, N., 2008. What's wrong with South African Schools?. *JET Education Services*, pp. 1-30.
- Taylor, N., 2008. What's wrong with South African Schools?. *JET Education Services*, pp. 1-30.
- Taylor, N., Fleisch, B. & Shindler, J., 2007. *Education scenarios for 2019*, s.l.: Paper presented at the Key Driving Forces Scenarios 2019, Office of the Presidency.
- Terry, G., n.d. Principles of management. In: P. van der Westhuizen, ed. 9th impression ed. Pretoria: Effective Educational Management .
- Valliant, D., 2015. *School leadership, trends in policies and practices, and improvement in the quality of education*, s.l.: United Nations Educational, Scientific and Cultural Organisation.
- van der Berg, S., Taylor, S. G. M., Spaul, N. & Armstrong, P., 2011. *Improving Education Quality in South Africa: Report for the National Planning Commission*, Stellenbosch: Department of Economics, University of Stellenbosch.
- van der Berg, S. et al., 2017. *The Performance of Low Fee Independent Schools in South Africa - What can available data tell?*. Stellenbosch: Bureau for Economic Research.
- Vicki Vescio, D. R. A. A., 2008. A review of research on the impact of professional learning. *Teaching and Teacher Education* 24, Volume 24, pp. 80-91.
- Waters, J., Marzano, R. & BA, M., 2003. Balance leadership: What 30 years of research tells us about the effect of leadership on student achievement. *Aurora, co: Mid-continent Research for Education and Learning*.
- Wits School of Governance & Bridge, 2016. *Teachers, parents and school leaders working together to improve learners' education: Deep dive executive summary*. Johannesburg: s.n.

Annexure A: Final Research Report Summary Document Template

Title: The impact of leadership development on student outcomes within a private school; a case study of a High School in the Midlands, KwaZulu-Natal.

Research Problem: South Africa has the third highest proportion of functionally illiterate learners (27%), and the fifth highest proportion of functionally innumerate learners (40%) (Taylor, Fleisch, & Shindler, 2007) . Leithewood *et al.* (2004) concluded leadership can be characterised as a key reason for success in schools.

Rationale: South Africa economy, as a nation is highly dependent on the is highly dependent on the availability of skilled labour, which is raised through a well-functioning school system (Besharati, 2015).

Key Theories: Theories such as the Human Capital Theory could be explored.

Key Concepts: Leadership development, leadership styles, student outcomes.

Methodology: The approach this study will be undertaking will be through a qualitative approach.

Population Parameters: The research will be conducted at a private school in Hilton, Pietermaritzburg.

Sampling: A non-probability sampling method used. Approximately 40 teachers. Snowball sampling implemented.

Key Findings: Opportunity available (Accountability), better teachers make better teachers. Positive impact. Decision making. Control.

Limitations: Time and financial resources.

Key contributions: Practise towards leadership development.

Recommendations: Further research for relevant more specific data.

Data Collection: The data collection methods will be an interview.

Data Analysis Case Study (content analysis). Saturation through speculative analysis. Data reduction through coding.

Ethical Considerations: All fundamental principles were protected. Consent forms were provided. Participation was voluntary.

Annexure B: Questionnaire

PART ONE: Biodata Information

| | | | | |
|--|--|-------------------------------|---|---|
| Name of participant: | | Sex | M | F |
| Contact number: | | Date | | |
| Email address: | | | | |
| Qualification level: | | | | |
| Number of years at school: | | | | |
| Have you ever received professional development / training in this period | | If yes, how many times | | |
| Please note the last time you received training | | | | |

Do you wish to be contacted regarding the findings of this study? Yes or No

Key Concepts of the Research include:

- Student outcomes: the desired learning objectives or standards that schools and teachers want students to achieve.
- Leadership development: activities that improve the skills, abilities and confidence of leaders.

PART TWO: QUESTIONS

| |
|---|
| 1.1 What is the level, if any, of leadership development within your school? |
| |
| 1.2 Is the level of leadership development at a sufficient level? Please elaborate |
| |
| 2.1. Are you satisfied with the opportunity for growth in your workplace? Please elaborate as to why or why not. |

| |
|--|
| |
| 2.2. In your time here, what leadership development have you been exposed to? |
| |
| 2.3. Describe the priority level of teacher and leadership development within your school? |
| |
| 2.4. Why do you believe leadership development takes place? |
| |
| 3.1. What do you believe the reasons are for leadership development interventions to be? |
| |
| 3.2. Do you believe, better leaders make better teachers? If so, why? |
| |
| 3.3. What are the benefits of leadership development? |
| |
| 3.4. Can leadership development lead to better academic results in your workplace? Please elaborate. |
| |
| 3.5. In your experience as an educator, would you say that leadership development within your school has had a positive impact on students in general? Please provide some examples of a positive impact. |
| |

Annexure C: Gatekeeper request

... welcomes *Robin Jones* to do a research study on our organisation.

... welcomes *Robin Jones* to do a research study on our organisation.

The conditions for allowing the study to be performed on our organisation are that the organisation's name will not be used anywhere in the study and will thus remain confidential. In addition, any participants from the organisation that are interviewed must be briefed on the purpose of the study and agree to participate by signing an informed consent form.

Name of College Head:

Signature

Date:

Annexure D: Gatekeeper letter

Annexure E: Permission letter

Annexure F: Clearance letter

Annexure G: Coding grid

| | Participant 1 | Participant 2 | Participant 3 | Participant 4 | Participant 5 |
|------|---|---|---|--|--|
| Q1.1 | Yes, | Reasonable amount of input. | Not enough. | Yes, | Yes, |
| Q1.2 | Sound level | Reasonable | Heading towards a good level. | Sufficient level. | Sufficient level. |
| Q2.1 | Happy with opportunity for growth. | Happy with opportunity for growth. | Happy with opportunity for growth. | Happy with opportunity for growth. | Happy with opportunity for growth. |
| Q2.2 | Professional development days/sessions. Ownership is on you to initiate this. | Would like some more, but could get if asked (Accountability) | ISSASA conferences, headmasters conference but up to you to make it happen. | Boarding workshops. Your responsibility to take opportunities. | Boarding workshops. Your responsibility to take opportunities. |
| Q2.3 | Good | Ok level | Can be better, ownership is on you though. | Good | Good |
| Q2.4 | Learning environment through others. | Learners need the best person for the job. | Good sense of control. | Control situations and make good decisions. | Helps with controlling scenarios better. |
| Q3.1 | Prevent limitations for growth. | Girls need the best girls for the job. | | To advise and guide and pass down what | Assists with getting learners to integrate. |

| | | | | | |
|---------|--|---|---|--|--|
| | | | has been taught to you. | | |
| Q3.2 | Yes, better decision making. | Yes | Yes | Yes, helps with better decision making | Yes, control situations better. |
| Q3.3(4) | Yes, helps with understanding the learner away from classroom environment. | Yes, gets the best out of the individual and understand them better. | Yes, allows for a process over results. | Yes, learners make better decisions. | Yes, good followership leads to good expectation |
| Q3.5 | Yes, it has had a general positive impact with knowledge to make better decisions. | Support from headmaster has been assuring and has resulted in kids being impacted positively. | Yes, national union of educators. Constant re-evaluation of own practise. | Yes, a level of expectation from the learners and forced to be an example. | Boarding workshop has had a positive impact on the kids. |

Annexure H: Data Analysis

| <i>Themes</i> | R1 | R2 | R3 | R4 | R5 |
|--|----|----|----|----|----|
| <i>Accountability</i> | X | X | X | X | X |
| <i>Opportunity for growth</i> | X | X | X | X | X |
| <i>Control</i> | | X | X | X | X |
| <i>Better leaders make better teachers</i> | X | X | X | X | X |
| <i>Positive impact</i> | X | X | X | X | X |
| <i>Decision making</i> | X | X | X | X | X |
| <i>Happy with input</i> | | | X | X | X |
| <i>Support</i> | | X | | X | X |
| <i>Mentorship</i> | | | X | X | |
| <i>Attending courses</i> | | | X | X | X |
| <i>Leadership development activity</i> | X | | | X | X |

Annexure I: Originality report