

**LESSONS LEARNT IN THE IMPLEMENTATION
OF SCHOOL LEADERSHIP AND
MANAGEMENT PROGRAMME BY
UNIVERSITIES IN LIMPOPO PROVINCE**

**DOCTOR OF PHILOSOPHY IN EDUCATION
(EDUCATIONAL ADMINISTRATION)**

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**LESSONS LEARNT IN THE IMPLEMENTATION OF SCHOOL LEADERSHIP AND
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by

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THESIS

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YEAR: 2017

DECLARATION

I declare that the thesis titled "**Lessons learnt in the implementation of the School Leadership and Management development programme by Universities in Limpopo Province**" hereby submitted to the University of Limpopo, for the degree of Doctor of Philosophy of Education in Educational Administration has not previously been submitted by me for a degree at this or any other university; that it is my work in design and in execution, and that all material contained herein has been duly acknowledged.

Thaba-Nkadimene KL (Mrs)

Surname, Initials (Title)

A handwritten signature in cursive script, appearing to read 'Thaba', written over a horizontal line.

Signature

20 July 2017

Date

DEDICATION

I dedicate this work to my late grandmother, Ramaesela Mauwe Muroa, my father Madimetja Mackson Muroa and my mother Mashienyane Elizabeth (Born Mphahlele) Muroa for encouragement they offered me and the belief they have on me that I can push the horizon and reach out into unlimited skies. I further appreciate my husband Mavhungu Samuel Nkadimene, my children Madimetja Katlego, Kamogelo Madimetja, Ditebogo Modipadi, Samson Khutjo and Evangeline Thebola for their incredible contribution to my studies in one way or the other, and to my life.

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ABSTRACT

The purpose of this study was to evaluate lessons learnt in the implementation of Advanced Certificate in Education- School Leadership and Management (ACE-SLM) by Universities of Limpopo and Venda. The roll out of the ACE-SLM programme was an intervention by the Department of Basic Education to enhance the efficacy of schools focusing on the leadership and management. In order to understand leadership and management within schools, the study adopted Pragmatism, the Logic Model, the Organisational Development Theory and the School-Based Management Approach. That was on the basis of the enormity of the evaluative nature of how the implementation of ACE-SLM programmes went at the Universities of Limpopo and Venda. Furthermore, the study used mixed methods research approaches. Their choice was informed by the evaluative and developmental nature of ACE-SLM programmes as rolled out by Universities of Limpopo and Venda. Questionnaires were distributed to 250 former ACE-SLM students who were randomly selected from the former ACE-SLM schools. Thirty ACE-SLM schools with thirty ACE-SLM students were sampled to participate in interviews and document study. Six coordinators, four facilitators and four mentors were purposively selected and interviewed.

The implementation of ACE-SLM programmes afforded student principals an opportunity to benefit from the learning organisation philosophy, professional community of learning, experiential learning and reflective practice. This study revealed improved curriculum leadership and management that positively influenced school discipline, culture of teaching and learning, teacher and learner motivation, and scholastic achievement. ACE-SLM programmes added value to policy formulation and implementation. The key findings of the study are that leadership and management in schools do experience barriers for their successful operationalization. Inability of the programme to address school leadership and management challenges was found to be caused by amongst others, inadequate funding. Failure to provide adequate funding by the Department of Basic Education (DBE) resulted with the chain of challenges that ranged from the compromised quality of mentoring; inability to tap into 21st Century way of providing instruction and assessment; and failure to conduct baseline evaluations prior to the commencement

of ACE-SLM programmes. Failure to conduct baseline evaluations resulted with research participants declaring that ACE-SLM programmes were found to have been inflexible and at times non-responsive to school circumstances and conditions. This implies that the implementation of ACE-SML programmes disregarded contextual factors characterising each education institution. Most importantly, the study further revealed that ‘the one size fits all’ approach to ACE-SLM programmes did not succeed in accommodating long-serving and experienced school leaders and managers.

Based on the stated findings, this study recommends that DBE needs to conduct baseline evaluations before the inception of programmes, such as ACE-SLM. This is likely to allow the required flexibility and responsiveness of such programmes to evolving conditions in diverse schools. Furthermore, this study recommends that the funding structure needs to be reviewed, in the form of DBE adopting the participative and joint decision-making approaches. This will help in determining the comprehensive funding formula that is based on transparency, openness and fairness for all Universities implementing programmes of this nature. No doubt, there were implementation challenges with the roll-out of ACE-SLM programmes by the Universities of Limpopo and Venda. Those predicaments are however, not overshadowing the point that improved school leadership and management have an impact on the variety of school activities inclusive of the core business of schools and the excellent scholastic achievement of the majority of learners, if not all of them.

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LIST OF ABBREVIATIONS

ACE-SLM: Advanced Certificate in Education-School Leadership and Management
COLTS: Culture of Learning and Teaching Services
DBE: Department of Basic Education
ECD: Early Childhood Development
EDTP-SETA: Sectoral Education and Training Authority, Education Training and Development
EMS: Emergency Medical Systems
HODs: Head of Departments
ICT: Information communication technology
IQMS: Integrated quality management systems
LARK: Learners At Risk Policy
LDBE: Limpopo Department of Basic Education
MoU: Memorandum of Understanding
PLC: Professional learning communities
POT: Provincial organising team
ODT: Organisation Development Theory
SACE: South African Council for Educators
SBMA: School-Based Management Approach
SDP: School development plan
SIP: School improvement plan
SLM: School Management and Leadership
SPSS: Statistical Packages for Social Sciences
UL: University of Limpopo
UNIVEN: University of Venda

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CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

Educational institutions and schools in particular, need managers who can provide effective leadership and management. Effective school leadership in South Africa is required to transform schools towards the 21st century goals as laid down in the 'Millennium Developmental Goals.' In these goals, goal number 2 caused international, regional and local educational ministers to reimagine, revisit and refocus school leadership and management practices because of their significance to institutional performance, teaching, learning, and overall students' outcomes (Department of Education 1996, Leithwood Louis Anderson and Wahlstrom (2004); Leithwood Day Sammons Harris and Hopkins (2006); Leithwood Mascall and Strauss (2009); Bush Duku Glover Kiggundu Msila and Moorosi (2012), and Captain (2012). According to Captain (2012: iv) 'there is considerable and growing evidence pointing out that principals [can] play a pivotal role in initiating school effectiveness, particularly as it pertains to learners' excellent scholastic academic performance'. Captain (2012: iv) is supported by the report entitled 'Improving school leadership' prepared by Pont, Nusche and Moorman (2008: 4) for the Organization for Economic Cooperation and Development (OECD). This report outlines the reasons why school leadership is valued. For instance the report states that:

School leadership has become a priority in education policy agendas internationally. It plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment. Effective school leadership is essential to improve the efficiency and equity of schooling (Pont et al.: 2008:4).

It is the belief in this notion that this evaluation study aims to identify the lessons learnt from the implementation of a school leadership and management programme namely, the Advanced Certificate in Education - School Leadership and Management (ACE-SLM) programmes by Universities in Limpopo Province, South Africa. It is crucial to evaluate whether or not the school leadership and management

challenges were sufficiently addressed by and through the ACE-SLM school leadership and management programme rolled out at Limpopo Universities.

1.2 BACKGROUND TO THE STUDY

Underperformance and dysfunctionality characterise many South African schools and this observation necessitated the introduction of the ACE-SLM programme at two Universities in the Limpopo province. The programme, rolled out at the University of Limpopo and the University of Venda, aimed at ascertaining that primary, secondary and special schools would begin to perform and be functional, especially those that were identified as struggling all along. The introduction of this School Leadership and Management programme was perceived as a crucial intervention towards enhanced school leadership and management performance (Department of Education, 1996; Moloji, 2007; Mufuwane, 2012). The design and implementation of this programme was influenced by international trends, and this has led to a re-conceptualisation of school leadership and management as well as leadership and management training programmes for principals in South Africa (Heystek, 2007). After apartheid, and in the democratic era in South Africa up until 2007, there was a lack of training for school managers, especially school principals, and this was established as a great omission by the Department of Education. As a response to the poor and ineffective school management and leadership, the Ministry of Education established a Task Team on Education Management Development (Department of Education, 1996: 12). The first mandate of the Task Team on Educational Management and administration was to make practical strategic proposals for improving education management capacity; particularly for schools. Secondly, a team was mandated to make proposals for establishing a national institute for education management development. Thirdly, they were tasked to consider possibilities of resource mobilisation. Fourthly, they were tasked to coordinate and manage a country-wide education management development programme. Lastly, they were mandated to provide an interim education management support service for all schools in South Africa.

A lack of training and certification for school principals was the greatest omission by the previous South African Education ministries. The lag in development and

implementation of formal management training and certification of school principals, in comparison to countries like the United States of America and United Kingdom, and many others, especially in Africa, was identified as a challenge by Van der Westhuizen and Mosoge (1998). The lack of school managers' training and development was further confirmed by Van der Westhuizen and Van Vuuren (2007). The non-response of the South African Education Ministry allowed scholars to voice their concerns, and researchers such as Heystek (2007) and Van der Westhuizen and van Vuuren (2007)), clamoured for an increased research-based intervention until such was put on the national agenda and implemented as a policy.

The task team's recommendations to provide school principals' with training was made possible by the Department of Basic Education. The implementation of the recommendations of the Task Team gave birth to the ACE-SLM programmes at UL and UNIVEN. The programme was piloted in 2007, and in 2008, it became a full-fledged programme to support School Management Teams (SMTs). Amongst other outcomes, the programme was set to:

- Provide leadership and management to enable schools to give every learner quality education;
- Provide professional leadership and management of the curriculum and therefore, ensure that schools offer quality teaching, learning and resources for improved standards of achievement for all learners;
- Strengthen the professional role of principal-ship, through strengthening the competency levels of SMT members;
- Develop future principals who are able to engage critically and be self-reflective practitioners; and
- Enable aspiring principals to manage their departments and schools as learning organisations, and instil values supporting transformation in the South African educational and administrative context (Department of Education, 2008).

This study aims at establishing and examining lessons learnt in the implementation of the ACE-SLM programme. It seeks to ascertain whether or not the challenges and recommendations made by the Task Team on school management and

administration were considered and achieved during the ACE-SLM programmes implementation by the identified two Universities in Limpopo Province.

A trend that has emerged is that well capacitated school leaders and managers are able to bring about development and innovation to schools that impact positively on the performance of learners. A study by Mulford (2003: 1) reveals that school leaders remain of crucial importance for continued improvement of education because they can strengthen the recruitment, development and retention of teachers, as well as enhance student outcomes. Shava (2015: 34) supports the notion that effective school leadership is crucial towards the performance of learners. He highlights that:

There is increasing recognition that effective leadership in schools is vital if schools are to be successful in providing good learning opportunities for the learners. The core purpose of a school is to provide for learnership programmes to the learners and this core purpose can be achieved through effective leadership. There is emerging evidence that quality leadership in schools makes a significant difference to school improvement and learning outcomes.

Committed and competent school leaders and managers are able to transform schools into real community centres of excellence (Mathabatha 2015: 06). A member of the Executive Council for Education (KZN), Mchunu (2012) states that all schools need to become centres of excellence and to this end, dedicated and committed school leaders and managers are the cornerstone. In the context of this study, lessons learnt in the implementation of the ACE-SLM programmes highlight whether or not the programme succeeded in transforming school leaders and managers to become developmental and innovative in their approaches to initiate and enhance change in the academic performance of learners.

1.3 STATEMENT OF THE PROBLEM

The problem which this study addressed related to establishing the impact of the ACE-SLM programmes rolled out by two Limpopo Universities, to schools which were identified to be underperforming in the area of school leadership and management. It was to establishing lessons learnt with regard to address of

identified challenges that led to roll out of the programmes and to ascertain if intended outcomes were attained. In spite of the rolling out of this programme, which aimed at equipping and re-skilling the School Management Teams (SMTs) in South Africa for effective school leadership and management and the provision of quality education, there is an apparent perpetual decline in Limpopo Province's annual national assessment (ANA) and matriculation results. This is evident from the deteriorating 2015 and 2016 matric results which have put Limpopo Province at the bottom three of the nine South African provinces.

The poor standards of education experienced in Limpopo Province call for educational leaders who are academically astute and administratively capable of changing this educational landscape for the better. A serious challenge to the schooling system in South Africa, and Limpopo Province in particular, has been the poor state of education in South Africa. According to Soudien (2007) this South African educational crisis is a product of a decline in educational performance, at the systemic level, and at the individual level of learner performance. The appalling situation has led to the South African Ministry of Education instituting a Task Team on Educational Management Development which recommended the implementation of the SLMD programme, known as ACE-SLM.

In the external evaluation of the ACE-SLM programmes by Bush Duku Glover Kiggundu Kola and Moorosi (2009), participating schools in Limpopo Province were included in a longitudinal field test which began in 2007 and ended in November 2008. In the second evaluation study (2012) which focused on the impact of ACE-SLM programme on learners' performance, Limpopo Province was also included. The focus was only on schools in Limpopo Province which were serviced by the University of Pretoria. The purpose of the 2012 evaluation study was to 'establish how, and to what extent, the ACE-SLM programmes had led to improved learner outcomes, including matric scores' (Bush *et al.*: 2012) Limpopo Province was included only in the document analysis of matric results. The state of affairs now is that the implementation of the ACE-SLM programmes is shouldered by the Universities of Limpopo and Venda. However, there was no school visited to conduct an in-depth case study, whereas in other Provinces such as Eastern Cape, KwaZulu-Natal, Mpumalanga, Western Cape and Gauteng, case studies were conducted.

There was no evaluation study on the ACE-SLM programmes which involved schools serviced by the two Universities in Limpopo Province. The researcher regards this as a gap worth filling though undertaking the current study. This study aimed at establishing and determining lessons learnt in the implementation of the ACE-SLM programmes by two Universities in Limpopo Province.

1.4 LITERATURE REVIEW

1.4.1 School Leadership and Management Development in South Africa

The Advanced Certificate in Education - School Leadership and Management (ACE-SLM) programme was envisioned as a programme for empowering school leaders to lead and manage schools effectively at a time of great change, challenges and opportunities (Department of Education, 2008). The programme was to be rolled out by South African Universities. The implementation of the stated programme was informed by the Education Action Plan (2014), which aimed at addressing the goals of Schooling 2025. For instance, the Action Plan states explicitly the role of a school principal in ensuring that teaching takes place as it should, and that the prescribed national curriculum is delivered in South African schools (Department of Education). These two policies are government initiatives that purported to address the education crisis, and they were borne from a report by the Task Team on Education Management Development's recommendations that school leaders had to be provided with in-service training to capacitate and empower them to manage schools effectively and efficiently (Department of Education, 1996). The programme sought to provide structured learning opportunities that promote quality education in South African schools, through the development of a corps of education leaders who apply critical skills, knowledge, values, and attitudes in relation to school leadership and management within the vision of a democratic transformation. The programme sought to empower educators and develop the skills, knowledge, and values needed to lead and manage schools effectively and to contribute towards improving the delivery of education across the schooling system. The ACE-SLM programme sought to develop principals who are able to critically engage and become self-reflective practitioners.

Moreover, the programme aimed at imparting a variety of competencies to student principals enrolled for this leadership programme. Such competencies include self-awareness, self-development, self-regulation, self-motivation, social awareness, social skills, multicultural awareness, comprehending leadership theories, emphasizing social values, having self-confidence and leadership skills (Amirianzadeh, 2012). Leadership responsibilities and expectations have moved from the demands of management and control, to demands for an educational leader who motivates staff into becoming caring teachers, encouraging parent involvement, and changing learners' attitudes (Mestry and Singh, 2007: 478). School leaders and managers who are capable of making a school efficacious are those who do not outsource their thinking and promote institutional autonomy between institutional workforce (Modiba and Uwizeymana 2016: 198). Such type of school leaders and managers would not be available if the aspect on School Leadership and Management (SLM) development was ignored. Furthermore, this evaluation study would have been incomplete if the aspect of SLMD in South Africa had been ignored. The lessons learnt from the implementation of ACE-SLM programme seeks to establish and determine how adequate or limited the knowledge of SLMD enabled or hampered the implementation of programme values and practices. This study which is evaluative in nature is executed with a view of informing policy makers and funders on how the implementation of the programme impacted on the attainment of its outcomes through enhancing or inhibiting best practices in leadership, management, administration and governance of student principals at their various institutions.

1.4.2 Research conducted in South Africa on ACE-SLM

The ACE-SLM programme is an intervention strategy which the Department of Basic Education uses to capacitate school principals and School Management Teams, in an attempt to improve schooling and learner performance. Msila's study (2014: 450) reveals that a programme such as the ACE-SLM was bound to succeed if it recognised the nature of adults and their learning as espoused in learning theories. Based on its importance, the Department of Basic Education assisted by Zenex Foundation, funded two large scale evaluation studies conducted in the periods 2007-2009 and 2010-2011 respectively. The ACE-SLM programme has become a national imperative and it was put on the South African Education Ministry's agenda,

until recently. The Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA) funding and the issue that it has been discontinued under the pretext of re-curriculation, is a clear indication that the popularity of the programme has dwindled. The change of funders and funding structure ultimately led to a discontinuation of the programme under the pretext of upgrading the programme from a certificate to a diploma level.

There were two major studies conducted in South Africa to evaluate the ACE-SLM programme. The first evaluation study was conducted during the period 2007 to 2008, wherein the first cohort of the field test involved only five Universities, and the Matthew Goniwe School of Leadership and Governance (Bush *et al.* :2009). The second phase of evaluation focused on the impact of school leadership on schooling and learners' performance (Bush *et al.* :2012). This was a longitudinal study which used mixed methods research. Data was collected through surveys, case studies and document analysis. Findings revealed that schools led by the ACE-SLM participants markedly increased their pass rate percentages beyond those achieved by all schools without such certification in the provinces. This was observed in Kwazulu-Natal and North West. Furthermore, the study also found that there was a marginal improvement by the ACE-SLM schools in Eastern Cape, Limpopo and Gauteng. Interestingly, the report revealed that Limpopo Province schools with certified the ACE-SLM principals in schools consistently out-performed all schools within the Limpopo Province that did not have similarly certified managerial manpower (Bush *et al.* : 2012).

Msila's (2014: 446) study revealed that participants in the ACE-SLM programme were not happy about the assessment methods used by some lecturers. Participants stated that the Universities tended to overstress the importance of assessment in the programme. Student principals from one University were also opposed to the forms of assessment employed, which included a number of assignments and a few class tests for some modules. Msila (2014: 445) identified that institutions of higher learning utilised mixed modes of programme delivery and on the basis of that, made recommendations that:

- The learning styles for quality and flexible delivery within various learning contexts be drawn from the students' experiences;

- The utilisation of students' experiences ought to ensure that lifelong learning is developed and sustained;
- Flexible teaching strategies need to accommodate learner-centred approaches; and
- The diverse delivery systems ensure that the majority of the student principals are able to deal with course materials.

These recommendations highlight the diversity in students' learning styles, students' needs, the dire need for flexible teaching strategies and diverse delivery systems that Universities ought to consider in rolling out their leadership programmes. The recommendations stated above are significant in the evaluation of a programme such as the ACE-SLM that aimed at developing schools and individual school leaders and managers. The lessons learnt from the implementation of the ACE-SLM programmes establish and determine how students' learning styles, students' needs, flexible teaching strategies and diverse delivery systems enabled or hampered the implementation of the ACE-SLM programmes.

1.4.3 Research conducted continentally and internationally

African countries display a different school leadership development trends (Otunga, Serem and Kindiki 2007: 367). For instance, Zimbabwean school leadership's focus was the enhancement of learning of all learners in schools to facilitate the inclusion of all children in Early Childhood Development (ECD) classes (Ministry of Higher and Tertiary Education 2013: 5). The result of the above stated outcome resulted with the study conducted in Zimbabwe revealing that the school principals in Bikita district of Masvingo province exhibit a high degree of democratic leadership styles despite working with difficult students, incompetent teachers, lack of professional development, and general lack of motivation.

Research conducted in Kaduna State and South Western Nigeria reveals that school effectiveness just like in Zimbabwe, is measured on the basis of students' academic achievements. A recent school leadership study conducted in Kaduna State Nigeria focused on a transformational leadership effort through the promotion of teachers' involvement in the administration of schools (Uthman and Kassim 2016: 61). The

study further indicates that the purpose of the introduction of the transformational leadership approach being to boost school environment for the sake of promoting the attainment of high students' academic levels through unification of teachers and principals in building school environment that triggered the achieving of success in schools, as learning institutions.

In similar studies conducted in South Western Nigeria accentuate and underscore the relationship between leadership skills and school effectiveness, in terms of engendering student academic achievement beyond reproach (Bolanle 2013: 26). Despite initiatives in Nigeria of achieving effective schooling, the Northern region that comprises 19 states out of 36 states of Federal Republic of Nigeria, still lacks behind as far as attainment of high academic student achievement is concerned. This is due to lack of strong leadership competencies by certain school leaders and managers (Abdulrasheed and Bello 2015: 2). Furthermore, such a study revealed the following additional challenges:

- Principal who were not actively involved in the instructional supervision process in schools;
- Poor funding of schools which contributed to the problem of principals' displaying leadership ineffectiveness;
- Lack of seminars and workshops aiming at the school leaders and managers capacitation in order to build and improve their leadership effectiveness of in the region; and
- Principals having lesser authority to discipline teachers who were not sufficiently committed to their duties and responsibilities.

The study by Abdulrasheed and Bello (2015) reveals that the school leadership and management has positive relationship towards student learning. This study and other similar studies informed the United States of America's education system to call for the research based practices through school leadership and management that translated into enhanced student achievement (Marzano, Waters and McNulty 2005: v). There was an Education Development Trust established in the United Kingdom as a Centre for British Teaching whose primary focus was school improvement through inspection, school workforce development and curriculum design (Day and

Sammons 2014: 5). The Trust conducted reviews on school improvement to determine best practices that included assessment for learning; the inclusion of students with special educational needs; effective teaching practice; school self-evaluation; and successful school leadership. Day and Sammons (2014: 5)) review reveals that effective school leadership is important but, that in isolation; it is not a sufficient condition for the exquisite and brilliant learner performance.

In a comparison study conducted by Chen, Cheng and Sato (2017: 5) on the effects of school principals' leadership behaviours between Taiwan & Japan reveals new trends in school leadership and management. The new trends amongst others, of focused on team approach to school leadership, compound leadership and diverse leadership. Such study revealed that Taiwan benefitted from team approach to instructional leadership that added value to student performance. On the other hand, teachers' professionalism was found to benefit student performance in Japan.

Both the continental and international literature reviewed confirmed that focusing on improving school performance by paying attention to organisational heads is not a South African practice alone. This implies that the challenges in school leadership are not dilemma affecting South Africans only as per reviewed literature. The purpose of rolling out the ACE-SLM programmes in the South African context was to unravel lack of leadership and management by organisational heads.

1.5 PURPOSE OF THE STUDY

1.5.1 Research aim

This study aimed at examining the lessons learnt after the implementation of the ACE-SLM programmes as part of a SLM development intervention programmes by the two Universities in Limpopo. The study also aimed at investigating the challenges met in the implementation of the ACE-SLM programmes) and to establish intervention strategies addressing the identified challenges. It also aimed at determining whether or not the intended outcomes of the ACE-SLM programmes have been met. Figuring out the attainment of the articulated aims was possible through the identification of specific research objectives. The objectives supporting and clarifying the expressed aim of the research are set out below.

1.5.2 Objectives

In order to achieve the aims of the study as stated above, the following objectives were set, to:

- Find out if challenges identified by the Task Team were addressed by the ACE-SLM programmes implemented by the two Universities in Limpopo Province;
- Ascertain the attainment of the programmes' intended outcomes;
- Establish the challenges and barriers in the implementation of the SLM development programmes by the two Universities in Limpopo;
- Identify the successes and achievements in the implementation of the ACE-SLM programmes by the two Universities in Limpopo;
- Determine implementation practices of the ACE-SLM programme by Universities in Limpopo Province; and
- Propose an appropriate future approach and model for the implementation of the ACE-SLM programmes by Universities in Limpopo Province, South Africa.

1.6 RESEARCH QUESTIONS

In an attempt to address the research problem, aims and objectives of this study, the researcher sought guidance for this study through the following research questions:

- How were the challenges identified by the Task Team in the implementation of the ACE-SLM programmes by the two Universities in Limpopo Province addressed?
- How was the attainment of the programmes' intended outcomes ascertained?
- How were the challenges and barriers in the implementation of the SLM development programmes by the two Universities in Limpopo established?
- How were the successes and achievements in the implementation of the ACE-SLM programmes by the two Universities in Limpopo identified?
- How were implementation practices of the ACE-SLM programme by Universities in Limpopo Province determined?

- What is the proposed future approach and model in the implementation of the ACE-SLM programmes by Universities in Limpopo Province, South Africa and beyond?

1.7 DELIMITATION OF THE STUDY

In the context of this study, the first delimitation relates to the fact that the research only concentrated on the ACE-SLM participating schools. This implies that non-ACE-SLM schools were not part of this study. Secondly, the researcher purposefully chose to look at coordination at Universities and Limpopo Department of Education (LDBE) only, and disregarded coordination at national level of DBE and by EDTP SETA. The Universities were funded and they were in contact with students who were taught in the lecture halls. Thirdly, the researcher decided to conduct a survey on the ACE-SLM students and not any other participants. The aim was to conduct a survey on the beneficiaries of the programme, namely, student principals. Fourthly, the researcher decided to administer questionnaires instead of interviews to a few the ACE-SLM participants because not all of them were available because of their tight schedules. Lastly, in the four Universities found in Limpopo Province, that is, Universities of Limpopo, Venda, South Africa and Tshwane University of Technology, only two, that is University of Limpopo and Venda were involved in the ACE-SLM programmes. As a result, the study targeted only University of Limpopo and Venda as research sites. The fact that the other two Universities such as University of South Africa (UNISA) and Tshwane University of Technology (TUT) were not evaluated delimits the findings of this study to only the two universities of Limpopo and Venda.

1.8 SIGNIFICANCE OF THE STUDY

The evaluation study benefits a variety of stakeholders, such as learners, teachers, school management teams, school governing bodies, parents and the Department of Basic Education as programme designer and funder. The study sought to examine lessons learnt in the implementation of School Leadership and management programmes by two Universities in Limpopo. Furthermore, this study examine if there was a change in leadership and management of schools that promotes good

curriculum management that impacted on teachers' teaching, learning and assessment competencies and commitments, which had direct bearing on scholastic achievement. It sought to establish and determine whether or not school leaders and managers are capacitated amongst others, on school policy formulation, implementation, and monitoring that would result with clean budget and good governance that would be an advantage to the school governing bodies and parents working with them. Good leadership, management and governance mitigate challenges in schools which DBE sought to address.

This study envisaged emerging with an improved approach on the implementation of the ACE-SLM programmes in South Africa. Such an approach provides framework for the restructuring of future SLDP's designs and implementation structures. It is further envisaged that an appropriate approach assists in the attainment of the programme's outcomes. As a result, this intervention programme was subjected to a cost-and-benefit-analysis in order to establish the principle of the value for money. The cash-strapped condition which the ACE-SLM programmes rolled-out by the two Universities in Limpopo generates the need for research such as this one, since its findings are deemed essential in the appropriate articulation of proper programme goals and the achievement of intended outcomes. On the basis of outcomes achievement, through its value-added services to South African schooling system, the ACE-SLM programmes' continuity is likely to be guaranteed and ascertained.

1.9 DESIGN AND METHODOLOGY OF THE STUDY

1.9.1 Mixed methods research approach

This study adopted mixed methods approach, which encompasses the quantitative and the qualitative research approaches together in a single study. This allowed this evaluative study to embrace all facets and dynamics of a massive programme such as the ACE-SLM. The choice of mixed methods is aligned to the research aims and objectives and the four theories that underpin the study: the lessons learnt on the implementation of the ACE-SLM programmes by Universities in Limpopo Province. To be precise, mixed methods were used as a research approach to guide data collection and further prescribe the method of data analysis, amongst others. Mixed-methods research represents an attempt to move beyond the ideological clashes

between qualitative and quantitative purists and instead focuses on the pragmatic value of each approach (Trahan and Steward, 2013: 61). The use of mixed research approaches allowed the researcher to tap into the strengths of quantitative and qualitative research methodologies. Creswell and Plano Clark (2007: 5) emphasise that mixed methods focus on “collecting, analysing, and mixing both quantitative and qualitative data in a single study or series of studies.” Mixed methods were adopted to guide data gathering of a diverse school community through a survey and case study. In such a survey and case study, the qualitative and quantitative data were gathered from respondents’ lived experiences, perceptions, attitudes, and reflections to establish lessons learnt after the implementation of the ACE-SLM programmes. Young and Piggot-Irvine (2012: 186) argue that mixed methods provide for “the diverse range of required perspectives, the wide range of numbers within stakeholder groups, and the extensive input and output variables to be examined.” This implies that through mixed methods, the researcher was able to access various views, inputs, outputs and contributions from a wide spectrum of sources.

To sum up, this study uses mixed methods based on three reasons: to confirm each other through triangulation; to provide richer data for analysis; and to initiate new modes of thinking (Johnson, Onwuegbuzie and Turner, 2007). Creswell and Plano Clark (2007: 5) state that the rationale for using mixed methods is that quantitative and qualitative research designs when used in a single study provide a better understanding of research problems than a single research approach. Furthermore, mixed methods afforded the researcher the opportunity to emerge with appropriate implementation strategies for other programmes decided upon in the future along similar constructs and aims as the ACE-SLM programmes.

1.9.2 Design of the study

The research design adopted case study and surveys. The case study designs are useful for exploring and understanding the process and dynamics of change (Simons 2009: 24). Furthermore, Baxter and Jack (2008: 544) emphasise that case study designs provide tools for researchers to study complex phenomena within their context. The evaluative nature, dynamics related to training transfer and the need to study the phenomenon within its context, informed the choice of case study for this study. Case studies allow surveys to be conducted within selected cases. A survey

which quantified qualitative data was used to supplement data generated through case studies.

Survey was found to be one of the best methods to gather original data from student principals who participated in the ACE-SLM programmes, to augment data from case studies, because it was not possible to involve all of them in this study. A probability sampling was used to achieve a sample that was a replica of the whole population (Babbie 2010: 254). In this study questionnaire surveys were utilized to collect data. Case studies were conducted in case schools, the University of Limpopo and Venda and the Limpopo Department of Basic Education offices wherein interviews and document study were conducted. As a supplement to case studies, surveys were conducted in schools that were randomly selected because they were involved in the ACE-SLM programmes under the stewardship of the two Universities in Limpopo Province.

1.9.3 Population and sampling

The group of people that possesses specific characteristics and attributes required to answer the research problem and question is referred to as population. Zikmund (2003) defines a population as a specific totality that possesses the elements that are crucial and relevant to the study. Drabble and O’Cathain (2015: 413) refer to a sample as the proportion of the target population that participates in the research inquiry. The population for this study is composed of all stakeholders servicing Universities of Limpopo and Venda. These range from programme developers to participating school principals. Five national administrators, four provincial administrators, two coordinators from The ETDP SETA, two University programme coordinators, two mentor coordinators, 50 mentors, two programme secretaries, 20 facilitators, seven hundred the ACE-SLM participants and six hundred and ninety-three the ACE-SLM schools, and 700 student principals. Underneath follow steps that were followed in identifying the samples for this study:

Sample 1: In a survey, a Rao-soft sample calculator was used to select a sample size of 249 from a population of 700 the ACE-SLM participants from six hundred and ninety schools. However, to cover for non-retrieval of questionnaires and no-response sample, a sample of 270 was selected. Out of a population of 700, a Ro-

soft calculator allowed a sample of 249; however the researcher mitigated the possibility of nil returns to make a total of 270.

Sample 2: Thirty case study schools were purposively selected based on the location as per Limpopo Province's Districts, school sizes and school's reputation and performance history and school representativeness with respect to primary, secondary, combined and special schools. All five Limpopo Districts were equally represented. Furthermore, two Provincial administrators, two ETDP-SETA coordinators, two programme coordinators, two mentor coordinators, two programme secretaries, 6 mentors and 6 module facilitators were purposefully sampled for this study

Sample 3: Documents from twenty the ACE-SLM schools and two Universities, namely, Universities of Limpopo and Venda were studied.

1.9.4 Sampling techniques

Purposive sampling and random sampling were resorted to in this study. A purposive sample allows the researcher to select a sample on the basis of knowledge of a population, its elements, and the purpose of the study (Babbie 2010). A random sampling technique was used in this study to select sample for survey. A random sample ensures that all participants have an equal opportunity to be selected from the target population (Hartas 2010: 67). The purposive and random sampling techniques in this study were occasioned by the nature of the study which combines qualitative and quantitative research methodologies. Purposive sampling caters for qualitative data with random sampling catering for quantitative data. In the context of this study, the ACE-SLM participating schools and their school managers were purposively sampled to generate qualitative data. On the other hand, participants for survey were randomly sampled, using Rao-Soft Sample Size calculator to generate quantitative data.

1.9.5 Data collection methods

The researcher used the following data collection instruments in generating data for this study: questionnaires, interviews and document study. These data collection methods were informed by the nature of the research problem, aims, objectives and research question, the research approach and design amongst others. The choice of appropriate data collection methods needs to be based on the research questions,

design, sample and the possible data sources (Massachusetts Institute of Technology n.d). Underneath follows data collection instruments that were used in this study.

1.9.5.1 Questionnaires

Questionnaires were used as the third data gathering instrument utilized in quantitative surveys. Questionnaires are predefined series of questions used to collect information from individuals. Babbie 2010:255) describes questionnaires as an instrument that is specifically designed to elicit information that is useful for analysis. Open-ended questionnaires were administered, to randomly selected survey sample. The questionnaires were distributed through self-administration. However, for the ACE-SLM participants who were unavailable and accessible in their school sites, emails were used as a means of distribution to the participants. In this study, emails were used at a minimal level.

A study of this nature that concentrates on lessons learnt from the implementation of the ACE-SLM programmes, could secure adequate evidence with a questionnaire. Questionnaires were emailed as a means of distribution and retrieved likewise to a randomly selected sample. The quality assurance factors, validity and reliability were taken care of and their detailed discussion on how to attain them was provided below under Quality Assurance discussion. The table below indicates the data-collection instruments and the procedure followed when using these specific instruments with the target population.

1.9.5.2 Interviews

The first data collection method adopted in this study was interviews. According to Babbie (2010: 275) the interview allows interviewers a chance to observe respondents and the surrounding. Interviews provided platform for the clarity-seeking-questions which were posed by both parties, namely interviewers and respondents. In addition, interviews typically attain higher response rates than questionnaires (Babbie 2010: 274). Interviews were conducted in order to achieve high response rate. The evaluative nature of this study required in-depth information on whether the challenges were addressed and whether intended aims were attained. The researcher resorted to face-to-face interviews because of the

accessibility of research participants on an individual basis. Face-to-face interviews were conducted at schools' sites with the involvement of the ACE-SLM participants. At the University sites it involved coordinators, secretaries, programme facilitators and mentors. And at LDBE offices it involved Provincial coordinators.

1.9.5.3 Document study

The second data collection method used in this study was document study. Document review involves analysis of data collected and processed by the other researcher, with the same or different interest (Babbie 2010: 288). In the context of this research, data was collected from school documents and other files, school visits and cluster meetings reports and other important documents and files which the researcher deemed valuable for information that that informed this research.

The documents which were reviewed included student files, workshops and meetings reports and resolutions by Provincial Organising Team (POT), facilitators and mentors reports, Memorandum of Understanding between funder(s) and service providers namely, the Universities of Limpopo and Venda. In the context of this study, funders refer to DBE as employer of school principals who are lacking leading and managing competencies. Service providers are the University of Limpopo and Venda who were positioned to provide lacking competencies by school principals belonging to the DBE.

Table 1.1: Data-collection instrument

	Data-collection instrument	Procedure	Distribution sites	Target
6.3.1	Face-to-face interviews	In-depth interviews: use guideline questions to address identified themes	Self-distribution at research site	Case study sample
6.3.2	Document review	Student, facilitators, mentors, Task Teams and POT workshops' and meetings' reports and resolutions, students' files, school files. School minutes from a variety of committees.	Self-distribution at research site	Case study sample
6.3.3	Questionnaires	Open-ended questionnaires	Research sites and e-mail	Survey sample

Table 1.1 above depicts data collection instruments, namely, interviews, document analysis and questionnaires that were used in this study. A guideline on how data collected by each instrument was provided. A target population was also described. The table provides a summary of plans of how relevant data was extracted to enable the researcher to establish and determine lessons learnt in the implementation of the ACE-SLM programmes by Universities of Limpopo and Venda.

1.9.6 Data analysis

A research does not conclude with the collection of data. Hard data means nothing to researchers without proper tools to interpret and analyse it (Li 2013). The subsequent step after data collection is data analysis. It is as crucial as data collection. Data that was collected becomes meaningless until it is analysed and discussed to establish its patterns and meanings relative to the research question

set at the onset of the study. The phase of data analysis is well-described by ctu.ku.edu (n.d) as follows:

‘Analysis of data involves examining it in ways that reveals the relationships, patterns and trends that can be found within it. That means subjecting data to statistical and narrative operations that can tell patterns and relationships that are required in drawing research conclusions.’

In the context of this study analysis of data refers to the process of inspecting, cleaning, transforming and modelling data with the goal of discovering useful information, suggesting conclusions and supporting decision-making. The researcher used a variety of research techniques to analyse data from three different research instruments, namely, interviews, document study and questionnaires. Content analysis was used to make meaning out of the qualitative data. That was on the basis of quality responses generated during data collection process. Qualitative data from interviews and document study was analysed using content analysis. This was supplemented by data from interviews. Data from interviews and document study were analysed using content analysis. Although qualitative analysis is as much an art as a science, it has its own logic and techniques (Babbie 2010: 393). Content analysis was used as a technique for data analysis for it enabled the researcher to make sense out of responses of research participants.

The Statistical Package for Social Sciences (SPSS version 21) descriptive analysis tools were used to derive meaning from data generated quantitatively. The nature of quantitative data was such that they could not be analysed through content analysis. As a result SPSS descriptive analysis was adopted. Today, quantitative analysis is almost always handled by computer programmes such as SPPS (Babbie 2010: 422) where each question was analysed using SPSS (Version 21) descriptive analysis to derive pie charts and frequency tables. The qualitative data from surveys, interviews and document study were processed and categorised into patterns in order to emerge with themes. Those themes were helpful in presenting and discussing data based on lessons learnt in the implementation of the ACE-SLM programmes by Universities of Limpopo and Venda.

1.10 ETHICAL CONSIDERATIONS

Johnson and Christensen (2000: 63) refer to research ethics as a set of principles that guide and assist the researcher in deciding which goals are most important and in reconciling conflicting values. McMillan and Schumacher (1997) revised the following guidelines which were followed in this study to meet ethical requirements such as the application of ethical clearance from the University of Limpopo and Univen; the application of approval letter from Limpopo Department of Basic Education (LDBE) to conduct this study in the schools in Limpopo Province; application and approval of the informed consent from participants; freedom of participants to withdraw from the study at any time; protection of participants from physical and mental discomfort, harm and danger that might arise from the research procedures; protection of participants anonymity and confidentiality. Information sharing was done in such the way that the participant anonymity was protected. Furthermore, the researcher always strove to protect human ethics and human rights in her research endeavours. For the purposes of ethical considerations, participants were required to sign a standard consent form as designed by the higher institution of learning rolling out the ACE-SLM programmes on behalf of DBE.

1.11 THEORETICAL FRAMEWORKS

In view of this study being evaluative and developmental in nature, there was a need that it be underscored from three theoretical perspectives, namely Logic Model, Organisational Development Theory and School-Based Management Approach. Logic Model is the first theory because it provides an evaluative framework for undertaking of studies of this nature. Organisational Development Theory is the other relevant theory to this study. The developmental nature of the ACE-SLM programmes needed a theory that aimed at providing foundations to understanding the organisational nature of schools and how individuals and schools as institutions require development. The third theory adopted in this study is School-Based Management approach and this was adopted to provide the philosophical and theoretical underpinnings of the context in which the ACE-SLM programmes were implemented at two Universities in Limpopo.

1.11.1 Logic Model

A Logic Model has been selected as a theoretical framework that underpins this study. This is a common model preferred by various scholars when assessing and evaluating programmes (Heuy 2012). One of the key principles of the Logic Model is needs analysis. In the context of this study, the relevance of Logic Model becomes visible bearing in mind that the ACE-SLM programme was preceded by needs analysis in schools. It was found that many schools were generally struggling in leadership and management. That is what triggered the establishment of a Task Team to verify such an identified need or lack.

The Logic Model was developed for a variety of users. Bennett's (1976) model developed a hierarchy of evidence to evaluate the effectiveness of Extension programmes and Wholey's model (1979) developed evaluability techniques, Bickman (1987) and Chen (1990) developed theory-driven evaluation, whereas Weiss (1997) developed a theory-based evaluation (Taylor-Powell and Henert 2008). The nature of this study is such that it evaluates the delivery of the ACE-SLM programmes by Limpopo Universities to members of the School Management Teams, particularly those whose institutions were struggling in management and leadership. Through the Logic Model, lessons learnt by schools and the challenges encountered by those who participated in the school management and leadership programme are shared to have schools exposed to the best practices that overcome continuing underperformance evident from unsatisfactory learner results.

A Logical Model provides how an intervention such as the SLM development programme is evaluated to establish the lessons learnt and expose the challenges encountered after its implementation. Based on the Logic Model, the study entails “the systematic collection of information about the activities, characteristics, and results of programmes to make judgments about the programme, improve programme effectiveness, inform decisions about future programme development, or increase understanding” (Patton, 2008). Logic Models make an explicit, often visual, statement of the activities that bring about change and the results one expects to see for the community and its people and it keeps participants moving in the same direction by providing a common language and point of reference (Milstein, Chapel, Renault and Fawcett 2012). As such, the Logic Model provides theoretical

framework for programme evaluations. It is the purpose of evaluation in this study to assess programme implementation after having finished a project or parts and of a project to assess if outcomes have been achieved.

1.11.2 Organisational Development Theory

In this study the Logic Model was partnered with the Organisational Development Theory. The evaluative nature of this study called for the use of Logic Model, whereas the purpose of the intervention programmes was aimed at organizational and human resources development (Agarwal and Agarwal 2013: 438). Schools are regarded as organizations and any attempt to develop and improve them requires a thorough knowledge and understanding of organizational development. Furthermore, the approaches to organizational development need to be reviewed to check their relevance, especially when dealing with development of schools and individual school leaders and managers, through the ACE-SLM programme.

Organizational development is a practice and theory with special focus on organizational growth and innovation through organizationally sustainable strategies. An organization's exposure to diverse problems emanating from within and outside of the organization leads to repositioning of the organizational development which is sometimes equated with organizational change and process improvement. Organisational Development is evolving (Bushe and Marshak 2009) and this has a dramatic impact on practice and theory. Regenesys Business School (2014) asserts that OD has become a process that is synonymous with change or process improvement. School Leadership and Management Development programmes are one form of Organisational Development. The challenges revealed by the Task Team on Educational management and leadership in 1996 (DBE, 1996) led South African Education Ministry to opt for Organisational Development through the rolling out of the ACE-SLM programmes. In the context of this study, the lessons learnt from the implementation of the ACE-SLM programmes are essential to establish and determine how the Organisational Development Theory that the programme was framed upon enabled its implementation.

1.11.3 School-Based Management Approach

School-based Management (SBM) Approach is the fourth theory that provides this study with a school leadership and management framework that was adopted by democratic South Africa after 1994. SBM offers a way to promote improvement by decentralizing control from central district offices to individual school sites. A shift in control from the circuit office makes school leaders and managers responsible and accountable for school leadership, management and governance (Elmelegy 2015:79). SBM provides a platform for schools to implement and practice high-involvement management wherein school constituents such as administrators, teachers, parents and other community members are offered more control over what happens in schools.

SBM puts emphasis on school leadership having an impact on learners' academic performance. The approach acknowledges that effective leadership requires more than just strength that comes from being determined and influential (Business Dictionary n.d). It further outlines such additional strengths, namely ability to build strong school culture; ability to nurture trustworthy persons; ability to discover and exploit new school avenues; being able to identify invisible behaviours that bring good results; discovery of competitive advantage that strives to put schools on the edge; branding and managing school brands; changing schools into learning organisations; and being skillful at managing students at risk.

The above principles provided a framework for understanding the research problem and constructing research question and objectives. The lessons learnt in the implementation of the ACE-SLM programmes would not be complete if the SBM Approach was not looked into. Ultimately, ACE-SLM programmes aims at enhancing the performance of an individual principal in a school, and that school itself. This is in line with what Agarwal and Agarwal (2013: 437) content that organisational training is crucial in any organisation that is serious about its growth and development. It is only the School-Based Management Approach that enables the envisaged ideal to succeed. It is only incorporation of the ACE-SLM programmes in the SBM Approach of the school which ultimately leads to its success.

1.12 CHAPTER OUTLINE

This study comprises five chapters, namely, chapter 1-5. The first chapter is an introduction and background to the study. This is a chapter where the research topic is introduced, proceeding to the aim and research questions. Methodological and research processes were introduced. The second chapter is the literature review. This segment of the study refers to local, regional, provincial, national, and international studies relevant to this field of study. In this case, such literature sources address School Leadership and Management development as part of ACE-SLM programmes. The third chapter outlines the research design and methodology. The chapter centres on the theoretical underpinnings of the entire study. Suffice to reveal that the researcher adopted mixed methods research wherein case study and survey were used. The fourth chapter is the presentation of data and discussion of the findings where the researcher shares findings that emerged from the data. Those research results are also discussed in detail. The last chapter is a summary, offering a conclusion and submitting recommendations. In that chapter, key findings of the study are emphasized.

1.14 CHAPTER SUMMARY

This chapter commenced with an introduction and background to the study. This was then followed by a statement of the problem and literature review. These were linked by purpose of the study and research questions. The subsequent sections were the assumptions, delimitations and significance of the study, followed by research design and methodology. Ethical considerations and the theoretical framework were developed and the chapter concluded with a section on the chapter outline.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter centres on the review of literature on school leadership and management and the ACE-SLM programmes in particular. Literature review plays crucial role in research because it surveys literature relevant to school leadership and management and furthermore it provides for a theory base (Hofstee 2005: 91).

The need for school leadership and management development in South Africa was clarified and further supported by the South African standards for principalship; new directions of school leadership and management programme as a result of re-orientation; the challenges facing school leadership and management in South Africa; and the ACE-SLM intervention programmes outcomes. The literature reviews crucial elements of ACE-SLM programmes. Experiential learning in ACE-SLM programmes is discussed with a focus on the promotion of dialogue and discourse, reflexive practice and the creation of enduring relationships. Other aspects reviewed in this chapter include learning organisations and communities; mentoring; monitoring and evaluation and teaching and assessment strategies with a focus on dialogue and discourse, case studies and portfolios. The structure of the ACE-SLM programmes is discussed with focus on the modular structure, implementation structure, funding structure and programme coordination. The foundations of ACE-SLM programmes focusing on its origin from Organisational Development and training are also discussed. The pragmatism, Logic Model, Organisational Development Theory and school-based management approach were found worth including in this section because they are the seminal theories that frame this study.

2.2 SCHOOL LEADERSHIP AND MANAGEMENT DEVELOPMENTAL NEED

In the review of literature it was established that School Leadership and Management has become such a critical area to the extent that Education Ministries across the globe offer continuous development programmes to reskill and retool school principals. The South African Education Ministry in particular rolled out ACE-

SLM programmes with the purpose of addressing challenges in school leadership and management. The Organisation for Economic Cooperation and Development (OECD, 2008: 3) reveals how the area of school leadership and management has become important and indicates the need to professionalise this area. The report argues that:

Increased school autonomy and a greater focus on schooling and school results have made it essential to reconsider the role of school leaders. There is much room for improvement to professionalise school leadership, to support current school leaders and to make school leadership an attractive career for future candidates. The ageing of current principals and the widespread shortage of qualified candidates to replace them after retirement make it imperative to take action.

The schooling conditions in South Africa call for school leaders and managers who are competent and committed to effect required changes. It is the nature of the core purpose of school leaders and managers that calls for School Leadership and Management Development. The review of literature identified the core purpose of School Leadership and Management and indicates its implication to the performance of learners. The primary purpose of principalship is to provide leadership and management in all areas of the school in order to promote and create conducive teaching and learning environments that support conditions under which high quality teaching and learning take place and which promote the highest possible standards of learner achievement (Government Gazette No. 37897 2014: 12). The Department of Basic Education (DBE) (1996: 14) provides target areas for school transformations as follows:

The pace of change and the need to be adaptable and responsive to local circumstances requires that managers develop new skills and styles of working. They must be capable of providing leadership teams, and to interact with communities and stakeholders both inside and outside the system. They must be able to manage and use information to promote efficiency and support democratic governance.

The above stated competencies such as adaptability and responsiveness to local circumstances, providing leadership, interaction with communities and stakeholders

and the management and usage of information require the Department of Basic Education to provide school leadership with professional development. The Organisational Development that targets top school leaders and managers helps address ‘the declining educational performance, at both the systemic level and that of learner performance’ (Soudien, 2007: 8). The declining educational performance has led to many dysfunctional schools in South Africa. In response to this situation, the Department of Basic Education had designed and rolled-out Advanced Certificate in Education-School Management and Leadership programme. The purpose of the programme is to develop a pool of education leaders who critically apply skills, knowledge, attitudes values and understanding to school leadership and management within the vision of democratic transformation (DBE, 2010). The Department of Basic Education emerged with a framework to govern school leadership professional development, published on the 7th August 2014 in Government Gazette No. 37897 that prescribes the South African Standards for Principalship. A detailed discussion of the said South African standards for principalship follows in the next segment.

2.3 THE SOUTH AFRICAN STANDARDS FOR PRINCIPALSHIP

The review of literature displayed a need for school leadership professional development that triggered the Department of Basic Education to develop a South African Standards for Principalship policy. This policy aims at addressing ‘School Leadership and Management development needs and defines the role of school principals and the key aspects of professionalism, image and competencies required’ (Government Gazette 2014: 7). Furthermore, the policy seeks to develop and implement a system of career pathing for education leaders and managers and a framework of leadership and management development processes and programmes (Government Gazette 2014: 6). The policy provides the DBE service providers for the Department of Basic Education (DBA) with the eight (8) key areas that guide School Leadership and Management Development Programme curriculum, namely, leading the Learning School; shaping the Direction and Development of the School; managing Quality and Securing Accountability; developing and Empowering Self and Others; managing the School as an Organisation; working with and for the immediate school Community as well as the broader community; managing Human

Resources (Staff) in the school; and management and advocacy of extra-curricular activities.

Furthermore, the curriculum aims to address local development needs. This policy identified differentiated development needs for School Leadership and Management development through:

- The enhancement of the skills and competencies of principals in posts;
- The improvement of the recruitment and selection procedures to principalship;
- The induction and mentoring of newly appointed principals;
- The professional preparation for principals and the enhancement of the skills, attributes and competencies of deputies and middle managers; and
- The partnering of new appointees with experienced principals (Government Gazette 2014: 7).

In the review of literature it was further identified that a school principal needs to work with others in the school and wider communities, to effectively promote, record, manage and support the best quality teaching and learning; the purpose of which is to enable learners to attain the highest levels of achievement for their own good, the good of their community and of the country as a whole (Government Gazette 2014: 7). Roles and responsibilities of school principals are further outlined. Point one is that school principals provide leadership and direction for the school and for ensuring that aims and goals are met through the ways in which the school is managed and organised. Point two is that they develop and implement plans, policies and procedures that enable the school to translate its vision and mission into achievable action and outcomes. Point three is that they provide leadership for ongoing evaluation of the school's performance and for its continuing development and improvement. Point four is that they account to the Department of Education, the School Governing Body, the school community and other stakeholders for the quality of education achieved. Point five is that they create a safe, nurturing and supportive learning environment which enables effective teaching and learning to take place. Point six is that they create a climate that encourages high levels of performance and commitment from all who work in a school. Point seven is that they promote a work climate in which ongoing personal and professional development is encouraged

and supported and in which the potential contribution of everyone is valued. Point eight is that they build relationships between school and the wider community. Point nine is that they encourage the building, development and maintenance of partnerships between the school and its wider community to the mutual benefit of each (Government Gazette No. 2014: 11).

It is the responsibility of a principal to protect the educational and societal rights and values of learners (Government 2014: 13). The centrality of learning as the core purpose of all that happens in the school; and the potential of the school to inspire in its learners a commitment to learning as a lifelong process were identified as principals' responsibility to protect the educational and societal rights and values of learners. The right of all learners to have access to relevant and meaningful learning experiences and opportunities; and belief that a school and its learners are capable of continuous improvement were also found to crucial responsibilities of principals in the protection of the educational and societal rights and values of learners. Furthermore, responsiveness to the diverse needs of the school community and the wider community which it serves; the right of all members of the school's community to active participation in the life of the school; the right of all stakeholders to the quality of service delivery to which they are entitled, which are anchored in the principles of Batho Pele; the right of all members of the school community to be treated with respect and dignity; the right of all members of the school community to be safe and secure in a nurturing environment; and the importance of fostering the well-being of all learners within their school and the wider community were identified as the responsibility of a principal to protect the educational and societal rights and values of learners. (Government 2014: 13).

The South African standards for principalship are critical in evaluating a programme that aims to capacitate school principals such as ACE-SLM programmes and determining lessons learnt in the implementation of such programmes. The policy standards are crucial for this study because they provide areas of focus; roles and responsibilities of principals; and protect the educational and societal rights and values of learners. The focal areas for School Leadership and Management Development (SLMD) programme, such as leading the learning school; shaping the direction and development of the school; and managing human resources (staff) in

the school are identified. Furthermore, the standards identify differentiated development needs for the SLM development such as the enhancement of the skills and competencies of principals in posts; and provide the induction and mentoring of newly appointed principals. These needs were ignored throughout the ages in South Africa, and the standards aimed at filling the gap. Learners' educational and societal rights and values such as the potential of the school to inspire in its learners a commitment to learning as a lifelong process; the right of all learners to have access to relevant and meaningful learning experiences and opportunities; and belief that a school and its learners are capable of continuous improvement are enshrined in the policy standards.

2.4 NEW DIRECTIONS: THE RESULTS OF RECURRICULATION

The Minimum Requirements for Teacher Education (MRTEQ) policy has brought many changes to teacher education. MRTEQ policy required changes to the existing educational programmes. All teacher education qualifications for which enrolments are registered are required to comply with MRTEQ prescripts (Human Resource Development Council of South Africa (2014: 5). Emphasis is put on the criteria for teacher professionalism. Human Resource Development Council of South Africa (2014: 5) identified criteria for professionalism as specialised knowledge, commitment to professional development and research, professional status and access control, and a code of ethics. According to Human Resource Development Council of South Africa (2014:5), the primary focus of MRTEQ policy is to:

To provide a basis for the construction of core curricula for both initial teacher education (ITE) and continuous programme for teacher's development (CPTD) programmes. In addition MRTEQ defines the minimum set of competencies required of newly qualified teachers, covering the categories of professional knowledge, professional practice and professional engagement.

In order to achieve the criteria set out by Human Resource Development Council of South Africa (2014), the Department of Basic Education developed teacher policy that should ensure that teacher professionalism is upheld.

The MRTEQ aims to shape teacher education that encompasses initial teacher education and continuous teacher education in providing quality teachers and quality school managers. Government Gazette No. 38487 (2014) outlines the functions of MRTEQ policy as follows:

- It defines agreed-upon standards at different levels.
- It selects suitable qualification types from the HEQSF for different purposes in teacher education;
- It defines the designator for all degrees;
- It identifies the list of qualifiers for all qualifications and hence identifies purposes;
- It describes the knowledge mix appropriate for teacher qualifications;
- It sets minimum credit values for learning programmes leading to qualifications in terms of the knowledge mix and different levels; and
- It defines a minimum set of agreed-upon competences for initial teacher education (ITE) programmes.
- The specification of a set of minimum requirements for teacher education qualifications is aimed at ensuring that the higher education system produces teachers of high quality, in line with the needs of the country.
- It provides a basis for the construction of core curricula for Initial Teacher Education (ITE), as well as for Continuing Professional Development (CPD) Programmes that accredited institutions must use in order to develop programmes leading to teacher education qualifications.
- It regulates and monitors teacher education qualification programmes offered by all types of institutions.
- It is used by the DHET to evaluate teacher education qualification programmes, submitted by public Universities, for approval for inclusion in their Programme and Qualifications Mix (PQM)
- It is used for funding and to evaluate teacher education programmes submitted by private higher education institutions for registration, enabling them to offer the programme.
- It is used by the CHE and the HEQC to inform their teacher education accreditation and quality assurance processes.

The MRTEQ led National Department of Basic Education to restructure the School Leadership Programme at the level of diploma. The new programme which is underway is called the Advanced Diploma in Education-School Management and Leadership (ADE-SLM) programme. ACE-SLM programmes were at the National Qualification Framework (NQF) level 6, and the novel programme namely, Advanced Diploma in Education-School Management and Leadership (ADE-SML) is pegged at NQF level 7. The literature reviewed on new directions of SLM development programme as a result of restructuring provided indications of the future for the capacitation of school leaders and managers. In the context of this study which focuses on lessons learnt in the implementation of ACE-SLM programme, there is likely to emerge opportunities and challenges that could be used to design and implement ADE-SLM better.

2.5 THE SCHOOL LEADERSHIP AND MANAGEMENT CHALLENGES

The effects of apartheid laws and legislations are huge as far as South African education system is concerned. Apartheid caused serious disparities in physical and human resources and this is still visible today. School leadership and differences in managerial practices between white schools and black schools display this disparity and legacy of apartheid. It resulted in material and intellectual disparities amongst school leaders and managers. Diagnostic Overview Report (Office of Presidency 2011: 13) confirms that the quality of South African education for the poor is substandard. The report further blames principals for the poor performance of learners and schools. The report states that:

Where performance has improved in schools in poor communities, studies found that the presence of a good school principal is critical. Good principals lead and manage effective, efficient and disciplined schools, support teachers, mentor novice staff, involve parents and constantly seek opportunities to promote their schools in the broader community.

The tasks of a principal are within a School-Based Management Approach and the prescripts of legislation and policies. Transfer of authority and decision-making powers led to the redefinition of the duties and responsibilities of principals. The South African schooling system was challenged by democratic transformation that

brought along curriculum, policy, and legislation changes that required a total overhaul of the education system. There was no other way but to direct change that intended to bring better and equal education opportunities for South African citizens and residents. Apartheid had set discriminatory laws that resulted in inequalities caused by watered down curriculum for the dispossessed. There were manifest ideological distortions in teaching and learning and this compromised the core culture of teaching and learning (Department of Basic Education 1996: 18). Lack of legitimacy of the education system caused crises in schools, management and collapse of teaching and learning (Department of Basic Education 1996: 18). The Task Team on Education Management and Administration identified system level management and governance challenges as follows:

- Dysfunctional structures;
- A mix of old and new styles of management and work ethos;
- Insufficient appropriately skilled people;
- Absence of an appropriate work ethos and management vision to drive integration and delivery;
- Insufficient clarity with regard to roles and responsibilities within and between levels of management;
- Inadequate system procedures;
- Poor coordination of resources; and
- Inefficient and delegation

The stated challenges such as dysfunctional structures, poor coordination of resources, and inefficient and delegation requires the Department of Education to continue rolling out the professional programme in order to capacitate all school leaders and managers. The study conducted by the Office of the President also confirms that good principals possess competencies such as leading and managing effective, efficient and disciplined schools, supporting teachers, mentoring novice staff, involving parents and constantly seeking opportunities to promote their schools in the broader community (Office of the President Republic of South Africa 2014: 5) . The challenges emanating from system level management and governance indicate the significant part the ACE-SLM programmes have to play on school transformation by providing the required competencies. As part of lessons learnt from the rolled-out

ACE-SLM programmes, the study determined whether the said challenges had been addressed or not.

2.6 OUTCOMES OF ACE-SLM PROGRAMMES

The task team's recommendations to provide school principals' with training was made possible by the Department of Basic Education. The implementation of the recommendations by the Task Team gave birth to the Advanced Certificate in Education - School Leadership and Management (ACE-SLM) programme. The programme was piloted in 2007 and in 2008; it became a fully-fledged programme to support School Management Teams (SMTs). Amongst others, the programme aimed to achieve the following outcomes:

- To provide leadership and management to enable schools to give every learner a quality education;
- To provide professional leadership and management of the curriculum and therefore, ensure that schools offer quality teaching, learning and resources for improved standards of achievement for all learners;
- To strengthen the professional role of principal-ship, through strengthening the competency level of SMT members;
- To develop future principals who are able to engage critically and be self-reflective practitioners; and
- To enable aspiring principals to manage their departments and schools as learning organisations, and instil values supporting transformation in the South African context, (DBE 2008).

Any programme has outcomes that it intends attaining. That is the case with ACE-SLM programmes that are under evaluation in this study. In this study amongst others, ACE-SLM programmes aimed at attaining intended outcomes such as the provision of leadership and management to enable schools to give every learner quality education and the development of future principals who are able to engage critically and be self-reflective practitioners (DBE 2008). As part of lessons learnt from the rolled-out ACE-SLM programme, the study determined whether the said outcomes had been achieved or not.

2.7 EXPERIENTIAL LEARNING IN ACE-SLM PROGRAMMES

The school leaders and managers who participated in the ACE-SLM programmes came to Universities with leadership and management experiences from their schools which they shared amongst group members through debates and robust discussions. Dialogue and discourse expose student principals to ongoing experiential learning and offers them opportunity to develop emotional intelligence in relation to leading and managing schools as learning institutions. Maritz et al. (2011; 174) states that experience offers many types of learning which is not possible to provide from applying other teaching strategies, which according to Yalom (1993: 3), enables one to learn at an emotional level. Maritz et al. (2011: 175) outline the importance of experiential learning as follows:

- It promotes dialogue and discourse
- It provides platform for reflexivity practice; and
- It facilitates the building of relationships

Evaluating how ACE-SLM programmes have been rolled-out in two Universities in Limpopo Province entailed engaging with studies that report on experiential learning. A detailed discussion on this item of experiential learning follows.

2.7.1 Promotion of dialogue and discourse in ACE-SLM programmes

This is the first sub-item under experiential learning in ACE-SLM programmes. The ever-changing world we live in requires school leadership that is able to create debates, dialogue and discourse to address the challenges and opportunities it brings. Developing students into ethical and critical thinkers requires engaging students in intellectual discourse (Tredway 1995:26). In order for school leaders to amicably address critical issues in schools such as equity and race, requires their voice, dialogue and discourse. Diems and Carpenter (2015: 408) argue that school leaders are required to give voice, dialogue and conversation to settle crucial school issues. In the context of South African cultures wherein 'Ubuntu' is enshrined, embracing collectivism and shunning foreign individualism is indispensable. This is supported by Evans (2007: 265) when he argues that moves to reduce individuality

and promote collectivism in school leadership results in improving cooperation and intellectual activity. ACE-SLM programmes are centred in collectivism which is focused on distributive leadership, known for its capacity to 'mobilise leadership expertise at all levels in the school in order to generate more opportunities for change and build the capacity for the improvement of the entire educational institution' (Reads 2014: 1).

The nature of ACE-SLM programme is different from all other academic programmes that are normally attended on full time-basis. This is mainly a programme for adult students where dialogue and discourse is emphasised. In teaching those students within programme, the promotion of dialogue and discourse is a pivotal practice.

2.7.2 Provision of reflexive practice in ACE-SLM programmes

This is a second sub-item under experiential learning in ACE-SLM programme. The segment clarifies the concepts, reflection and reflexive practice and how they were conceptualised in the ACE-SLM programmes. Reflection is referred to as a foundational purpose of learning. Amulya (2004: 1) contends that it involves individual and collective activity. There is a need for individuals to look back to check on one's personal and work life. The aim of looking back is to establish:

- what events happened;
- why they occurred in that way, not the other way round;
- do they lead to good (work) life;
- was there a deviation from norm;
- if yes, how do one implements remedial action; and

if no, how does one maintain good practice? Providing answers to the above questions means one is engaged in reflection. Amulya (2004: 2) defines reflection as an active process of witnessing one's own experience in order to take a closer look at it through exploring it in greater detail. Reflexive practice is a vehicle that allows school managers to explore, contemplate, and analyse experiences in the classroom and school (Malatji 2013: 1). Similarly such a process helps school leaders and managers to provide possible solutions and seek the best strategies to improve their practices. In the context of this study, the platform to share was created in the lecture

halls during contact sessions wherein debates were initiated, in the cluster meetings, in mentoring and monitoring and evaluation sessions.

ACE-SLM programmes were premised upon making experiential learning a useful tool through which experiences ranging from challenges and opportunities could be shared. Experiences shared during the implementation of ACE-SLM programmes included school managerial and leadership practices, professional growth and development of the institutions. On the other hand, the reflective practices promoted self-awareness and created opportunities for professional growth and development (Boud, Cressey and Dochery 2006: 5). In the programme such as ACE-SLM, reflection and reflexive practice are vital because they enable participants to be theoretical and practical at the same time. This means that the programme affords student principals an opportunity to exchange ideas in a civil atmosphere and environment where good institutional performance is encouraged. ACE-SLM programmes provided student principals' latitude to reflect on their practice in every module offered. It is crucial for this study to evaluate whether the module facilitators and mentors were able to create platform for reflexive practice.

2.7.3 Building relationships that promote school and learner performance

This is a third item under experiential learning in ACE-SLM programmes. Building relationships is an effort worth taking because schools do not exist in a vacuum, neither are they self-contained silos. As such, they require operating within the contextual attributes of specific societies and communities. The building of relationships in the ACE-SLM programmes requires one to understand how learning communities and communities of practice could be promoted. Joellen Killios, a senior advisor of Learning Forward, argues that among the promising practices that many schools implement to promote effective professional learning are professional learning communities of school leaders and teachers who collaborate to improve their practice to meet learner needs (Mindich and Lieberman 2012: ii). The type of relationship espoused by ACE-SLM programmes promotes professional learning amongst school leaders and managers and creates schools as learning communities through which vital information is disseminated amongst schools.

In the context of this study building relationships enabled student principals to share their challenges and experiences and to notice that with solid relationships they could always assist one another to manage the challenges better. That adds to individual and institutional growth and development of individual student principals.

2.8 CREATING LEARNING ORGANISATIONS AND COMMUNITIES

Schools are regarded as learning organisations and knowledge systems. Schools are perceived as learning organisations (Silins and Mulford (2002: 444), Moloï (2010: 621), Saas (2014: 1), Silins Zarins and Mulford (2002) that allow its human resources to undergo development and training sessions, as a means to capacitate themselves. Hofman and Senge (1993: 6) blame organisational cultures and leadership and management practices that came with industrialisation as the cause of organisational dysfunctionality. They clarify new directions that would create learning organisations when they say:

Building learning organisations, we are discovering, requires basic shifts in how we think and interact. The changes go beyond individual corporate cultures, or even the culture of Western management, they penetrate to the bedrock assumptions and habits of our culture as a whole. We are also discovering that moving forward is an exercise in personal commitment and community building. Without communities of people genuinely committed, there is no real change of going forward.

Hofman and Senge (1993) clarify that organisations need to be made aware of the crucial element of transforming their institutions into learning organisations through changed culture and perceptions of growing and developing their institutions. They also acknowledge that personal commitment and community building are possible through creation of learning and learning organisations. The concepts of learning organisations and communities frame schools' relationships in which ongoing teacher learning is complementary to student learning (Hayes, Christie, Mills and Lingard 2004: 520). In the approach to knowing and learning, many organisations focus on communities of practice (Wenger n.d. 1). Wenger provides a definition of communities of practice. He says communities of practice are:

- Formed by people who engage in a process of collective learning in a shared domain of human endeavour.
- Groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.

In the context of ACE-SLM programmes, the communities of practice approach are adopted to help school leaders and managers who are challenged when leading and managing their schools. School development depends on a community's commitment and the values that they attach to education. Since members of communities are informally bound by what they do together, it is possible to develop communities of practice around things that matter to society (Wenger 1998: 1). In the ACE-SLM programme, developing communities of practice is encouraged through lectures, cluster meetings, mentoring sessions, monitoring and evaluation and planning and review meetings. As a result, for substantial learning to take place in schools, in-service training programmes, such as ACE-SLM programmes, need to be established and sustained. The structure of ACE-SLM programmes encouraged learning communities. For instance, the existence of cluster meetings between student principals and mentors was part of learning communities. In the context of this study, learning communities provide information with regards whether or not the manner of rolling out ACE-SLM programme by two Limpopo Universities gave enough attention to this concept of learning communities.

2.9 MENTORING IN ACE-SLM PROGRAMMES

Mentoring is a crucial component of School Leadership and Management Development Programmes such as ACE-SLM programmes. Mentorship is regarded as a developmental relationship that embodies role model, career, psycho-social and other functions for the individual recipients (Yirci Karakose Uygun and Ozdemir 2016: 822). Therefore, mentors and supervisors play a critical role in ensuring that the mentor-mentee relationship environment allows mentees, mentors and organisations to benefit. Miller (2004) argues that supervisors as mentors are expected to display special features that are classified into five categories. The first category of attributes is teaching-related, such as exemplifying, acknowledging,

guiding and questioning. The second category of attributes is sponsorship-related that involves supporting and protecting. The third category is encouragement-related features that encompass encouraging, inspiring, and forcing. The fourth category is about counselling-related attributes that involve preaching, problem solving and listening. The last category is friendship feature that entails acceptance and making contact (Miller, 2004).

Despite the fact that the issue of qualifications is considered in the placement of school leaders and managers, training is crucial to equip and re-tool them with the necessary competencies required for the 21st Century that is characterised by an ever-changing education landscape. In today's ever-changing world, it is an unavoidable necessity to train school administrators in accordance with the changing conditions (Yirci and Kocabas, 2010). Many of newly appointed principals face many difficulties in the first year of their placements, however, the new principals who are partnered with experienced mentors state that they get professional support about their problems from those mentors and consequently, they overcome those troublesome periods easier than the ones who do not have mentors (Saunders, 2008, Yirci and Kocabas 2010). Yirci and Kocabas (2010) outline the benefits of mentoring. They argue that:

Mentoring brings benefits to every participant in its practice. This includes mentees, mentors, supervisors and an organization for which they work. Mentees have an opportunity to gain wisdom from someone who has passed through the way before them. Professional benefits are related to getting more familiar with the job, networking, developing managerial skills and establishing better communications. Personal benefits of mentoring include having stronger self-confidence, reducing stress, increasing motivation and learning.

On the other hand, Klasen and Clutterbuck (2002) categorize the benefits of mentoring into mentor, mentee and organization. These benefits are outlined in table 2.1 below.

Table 2.1: Benefits of mentoring outlined

Mentor	Value and satisfaction; learning experience; credit and own reflection
Mentee	Competence; goal setting; motivation and satisfaction; psychological support; creativity; communication skills; organizational change; personal change; time effectiveness and employability
Organisation	Organizational effectiveness; motivation and job satisfaction; organizational change; recruitment; retention; high-flyers; organizational learning; organizational culture; cost-effectiveness; time efficiency; development; and strategic success planning

The studies by Yirci and Kocabas (2010) and Klasen and Clutterbuck (2002) confirm that the mentor, mentee and organization benefit in the mentoring process. Based on Klasen and Clutterbuck (2002), mentoring is essential in organizational development. The design of ACE-SLM programmes with a focus on developing schools has considered mentoring to be a critical part of the programme's implementation process. The ACE-SLM programmes and its evaluation are incomplete without mentoring. As part of evaluating the roll-out of the programmes by two Universities in Limpopo Province mentoring as a critical aspect of the programmes received academic attention.

2.10 MONITORING AND EVALUATION IN ACE-SLM PROGRAMMES

The reviewed literature revealed that monitoring and evaluation are two different activities that are common on the ground which is where ACE-SLM programmes are being implemented. However, the focus of assessment in monitoring and evaluation differs. The differences and similarities between these two concepts are outlined by Goyal Pittman and Workman's (2010: 2). They defined them as follows:

Programme monitoring is the ongoing tracking and assessment of programme implementation and performance, usually concentrating on key inputs, activities and outputs on a regular basis. Monitoring data should inform programme management and planning. Programme evaluation is a periodic, systematic, and in-depth assessment of whether a programme has achieved its objectives and whether unintended outcomes have also occurred. Evaluation also provides insight into how and why a program works or it is not working.

The description above indicates that the focus of monitoring is on regular tracing and tracking of inputs, transformation process and outputs of the programme whereas evaluation involves periodic assessment of whether the intended outcomes are attained (Goyal Pittman and Workman's (2010: 2). In the context of this study, monitoring and evaluation of ACE-SLM programmes' implementation was done periodically to establish if the outcomes of the programme are attained.

The government projects and policies need monitoring and evaluation to trace and track progress and variation as well as establish if intended outcomes are attained. At the same rate, funders and service providers should be well-informed as far as developments are made through monitoring and funding. Tom Clark, the president of TA Consulting in the United States of America (Microsoft in Education 2014: 5) argues that:

Monitoring and evaluation are used by organisations and governments worldwide to improve school systems and educational results, and can play an integral role in holistic education transformation. Monitoring and evaluation can help educational transformation programs define and measure quality indicators and measures of the education transformation process, gauge progress toward desired educational outcomes, increase stakeholder participation, and empower school leaders and teachers to build and sustain transformation in schools.

In the context of this study Limpopo Department of Basic Education, which appointed the University of Limpopo and Venda to roll out ACE-SLM programmes, had to monitor and evaluate a programme to determine and establish how funding is converted into desired results that include improved performance of schools and learners. On the other hand, Universities as service providers needed to conduct monitoring and evaluation of schools to trace and track deviations and opportunities in the implementation to inform the review and planning activities which were an annual occurrence by all the involved Universities.

2.11 TEACHING AND ASSESSMENT STRATEGIES IN ACE-SLM

The school principals as school leaders should be critical thinkers, and the school leadership and management programmes should provide assistance and support towards this direction. In the study by Maritz Poggenpoel and Myburg (2011: 176) it was revealed that organisational leaders should be critical thinkers. Teaching and learning strategies need to be closely linked to the general thrust of the learning outcome of the training programme (Maritz et al. 2011: 173). Teaching and assessment strategies make school leaders and managers to become critical thinkers. A variety of both teaching and assessment strategies should be used to accommodate diverse student principal learning styles in line with the pursued outcomes. According to Maritz et al. (2011: 173) teaching strategies should promote:

- Critical reflective thinking;
- Interactive dialogue;
- Opportunity to experience coaching/ mentoring; and
- Practice coaching applications.

Furthermore, the assessment tasks set for students in this programme had to yield evidence that schools were changing for the better in ways that reflected a commitment to and practice of transformational leadership (DBE 2008: iiib). Furthermore, DBE (2008: 3) identified three strengths of the ACE-SLM programmes, and fortunately, assessment is party to them. They are:

- reinforcing critical learning principles;
- adopting a developmental assessment approach; and
- pursuing a transformational agenda.

On the above expressed strengths, Maritz et al. (2011: 173) recommends that supervision, one-on-one coaching, dialogue, reading, case studies and role playing need to be honed as teaching and assessment approaches for adult learners. Furthermore, portfolio assessment is a recommended strategy to assess outcomes-based education with a focus on the performance of learners (Birgin and Baki 2007: 75).

In the context of this study the researcher expected the two Universities in Limpopo Province to be teaching and assessing in ACE-SLM programmes differently from all other programmes, according to the prescripts and conceptualisation of the programme itself. Underneath follows a detailed discussion of the manner of teaching and assessment in ACE-SLM programmes, namely; dialogue and discourse, case study and portfolio teaching and assessment strategies.

2.11.1 Dialogue and discourse as teaching and assessment strategies

The reviewed literature indicated that the first suggested teaching and assessment strategies are through dialogue and discourse. Promotion of dialogue and discourse results with formation of successful discussion groups. Dialogue and discourse are teaching strategies that are interactive in nature and are mostly used in adult classroom to promote and encourages active participatory learning, (Illinois Online Network 2010:1). The robust discussions on issues related to school are encouraged during debates. Maritz et al. (2011: 174) states that conversation and discussion lead to transformation and change. In the blended classrooms wherein lectures are mixed with digital classrooms and mobile learning, creation of dialogue and discourse is emphasised. Ravenscroft (2011: 3) argues that dialogue need to be integrated within connectivity theory to achieve dialogue-rich view of connectivity by converting mega-social integration into mega-meaning making and learning and promote communicative practice in the digital domain. ACE-SLM programmes that were attended during weekends and school holidays required blended learning environments through which dialogue and discourse were integrated within their modules.

2.11.2 Case study as teaching and learning strategy

In the reviewed literature Butler and Forbes (2008: 229) argue that case study in leadership and training is probably one of the most common teaching strategies in addition to lecturing and reading. Maritz et al. (2011: 175) argues that case study enhance the retention and transfer of learning and that its topics are limitless and could include current management problems, dilemmas and ethical mentoring questions or areas of concern for the mentors. It engages student principals in problem solving skills which enables them to become critical thinkers. They further argue that teaching strategies that promote critical thinking may offer an approach to

prepare organizational leaders to cope with the tension of an ever-changing and demanding school environment. The following importance of the case study as outlined by (Maritz et al.: 2011: 175) helps learners to:

- acquire skills in problem solving
- learn to organize ideas logically in written form
- practice higher levels of cognitive learning because they can draw inferences
- apply theory
- analyse and synthesize knowledge relevant to a specific hypothetical situation
- evaluate the outcomes

2.11.3 Portfolio as a teaching and assessment method

The reviewed literature revealed that the use of portfolio as an assessment method was triggered by a need to transform teaching, learning and assessment of learners to suit the needs and demands of education. In an attempt to address radical changes in traditional approaches of instruction and assessment, portfolio as an assessment method is seen as an alternative assessment approach needed in evaluating the learning process and the learning product (Birgin and Baki 2007: 75). However, Birgin and Baki (2007: 87) warn that portfolio as an assessment method should not replace traditional assessment methods, but be used as supplementary method. They advise that:

Although portfolio is an important tool for the assessment of the students' performance, it is not intensity cure for removing the measurement and assessment problems. So it is not completely true to leave the traditional assessment methods aside, and accepts the new assessment ones. Besides using portfolio assessment method, using the other assessment methods will enable more reliable information about students. As a result, it needs not to be forgotten that using both alternative and traditional assessment methods in a proper timing may be very useful.

South Africa's adoption of Outcomes Based Education (OBE) with focus on learner centred pedagogy highlights student learning as the core purpose of education (Davier and Le Mahieu 2003: 141). In such systems wherein the ACE-SLM programmes were being rolled-out, the assessment approaches needed to be geared to support teaching and learning. The reviewed literature indicated that the

assessment reform had to change the way educators think about students' capabilities, the nature of learning, the nature of quality in learning, as well as what can serve as evidence of learning in terms of classroom assessment, teacher assessment and large-scale assessment (Davies and Le Mahieu 2003: 142).

Both Universities in Limpopo Province were expected to roll out ACE-SLM programmes as prescribed by the Department of Education on compilation of portfolio of evidence. The lesson learnt in the implementation of ACE-SLM programmes are aimed at establishing and determining the manner in which portfolio was used as teaching and assessment strategy.

2.12 THE STRUCTURE OF THE ACE-SLM PROGRAMMES

The reviewed literature revealed that ACE-SLM programmes were developed under the auspices of the DBE. The structure that informed service providers on how they needed to implement and achieve intended outcomes was provided by DBE (2008). As part of ACE-SLM programmes purpose, DBE (2008: 2) divulge that:

The programme sought to provide structured learning opportunities that promote quality education in South African schools through the development of a corps of education leaders who applied critical understanding, values, knowledge and skills to school leadership and management within the vision of democratic transformation. It sought to empower those educators to develop the skills, knowledge, and values needed to lead and manage schools effectively and to contribute to improving the delivery of education across the school system.

The ACE-SLM programmes had targeted to improve schools through school management development. The programme design and implementation was aimed at 50% individual participant's (school manager) development and 50% school development. Individual and organisational changes were granted equal opportunity. Furthermore ACE-SLM programmes were registered with South African Qualifications Authority (SAQA) at National Qualification Framework (NQF) Level 6 (DBE 2008: 2).

Universities in Limpopo Province where expected to adopt the structure of ACE-SLM programmes as prescribed by the Department of Education. The researcher is expecting that the two Universities in Limpopo Province involved in ACE-SLM programmes were exploring the utilisation of portfolio as a way of teaching and assessing. The lesson learnt in the implementation of ACE-SLM programmes is aimed at establishing and determining whether the adopted structure of the above said programmes by the Universities of Limpopo and Venda facilitated the required implementation.

2.12.1 The modular structure of ACE-SLM programmes

The reviewed literature revealed that the modular structure makes the first item under the discussion of the structure of ACE-SLM programmes. ACE-SLM programmes modules were divided into core, fundamental and elective modules (DBE 2008: 3). There were six core modules with differing NQF credits, ranging from 6 (Language in leadership and management) to 20 (Manage teaching and learning). There are only two fundamental modules each with 10 NQF credit, and four elective modules with varying credits ranging from 10 credits (Moderate assessment) to 15 credits (Plan and conduct assessment). The structure was adapted from (the DBE 2008: 3). Underneath find the table displaying the structure of ACE-SLM programmes.

Table 2.2: ACE-SLM Modular structure with NQF credits

Core Modules	Cr edi ts	Fundamental modules	Cre dits	Elective Modules	Cr edi ts
Understand school leadership and management in the South African context	10	Develop a portfolio to demonstrate school leadership and management	10	Lead and manage a subject, learning area or phase	12
Language in leadership and management	06	Leading and managing effective use of ICT in South African Schools	10	Mentor school managers and manage mentoring programmes in schools	12
Manage policy, planning, school development and governance	20			Plan and conduct assessment.	15
Lead and manage people	20			Moderate assessment	10
Manage organizational systems, physical and financial resources	20				
Manage teaching and learning	20				

Table 2.2 above exhibits the structure of ACE-SLM programmes. The three main categories, namely, core modules, fundamental modules and elective modules coupled with their credits are displayed as prescribed by ACE-SLM implementation plan (DBE 2008). The Universities in Limpopo Province decided upon teaching all twelve modules as they found all modules necessary in the conceptualisation Provincial Organisational Team meeting that was constituted by delegates from Universities of Limpopo and Venda, Provincial officials and Unions. The lesson learnt from the implementation of ACE-SLM programmes is required to establish and determine how the modules facilitated or hindered the implementation of the programme.

2.12.2 Implementation of the structure

The reviewed literature revealed that implementation structure makes the second item under the discussion of the structure of ACE-SLM programmes. As a pilot study five of the South African public Universities registered first cohort of students into ACE-SLM programmes in 2007 (DBE 2008). In 2008, other public Universities joined the first five Universities in rolling out the programme. The first cohort of students from Limpopo Province was registered with the University of Pretoria, and they completed their studies in 2008. The University of Pretoria continued to provide educational services from 2007 up until 2012, when they did not agree to EDTP SETA, on funding structure. The last intake of students for ACE-SLM programmes was on June 2012, after Limpopo Department of Basic Education failed to fund because the provincial government was under administration.

In 2008, the Universities of Limpopo were given 100 students, 50 per each University as their pilot programme. The students completed their programme in 2009 and graduated in 2010. In 2010 the University of Limpopo was given 150 students whereas the University of Venda received 100 students. In 2011 the same happened, however, in 2012 Limpopo Department of Education was under administration, and as such did not provide students until they approached EDTP SETA to come for their rescue. A move into a new funder delayed the processes of normal registration in January, and only happened in June 2012.

The ACE-SLM funding and selection of students were done by districts through their circuit office. Priority was given to the dysfunctional schools, and was spiced by most achieving secondary, primary schools and special schools. The aim was to capacitate principals of contemporary leadership and management issues and practices, and to enable them learn from best leadership and managerial practices within their local schools of school principals who are competent and committed to their call of duty (DBE 2008). The lessons learnt from the implementation of ACE-SLM programmes are required to establish and determine how the implementation structure had facilitated or hindered the implementation of the programme.

2.12.3 Funding structure of ACE-SLM programmes

The reviewed literature revealed that funding structure makes the second item under the discussion of the structure of ACE-SLM programmes. There was a funding structure that was agreed upon by Universities in Limpopo Province and funders, in which Universities in Limpopo Province and Provincial Programme Coordinators (POT) members agreed on terms and conditions. The relevant Universities of Limpopo Province's authorities signed a Memorandum of understanding and endorsed that the programme proceeds. ACE-SLM programmes were rolled out by Universities of Limpopo and Venda as service providers (DBE 2008).

The funding challenges were limited until five Limpopo Provincial Departments become bankrupt and administration took over their management and control. LDBE approached EDTP SETA for funding, and the amount of money which was allocated per student was R24, 000 per entire programme which was far less than the proposed funding of R35, 000 per student. As a result, the funding of the 2012 cohort of students and the last cohort of ACE-SLM programmes made it impossible to implement the programme as envisaged and similar to the previous years. The drastic reduction of the proposed funding of R35, 000 by R11, 000 shifted a burden to the service providers, namely, the Universities of Limpopo and Venda. The lessons learnt from the implementation of ACE-SLM programme is required to establish and determine how the funding structure had enabled or delayed the implementation of the programme.

2.12.4 Programme Coordination

The ACE-SLM programmes were the National Department of Education policy imperative; as a result it was first on the national agenda (DBE 2008). It was coordinated by a national executive team, under the leadership of Mr Ndlebe, with members namely, Ms Stander, Mr Legong, Mr Maluleka and Ms Magatho. At provincial level (Limpopo Department of Basic Education) it was under the leadership of Ms Malima, assisted by Mr Maswanyanyi and Mr Bopape. At the University level, the programme coordinator and ACE-SLM secretary coordinated the programme. At the University of Limpopo, Dr Kanjere was succeeded by Professor Matsaung and then Dr Maruma. Ms Lebopa was assistant secretary to Dr Kanjere and Professor Matsaung who was succeeded by Ms Sebati who was ACE secretary

for Prof Matsaung and Dr Maruma. At the University of Venda, Dr Mulaudzi coordinated the programme with Ms Mudau as ACE secretary. Three levels of coordination were created for effective implementation of the programme, namely, National Coordination Team (NCT), Provincial Organising Team (POT) and University Coordination Team (UCT) in the coordination of ACE-SLM programme by Universities in Limpopo Province. University Coordination Teams was composed of Ace coordination, mentor coordination and ACE Task team. Ace coordination was made up of Programme coordinator and ACE secretary. Mentoring coordination was composed of mentor coordinator and mentor secretary. ACE Task Team was made up of leaders of units within the School and Department that house ACE-SLM programme. The lessons learnt from the implementation of ACE-SLM programme is expected to establish and determine how the programme coordination had enabled or delayed the implementation of the programme.

2.12.5 Activities of ACE-SLM programmes

2.12.5.1 The implementation plan

The reviewed literature revealed that the implementation plan is the instrument that was used to coordinate various programme activities. It was composed of timetables for contact and block sessions; mentoring; cluster meetings; monitoring and evaluation; assessment and review and planning workshops for the programme (DBE 2008). Annual implementation plan is drafted by the service providers and submitted to POT meetings for ratification and amendments. The final implementation plan is distributed to students, facilitators, mentors, POT members and any LDBE official at the day of (re)registration (DBE 2008). Universities in Limpopo Province used implementation plan to display their yearly activities. The lessons learnt from the implementation of ACE-SLM programmes is required to establish and determine how the implementation plan had enabled or delayed the implementation of the programme.

2.12.5.2 Contact and block sessions

The reviewed literature revealed that contact and block sessions were planned in such a way that they did not affect the normal running of primary and secondary schools. Eight sessions per semester which was derived from notional hours, were allocated for this sessions, in which each module enjoyed two hour period per

session. Three modules were allocated per semester, and in four semesters all 12 modules were offered (DBE 2008). The lesson learnt from the implementation of ACE-SLM programmes is required to establish and determine how the contact and block sessions had enabled or delayed the implementation of the programme.

2.12.5.3 Cluster meetings

The cluster meetings were used in the programme to create community of practice and promote learning communities (DBE 2008) which were earmarked to operate even after University years. One mentor was allocated five students within educational clusters. A mentor is required to sit in all University organised cluster meeting, to provide guidance in the completion of project-related assignments. In these meetings a mentor can communicate his programme on when to visit each school on mentoring or monitoring and evaluation of projects they launched together (DBE 2008). The lesson learnt from the implementation of ACE-SLM programmes is required to establish and determine how the cluster meetings had enabled or delayed the implementation of the programme.

2.12.5.4 Mentoring activities

The mentor is required to meet with mentees at school sites so that he they can agree on what project they ought to launch and reasons there to choose project A are not B. The feasibility and viability issues needs to be revisited and reviewed if school mentored projects are to succeed. Issues of section 21 allocation; human resource availability and capacities and SGB support should be looked into at the phases when a project was decided upon (DBE 2008). The lesson learnt from the implementation of ACE-SLM programmes is required to establish and determine how the mentoring activities had enabled or delayed the implementation of the programme.

2.12.5.5 Monitoring and Evaluation activities

The monitoring and evaluation is done by University lectures, in which some are programme coordinators and facilitators (DBE 2008). The instruments were designed to monitor and evaluate Ace school with the aim to support ACE-SLM principals and mentors on site. The monitoring and evaluation visits were planned to occur twice, in the second semester of each year. Monitoring and evaluation tool 1,

follows on the department's baseline evaluation, and tool 2 focused on monitoring and evaluation of mentoring activities, and a follow up on previous visit (DBE 2008). The lesson learnt from the implementation of ACE-SLM programmes is required to establish and determine how monitoring and evaluation activities had enabled or delayed the implementation of the programme.

2.12.5.6 ACE-SLM Task teams

The ACE-SLM programmes operated with two task teams, as required by the programme's implementation plan (DBE 2008). However, for effective implementation of ACE-SLM programmes by Universities in Limpopo the third one was added. The difference amongst them is that they operated at three different levels. The National Organising Team (NOT), Provincial Organising Team (POT) and University Organising Team (UOT). The National Department of Basic Education officials who were organisers of NOT were supporting the province on the implementation of ACE-SLM programmes. They provided training when required. The training were focused on the orientation of the programme, assessment and mentoring. They were also invited to planning and review workshops. The provincial officials were always available in all University-based activities of the programme, to provide support and deal with the implementation challenges. Lastly, University instituted structures such as Task Teams to help solve with the implementation challenges and plan for the future of the programme. The lesson learnt from the implementation of ACE-SLM programmes is required to establish and determine how task teams' activities had enabled or delayed the implementation of the programme.

2.12.5.7 ACE-SLM induction programmes and workshops

In the first year when the programme was rolled-out, there was a need for national Department of Education under leadership of Mr Ndlebe to deploy staff to train coordinators, facilitators and mentors. Similarly, after students' registration, they were subjected to induction programme which aimed at orientating them of the University, its facilities, rules and procedures. Furthermore, assessment workshops were organised, so that national department provide training on how to assess Ace students. Moreover, lecturers support and assist each other. A period toward year end, facilitators, mentors and students were invited to review and planning workshops, wherein the year activities were reviewed and plans and resolutions are

developed and adopted (DBE 2008). The lessons learnt from the implementation of ACE-SLM programme is required to establish and determine how ACE-SLM programme's induction programmes and workshops had enabled or delayed the implementation of the programme.

2.13 FOUNDATIONS OF ACE-SLM PROGRAMMES

The purpose of the ACE-SLM training programmes is to develop capacity amongst workers with the aims to improve individual and organisational performance. Agarwal and Agarwal (2013 437) highlight that in an attempt to improve organisational performance, individual employees and teams of employees were trained using specially designed and well-thought teaching content and pedagogy which aimed at changing participants' behaviour, attitudes and perceptions and provide knowledge and skills which are transferable to job tasks. The goal was usually to empower student principals so that they could become active contributors to the process of change (Etu.or.za undated) themselves and their own schools.

2.13.1 The purpose of organizational training programmes

The training programmes always aimed at overcoming operational challenges (Agarwal and Agarwal 2013: 439) that may be caused by change in organisational strategy, change in product/ service or machinery and processes. Edu.org.za (undated) asserts that organisational training programmes could help organisations to introduce new members to one's policies and programmes and help them to decide what work they would like to do in the organisation; and teach members the skills that would make it possible for them to do their tasks and contribute to the organisation's programme. This web site further provided the benefits of organisational training programmes, namely, to help members to understand the causes of the problems they face, so that they could take part in deciding how the organisation should deal with the problems; to enable members to participate in the democratic process of debate and decision making; to give members and leaders skills needed to run the organisation such as planning skills, chairing skills, skills for working on a committee; and to develop a clear understanding among the members of the theory that guides the organisation (e.g. political or economic theory).

On the other hand, Swanepoel et al. (2008: 447) outlines the importance of organisation development, namely, to improve the performance of employees who do not meet the required standards of performance, once their training needs have been identified; to prepare employees for future positions; to prepare employees for forthcoming organisational restructuring or for changes in technology; to ensure competitiveness in the marketplace by retraining employees; to increase the literacy levels of employees. Furthermore, it indicated that organisational training programmes benefit the individual employee for example Organisational Development helps the individual to make better decisions and increases job satisfaction, which in turn should benefit the organisation; and improve interpersonal skills and to make the organisation a better place to work.

Aims of organizational training amongst others, is to overcome operational challenges, to sharpen organisational competence and to put the organisation at the competitive edge. Schools as organisations are required to develop to achieve its goals and objectives, and the South African public schools are no exceptions. The reason for development is to support schools as they transit from apartheid to democracy. The transition brought many changes and challenges to the schooling system of the country. The apartheid legacy which is still in existence in many of South African teaching personnel, needs to be dealt with, and organisational training and development programmes need to be geared specifically to close the gap created by apartheid regimes.

As part of transformation and reconstruction of South Africa post 1994, the Education and Training institutions and schooling systems in particular were compelled to change, as political landscape was changing to impact on the educational legislations and policies which included school management and curriculum change. This compelling change was exposed by Professor SME Bengu when he retorted that:

South Africa had never had a truly national system of education and training, and that it did not have one yet. This policy document describes the process of transformation in education and training which will bring into being a system serving all our people, our new democracy, and our Reconstruction and

Development Programme. Our message is that education and training must change. It cannot be business as usual in our schools, colleges, technikons and Universities. The national project of reconstruction and development compels everyone in education and training to accept the challenge of creating a system which cultivates and liberates the talents of all our people without exception (Government Gazette No 16312, 2015: 5).

This South African Government Gazette was documented and passed when Nelson Rolihlahla Mandela was a head of the state. His belief and commitment to children and education is/ was felt in South Africa during his life-time and when he is no more. Education fraternities remembers him when he says, "Education is the most powerful weapon which you can use to change the world".

2.13.2 Organisational Development versus Human Resource Development

In the 21st Century, organisations have full-fledged units called Human Resource Development (HRD) in order to provide 'learning, development and training opportunities to improve individual, team and organisational performance' (Swanepoel Erasmus and Schenk 2008: 446). With my study embedded within Organisational Development and training theory, that is 'the evaluation of the implementation of the ACE-SLM programme' I wanted to understand and distinguish between the Organisational Development and Human Resource Development. Literature review reveals that:

Organisational Development is a process of increasing organisational effectiveness and facilitating personal and organisational change through the use of interventions driven by social and behavioural science knowledge (Anderson 2012: 1). According to Glanz Rimer and Viswanath (2008: 341) Organisational Development is a field of research, theory, and practice dedicated to expanding the knowledge and effectiveness of people to accomplish more successful organisational change and performance. On the other hand, Human Resource Development is a 'set of systematic and planned activities designed by an organisation to provide its members with the opportunities to learn necessary skills to meet current and future job demand', (Erasmus Strydom and Rudansky-Kloppers, 2013: 316). Swanepoel et al. (2008: 556) define Human Resource Development as a 'learning experience

organised mainly by an employer, usually within a specified period of time, to bring about the possibility of performance improvement or personal growth. The contemporary focus of OD training programme is to transform schools as a whole. This occurs when schools as institutions are transformed into 21st Century learning organisations which facilitate policy formulation and implementation. Furthermore, schools are transformed into innovative and developed custodies of best school and classroom practices in which teaching and learning accommodates learners' academic achievement.

When the researcher tried to analyse and reflect on the two concepts, Organisational Development and human resources, it was found that they have the same purpose. This purpose is to facilitate individual and organisational change through training as intervention strategy (Swanepoel et al. 2008: 556). This change has to do with learning and developing new knowledge, skills, attitudes and values with the aim to improve individual, team and organisational performance. Therefore, Organisational Development and Human Resource Development in this study means one and the same thing. I will prefer to use the concept, Organisational Development henceforth.

2.13.3 The relevance of OD and training to schools in South Africa

The public and private institutions have found leadership training to be a requirement to survive industry pressures and to be able to put the institutions on the competitive edge in the global economy. This was put very clear by Hendricks Cope and Harris (2010: 253) in their article titled 'a leadership program in an undergraduate nursing course in Western Australia'. They argue that:

The leadership program is based on the belief that leadership is a function of knowing oneself, having a vision that is well communicated, building trust among colleagues, and taking effective action to realize one's own potential. It is asserted that within the complexity of health care it is vital that nurses enter the clinical setting with leadership capabilities because graduate nurses must take the lead to act autonomously, make decisions at the point of service, and develop a professional vision that fits with organizational and professional goals Thus, the more practice students have with leadership skills, the more prepared they will be to enter the workforce.

The leadership programme that formed part of the study for Hendricks Cope and Harris (2010) targeted a three year undergraduate nursing programme. However, there were variety of leadership programmes targeting undergraduates and postgraduates. In this study the leadership programme targeted school managers who were practising and the programme was rolled out as an in-service training programme. DBE found it relevant and appropriate for schools to receive Organisational Development in relation to subject specialisation and school leadership and management. As a result ACE-SLM programme was rolled out to provide necessary in-service training for practicing teachers and school managers. ACE-SLM programme was meant to mitigate school leadership and management challenges experienced by school managers. Moreover ACE-SLM programme was aimed at mitigating school challenges revealed by the Task Team in 1996.

2.13.4. Anderson's model in ACE-SLM programmes

The reviewed literature revealed that there are various definitions of OD, the structuring of many Organisational Developments training programme comply with Anderson (2012) definition of Organisational Development. Similarly South African school leadership and management programme, ACE-SLM was aligned to this definition which puts emphasis on:

- the training as intervention (strategy)
- process (learning process),
- organisational transformation and effectiveness

The discussion of each of the components follows in the next paragraphs:

2.13.4.1 ACE-SLM programme as a training intervention strategy

The ACE-SLM programmes are a brain child of the Department of Basic Education in collaboration with the Department of Higher Education and Training which aims to capacitate school managers through skill development. The ACE-SLM programmes provide new knowledge and skills required to lead and manage the 21st Century organisations. The ACE-SLM programmes is the intervention strategy that aims to promote individual and school improvement and innovativeness, through learning process (during lectures-debates, group presentation, projects writing and presentations; cluster meetings and mentoring) that was meant to serve as school

intervention strategy towards school effectiveness. The learning process should be able to change individual school managers with regard to knowledge, skills, attitude and values; and the change and new learning should be able to be transferred to workplaces to increase school effectiveness. The ACE-SLM programmes were born eleven (11) years after it was conceived as a recommendation by Task Team on school management and administration which was constituted by South African Education Ministry. The task team unearthed diverse challenges South African educational management encounter every day in their workplaces.

This commission report was made public in 1996, and the report was made clear that school managers require development training to capacitate them. The Organisational Development training becomes crucial in periods when schools as organisations are faced with a challenge or they introduce a new product/ service/ machinery/ strategy/ policy. In South Africa the deteriorating levels of education status which has been labelled education crisis by “Mncube and Harber (2013), Spaul (2013) and Modiasole, (2012). These multiple challenges outlined in the Task Team Report (1996), was a result of transformation from apartheid to democratic education, change in curriculum and policies has led the Education Ministry and Department of Basic Education to use organisational training programme as the means to develop school managers and improve school effectiveness.

Apart from Task Team’s findings and recommendation, the reviewed literature revealed that the change from apartheid educational policies to democratic educational policies, coupled with decentralisation of school administration to school-based management warranted organisational training programme. There are multiple reasons for Department of Basic Education to roll-out school leadership programme in South Africa. Since well the Organizational Training programmes are meant to supports the organization’s strategic management goals, objectives and strategies (Guibert 2008), so it was the same with ACE-SLM programmes which comes as a support strategy to school managers because its purpose is to prepare them to handle and overcome prevailing school challenges and to attain school, district, provincial and national targets as far as strategic goals and objectives are concerned.

Every training intervention programme is conceptualised and evaluated at three stages. The evaluation can focus on (a) the design of the programme, (b) the implementation of the programme and (c) the impact of the programme. The focus of this study is the evaluation of the implementation of ACE-SLM intervention programmes by the Universities in Limpopo Province, South Africa by establishing the lessons learnt after the implementation. The study sought to answer the question, 'to what extent did ACE-SLM implementation influenced the attainment of the programme's objectives and address leadership and management challenges faced by schools.

2.13.4.2 The design of ACE-SLM programmes

The design of ACE-SLM programmes determines the implementation structure. At the conceptual level, Department of Education (2008: 3) came up with the design of the intervention programme in which the purpose of ACE-SLM programmes is identified as:

The programme seeks to provide structured learning opportunities that promote quality education in South African schools through the development of a corps of education leaders who apply critical understanding, values, knowledge and skills to school leadership and management within the vision of democratic transformation. It seeks to empower/enable these educators to develop the skills, knowledge, and values needed to lead and manage schools effectively and to contribute to improving the delivery of education across the school system.

ACE-SLM programme has three focus areas, which Department of Education 2008:4) has identified as the strengths of the programme. They are:

- reinforcing critical learning principles
- adopting a developmental assessment approach
- pursuing a transformational agenda (Department of Education 2008: 4).

The discussion of these areas gives clearest picture of the design of the ACE-SLM programme. Furthermore, Department of Education (2008: 4) puts it very clear that the curriculum that is delivery through teaching and assessment is required to be aligned to the following critical learning principles, namely:

- Directed and self - directed learning in teams and clusters
- Site based learning (dependent on the content)
- Variety of learning strategies i.e. lectures, practice and research portfolios amongst others
- Parallel use throughout of individual and group contexts of learning
- Collaborative learning through interactive group activities e.g. simulations, debates
- Problem - focused deliberation and debate in group contexts
- Critical reflection on group processes, group effectiveness
- Critical reflection and reporting on personal growth and insights developed
- Research and experimentation.

Moreover, teaching occurs to deliver learning content whereas assessment and research was meant to advancing learning. Therefore teaching, learning, assessment and research are supposed to be integrated during curriculum design and implementation. As a result developmental approach to assessment was part of the ACE-SLM's design. Department of Education (2008: 4) puts focus on developmental approach to assessment and that the assessment strategy includes a variety of options to demonstrate and provide evidence of practice, based on the anticipated outcomes and against the assessment criteria. Department of Education (2008, p.4) further asserts that the assessment is focused on applied competence and that the assessment evidence should include:

- Assignments and/or examinations, providing evidence of the ability to apply knowledge to practice
- Oral Presentations, which should be observed in context to observe ability to communicate with comprehension
- Two or more work based projects to demonstrate the application of the learning and insights from preferably the core modules
- A portfolio of practice evidence, which will support all modules
- Evidence of self-, peer-, tutor assessment as well as on-site verification of leadership and management competence.

Lastly, organisational transformation was identified as the strength and focus area of ACE-SLM. When the Department of Education (2008: 5) has to comment about the transformation agenda it says:

The programme is offered through a practice-based part-time mode so that students can work and learn at the same time. They will find that about 50% of the works that they need to do for the programme comprises activities that they will plan, execute and evaluate at their school. By the time they have completed the programme, it should be possible to provide evidence that their participation has helped to change their school for the better.

The design of ACE-SLM indicates that 50% of total programme's activity is allocated to school development whereas 50% was meant for the student development (DBE 2008: 5). The approach to ACE-SLM design is aligned to contemporary OD approaches wherein the focus has shifted from development of human resource only, but to development of the organisation as a whole, in which human resources are party. Human resource development is allocated equal value as school innovativeness and improvement. Whole school development required the programme to use the services of mentors who are retired school principals and deputy principals, rectors and vice rectors of colleges of education and circuit managers. Mentors' responsibility is to provide professional assistance and support to Ace students and schools. The nature of curriculum and assessment emphasised school-based management. The module content (curriculum) was school-based and required to be assessed using school-based assessment. The programmes' design and implementation have become crucial components of school leadership and management programme.

2.13.4.3 Organisational transformation and effectiveness

The organisational transformation is the process that involves the use of inputs to achieve specified outputs. Whereas, organisational effectiveness occurs when desired outcomes of the training programme are attained (Agarwal and Agarwal 2013: 440). This can be measured through training transfer. Transfer training refers to ability of a training programme to engage and change trainee behaviour towards job tasks through a training content.

2.13.5 Training in Organisational Development programmes

Dudovskiy (2014) Baldwin and Ford's Transfer of Training Model (1988) is based on the idea that the transfer of learning depends on training inputs that include trainee characteristics, training design and work environment. However, an important point in the model is that the outcome of training is impacted by trainee characteristics and work environment in a direct manner, whereas the impact of training design depends on the levels of training outputs such as learning and retention. Below find the Baldwin and Ford's Transfer of Training Model (1988).

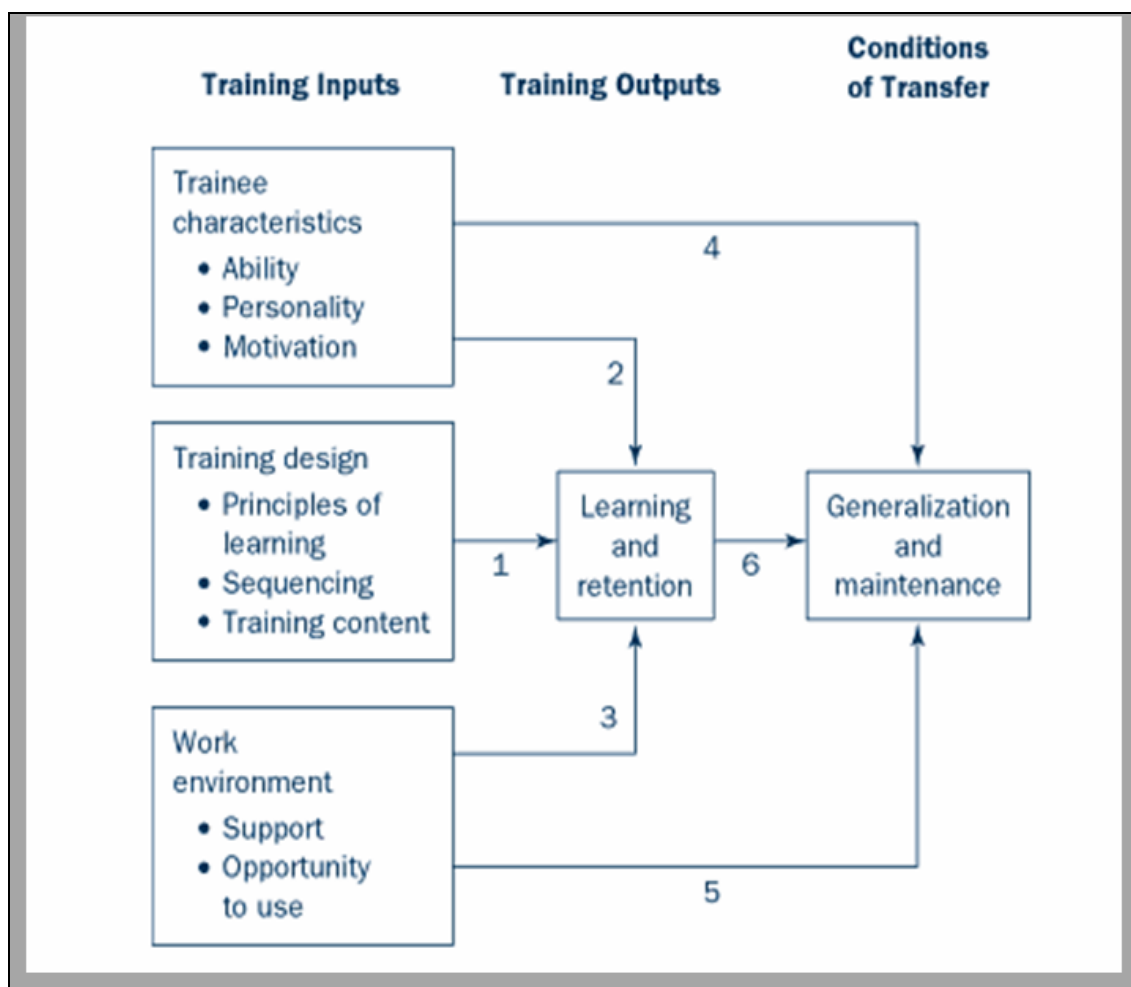


Figure 2.1: Baldwin and Ford's Transfer of Training Model

Figure 1 above depicts Baldwin and Ford's Transfer of Training Model 1988 adapted by Dudovskiy 2014. The model exhibits training inputs factors, training outputs and conditions of transfer. The Transfer of Training Model has made a valuable contribution on the study of training transfer. The main benefit of the model in practical levels can be explained in a way that it allows framework for evaluating the

impact of each individual input factor in training and identify and utilize the potentials for improving the impact of elements associated with each individual factor'. According to Goldstein and Ford, (2002) formal workers training should involves learning new knowledge, skills, attitudes or other characteristics in one environment that can be applied in the job environment to promote job performance through generalization.

2.14 THEORIES FRAMING THE STUDY

The researcher adopted Logic Model, Organisational Development Theory and School-Based Management Approach as theories that underpin this study. The adopted theories were in line with Swanson and Chermack (2013: 10) when they contends that theoretical framework introduces and describes the theory that explains why the research problem under study exists. In this study ACE-SLM programme is looked at from the point of the Logic Model, Organisational Development (OD) Theory and School-Based Management Approach. Since the study is evaluative in nature it was relevant to use the Logic Model that provided evaluative tools towards this study. The OD theory was roped in the study to provide insight on understanding how ACE-SLM programme was designed, what were the envisaged outcomes, and what implementation plans were. The evaluation study could be final by considering the practical and developmental nature of the programme and ignore the foundations through which the school leadership and management is practiced. School-Based Management Approach provided the tools to understand School Leadership and Management better.

2.14.1 Logic Model

Logic Model is the partner theory to Organisational Development Theory and School-Based Management Approach. A Logic Model is known to be a common model normally used when evaluation programmes. This suggests that the evaluation of the ACE-SLM programmes by the two Universities of Limpopo and Venda were going to be incomplete without the involvement of the Logic Model. A Logic Model as part of programme evaluation involves systematic collection of information about the activities, characteristics and outcomes of programs, personnel and products in order to reduce uncertainties, improve effectiveness and make decisions with regard

to what those programmes, personnel, or products are doing and affecting (www.niehs.nih.gov n.d.: 200). Programme evaluation can be conducted using programs theory, method-driven and black-box approach (Heuy 2012: 18). The stated researcher further highlights that method-driven evaluation uses a research method as a basis for conducting an evaluation wherein the design of an evaluation is mainly guided by the predetermined research steps required by a particular method, quantitative, qualitative, or mixed whereas, black-box evaluation assesses whether an intervention has an impact on outcomes (Heuy 2012: 18). This study adopted program evaluation as highlighted by Heuy 2012 : 18) that is theory-driven because it provide essential information to stakeholders in order to improve the programme by assessing whether an intervention works or does not work, how and why it does so. This study aims to tap into the benefits of evaluations, namely:

- Access effectiveness and impact;
- Determine factors that lead to program success or failure;
- Identify areas for program improvement;
- Justify further funding; and
- Identify new audiences and applications for projects (www.niehs.nih.gov).

The Program Evaluation adopted by this study, enabled the researcher to access the above benefit. It provided to answer to questions that would emerge from all of the stated benefits. For this reason it was worthwhile to adopt Logic Model as a partner theory to Organisational Development Theory and School-Based Management Approach.

2.14.2 Organisational Development Theory

In this study Organisation Development Theory was selected as a second partner theory to Logic Model theory and School-Based Management Approach, on the basis of it advocating for development and change in organisations. Institutions are never static, and keep on evolving. The ACE-SLM programmes were rolled-out in schools precisely to trigger changes there. Organisation Development Theory (ODT) supports what Logic Model espouses and also the research paradigm and approach, Pragmatism and mixed methods because it attempts to highlight and expose with programmes such as ACE-SLM programmes. Organisational Development is the

process through which an organisation an organisation develops the internal capacity to be the most effective it can be in its mission work and to sustain itself over the long term (Philbin and Mikush n.d. 2). Organisational Development Theory provides answer to questions related to nature of programme required; areas to be covered, programme's targets and how the programme needs to be designed and implemented. These are:

- What is the school as institution within Organisational Development Theory?
- Who needs to be development in the school?
- What needs to be developed?
- How should it be developed?

2.14.3 School-Based Management (SBM) Approach

This is a third partner theory in this study. Its relevance is the manner in which it emphasizes that development in institution of learning has to be school-based, logical and practical in nature. It brought paradigm shift to school leadership and management (Ganimian 2016:34). The utilisation of this third partner theory in this study is to strengthen the Organisation Development Theory and the Logic Model. The relevance of SBM approach is when it is well harmonised to ACE-SLM programmes which their focus were on the growth and development of an individual and that of an institution. To develop a school, there is a need that everything about that school be anchored on that school.

The changing needs and demands of education systems, school, school leadership, teachers, parents, learners, local and global communities led to change from traditional administration and management approaches to School-based Management Approach. The study by Elmelegy (2015: 79) confirms that SBM facilitates the participation of teachers and employees in decision-making process. Furthermore, the reviewed literature revealed that SBM can improve decision-making quality through empowerment of teachers, delegation of authority and encouragement of shared decision-making. The impact of school-based management to effective curriculum implementation stand to be challenged, however, the educational motivation for school-based management depends on

initiatives taken from within the school itself to improve its performance, through the quality of management, teaching and learning (Dimmock 1993: 2).

SBM approach focus is on a shift from school improvement traditions to a development tradition; shift from quantity to quality; shift from maintenance to effectiveness; shift from external control to school-based management; and shift from simplistic techniques to sophisticated technology (Cheng 1996:1). Effective school-based management depends on school effectiveness and whether structures and processes that embrace school-based management were created (Dimmock 1993: 3). Effective School-based management focuses on six features, namely:

- Autonomy, flexibility and responsiveness;
- Planning by principal and school community;
- Adoption of new roles by the principal;
- A participatory school environment;
- collaboration and collegiality among staff; and
- A heightened sense of personal efficacy for principals and teachers

The features stated are under control and management of school leaders and managers. Therefore competent and committed school leaders and managers can achieve effective school-based management. Since School-based management was adopted in South Africa in 1994, it is worthwhile to use this as a frame of this theory.

The integration of the three theories framing this study were summarised in the diagram below and discussions below.

2.14.4: A mind map showing Integration of theories framing this study

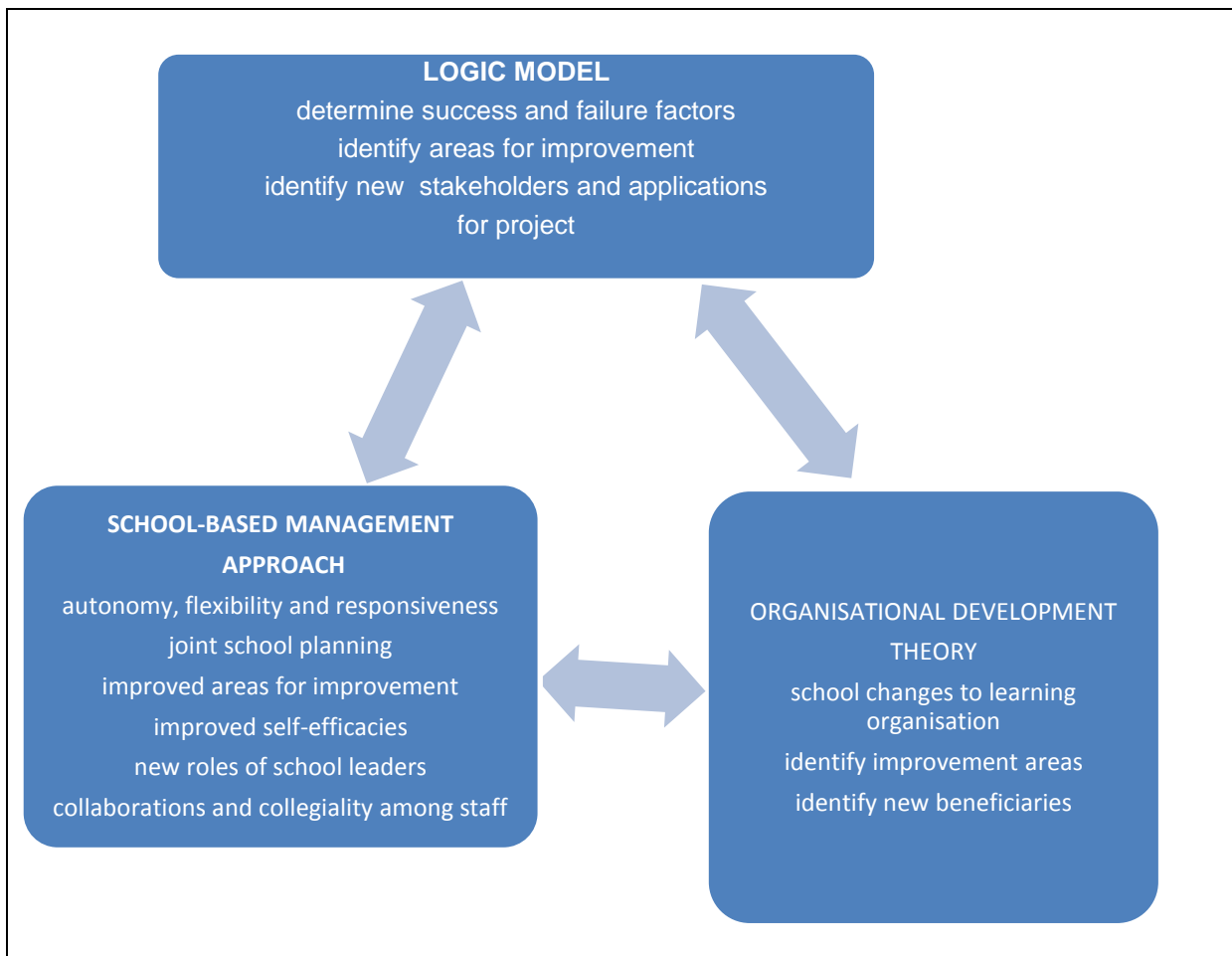


Figure 2.2: Integration of theories framing this study

Figure 2.2 above depicts the integration of theories framing this study. According to Heuy (2012:18) a theory-driven research that involves evaluation of programmes, such as this study, requires a theoretical framework that provides essential information to stakeholders in order to improve the programme.

The choice of these theories in framing this study was determined by their commonalities within their principles and salient features. The ACE-SML programme was aimed at transforming schools and this is possible through determination of areas for improvement. This aspect is a significant principle of all three theories. The aspect of identification of new stakeholders or beneficiaries in the Logic Model and Organisational Development Theory links well with collaborations and collegiality among staff in the School Based Management Approach. In the effort to transform schools, the theoretical framework in this study prioritises determination of areas for

improvement (Dimmock 1993, Heuy 2012) and identification of new school stakeholders or beneficiaries and promotes collaborations and collegiality among staff.

Apart from using SLM programmes in school transformation, by through determination of areas for improvement, identification of new stakeholders or beneficiaries and promotion of collaborations and collegiality among staff, other important features addressed by theoretical framework in this study are aligned to those identifies by Dimmock (1993 and Heuy (2012), namely,

- Determine of programmes' success and failure factors;
- Changing the schools into learning organisation;
- Promoting autonomy, flexibility and responsiveness amongst schools and school leaders;
- Joint school planning in reaching strategic decisions; and
- Inducting and capacitating school leaders in their new roles.

The selection of three theoretical frameworks was on the basis of their relatedness, especially for a study like this one. In the first place, the Logic Model as the first perspective paved way for the succeeding one, Organisational Development Theory and School-Based Management Approach. The relationship between the three theoretical perspectives is visible in the sense that Logic Model advocates that appropriate implementation of programmes such as ACE-SLM occurs where there is a tried and tested model like Logic Model. Then the Organisational Development Theory linked directly with the Logic Model on the basis that it places emphasis on operationalisation. The final one, the School Based management Approach pushes forth improvement inside the classrooms and schools. This is relevant for programmes such as the ACE-SLM.

2.15 CHAPTER SUMMARY

The chapter on literature review provided discussion of important concepts and constructs, processes, structure and theories that this study is centred upon. The chapter of literature review provided a theory base and a survey of published works that pertains to school leadership and management (Hofstee 2006: 91). In its

introductory part, the question on why school leadership is crucial, what are South African standards for principal ship, what are new developments on South African school leadership and management development programmes, what are the challenges facing school leadership and management in South Africa, and what are the ACE-SLM intervention programmes outcomes. Furthermore crucial concepts and constructs such as experiential learning, dialogue and discourse, reflexive practice, relationships creation, learning organisations and communities, mentoring, monitoring and evaluation and teaching and assessment strategies focused on dialogue and discourse, case studies and portfolio. The elements of ACE-SLM structure such as modular structure, implementation structure, funding structure and programme coordination were discussed. The foundations of ACE-SLM programmes focusing on its origin from Organisational Development and training were discussed. The foundations of the programme and Logic Model, Organisational Development Theory and School Based Management Approach, as well as the integration of theories framing this study were discussed.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

Chapter 2 presented the review of pertinent literature on school leadership and management. This review of literature advises that the theoretical framework has to help the research to highlight the problem, questions and purpose of the study better (Hofstee 2006: 91). This chapter presents the research design and methodology. The researcher commences this chapter by presenting the philosophical and theoretical underpinnings of this study. This is followed by the research approach, research design, population and sampling, sampling techniques, data collection methods, data analysis, quality assurance and ethical considerations.

3.2 PRAGMATISM

Pragmatism was adopted in this study as a methodological philosophy because of the practical nature of this research and developmental nature of ACE-SLM programmes. The study adopted mixed methods research approach and aimed at tapping into the strengths of each method and practicality in answering the research questions. Trahan and Stewart (2013: 59) argue that mixed-methods research represents an attempt to move beyond the ideological clashes between qualitative and quantitative purists and instead focuses on the pragmatic value of each approach. Since ACE-SLM intervention strategy is a practical programme, the use of Pragmatism which is practical in nature provided appropriate philosophical and theoretical underpinning of the study. A need to include supporting or partner theories is to provide all angles of the study with relevant and applicable theory.

In this study pragmatism provided foundation on how lessons learnt in the ACE-SLM programmes could be studied and evaluated. Pragmatism undergirds beliefs and ideas that are true to establish if they are workable and practical. This study is in line with Trahan and Stewart (2013: 59) and Creswell and Plano Clark (2007) description of pragmatism that it has a solid foundation for mixed method research

with its focus on the problem in its social and historical context rather than on the method. The study by Evans Coon and Ume (2011: 267-269) outlines four of the most important characteristics of pragmatism that are relevant and applicable to this study, namely:

- Pragmatism addresses how our values and epistemologies and our world views influence our actions and methodologies;
- The concepts of action and reflection are inherent in pragmatism and practice disciplines;
- Knowledge obtained through pragmatism satisfies disciplinary needs to improve individual clients' daily lives; and
- Pragmatism is connected to mixed method research and allows collaboration between knowledge creation (conceptualization) and production (methodology).

The principles identified by Evans et al. (2011) helped the researcher in the choice of research designs and methods of the study.

3.3 MIXED METHODS RESEARCH APPROACH

The study adopted mixed methods research approach. This implies that the research inquiry consists of a single research problem and research questions all of which are pursued under the guidance of quantitative and qualitative research approaches. In this study, mixing of methodologies addresses common research problems, purposes and questions. Greene (2008) endorses that research problem, purpose and questions inform research methodology and that different kinds of mixed method designs make sense for different kinds of inquiry purposes and questions.

The other dimension of choosing mixed methods is to establish the purpose for which they are used for. Johnson, Onwuegbuzie and Turner (2007:19) define mixed method as an approach used to investigate the social world that ideally involves more than one methodological tradition and thus more than one way of knowing, along with more than one kind of technique for gathering, analysing and representing human phenomena, all for the purpose of better understanding. The primary principle of mixed research that provided framework for this study is that multiple sets of data were collected using different research methods, epistemologies and

approaches in such a way that the resulting combination has multiple convergent and complementary strengths (Johnson and Turner 2003). Johnson and Christensen (2014: 52) offer comprehensive description of mixed methods research that the researcher uses a mixture or combination of quantitative and qualitative methods, approaches, or concepts in a single research study or in a set of related studies wherein the qualitative and quantitative parts of a research study might be conducted concurrently or sequentially to address a research question. Furthermore they highlight that the mixed approach helps improve research because the different approaches provide different knowledge and they have different strengths and weaknesses. This is supported by Creswell Plano Clark Gutmann and Hanson (2003: 212) when they argue that a mixed methods study involves the collection or analysis in both quantitative and qualitative data in a single study in which the data are collected concurrently or sequentially, are given a priority and involve the integration of the data at one or more stages in the process of research.

This study is parallel in nature with integration only occurring at the level of data analysis. This suggests that at the design and data collection levels quantitative and qualitative design and instruments were used simultaneously but parallel to each other. Data convergence occurs only at the data analysis, presentation and discussion level. The integration of quantitative and qualitative methods allowed tapping into strengths from two different research methodologies that used distinct sampling techniques and research methods. Morgan (2014: 3) confirms that different methods have different strengths. The benefits of using mixed methods go hand-in-glove with challenges and setbacks they bring into research inquiry. Morgan (2014:3) warns strongly that the choice of methods raises difficult problems precisely because they are so different. Based on the above description, mixed methods research methodology was found appropriate to establish the lessons learnt in the implementation of School Leadership and Management development programme. Getting ready to learn lessons from an already rolled-out programme requires that the nature and magnitude of the programme never be ignored and compromised.

3.3 RESEARCH DESIGN

The study adopted case study and survey research designs. In mixed methods research approaches, the research question, purpose and research problem determine a research design. A research design is the logical sequence that connects the empirical data to a study's initial research questions and, ultimately, to its conclusions (Yin, 2009: 27). Philliber Schwab and Samsloss (1980) define research design as a blueprint of the research, dealing with what questions to study, what data are relevant, what data to collect and how to analyse the results. Yin (2009: 2) highlights that the choice of the research design depends upon three conditions, namely, the type of research question, the control an investigator has over actual behavioural events and the focus on contemporary as opposed to historical phenomena. Research design is crucial part of research enquiry because it provides logic and systems and methods for data collection and analysis. Since this is a parallel study, for qualitative research approach, the design is a case study of the Universities of Limpopo and Venda. For the quantitative research approach, the research design adopted was a survey.

3.3.1 Mixed Methods Survey Research design

Mixed method research methodologies permit the blending of case study and survey research designs into one study. Kraemer (1994: 112) argues that the value of survey research is greatly improved when used in conjunction with other qualitative methods. A survey is a research strategy in which quantitative information is systematically collected from a relatively large sample taken from a population (De Leeuw Hox and Dillman 2008: 2). Visser Krosnick and Lavrakas (n.d) state that survey research involves the collection of data from a sample drawn from a well-defined population through the use of questionnaire. Gable (1994: 113) confirms that the survey approach refers to a group of methods which emphasize quantitative analysis, where data for a large number of organizations are collected through methods such as mail questionnaires, telephone interviews, or from published statistics, and these data are analysed using statistical techniques. He further argues that by studying a representative sample of organizations, the survey approach seeks to discover relationships that are common across organizations and hence to provide generalizable statements about the object of study. Kraemer in Glasgow

(2005: 1) identified three characteristics of survey research that provided a frame for my study as:

- A survey is used to quantitatively describe specific aspects of a given population;
- Data from survey research are collected from people; and
- Survey research uses a selected portion of the population from which findings can later be generalised back to population.

In this study, survey research design enabled me to establish lessons learnt in the implementation of School Leadership and Management Development programme of Universities in Limpopo Province, South Africa. The survey provided for evaluation of quantitative data Kraemer in Glasgow (2005: 1). On the basis of questionnaires that were administered to large research participants, I was able to access and establish experiences, perceptions and reflections that enabled me to examine lessons learnt in the implementation of ACE-SLM programme from participants. Furthermore, quantitative data supplemented qualitative data from interviews.

Table 3.1: A summary of survey research design and sampling

Research design	Research methods and instruments	Sampling technique	Sample frame
Survey research design	Questionnaires	Random sampling	ACE-SLM students

Table 3.1 displays a summary of survey research and sampling. The table captures how survey research design has influenced research methods, sampling technique and sample frame. The study used questionnaires as data collection methods. Random sampling was used to select a frame made up of ACE-SLM students.

3.3.2 Case study research design

Case study research design was a primary design through which the survey sample for this study was extracted. Case study research design allows the researcher to retain holistic and meaningful characteristics of real-life events such as small group behaviour, organisational and managerial processes and school performance (Yin 2008: 4). He further argues that case studies are used in many situations, with the

aim to contribute knowledge in relation to individuals, groups, social, political and related phenomena (Yin 2008: 4). Simons (2009: 5) warns that 'case study research need not use only qualitative methods.' He further states that 'the critical issues in deciding whether to use qualitative or quantitative methods are whether they facilitate an understanding of the particular case, what kind of inferences one can make from the data and how these are valued by different audiences for different purposes.' Baxter and Jack (2008) assert that case study provides tools for researchers to study complex phenomena within their contexts, which might help them develop theory, evaluate programmes and develop interventions when applied correctly. They further argue that rigorous qualitative case studies afford researchers opportunities to explore a phenomenon in context using a variety of data sources. Case studies could also employ qualitative and quantitative aspects of the research design. Within the case study research design, survey case study was derived and together they yielded qualitative and quantitative data that were used to extract and analyse data that dealt with lessons learnt from School Leadership and Management Development programme implementation by Universities in Limpopo Province. A case study research design was adopted in this study because of its potential to address two main concerns of the research inquiry, namely:

- Addressing the question on how and why the ACE-SLM programme was implemented as it was.
- Deriving in-depth descriptions of the implementation of ACE-SLM by Universities in Limpopo.

Gable (1994: 113) argues that data are collected from a small number of organizations through methods such as participant-observation, in-depth interviews, and longitudinal studies in a case study. He further highlights that the case study approach seeks to understand the problem being investigated by providing the opportunity to ask penetrating questions and to capture the richness of organizational behaviour, but the conclusions drawn may be specific to the particular organizations studied and may not be generalizable. In this study, case study research design used in-depth interviews and document studies.

Table 3.2: Summary of qualitative case study research design and sampling technique

Primary research design	Research methods	sampling technique	Sample frame
Case studies	Interviews- Interview schedule	Purposive sampling strategy	School managers, mentors, facilitators and coordinators.
Multiple cases	Document study	Purposive sampling strategy	ACE schools

Table 3.2 above depicts a summary of qualitative case study research design and purposive sampling techniques.

The ACE-SLM programme itself is an intervention strategy and has become more complex, particularly the implementation part which this study focused on. Therefore the case study research design offered the following benefits:

- documenting multiple perspectives, exploring contested viewpoints, and demonstrating the influence of key actors and interactions between them in telling a story of the programme;
- exploring and understanding the processes and dynamics of change;
- Case study is flexible, that is, neither time-dependent nor constrained by method;
- Case studies are written in accessible language; and
- Case study has potential to engage participants in the research process both at political and epistemological points (Simons 2009: 23).

Apart from aforementioned benefits, Benbasat et al. (1987:370) identify three strengths of case study, namely;

- The researcher can study school leadership and management in a natural setting;
- The method allows the researcher to understand the nature and complexity of the process taking place in School Leadership and Management Development Programme;

- It enables establishment of lessons learnt in the implementation of ACE-SLM programme; and
- Valuable insights are gained into new topics emerging from case study.
- Nevertheless, the benefits of case study go hand-in-hand with potential limitations of case study. Simons (2009: 24) outlines the potential limitations of the case study as follows:
 - The subjectivity of the researcher is inevitably part of the frame;
 - The reports we write cannot capture (hold) reality as lived;
 - The case study findings cannot be generalized, because they were not meant to achieve external validity, but to achieve trustworthiness of research quality; and
 - The usefulness of the findings for policy determination is partly dependent upon acceptance of different ways in which validity is established and findings are communicated in case study research.

The choice of case study resulted after weightings were done on benefits versus limitations, and it was found that the benefits far exceed limitations.

3.4 POPULATION AND SAMPLING

3.4.1 Population

Population refers to elements that possess the characteristics of the phenomenon under investigation. It may refer to knowledge bearers and holders of a particular phenomenon. This is supported by Welman et al. (2005: 52) when they maintain that a population refers to the study object and consists of individuals, groups, organisations, human products and events or the conditions to which they are exposed. They further state that population encompasses the collection of all units of analysis about which the researcher wishes to make specific conclusions. Strydom (2010: 223) argues that population refers to individuals in the universe that possess specific characteristics. In this study, population was composed of a variety of stakeholders servicing University of Limpopo and University of Venda ranging from programme developers to participating school principals. This programme required the services of programme coordinators, mentors and facilitators to assist student principals. The programme used the services of five national administrators, four provincial administrators, two Sectoral Education and Training Authority, Education

Training and Development, (EDTP-SETA), two programme coordinators and two secretaries from national level until service delivery point. The population of study was further made up of 700 Ace principals and 675 Ace schools, 54 mentors, 23 facilitators, 2 secretaries and 2 coordinators.

3.4.2 Sampling

A sample for this study was extracted from the defined population. A sample comprises elements of the population considered for actual inclusion in the study (Strydom 2010: 223). According to Kember Stringfield and Teddlie (2003: 277) sampling plays a crucial part in the research process because it determines trustworthiness, internal validity as well as representativeness and external validity of the research findings. They further argue that the choice of a sampling schema has a direct influence on sample size and sampling strategy. Therefore researchers should consider three important factors in this regard, namely, 'questions asked, instruments/ methods chosen and resources availability. A sample for this study is subdivided into three sets: sample for surveys, interviews and document study.

Sample for surveys: A Rao-Soft Calculator helped me to arrive at 249 school managers randomly sampled from the population of 700 school managers. 265 questionnaires were distributed to counter the effect of low return rate.

Sample for interviews: Thirty case study schools were purposively selected based on the location as identified in Limpopo Province's Educational Districts, school size and school reputation and performance history, school representativeness with respect to primary, secondary, combined and special schools were considered. All five Limpopo Education Districts were equally represented. Furthermore, four programme coordinators, two programme secretaries, six mentor coordinators and six facilitators were purposefully sampled for this study.

Sample for document analysis: Thirty case study schools were purposively selected for interviews.

3.4.3 Sampling techniques in mixed method research

In this study the purposive sampling was used to select a sample which participated in this study. According to Onwuegbuzie and Collins (2007: 281) researchers are required to decide on the number of participants to select-sample size and how to select these sample members. The ultimate purpose of sampling is to select a set of elements from a population in such a way that descriptions of those elements accurately portray the total population from which the elements are selected (Babbie 2010: 199). The choice of sampling strategies was guided by Kember et al. (2003: 283) when they argue that complex research question require more than one sampling technique. Kemper et al. (2003: 284) support and confirm Tashakkori and Teddlie (2003) contributions to mixed methods sampling strategy. Kember et al. (2003: 283-284) outline the strengths as follows:

- Mixed methods strengthen the research design;
- It creates a multi-faceted view of the research question;
- It allows for triangulation of data sources; and
- It potentially facilitates stronger inferences than do single method research studies.

Onwuegbuzie and Collins (2007: 281) warn mixed method researchers on challenges and difficulties to expect in the process of research inquiry, particularly with sample size and sample frame. Sampling strategies are even more complex for studies in which qualitative and quantitative research approaches are combined either concurrently or sequentially. Sampling decisions typically are more complicated in mixed methods research because sampling schemes must be designed for both the qualitative and quantitative research components of these studies. The challenges as stated by Onwuegbuzie and Collins (2007: 281) were encountered but resolved by use of purposive sampling.

3.4.3.1 Random sampling technique

The random sampling was adopted in this study to give 260 schools managers' equal chance to participate. According to Earl (2010: 199) in random sampling, each element has an equal chance of selection independent of any other event in the

selection process. Rao soft Sample Size Calculator recommended for 260 participants but 275 questionnaires were distributed.

Table 3.3: The random sampling technique

Sampling technique: Random sampling			
	University of Venda	University of Limpopo	Total participants
ACE-SLM schools	130 participants)	130 participants)	
Total returned questionnaires	124	126	250

Table 3.4 depicts the purposive random sampling technique and how it guided the choice of sample size. The table indicates that 260 questionnaires were distributed with 250 returning questionnaires. Furthermore the table has categorised participants. This distribution captured the sense of what was happening in Limpopo Province.

3.4.3.2 Purposive sampling technique

The purposive sampling was adopted in this study to reach out to specific population which possesses representative attributes of the population (Strydom 2011: 232). According to Babbie (2010: 193) in purposive sampling the choice of sample is on the basis of knowledge of a population, its elements and the purpose of the study. Van Vuuren and Maree (1999: 281) maintain that in purposive sampling the principle is to use expert judges to select cases with a specific purpose in mind. The criteria used in purposive sampling were based on the school size, the school type and the school performance. In this study purposive sampling helped to choose ACE-SLM schools, ACE-SLM students, mentors, facilitators and coordinators. The case study sample was based on locality and size of the school. I used e-mails and small message service (SMS) and phone calls.

Table 3.4: The purposive sampling technique: sample size and frame

Sampling technique: Purposive sampling			
	UNIVEN schools	ACE-SLM	UL ACE-SLM schools
Large secondary school	3		3
Small secondary school	3		3
Large primary school	3		3
Small primary school	3		3
Special school	3		3
Programme coordinators	1		1
Ace Secretaries	1		1
Facilitators	3		3
Mentors	3		3

The table 3.4 above depicts how sampling technique was used in this study. Different interview schedules were used to extract data from different participants as outlined above.

3.5 DATA COLLECTION METHODS

The study used questionnaires, interviews and document study as data collection methods informed by mixed method research. Mixed method research permits the use of qualitative and quantitative methods. Furthermore, the use of more than one method validates and triangulates data provided by each other. Triangulation is not aimed merely at validation of data, but at deepening and widening one's understanding, and tends to support interdisciplinary research (Yeasmin and Rahman 2012: 154). They further argue that triangulation is used to bring together the advantages of the qualitative and the quantitative approaches. A method or technique for data collection is referred to as a technique that is used to collect empirical research data (Johnson and Burke 2000). Furthermore, Johnson and Burke (2000: 298) outlined six major methods of data collection as questionnaires, interviews, focus group, tests, observation, and secondary data.

3.5.1 Questionnaires

Questionnaires served as data collection technique for quantitative data. It had a series of closed and open-ended questions constructed in such a way as to answer the research questions. Questionnaires were administered to 260 participants. There were 250 questionnaires returned. Johnson and Burke (2000: 303) assert that 'when using questionnaires, the researcher constructs a self-report data collection instrument that is filled out by the research participants.' Apart from expert knowledge, questionnaires were validated by first being piloted in order to detect weaknesses and address them prior to their utilisation. Thereafter, the questions were taken to the University's Statistical section to determine their relevance and appropriateness for this study.

Furthermore, I followed Johnson and Burke (2000: 303) thirteen principles of questionnaire construction. These principles direct researchers to:

- Make sure that the questionnaire items matches your research objectives;
- Understand your research;
- Use natural and familiar language;
- Write items that are simple, clear, and precise;
- Do not use leading or loaded questions;
- Avoid double-barrelled questions;
- Avoid double negatives;
- Determine whether an open-ended or a closed-ended question is needed;
- Use mutually exclusive and exhaustive response categories for closed-ended questions;
- Consider the different types of response categories available for closed-ended questionnaire items;
- Use multiple items to measure abstract constructs;
- Develop a questionnaire that is easy for the participants to use; and
- Always pilot-test your questionnaire.

The principles stated above helped in the construction of closed and open-ended questions. An example is cited in the table below.

Table 3.5: Extract from questionnaire

B: CHALLENGES IN SOUTH AFRICAN SCHOOLS			
4	Schools required school leadership and management development programmes as a means to capacitate school leaders and managers.	Agree	Disagree
5	A proper design of ACE-SLM programmes was required in addressing SLM barriers.	Agree	Disagree
6	ACE-SLM programmes had a capacity to improve performance of school leaders, teachers and learners.	Agree	Disagree
7	The design of ACE-SLM programmes amongst others was aimed at addressing SLM barriers.	Agree	Disagree
8	The implementation of ACE-SLM programmes were geared towards addressing the identified barriers.	Agree	Disagree

Table 4.5 above displays an extract from questionnaire that indicates closed and open-ended type of questions that were asked. A Likert scale was used for closed questions. According to University of Northern Iowa (2011:1) a Likert scale measures the extent to which a person agrees and disagrees with the question. See Appendix F for ACE-SLM students' questionnaire.

3.5.2 Interviews

Interviews served as data collection technique for qualitative data. Interviews with predetermined open-ended questions allowed me to follow-up and to extract qualitative data from cases. This is supported by Johnson and Burke (2000) that in this method, an interviewer establishes rapport and asks the interviewee a series of questions. They further assert that the interviewer has latitude to probe the interviewee for clarity in case a need arises.

The interviews are classified into three categories, namely pure qualitative, mixed and pure quantitative (Johnson and Burke 2000). In this study I used pure qualitative interviews with questions that are unstructured, exploratory, open-ended, and typically in-depth to explore diversity of topics (Johnson and Burke 2000). These interviews included informal conversational interviews, the interview guide and standardized open-ended interviewing. (Patton 2002). Babbie (2010: 275) asserts

that the interview allows interviewers chance to observe respondents, the surrounding and clarity seeking questions could be posed by both parties. For this study, individual interviews involved school managers from ACE schools, four coordinators, two ACE-SLM secretaries, six facilitators and six mentors. The interviews enabled the researcher to extract data needed to evaluate the implementation of ACE-SLM. The interview protocol (Creswell, 1998: 124) is mostly referred to as an interview schedule. The following aspects were addressed:

Table 3.6: Aspects of interview schedule

Challenges, objectives, instruction and assessment, teaching and assessment strategies, funding structure, mentoring, reflexive practice, experiential learning, learning communities, monitoring and evaluation.

Table 3.5 exhibits aspects of interview schedule. The aspects were crucial to establishing lessons learnt in the implementation of School Leadership and Management Development programme. Each quota of my interview participants were interviewed using different interview schedule. Attached find interview schedules for ACE-SLM students (Appendix G), programme coordinators and secretary (Appendix H), ACE-SLM facilitators (Appendix I) ACE-SLM mentors (Appendix J).

3.5.3 Document study

Document study served for both qualitative and quantitative data. Document study was conducted on school sites where documents such as school policies and plans were perused and at the University site where ACE-SLM minutes and resolutions were perused. Document study was based on these 11 areas of research interest, namely, school policies: finance/ religious/ admission/ language/smoking/ safety and security/ cell phone/ extramural/asset/ maintenance; procedures for policy development; school development plan; school improvement plan; school vision and mission; school filing system; schools archives; curriculum management; assessment and moderation plans/ policies; remedial plans/ policies; monitoring written work; staff development policy; integrated quality management system (IQMS) and mentoring plans. Strydom and Delport (2011: 383) maintain that secondary analysis provides an opportunity to bring new perspectives to existing

data and to use elements of the data that have not been fully analysed. Document review protocol is attached as appendix K.

3.6 DATA ANALYSIS

The researcher used a variety of methods to analyse data extracted from different instruments and sources. The choice of the method depended on the nature of data collected. Descriptive statistics were used to analyse data from surveys whereas content analysis and narratives were used to analyse data from used interviews. In the analysis of data from document study, content analysis was used.

3.6.1 Analysis of quantitative data from questionnaires

Data from 250 school managers was analysed using Statistical Packages for Social Sciences (SPSS version 21) tools. Data captured on SPSS version 21 produced the frequency tables, pie charts and bar graphs.

3.6.2 Analysis of qualitative data from interviews

Data extracted from interviews were analysed using content and narratives analysis methods. In order to allow subjects to speak for themselves, narratives were used. According to Schurink Fouche and de Vos (2011: 405) narrative approach does not only focus on analysing the subject matter but also emphasises the gathering and presentation of the data in such a way that subjects speak for themselves. They further argue that a detailed and authentic picture of the innermost experiences of the life world of the subjects(s) is presented as the product of the research. The researcher drew inferences about the larger picture of the phenomenon under study.

3.6.3 Analysis of qualitative data from document study

Data from document study were analysed using content analysis. Data was extracted from the management of a school's physical resources, school policies, managing teaching and learning, managing human resources, assessment and moderation, ICT, developing portfolio of evidence and mentoring. The eleven areas identified above cover the primary focus of the programme; furthermore, these areas were very crucial in the promotion of schools' innovativeness, improvement and development.

3.7 QUALITY ASSURANCE IN MIXED METHOD RESEARCH

The criteria for judging the quality of qualitative research include trustworthiness, credibility, conformability and data dependability, whereas quality in quantitative dimensions involves validity, objectivity, representation and generalisation. The aspects of quality in qualitative research were discussed together with validity. Internal and external validity were assessed and confirmed in this study.

3.7.1 Quality assurance in quantitative research

3.7.1.1 Internal validity

Internal validity seeks to establish causal relationships between variables. This occurs in the explanatory studies where a researcher tries to explain why event A has led to event B (Yin, 2009). However, if the researcher fails to identify the effect of C, which had caused B to occur and concludes that A had caused B to occur, therefore 'the research design failed to deal with some threat to internal validity' (Yin 2009: 42). In the case study research designs, the internal validity is crucial when making inferences. 'Basically, a case study involves an inference every time an event cannot be directly observed, because the investigator infers that a particular event resulted from some earlier occurrences (Creswell and Plano Clark 2010). In order to appropriately embark upon making inferences, there is a need to thoughtfully engage in a series of questions. These questions are provided by Yin (2009: 43) as follows:

- Is the inference correct?
- Have all the rival explanations and possibilities been considered?
- Is the evidence convergent?
- Does it appear to be airtight?

He further advises that one needs to do pattern matching; explanation building and the use of Logic Models should be thoroughly thought of when making inferences at data analysis phases.

3.7.1.2 External validity or representativeness

External validity was crucial to establish appropriate sample size to enable me to generalise my research results. This is aligned to Johnson and Turner (2003: 300)

definition of external validity when they argues that it is traditionally defined as the degree to which one can generalize a research finding to other people, places, settings and times. This quality is crucial for surveys and case studied with differing magnitudes. Surveys rely on statistical generalisation, whereas case studies (as with experiments) rely on analytical generalisation (Yin 2009: 43). The generalisation of Case study results refers to ability to obtain the same results if the research is replicated. The replication logic should be attained if the research is re-conducted using the same research designs and within the same research context.

3.7.2 Quality assurance in qualitative research

3.7.2.1 Trustworthiness

Trustworthiness or rigor of research inquiry is one of the quality assurance factors that are used in qualitative research to provide truth value, utility and consistency. Krefting (1991: 222) confirms Guba (1981) argument that truth value, applicability, consistency, and neutrality are critical factors to the evaluation of the worth of research. The significance of trustworthiness in research is supported by Cohen and Crabtree (2008) Lincoln and Guba (1994) when they assert that trustworthiness is important in evaluating the worth of a study through the establishment of credibility, transferability, dependability and conformability. In striving towards trustworthiness, prolonged engagement; persistent observation; document reviews; triangulation; peer debriefing; negative case analysis; referential adequacy; and member-checking techniques were considered (Lincoln and Cuba 1994). In this study trustworthiness was attained when prolonged engagement and triangulation were used in this study. Prolonged engagement occurred when student principals were given questionnaires to complete, and interviews to clarify some issues. Furthermore, triangulation was attained through the use of three data collection methods, namely, document study, questionnaires and interviews.

Trustworthiness and validity are two important concepts used in research inquiries to provide credibility and defence to research findings. Every component and stage of a research study can be examined for validity or trustworthiness, e.g. design, measurement, data collection analysis, interpretation and writing (Johnson and Turner 2003: 298). In this study validity or trustworthiness of research instruments

were measured by using expert knowledge for questionnaires and pilot study for interviews and document study. In order to establish transferability of research inquiry, thick descriptions of data was utilised. In this study the statistical tools, document analysis and narratives were used as data analysis methods for establishing transferability and conformity.

In verifying research trustworthiness, there are authenticity criteria which play a crucial role in social science research. Lincoln and Guba 2000 assert that authenticity criteria are so referred to because they are 'hallmarks of authentic, trustworthy, rigorous, or valid constructivist and phenomenological inquiry' (180). This study strove to achieve the authenticity criteria such as fairness, ontological authenticity, educative authenticity, catalytic authenticity and tactical authenticity.

3.7.2.2 Credibility

Credibility is confidence in the 'truth' of the findings (Cohen and Crabtree 2008). This scientific study complied with this quality issue, through good choice of questions, data collection strategy and data analysis. In this study, data was validated so that hard facts are obtained. Furthermore, method triangulation was attained, through the use of questionnaires, interviews and document data collection instruments. In addition to data collection method triangulation, data was analysed using three different methods, namely, Statistical Packages of Social Sciences (SPSS) description tools, narratives and document study. Again, data analysis method triangulation was achieved. To promote the credibility of the study the researcher attempted her level best not to allow her prejudices, biases and interest to dilute the findings of the study. This was visibly done in this study through strengthen the triangulation area. That is why the study ended up adopting the mixed method route in order that any amount of bias that could have filtered through unintentionally was mitigated by the use of mixed method approach.

3.7.2.3 Transferability

Cohen and Crabtree (2008) define transferability as research quality component that shows that the findings have applicability in other contexts. In spite of the fact that small scale studies using case studies cannot be generalised because they are nor representative, they should have a quality of being transferable to similar contexts. In

this study the aspect of transferability is catered for when knowledge on leadership and management from ACE-SLM programme is spread to schools that were not part of the programme.

3.7.2.4 Dependability

In research, dependability refers to showing that the findings are consistent and could be repeated (Cohen and Crabtree 2008). It relates to reliability mostly used in quantitative research. In this context, it stands on the fact that it accommodates both quantitative and qualitative approaches. On that score, findings generated were likely to be more reliable than when created through a single research approach.

3.7.2.5 Conformability

Conformability refers to a degree of neutrality or the extent to which the findings of a study are shaped by the respondents and not researcher bias, motivation, or interest (Cohen and Crabtree 2008). By virtue of citing four research respondents in each theme from qualitative data confirms the scientific nature of the study.

3.7.2.6 Bias

A bias is indicated by the presence of factors that challenge the validity of cross-cultural comparisons (Sinkovics Penz and Ghauri 2008: 693). Bias results from omission of participants' voices (Lincoln and Guba 2000). In this study the researcher attempted to bracket her own biases regarding the implementation of ACE-SLM programme. Biases were bracketed through the guidance of supervisors who were now and then advising about critical comments which included avoiding biased reporting and biased analysis of data in the research.

3.7.2.7 Triangulation

Respondent triangulation was attained because more than two research participants were used in this study (Thurmond, 2001: 253) by the collection of data from multiple sources (Ziyani et al. 2004) to thwart the limitations and biases that results from using a single method (Duffy 1993). Apart from respondent, method and theory triangulations were achieved. A discussion on method triangulation was provided in the previous session, 2.7.2.1 trustworthiness and 2.7.2.2, credibility. Theory

triangulation was attained by the use of three theories, namely, Logic Model, Organisational Development Theory and School Based Management Approach.

3.8 ETHICAL CONSIDERATIONS

It is important to provide ethical consideration to research inquiry that deals with people. The rationale is to protect people from harm and related issues of disclosure. Johnson and Christensen (2000: 63) refer to research ethics as a set of principles to guide and assist the researcher in deciding which goals are most important and in reconciling conflicting values. McMillan and Schumacher (1997) revised the following guidelines which were followed in this study to meet ethical requirements:

- The researcher obtained informed consent from participants;
- The participants were free to withdraw from the study at any time;
- The participants were protected from physical and mental discomfort, harm and danger that might arise from the research procedures;
- The participants remained anonymous and the confidentiality of the participants was protected;
- The participants were informed about the usage of electronic devices.
- The researcher strove to protect human rights, in all the encounters with respondents; and
- The individual consent and permission was confidential during research and after research. For the purposes of ethical considerations, participants were required to sign a standard consent form as designed by University of Limpopo.

As informed by McMillan and Schumacher (1997) and the University of Limpopo research processes, the researcher applied for ethical clearance from the University of Limpopo Research and Development office, under the leadership of Professor Jesika Singh, after the study passed Departmental, School and Higher Degrees' Committee processes (Appendix A). In response to the researcher's application, ethical clearance was issued (Appendix B).

Applications to the University of Limpopo (Appendix C), the University of Venda (UNIVEN) (Appendix D), the Limpopo Department of Basic Education (LDBE)

(Appendix F) and schools (Appendix H) were submitted at the relevant institutions. In response to applications made, approval was granted (Appendix E for the approval from UNIVEN, Appendix G from LDBE and Appendix I from schools. A consent form (see Appendix J) for participants was provided.

3.9 CHAPTER SUMMARY

This chapter on research design and methodology focused on the philosophical, theoretical and methodological aspects of research inquiry. The chapter outlined the theoretical framework, and anchored pragmatism as overarching theory supported by Logic Model, Organisation Development Theory and School-Based Approach as partner theories. The chapter indicated why mixed method research was selected as research approach, and how survey, case study and document study research designs were used in this study. Questionnaires were used in surveys, interviews in case studies whereas documents were perused in document study. The chapter further highlighted data analysis methods used from methods stated above. Data from questionnaires were analysed using SPSS statistical package whereas data from interviews and document study was analysed using content analysis. Quality assurance aspects of qualitative and quantitative research approaches were outlined. Lastly, ethical issues guided by the University of Limpopo Ethical Research Framework were also outlined.

CHAPTER 4

DATA PRESENTATION AND DISCUSSION

4.1 INTRODUCTION

The preceding chapter on research design and methodology presented tools, techniques, methods and designs that were used to arrive at appropriate data that were able to answer research questions and address research problem and objectives. This is in line with Yin (2009: 27) when he contends that a research design is the logical sequence that connects the empirical data to a study's initial research questions and, ultimately, to its conclusions.

This chapter is on data presentation and discussion of data gathered through questionnaires, interviews and document study. The use of three data gathering tools was informed by the evaluative and the pragmatic nature of this study. Furthermore, the choice of the above data collection methods was informed by the use of the mixed method research approach Greene (2008). The approach allowed the researcher to distribute survey questionnaires and conduct both interviews and the document study separately, analyse data extracted through the three methods separately. The point of data convergence was arrived at during data discussion. A survey was conducted using questionnaires that were composed of quantitative data that was analysed using Statistical Packages of Social Sciences (SPSS) and Microsoft excel. Notes that were captured during interviews were analysed using content analysis and narratives. Lastly, data extracted through the document study were analysed also using content analysis. Data from questionnaires, interviews and document study were coded and categorised into patterns and themes. Themes were categorised and presented and discussed as qualitative and quantitative findings.

4.2 DATA PRESENTATION

Themes were categorised into demographic dimensions and lessons learnt in the implementation of school leadership and management programme by Universities in

Limpopo Province. The demographic information factored the profiling of research participants (Nkadimeng 2017: 49), the gender of participants, the age band of participants and the post designation. The citations from qualitative research data require full understanding of research participants' historical background. Key themes on lessons learnt in the implementation of school leadership and management programme by Universities in Limpopo Province addressed school leadership and management challenges, implementation and attainment of ACE-SLM programme outcomes and the funding structure for ACE-SLM programmes, programme coordination, alignment of instruction and assessment, the role of mentoring in ACE-SLM programme, the significance of monitoring and evaluation in ACE-SLM programme, reflexive practice as a core of ACE-SLM programmes, building learning communities in ACE-SLM programmes, encouraging experiential learning in ACE-SLM programmes and portfolio of evidence as aspect of teaching and assessment. Lastly, the student principals' perception on schools that participated and those that did participate in the ACE-SLM programmes and improvement of practice was made to show that ACE-SLM schools are well-equipped to make learners pass. The demographic information of participants is presented and discussed in the next item.

4.2.1 Demographic information

Demographic information refers to population factors and dynamics within the population that cause changes over a period of time (Merriam-Webster Dictionary n.d.). This demographic information of participants shed light on population dynamics and changes that had an influence on participants' responses. In order for the researcher to understand participants' responses, the demographic information of participants was important to understand their responses to questions posed in the questionnaires and during interviews and document study. In this study, the demographic information of participants was categorised into gender, age band and post designation. Furthermore, demographic information covered the profiling of research participants.

4.2.1.1 Profiling of research participants

Profiling is more of a trend in qualitative research than in quantitative ones (Creswell and Plano Clark 2010). The research participants were composed of ACE-SLM

schools, research participants, ranging from student principals, coordinators, facilitators and mentors. The stated research participants were important stakeholders during the implementation of ACE-SLM programmes (DBE 2008: 6). The first category was made up of ACE-SLM schools. The second category consists of student participants who were principals, deputy principals and Head of Departments (HODs) enrolled in the ACE-SLM programme by Universities of Limpopo and Venda. The third category was made up of programme coordinators who were head of the programme, head of mentors and secretariat. The fourth category was made up of facilitators who were University lecturers involved in the programme. The fifth and last category was made up of mentors made up of retired school leaders and circuit managers appointed by Universities to render mentoring services to ACE-SLM registered students. Underneath follows profiling of participants per research instrument used in this study.

A total of 250 student principals completed questionnaires, wherein each University shares half. Student participants were divided into 15 for UL and 15 for UNIVEN. This allowed tracing and tracking of student responses from questionnaires and interviews. This information is portrayed in Table 5.1 below.

Table 4.1: Profiling of research participants from questionnaires

Research participants	University of Limpopo	University of Venda
Student participants	Student participants 1-15 Student participants 31-165	Student participants 16-30 Student participants 166-250
Total	125	125

Table 4.1 above displays the distribution of student participants per University. It indicates the number of student participants from each University who completed questionnaires. Questionnaires were completed by student participant 1-15 and 31-165, who graduated from ACE-SLM programme rolled-out by UL. Data from student participants 16-30 and 166-250 were retrieved from students' participants who graduated from ACE-SLM programme rolled-out by UNIVEN. Equity was achieved in this category because an equal number of student participants from UL and UNIVEN

completed the questionnaire. Underneath follows a profiling of ACE-SLM schools that participated in document study.

Table 4.2: Profiling of ACE-SLM schools from document study

Research participants	University of Limpopo	University of Venda
ACE-SLM school	ACE-SLM schools 1-15	ACE-SLM schools 16-30

Table 4.2 above displays the distribution of ACE-SLM schools from document study. It indicates that ACE-SLM schools 1-15 from UL and 16-30 from UNIVEN participated in the document analysis. Each University had equal representation in participating in document study. Underneath follows profiling of research participants from interviews.

Interviews covered three categories of research participants, namely, student participants that were made up of HoDs, deputy principals and principals who graduated from ACE-SLM programmes. The second category was programme coordinators that were composed of ACE-SLM heads, secretariats and mentoring head. A third category was made up of facilitators who were ACE-SLM programme lecturers. The fourth category was mentors who were retired school, college and circuit managers. They were interviewed and appointed to serve as mentors at UL and UNIVEN.

Table 4.3: Profiling of research participants from interviews

Research participants	University of Limpopo (UL)	University of Venda (UNIVEN)
Student participants	Student participants 1-15	Student participants 16-30
Programme Coordinators	1: Head of Ace-SLM-UL 3: Head of mentors-UL 5: ACE-SLM secretary-UL	2: Head of ACE-SLM-UNIVEN 4: Head of mentors-UNIVEN 6: ACE-SLM secretary
Facilitator participants	Facilitator - participant 1 & 2	Facilitator - participant 3 & 4
Mentor participants	Mentor - participant 1 & 2	Mentor - participant 3 & 4

Table 4.3 above displays how interview participants were distributed across Universities. Student participants 1-15 were from UL whereas student participants 16-30 were from UNIVEN. Programme coordinators 1 and 2 were Head of ACE-SLM from UL and UNIVEN respectively. Programme coordinators 3 and 4 were Head of Mentors from UL and UNIVEN respectively. Programme coordinators 5 and 6 were the programme secretariat from UL and UNIVEN respectively. Head of ACE-SLM were appointed based on their position in the institution. For instance, the Head of ACE-SLM at UL was Head of Educational Management Department, whereas the Head of ACE-SLM at UNIVEN was a Director of School of Education. Similarly, head mentors were appointed based on their leadership and management roles they played at both Universities. ACE-SLM secretary at UL was appointed to fill a vacant post, whereas at UNIVEN, ACE-SLM secretary was a senior secretary in the School of Education. ACE-SLM facilitators were appointed on the basis that they were lecturers. Mentors were interviewed and appointed to serve as mentors at UL and UNIVEN.

4.2.1.1.1 Gender distribution

The second demographic factor was gender of research participants. Gender was categorised for research participants based on indications in questionnaires and interviews.

Table 4.4: Gender of research participants from questionnaires

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	128	51.2	51.2	51.2
Female	122	48.8	48.8	100.0
Total	250	100.0	100.0	

Table 4.4 above depicts the gender of research participants who completed questionnaires. The distribution of gender reveals male participants made 51, 2% while females represented 48.8%. The presentation and discussion of gender of research participants from interviews follows in the next section.

Table 4.5: Gender of research participants from interviews

University of Limpopo	Gender	University of Venda	Gender
Student participant	8 males & 7 females	Student participant	7 males & 8 females
Programme Coordinator 1	Male	Programme Coordinator 2	Male
Programme Coordinator 3	Male	Programme Coordinator 4	Male
Programme Coordinator 5	Female	Programme Coordinator 6	Female
Facilitator participant 1	Male	Facilitator participant 3	Male
Facilitator participant 2	Female	Facilitator participant 4	Female
Mentor participant 1	Male	Mentor participant 3	Male
Mentor participant 2	Female	Mentor participant 4	Female

Table 4.5 above exhibits the gender of research participants from interviews. This table further shows that Head of programmes, namely, programme coordinators 1 and 2 as well as the head of mentors, namely, programme coordinators 3 and 4 were males in these Universities, but secretary positions were occupied by females.

Gender was found to be one of the important demographic factors in this research. Gender was found to be a crucial factor in the questionnaires distribution and completion and interviews as was planned for. This demographic factor was used in many studies because the researchers prefer to profile research participants before their citation (Creswell and Plano Clark 2010). Heads of the programmes and Heads of mentoring were 100% male. The positions of secretariat that required lesser decision making powers were relegated to females at both Universities. This shows that females were not trusted with strategic positions of coordinating ACE-SLM programmes by Universities in Limpopo Province. In a country such as South Africa with legislations and policies that promote employment equity, fair labour practices and affirmative action, in particular, Universities in Limpopo do not abide by this call. The choice of three theories, namely, Logic Model, Organisational Theory and School Based Management Approach was underpinned by a need to identify areas of improvement through stakeholder or beneficiary participation.

4.2.1.1.2 Age and age band

The third demographic factor was age of student participants. The age band of ACE-SLM students who completed questionnaires and four categories of research participants who participated in the interviews were displayed. For other categories, age was disregarded because it was not a crucial variable. Underneath follows a presentation of age bands for the research participants.

Table 4.6: Age band of student participants from questionnaires

	Frequency	Percent	Valid Percent	Cumulative Percent
21-30 Years	1	.4	.4	.4
31-40 Years	12	4.8	4.8	5.2
41-50 Years	97	38.8	38.8	44.0
51-60 Years	140	56.0	56.0	100.0
Total	250	100.0	100.0	

Table 4.6 above displays the age distribution of student participants who completed the questionnaire. At the age band 21-30 years only one ACE-SLM student responded to the questionnaire, whereas at 31-40 years, twelve ACE-SLM students responded. At the age band of 41-50 years and 51-60 years there was ascending concentration of ACE-SLM students, with 97 and 140 respectively. This study further revealed that 237 (94.8%) participants who were at the age band of 41-60, were managing public schools in Limpopo Province, South Africa. The Organisational Development Theory (ODT) was selected to guide on transformation of schools into learning organisations, wherein all members of the staff are well capacitated on issues relating to SLM.

Table 4.7: Age band of research participants from interviews

Research participants	University of Limpopo	University of Venda
Students participant (SP)	SP: 1-15 Years: 35, 37, 42x3; 44; 45x2; 49x2; 50; 52; 53; 55; 56 respectively.	SP: 16-30 Years: 37, 39, 40x2; 41; 42; 45; 46x2; 51; 52x2; 53; 55; 58 respectively.
Programme Coordinator (PC)	PC: 1 – 68 years	PC: 2 - Unknown
Programme Coordinator (PC)	PC: 3 – 64 years	PC: 4 - 62 years
Programme Coordinator (PC)	PC:5 – 38 years	PC: 6 - Unknown
Facilitator participants (FP)	FP: 1 – 57 years FP: 2 – 46 years	FP: 3 52 years FP: 4 55 years
Mentor participants (MP)	MP:1 - 61 years MP: 2 - 66 years	MP: 3 - 67 years MP: 4 - 63 years

Table 4.7 exhibits ages of research participants who took part in the interviews. The ages of student participants range from 35 years up to 58 years. Programme coordinators 1, 2, and 4 have ages 68, 64 and 62 years respectively. Facilitator participants' ages range from 45 to 57 years whereas mentor participants' ages ranged from 61-67 years.

Age was found to be one of the crucial demographic factors because age can take different values for different people at different times (Web Centre for social research methods Undated: 1). Furthermore, data revealed that age makes people to respond differently to the same situation due to life experiences and exposure. From Table 5.7 one can deduce that schools and Universities use services and expertise of middle aged people and mostly people who are about to retire.

The question raised is whether Department of Basic Education and Universities have plans in place for institutional stability, sustainability and succession through skills transfer and building of human and social capital. Age is relevant in this study because it portrays how research participants in different age groups respond to 21st century school leadership and management.

By tapping from Organisational Development Theory, the study proposes that schools should be changed into learning organisations. This theory is aligned to School-Based Management Approach that highlights improvement of school leaders' self-efficacies, joint school planning and collaborations as important features that are promoted in learning organisational philosophy.

4.2.1.1.3 Post designations

The last demographic factor was post designation of student participants. With interviews and document study post designation was already covered and could be overemphasized in this section. This section covers only student participants who completed survey questionnaires. Data on post designation were captured using Microsoft Excel presented below.

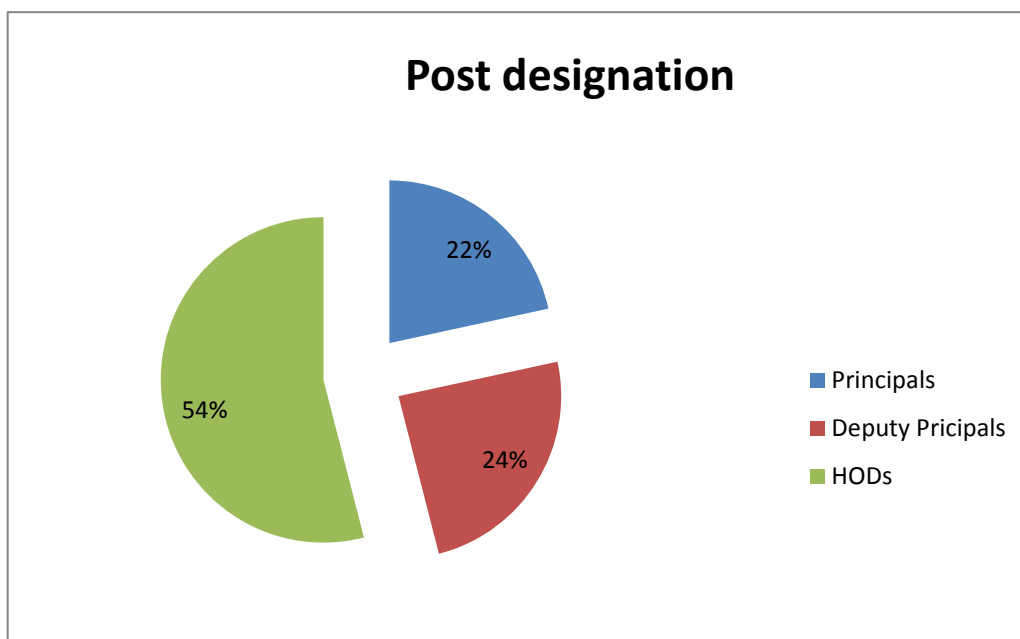


Figure 4.1: Post designation of ACE-SLM students

Figure 4.1 above depicts post designation of student participants involved in this study. The figure above reveals that 22% of participants were principals, 24% were deputy principals whereas 54% were HoDs. Data revealed that HoDs were more than half in this study whereas top management that was composed of principals and deputy principals combined were peaked at 78%. This study clearly indicates that principals and deputy principals were target population for ACE-SLM

programmes and HoDs. In fact deputy principals and HoDs were selected from needy schools where the principals were about to retire.

This demographic factor brings hope to South African ACE-SLM programme's status, because it portrays ACE-SLM graduates were 22% deputy principals and HoDs whose responsibilities are curriculum leadership and management and the promotion of culture of teaching and learning in schools.

In summary, one can deduce that demographic information was of significance to this study because it laid the foundation towards understanding lessons learnt from the implementation of ACE-SLM programmes by Universities in Limpopo Province, South Africa. Data was collected from research participants who were distributed over the five Districts of Limpopo Province, namely, Waterberg, Capricorn, Vhembe, Mopani and Sekhukhune. The second crucial demographic factor next to participants profiling is gender and age.

Gender equity was not found to be a burning issue for student participants, because the study revealed variance of 1, 2% between male and female participants. Furthermore, gender equity was evident among facilitator and mentor participants. However, programme coordinators of ACE-SLM programme at strategic levels reflected predominantly male participants, a finding that points to a skewed ratio where females are under-represented at this level.

This study revealed that majority of school leaders and managers were middle-aged and those with less than ten years towards their pension years. Organisational Development Theory espouses for development of schools as learning organisations, wherein, every member of the school management team (SMT) receives adequate training for full capacitation and emancipation in preparation for their future headship positions. What is very important is that space was created through this programme to improve performance of schools and learners, through curriculum leadership and management and promotion of the culture of teaching and learning. HoDs replaced principals and deputy principals with less than five years before retirement age when they were selected to enrol in the ACE-SLM programmes. Furthermore, data revealed that the category of principals and deputy

principals was concentrated by aging school leaders and managers. Data further revealed that 54% of principals and 51 of 61 deputy principals were in the age band 51-60 years. The majority of the HoDs are in age bands 21-50 years. Data revealed that top management of schools were nearing retirement age whereas middle management that is made up of HODs occupy youth and middle age category. Age was found to have influence on appointment of principals, deputy principals and HoDs at promotional positions in schools. School-Based Management Approach (SBMA) informs promotes joint school planning and collaborations and collegiality amongst staff members which allow transfer of school leadership competencies from experienced less experienced SMT members. Furthermore, SBMA improves self-efficacies of school SMTs and encourages collaborations

Data further revealed that age is a factor closely related to post designation of student participants. Based on data collected from student participants, the researcher deduced that strategic positions of schools were held by school leaders and managers who were about to leave the system. Sustainability and succession are made possible to big schools that qualified for deputy principals and HoDs on the basis that they would learn best school leadership and management practices from the outgoing cohort of school principals who graduated from ACE-SLM programmes. However, small schools with only a principal at promotional position, encounters challenges when the principal exits the system. These schools are faced with succession crises with a bleak future related to sustainability of efficient school leadership and management practices. Underneath follows the presentation and discussion of data from questionnaires.

4.3 QUANTITATIVE FINDINGS FROM QUESTIONNAIRES

Data from questionnaires were derived about lessons learnt in the implementation of ACE-SLM programme by Universities in Limpopo Province. Questionnaires with closed and open-ended questions were used to gather data in this study (Creswell and Plano Clark 2010). The questionnaires granted the researcher the opportunity to use numbers and words in evaluating school leadership and management phenomenon by examining and establishing lessons learnt from ACE-SLM programme implementation.

4.3.1 Leadership and management barriers in schools

The rationale behind the introduction of ACE-SLM programme was to help mitigate persisting challenges with school leadership and management. The study by Bush and Glover (2016: 213) reveals the diversity of school contexts in South Africa as a consequence of apartheid era policies and differential funding that result with prevailing underperformance of schools due to persisting challenges with school leadership and management. Furthermore, they revealed contextual problems, such as inadequate infrastructure and resources, under-trained and demotivated educators, low expectations and poor post-school employment prospects that put school leadership under pressure. Limpopo schools fall within the category of schools in townships, rural areas and informal settlements that continue to experience such challenges.

Limpopo Province is regarded as one of the underperforming provinces in South Africa in relation to matriculation and ANA tests results (DBE 2014: 59). It results with dysfunctional schools are characterised by factors such as compromised management of curriculum implementation and teaching and learning. These factors include weak management accountability, incompetent school management, lack of culture of teaching, discipline and order, inadequate LTSM, weak content knowledge amongst teachers, high teacher absenteeism, slow curriculum coverage with little homework and testing, high repetition and drop-out and extremely weak learning (Spaul, 2012).

In an attempt to find out whether or not ACE-SLM programmes was able to address challenges identified by the Task Team on school leadership and management in 1996, questions were raised for student participants. The table below captures responses of the student participants to the questionnaire.

Table 4.8 Addressing leadership and management barriers in schools

Statement/ question	Level of agreement	
	Agree	Disagree
Schools required SLM development programmes as a means to capacitate school leaders.	98%(245)	2%(5)
A proper design of ACE-SLM programmes was required in addressing SLM barriers.	92%(230)	8.8%(22)
ACE-SLM programmes had capacity to improve performance of school leaders, teachers and learners.	74% (185)	26%(65)
The design of ACE-SLM programmes was aimed at addressing SLM barriers.	76%(190)	24% (60)
The programmes implementation was geared at addressing identified barriers.	74%(185)	26.8%(67)
ACE-SLM programmes had capacity to improve performance of schools.	70%(175)	30%(75)
School leaders require capacity building programme such as ACE-SLM programmes.	69%(172)	31% (78)
ACE-SLM was able to address school leadership and management challenges in South Africa.	68% (170)	32%(80)

Table 4.8 above depicts the responses of student participants on whether or not ACE-SLM programmes succeeded in addressing school leadership and management challenges in South Africa. A large proportion of participants, more than 90 percent (+90%), indicated that schools required SLM development programmes as a means to capacitate school leaders and that a proper design of ACE-SLM programmes was required in addressing SLM barriers. Student participants' level of agreement ranges between 70-76%; on the aspects of whether ACE-SLM programmes had capacity to improve performance of school leaders, teachers and learners, the design of ACE-SLM programmes was aimed at addressing SLM barriers, the programme implementation was geared at addressing identified barriers and ACE-SLM programmes had capacity to improve performance of schools. Aspects on whether or not school leaders require capacity building programme such as ACE-SLM programmes and whether ACE-SLM was able to address school leadership and management challenges in South Africa, these were

rated at 69% and 68% respectively. There were contextual factors that plague South African public schools. Such contextual factors are indicated below:

4.9 Contextual factors facing ACE-SLM schools

Human factors	Leadership, management and professional duties	Physical and material factors
Unsupportive external community; Lack of parents participation and support; Ongoing violent behaviour incidences; Lack of formal leadership training for new principals; Under-trained and demotivated teachers; Poor morale amongst teachers; Identified insufficient appropriately skilled people; Inadequate teacher provisioning; Incompetent school managers; High repletion and drop-out;	Management and leadership role demand; Administrative overload; Inadequate departmental support and guidance; A mix of old and new styles of management; Weak management accountability; Lack of culture of teaching and learning; and Lack of discipline and order. Professional duties Compromised work ethos; insufficient clarity with regard to management roles and responsibilities; Insufficient instructional supervision; Weak teacher content knowledge; Teacher absenteeism; Slow curriculum coverage; Minimal written work; minimal teaching commitment; and Extremely weak learning.	Lack of physical resources; Inadequate Infrastructure such as: -lack of library; -inadequate water source; -poor sanitation; Lack of laboratories; -lack of ICT centres -inadequate classrooms; Limited funding for school improvement; Inadequate teacher learning support materials;

Table 4.9 above displays contextual factors facing ACE-SLM schools. These factors encompass community, parents and departmental support systems, school community with requisite knowledge and skills to discharge their duties and infrastructural and material resources. The study revealed that contextual factors have impact on how school leaders and teachers discharge their duties and how

learning takes place. Despite pockets of good practices amongst disadvantaged schools, many schools are challenged by prohibitive and negative school conditions.

4.3.2 Funding inequality in ACE-SLM programmes

Non-disclosure of funding scheme for ACE-SLM programme led to the Universities under evaluation to provide different budgets that perpetuated under-resourcing of previously disadvantaged Universities. The issue of funding structure was kept a secret, wherein the service providers were allowed to bid. Generally, there was supposed to have been a disclosure with regard to funding allocation per registered student. However, Universities were allowed to bid for the allocation through submission of budgets. This operation led to financial disparities between the Universities rolling out the programme. When funding in Limpopo Province was moved from Limpopo Department of Basic Education (LDBE) to Sectoral Education and Training Authority, Education Training and Development (EDTP-SETA), the situation at the Universities of Limpopo and Venda worsened in the implementation of ACE-SLM programmes. For instance, the initial budget was at R35, 000.00 per student but this initial proposal was reduced to R24, 000.00 per student. The figure below reflected participants' responses to the statement: *The funding structure should be adequate for proper implementation of the programme.* This aspect was found to be very crucial and was posed in the questionnaire to get the ACE-SLM students' experiences, perceptions and reflections on this aspect. The figure below displays students' reactions to the funding structure of ACE-SLM programmes.

Table 4.10 Funding structure of ACE-SLM programmes

Statement	Level of agreement	
	Agree	Disagree
Funding model used in ACE-SLM was transparent.	4%(10)	96% (240)
Universities bid their allocations through budgeting.	91.2%(228)	8.8%(22)
Funding structure allowed proper allocation for mentoring.	12%(30)	88% (220)
Funding structure facilitated proper monitoring and evaluation.	8.8% (22)	91.2%(228)
Funding structure encouraged Universities to conduct baseline evaluation study.	0.8%(2)	99.2%(148)
Funding structure facilitated Universities to establish resourced SLM libraries and ICT centres.	8.8%%(22)	91.2%(228)
Funding allocation per student was adequate for proper implementation.	9.2%(23)	91.8%(227)
Funding is crucial for proper implementation of the programme.	96% (240)	4%(10)

Figure 4.9 displays the responses of student participants on funding inequalities in ACE-SLM programmes. Student participants level of disagreement ranges between 88- 99.2% on aspects pertaining to whether or not funding model used in ACE-SLM was transparent, funding structure allowed proper allocations for mentoring, facilitated proper monitoring and evaluation, encouraged Universities to conduct baseline evaluation study, facilitated Universities to establish resourced SLM libraries and ICT centres, funding allocation per student was adequate for proper implementation and funding as crucial for proper implementation of the programme. Responses on whether or not aspects on whether or not Universities bid their allocations through budgeting and whether or not funding was crucial for proper implementation of the programme, student participants' ratings were 91.2 % (228) and 96% (240) respectively.

4.3.3 Cardinal role of mentoring in ACE-SLM programmes

Mentoring is regarded as one of the keystones of ACE-SLM programme because it 'embraces the concept of nurturing adults who served as role models to elicit positive

change' (Mulford 2010: 695). Underneath follows data presentation and discussion of mentoring function in ACE-SLM programmes.

Table 4.11: Mentoring function in ACE-SLM programmes

Statement	Level of agreement	
	Agree	Disagree
Mentoring is a crucial aspect for ACE-SLM programme's success.	96% (240)	4%(10)
Mentoring was adequately funded.	12%(30)	88% (220)
Mentoring succeeded in transforming schools.	62% (155)	38%(95)
Mentoring programme was effective in supporting the attainment of programmes' outcomes.	60%(150)	40%(100)
Mentors were competent in supporting and guiding SMTs on school issues.	65,2%(163)	34.8% (87)

Responses to the questions relating to mentoring function in ACE SLM in Table 5.8 indicate that the majority of the student participants (96%) identified mentoring as a crucial aspect for ACE-SLM programmes success. However, the significance and value of mentoring was not given adequate attention since funding allocation which is required for effective implementation of this function was not up to scratch. 88% of a student participants disagreed that mentoring was adequately funded. Its inadequacy resulted in minimal impact on attainment of programme outcomes that includes school transformation. 62% of student participants agreed that mentoring succeeded in transforming schools. A level of agreement of 60% and 62.5% was arrived at on the aspect of whether or not mentoring was effective in supporting the attainment of programme outcomes and mentors were competent in supporting and guiding SMTs on school issues, respectively. Failure to secure the services of competent and supportive mentors further added to minimal impact on attainment of programme outcomes and school transformation.

4.3.4 Contemporary instructional strategies used in ACE-SLM programmes

Lecturers need to support the attainment of ACE-SLM outcomes, by creating contemporary learning environments, using modern technology and strategies for effective dissemination of the module content. Maritz Poggenpoel and Myburgh

(2011: 176) reveal that organisational leaders should be critical thinkers. Critical thinking amongst school leaders is promoted through a well-thought use of dialogue and discourses. Furthermore, creation of vibrant dialogue and discourses promotes experiential learning and reflective practice. Underneath follows data presentation and discussion of the mentoring functions in ACE-SLM programmes.

Table 4.12: Contemporary instructional strategies

Statement	Level of agreement	
	Agree	Disagree
Use of contemporary instructional strategies is a requirement in promoting digital learning environments.	95.2%(238)	4.8%(12)
ACE-SLM Instructions were in line with South African e-Education policy.	14%(35)	86%(215)
Creation of virtual learning environment.		
Promotion of flipped and blended classrooms.	8.8% (22)	91.2%(228)
Use of technology for teaching, learning and assessment.	12%(30)	88%(220)
Use of problem and project-based learning.	44%(110)	56% (140)
Use of case studies.	84%(210)	16%(40)
Encouraging rigorous dialogue and discourses.	96%(240)	4%(10)
Encourage the use of inquiry-based learning.	92% (230)	8%(20)
	86%(215)	14%(35)

Responses to the questions relating to contemporary instructional strategies in Table 5.10 indicate that the majority of the student participants agreed that the use of contemporary instructional strategies is a requirement in promoting digital learning environments. However, programme facilitators who were charged with duty of lecturing did not teach as prescribed by South African e-Education policy. The majority of respondents, 86%, indicated that ACE-SLM instructions were not in line with South African e-Education policy. This neglected duty was further portrayed in the non-creation of virtual learning environment, the promotion of flipped and blended classrooms and the use of technology for teaching, learning and assessment wherein the majority of respondents indicated that such platforms were absent in delivery strategies during the programme. In the area of the use of problem and project-based learning, case studies and dialogue and discourses and inquiry-based learning, the programme facilitators excelled as portrayed from students

responses. The teaching materials had adequate school leadership and management cases that promoted case study instruction strategies. Dialogue and discourses allowed the sharing of experiences, reflective practices that promoted experiential learning.

4.3.5 ACE-SLM schools versus non-ACE-SLM institutions

Literature on school leadership and management reveals that schools and school managers who participated in the study were better off than schools that did not participate. Two large scale evaluation studies conducted by Bush et al. (2009 and 2012) displayed an improvement trend of schools and learners. A diagnostic of baseline study conducted by Mashau and Mutshaeni (2013: 38) revealed that lack of educational laws, legislations and policies by ACE-SLM principals before the programme. However, the outcome of the module on managing policy, planning, school development and governance was to offer principals the opportunity to understand and apply relevant content knowledge in this area (DBE 2008:3). In an attempt to find answers on whether ACE-SLM schools were better than non-ACE-SLM schools, student participants answered the question: ‘are schools that participated in the ACE-SLM programme better off than non-participating schools?’ The participants’ answers are presented and discussed below.

Table 5.13: Comparison of ACE-SLM schools and non-ACE-SLM schools

Statement	Level of agreement	
	Agree	Disagree
ACE-SLM schools are better equipped in SLM than non-ACE-SLM schools.	96% (240)	4%(10)
SMTs of ACE-SLM schools know how to formulate and implement policies.	76%(190)	24%(60)
School files of ACE-SLM schools are better than their counterparts.	91.2%(228)	8.8%(22)
ACE-SLM schools do possess curriculum policies that their counterparts.	82% (205)	18% (45)
ACE-SLM programme resulted in improved school practices.	78%(195)	22% (55)

Table 5.11 above depicts the responses of student participants on comparison of ACE-SLM schools and non-ACE-SLM schools. The majority of student participants agreed that ACE-SLM schools were better than non-ACE-SLM schools. 91,2%-96% student participants agreed that ACE-SLM schools are better equipped in SML than non-ACE-SLM schools and that school files of ACE-SLM schools are better than their counterparts in non-ACE-SLM schools. A significant number of student participants agreed at 82% that ACE-SLM schools possess curriculum policies than their counterparts, whereas at the range of 76%- 78% student participants agreed that SMTs of ACE-SLM schools know how to formulate and implement policies and that ACE-SLM programme resulted in better school practices respectively. Data indicates that ACE-SLM schools are far better than non-ACE-SLM schools in respect of being equipped in SML, formulation and implementation of policies, school filing, availability of curriculum policies and improved school practices.

4.3.6 Practice-improvement through ACE-SLM programmes

In a study conducted by Bush et al. (2009) that examines the significance of leadership and management in enhancing classroom practice and improving learner outcomes in two provinces of South Africa, it revealed that the overall impression is that most school managers lack the capability, or the motivation, to develop, sustain and monitor teaching and learning effectively. The improvement in management and leadership practices of school managers refer to anything ranging from implementation of school policies, improved management of school finances, promotion of culture of teaching and learning and improved curriculum leadership. Since the main purpose of schooling is to promote learning and teaching (Bush et al. :2009), improvement in practice refers to improvement in many areas, particularly promotion of teaching and learning. In an attempt to find answers on whether or not ACE-SLM programmes improved practice of school managers, seven questions were posed to ACE-SLM students. The table below displays questions and responses of student participants.

Table 4.14: Practice-improvement through ACE-SLM programmes

Statement	Level of agreement	
	Agree	Disagree
ACE-SLM programmes succeeded in improving school leadership and management practices.	88% (220)	12%(30)
Participated SMTs acquired required competencies to address SLM challenges.	79.2%(198)	20.8%(52)
The programmes succeeded in capacitating SMTs with necessary competencies required to lead and manage 21 st Century institutions.	76%(190)	24%(60)
The programmes improved instructional leadership.	82% (205)	18% (42)
The programmes improved SMTs distributive leadership.	78%(195)	22%(55)
The programmes improved transformational leadership.	91.2%(228)	12%(30)
This programme improved curriculum leadership and management.	79.2%(198)	20.8%(52)

Figure 4.3 exhibits the responses of student participants on practice-improvement through ACE-SLM programmes. A large proportion of student participants concurred at 76%-91.2% that ACE-SLM programmes helped in improving SMTs practices. There were indications of improved instructional leadership, distributive leadership, transformational leadership and improved curriculum leadership and management. Improvement in the three stated leadership styles coupled with improved curriculum leadership and management have direct impact on the core business of schools which is teaching and learning and scholastic achievement. Underneath follows data presentation and discussion of practice-improvement through ACE-SLL programmes.

4.3.7 Experiential learning in ACE-SLM programmes

ACE-SLM programmes are practical in nature and require focusing on a reflexive practice and experiential learning as guiding principles on lecturing, mentoring, clustering and monitoring and evaluation. It was revealed that the two concepts differ from each other and that they are brought together by a common factor, that is ‘they are relatively independent of mediation’, which makes the type of learning to extend beyond formal education (Moon 2004: 74).

However, Moon (2004: 78) offered a definition of reflective and experiential learning in formal learning situation as referring to relatively minimal direct mediation. She further defines reflective learning as involving a conscious and stated purpose for reflection, with outcomes specified in terms of learning, action and clarification (2004: 83). The answer was sought to the question on whether experiential learning was encouraged in ACE-SLM programme. Data were collected from questionnaires (interviews and document study). The presentation and discussion of data emanating from questionnaires on experiential learning follow.

Table 4.15: Experiential learning in ACE-SLM programmes

Statement	Level of agreement	
	Agree	Disagree
Experiential learning was encouraged at lecture halls.	79.2%(198)	20.8%(52)
Experiential learning was encouraged during cluster meetings.	88% (220)	12%(30)
Mentoring was premised upon experiential learning approach.	91.2%(228)	8.8% (22)
Mentoring sessions encouraged experiential learning by students.	79.2%(198)	20.8%(52)
Monitoring and evaluation focus was on experiential learning.	91.2%(228)	12%(30)
Experiential learning is crucial in ACE-SLM programmes.	96%(240)	4%(10)

Figure 5.14 above exhibits data from the questionnaire wherein student participants answered the question on experiential learning in ACE-SLM programmes. Data reveals that experiential learning as a philosophy undergirds the implementation of ACE-SLM programmes by Universities in Limpopo Province. Student participants revealed that experiential learning was encouraged in all ACE-SLM strategic activities ranging from lecturing, cluster meetings, mentoring, monitoring and evaluation. 96% of them concurred that experiential learning is crucial in ACE-SLM programmes.

4.3.8 Professional learning communities in ACE-SLM programmes

Building professional learning communities (PLC) is possible in an organisation that has taken initiative on developing schools into learning organisations. Programme such as ACE-SLM should aim at developing professional leaning communities. Building capacity within school leadership and management entails complex blend of motivation, skill, positive learning, organisational conditions and culture, and infrastructure of support in order to give individuals, groups, whole school communities and the power to get involved in and sustain learning over time (Stoll Bolam McMahon Wallace and Thomas Undated: 1). These authors are convinced that developing professional learning communities could be used for capacity building of school managers for f sustainable development.

Many schools promote effective professional learning through PLCs which are made up of groups of school leaders and teachers who collaborate to improve their practice to meet learner needs (Mindich and Lieberman 2012: ii). In the context of ACE-SLM programme the communities of practice approach helps school leaders and managers who are challenged in leading and managing their schools. As indicated in Chapter 2 members of communities are informally bound by what they do together in developing communities of practice around things that matter to society (Wenger 1998: 1). In the ACE-SLM programme, developing professional communities of practice is encouraged through lectures, cluster meetings, mentoring sessions, monitoring and evaluation and planning and review meetings. Eight questions were raised to address professional learning communities in ACE-SLM programmes and the student participants' responses are displayed in the table below.

Table 4.16: Building professional learning communities in ACE-SLM

Statement	Level of agreement	
	Agree	Disagree
ACE-SLM programmes' implementation was framed within PLC philosophy.	96% (240)	4%(10)
ACE-SLM programmes' implementation promoted sustainable PLC.	88% (220)	12%(30)
Cluster meetings promoted PLC.	91.2%(228)	8.8% (22)
Group presentations during contact sessions promoted PLC.	79.2%(198)	20.8%(52)
ACE-SLM instructions and assessment created platform for PLC.	82%(205)	18%(45)
Mentoring encouraged PLC.	88% (220)	12%(30)
Monitoring and evaluations activities encouraged PLC.	86%(215)	14%(35)
ACE-SLM programmes facilitated the establishment of professional learning communities (PLC).	79.2%(198)	20.8%(52)

Table 5.13 reflects data from questionnaires on building professional learning communities (PLC). Data reveals that the majority of student participants believed that the implementation of the programme encouraged the building of PLC. A large proportion of student participants, ranging from 79.2% to 91.2% indicated that ACE-SLM programme encouraged building of PLC during cluster meetings, lectures through group presentations and assessment, mentoring, monitoring and evaluations. Data reveals the agreement level of 96%, 88% and 79.2% were achieved on ACE-SLM programme implementation and this was framed within PLC philosophy. ACE-SLM programme implementation promoted sustainable PLC. The design and implementation structure of ACE-SLM programmes were premised within professional learning communities. This was made possible through cluster meetings between student principals and mentors and the nature of instruction and assessment in and out of lecture hall.

4.3.9 Improved competencies

Table 4.17: Other findings from questionnaire

Aspect	Yes	No
Better-equipped and skilled SMTs	88.8%	11.2%
Using portfolio of evidence in measuring school managers' success	76%	24%
Promotion of learning communities through cluster meetings	82%	18%
Continuity of SLM programme to equip and re-skill other SMTs	90%	10%
Improved school leaders ICT skills	87.2%	12.8%
Improved human relations skills	76%	24%
Promotion of curriculum leadership and management	90%	10%
Positive impact on learner's academic achievement	86.2%	13.8%

Table 5.14 depicts other aspects of the questionnaire that student participants responded to. Eighty eight comma and eight percent (88.8%) of them confirmed that ACE-SLM programmes added value by better-equipping and skilling SMTs, while 76% indicated their readiness to measure their successes through the portfolio of evidence. Eighty two percent (82%) of participants indicated that learning communities were promoted through cluster meetings, while 90% agreed that ACE-SLM development programmes continued to equip and re-skill other SMTs. 87.2% agreed that ACE-SLM programmes improved school leaders' ICT skills while 76% agreed that the programme improved human relations skills. Ninety percent (90%) agreed that the programme promoted curriculum leadership and management in schools, while 86% agreed that the programme had a positive impact on academic achievement. 90% agreed on the significance of monitoring and evaluation of ACE-SLM programme. The programme was expected to improve the ICT skills of school principals (DBE: 2008). At 87.2% it shows that the programme was successful in attaining some of its outcomes.

A quite large number of student participants are positive on the significance of using portfolio of evidence in assessing school leaders and that school leadership and management development should be continued to cover all school leaders.

Furthermore, a substantial number of respondents agreed that schools and school leaders benefitted in better-equipping and skilling SMTs, promotion of learning communities through cluster meetings, improved school leaders ICT skills, improved human relations skills, improved human relations skills, promotion of curriculum leadership and management and improved performance of schools and learners.

4.4 QUALITATIVE FINDINGS FROM INTERVIEWS

4.4.1 Response of ACE-SLM programmes to challenging school conditions

The Task Team which was instituted in 1996 discovered a multiple challenges to school leadership and management (DBE: 1996). With regard to the stated theme there is agreement amongst participants that school leadership and management challenges were not uprooted in the schools that participated in ACE-SLM programmes.

For instance, student participant 16 (principal) argued that

“ACE-SLM was wanting in terms of capacitating the respondent in addressing dynamics in school leadership and management faced by 21st Century schools. ACE-SLM programme was too basic and elementary and was much of induction programme that aimed at addressing school leadership and teething problems in the management of schools. It really failed to reach out to the respondent in question as an experienced school manager”.

This is supported by programme coordinator 1 (ACE-SLM head) who advised that

“Programmes such as ACE-SLM, need to be well-tailored to the evolving school predicament.”

Mentor 1 emphasized that;

“Despite the relevance of programmes such as ACE-SLM, their weaknesses deserve quick attention to enable such programmes to impact on 21st Century’ school leadership and management.”

Facilitator 2 lamented that

“Although the importance of ACE-SLM was visible, immediate revisions were necessary to enhance the standard of the programme to nature of institutional incumbents found in schools.”

The meaning the researcher attaches to the citations above is that the ACE-SLM programme was necessary and beneficial to schools, although keeping them revisited could make such a programme more essential than currently. This implies that ACE-SLM programmes were perceived as an induction relevant to service the novice school leaders and that the experienced ones were totally excluded. This suggests that the experienced school leaders and managers felt that their context, circumstances, needs and demands were not catered for. Even the reviewed literature confirms the expresses finding. For instance, Maphoto (2016: 191) is emphatic that many schools in South Africa are still faced with severe contextual problems, which could present serious challenges for both experienced and newly appointed principals (Maphoto, 2016: 191).

This study showed that the capacitation of school leaders of dysfunctional schools which are usually in townships and rural areas was compromised. The situation was fuelled by contextual problems ranging from increased anxiety in respect of fulfilment of their obligations due to role demands, administrative overload, negative performance evaluation, unsupportive external community, inadequate departmental support and guidance and parental behaviour (Waldron 2002). Furthermore, school leaders are challenged by lack of physical resources, ongoing violent behaviour incidences, lack of formal leadership training for new principals, low morale amongst teachers, lack of parental involvement and support and limited funding for school improvement (Maphoto 2016: 218). Task team on educational administration and management identified insufficient appropriately skilled people; a mix of old and new styles of management; compromised work ethos and insufficient clarity with regard to roles and responsibilities within and between levels of management as other impediments even after roll-out of ACE-SLM programme (DBE 1996). The ground was not well-levelled for ACE-SLM programme effects to be felt in the South African schooling systems.

4.4.2 Historical funding contradictions

Universities that rolled-out ACE-SLM programme were funded differently from each other. The discriminatory effects of apartheid educational laws were still felt and sometimes perpetuated by some practices. ACE-SLM adopted model and non-disclosure of funding scheme was blamed for this. Under-resourced Universities that were characterised by lack of proper physical and social infrastructure, such as fully fledged library and ICT and competent human resources had to struggle in reaching appropriate levels of the implementation of ACE-SLM programme. Through the funding model, previously disadvantaged Universities could upgrade their educational facilities to benefit present and future school leadership students. However, the allocations for previously disadvantaged Universities were below average as compared to their counterparts. Whereas some South African Universities were disadvantaged by their historical roots, the government of the day through Department of Basic Education (DBE) did not put adequate effort on school improvement and school leadership development.

Maphoto (2016:201) reveals that DBE offers limited funding for school improvement. This is a clear indication that DBE does not give proper support to professional development of school leaders. The budget cut from R35, 000.00 to R24, 000.00 per student resulted in inadequate implementation of ACE-SLM programme by Universities in Limpopo Province. Since the funding structure of a programme determines its success or failure, therefore, funding should be adequate for proper implementation of the programme. The budget cut did not do any good to Limpopo Universities and affected the implementation of the programme dearly. This led to research participants not being happy with the education services received because of inadequate funding.

Student participant 18 (deputy principal) highlights:

“the funding structure was not adequate to ACE-SLM implementation. It did not allow us to continue with our studies as planned, because mentoring visits had to be cut to one per school and twice per cluster meeting. Furthermore it impacted negatively on monitoring and evaluation because I met monitors only once, instead of them coming four times as planned”.

Programme coordinator 5 (secretariat) contends:

“that Limpopo Department of Basic Education (LDBE) did not honour their obligations to pay UL on time. The University had to write students letter of outstanding monies they owed because the Memorandum of Understanding (MoU) was not honoured by the funder”.

Mentor 3 highlights that:

“funding structure was not adequate because at times contact sessions and mentoring services had to be stopped for a while due to lack of funds”.

Facilitator 3 contends that:

“inadequate funding structure failed universities to undertake baseline studies to establish schools and student principals’ leadership and management needs and demands. With the last cohort that was funded by EDTP-SETA, mentoring and monitoring and evaluation services had to be stopped”.

The funding of ACE-SLM is its lifeblood and DBE through LDBE should make good investment plans towards its success, particularly that it aimed at addressing school leadership and management challenges faced by schools. The sentiment of inadequate funding was echoed by all ACE-SLM participants.

4.4.3 Mentoring and the 21st Century roll-out of ACE-SLM programmes

The 21st Century roll-out of programmes such as ACE-SLM requires thorough competent and committed workforce that have capacity to make a programme a success. There were mixed reactions from research participants with regard to their experiences pertaining to the implementation of ACE-SLM programmes in schools in the 21st Century.

For example, regarding the above finding, Student principal 1 commented that

“ACE-SLM programmes coordinators appointed credible and experienced officials, some of whom were former deputy principals, principals and circuit managers to assist, guide and support ACE-SLM students.”

Programme coordinator 6 (ACE-SLM secretary) stressed that:

“there were mentors that were good and those who in the main could be categorized to have been struggling”.

Mentor 3 shared that:

“mentoring at UL and UNIVEN were not given priority it deserved due to appointing mentors who lacked knowledge and competencies that could help schools leaders and managers to succeed in leading and managing functional schools”.

Facilitator 4 reported that

“I managed to help schools fundraise to acquire resources for information communication technology, library and laboratories.”

On the basis of preceding inputs by participants in the study, the researcher contends that the appointment of mentors who did not receive training of mentoring, except being workshop for a day or two by officials from national office of DBE, compromised conceptualised mentoring function. That is why Chikoko Naicker and Mthiyane (2014: 227) reminds that mentor selection is an indispensable pre-requisite to successful handling of mentorship programmes, especially in the century schools find themselves in. The indisputable reality is that retired school, college and circuit leaders and managers with vast knowledge of the 21st Century school leadership and management practices and processes are missing in current schooling. They are required to provide mentoring service of note to ACE-SLM student principals of these days (Soudien, 2007:8).

4.4.4 Application of 21st Century assessment strategies

How module facilitation is currently conducted has to be different to how it used to be in the past (DBE 2008). Programmes such as ACE-SLM, were structured in such a fashion that not every form of assessment would be appropriate and relevant. The programme encouraged the use of case study; dialogue and discourses; problem-based strategy, project based strategy and inquiry as means to teaching and learning.

Student participant 12 (HoD) contended that,

“adequate dialogue was created in lecture halls and has resulted in sharing school challenges other schools were exposed to, and how they managed to

develop mitigating mechanisms or other school principals use their experiences to suggest possible solutions to the problem as it was tabled. Some topics that we discussed were never addressed during my training as a teacher, or at any other leadership and management fora”.

The value of debates and robust discussion was supported by the ACE-SLM facilitator 3 who argued that,

‘the instruction and assessment were addressed using group discussions which created space for debates and robust discussions’. The programme coordinator and mentors focus was on projects, assignments and class presentation.

Programme coordinator 3 (head of mentors) highlighted that;

“the projects, assignments and class presentations were structured to address the school leadership and management challenges. During class presentations students were able to share their best school practices, and they were given opportunities to explore their school circumstances through case studies, that were preceded by robust discussions”.

A mentor supports programme coordinator when he asserted that,

“projects, assignments and class presentations allowed student to reflect on their school situation”.

ACE-SLM programme created a platform to discuss school leadership, management and administrative issues which I think would make all trainees to stand a test of time as managers’. This indicated that lecturing allowed debates and robust discussion. By virtue of student participants being school leadership and management practitioners, the creation of these spaces allowed them room to share their experiences and reflect on their practices. Furthermore, the programme was able to use contemporary teaching and assessment methods that encouraged the promotion of robust debates. This created a platform for information sharing, and community of learning practice which was never provided in their schools, circuits or districts before.

4.4.5 Ambiguity of outcomes in ACE-SLM programmes

Some of ACE-SLM programme outcomes were vague, ambiguous and unachievable. This, in a way, had impact on the service providers. Curriculum leadership and physical and human resources provision were both crucial for learners' education, school development and improvement. However, they served different purposes. The purpose of ACE-SLM programmes were to develop a pool of education leaders who critically apply skills, knowledge, attitudes values and understanding to school leadership and management within the vision of democratic transformation (DBE, 2010).

ACE-SLM programmes outcomes reflected aims to provide 'a platform to strengthen the professional role of principal-ship, through strengthening the competency level of SMT members and provide professional curriculum leadership that promotes quality teaching, learning and resources for improved standards of achievement for all learners' (Department of Education, 2008). The last part captures professional curriculum leadership that promotes quality teaching, learning attainable through school leaders' competency, commitment and effort. However, professional curriculum leadership for resource mobilisation for improved standards of achievement for all learners is very ambiguous. It is expected as a duty of state to provide school resources, and it is not the duty of SMTs. Therefore, this outcome is vague and ambiguous and not attainable through professional curriculum leadership. The research participants lamented over the ambiguity of the programmes' outcomes.

Student participant 16 (principal) blamed the implementation as too theoretical, and not providing for 50% theoretical and 50% practical as proposed in the programme advertisement. He contends that:

"the programme outcomes were ambiguous and their attainment was a difficult job".

ACE-SLM coordinator 1 (head of ACE-SLM) highlights:

"the modus operandi was good except that some intended outcomes were not the expertise of the programme, but required other fora and institutions for them to be

realised. For instance, it is the responsibility of DBE to ensure that human and physical resources are mobilised and provided to needy schools”.

Facilitator 3 reports that, *“the programme managed to attain quite a good number of its outcomes, but not all of them”.*

Mentor participant 1 confirmed that:

“programme’s intended outcomes were not fully attained. He highlighted that: “the schools I mentored were still having inadequate water sources, poor sanitation, inadequate classrooms, inadequate teachers, lack of library, lack of laboratories and lack of fully equipped ICT laboratories. I assisted the schools with fundraising to DBE and private sector; however, there was none of schools that received a positive response in the duration of my mentoring”.

The school conditions made quality education, a far reached outcome in South Africa. This was because head teachers, teachers and learners were equally affected by the compromised schooling conditions. The research by Onojerena 2015 confirmed and validated the lamentations stated by mentor 1. His study revealed inefficient instructional supervision; teachers’ lack of commitment; lack of pedagogical skills; inadequate material and facilities as primary challenges faced by school managers (Onojerena, 2015: 1).

4.4.6 Coordination and mis-coordination of ACE-SLM programmes

ACE-SLM programme required coordination. Programme coordinators were expected to liaise with the funder, the University management and students. They were expected to ensure that the programme employed the services of facilitators and mentors who were provided with adequate facilities and resources to render their services (DBE 2008). Programme coordination is equally significant as funding leads to success or failure. The efficiency of coordination at different levels, such as national, provincial and University required competency and commitment on the part of assigned human resources at institutions.

Data revealed that programme coordination at University level was adequate and the challenge was with provincial and national coordination which was expected to fund

and provide satisfying reasons why funding was not adequate; why accommodation was not organised; and why transport claims were not honoured. Most of the research participants agreed that programme coordination was adequate for proper implementation of ACE-SLM programme.

Student participant 21 (Deputy Principal) was short and concise that,

“coordination was adequate since the implementation was without hurdles, except with funding and claim repayments. Coordinators were doing great work, to ensure that the programme is run smoothly and successfully”.

ACE-SLM Facilitators agreed that programme coordination was good for adequate implementation. Facilitator 2 confirms:

“programme coordination was adequate because the coordinators with their secretaries were able to attend to students, facilitator and mentor queries at all times”.

Programme coordinator 5 (secretariat) agreed that:

“programme coordination was properly handled at national, provincial and Universities”.

Mentor 4 also agreed that the programme coordination was good. He highlights that:

“University coordinators were good and conducted themselves professionally. They created a space home away from the real home”.

The aspect of funding and claim repayments was handled by Provincial coordinators. These areas were very challenging, to the extent that students lost trust on LDBE coordinators. The Provincial coordination was expected to be available during contact sessions to clarify issues related to accommodation, transport reimbursements and programme funding but the respondents indicated that this did not materialise.

4.4.7 The significance of monitoring and evaluation in ACE-SLM

Monitoring and evaluation of ACE-SLM is crucial towards its continuity because they help track and trace essential activities and areas of deviation that need special

attention (Goyal Pittman and Workman's (2010: 2). The authors further highlight that programmes assessment is possible by concentrating on key inputs, activities and outputs on a regular basis. They provide service providers and funders with information on programme development. Monitoring and evaluation helps educational transformation programmes define and measure quality indicators and the education transformation process, progress toward desired educational outcomes, stakeholder participation, and empower school leaders and teachers to build and sustain transformation in schools (Microsoft in Education 2014: 5). ACE-SLM required thorough baseline assessment to establish school and school leadership needs and assess prevailing school conditions to serve as benchmark for future monitoring and evaluation. Baseline assessment offers school leadership and management programmes that are tailor-made to school needs. A continuous monitoring and assessment, not once off, can equally benefit Universities, funders and DBE with database on sustainable school transformation.

Having stated the significance of these activities in ACE-SLM programme, the researcher found one of the activities that need to be researched upon in this study. Research participants were answering the question on whether 'school managers and schools participating in the ACE-SLM programme were continuously monitored and evaluated.' The consensus was achieved, in spite of challenges encountered during presentation.

In response to the stated question, student participant 14 said:

"Yes, I was visited by three different people to conduct monitoring and evaluation sessions. A lecturer and module facilitator did come to check on my progress during my studies and the portfolio of evidence was checked to verify availability of policies, plans and other important tools. I was asked to identify challenges and I raised them. It was recommended that I consult with other experienced teachers. The second monitor and evaluator was the provincial official who guided and advised me in using the services of the SGB and circuit coordinator. This monitor further advised and guided me on distribution and reallocation of teachers' roles and responsibilities. This area helped me run my small school effectively. Drawing teacher roles and responsibilities saved me from over-loaded roles to distributive allocations. In addition, monitoring and evaluation was done

by my mentor on regular basis. He would follow up on the projects or challenging issues that were identified during monitoring and evaluation processes”.

Ace coordinator 5 agrees that students were continuously mentored as required. She highlighted that:

“this good pattern was changed in the last cohort when ETDP SETA took over as a funder, only one monitoring and evaluation was organised based on the structure of funding agreed upon. If the Limpopo Department of Basic Education fails to fund this programme, then the researcher think it needed to be terminated. Department of Basic Education should never relegate its duty to other institutions and appropriate allocations for adequate implementation of the programme”.

Ace facilitator 1 highlighted that:

“monitoring and evaluation were considered significant activities to track, trace and assess ACE-SLM programme’s attainment of its intended outcomes. Every year Ace facilitators and Ace coordinators were assigned a number of Ace students to monitor. I did participate in monitoring and evaluation processes, planning, school visitations and report back meetings wherein data from ACE-SLM schools were presented, discussed and captured as report on ACE-SLM monitoring and evaluation”.

Ace mentor 3 support the ACE facilitator 1 that:

“I did participate in ACE-SLM monitoring during the period of two years when I was assigned students to mentor. I was thrilled to see schools transformed, with school leaders full of hope that they will definitely reach their vision and mission through provision of quality education”.

Monitoring and evaluation process indicated to be a very crucial part of the ACE-SLM programme conducted by schools in Limpopo Province. It served as a project mirror wherein the ACE-SLM programme was assessed against University designed tools. However, failure to provide baseline evaluation resulted in the use of two common monitoring and evaluation tools, instead of providing unique and individualised tools.

4.4.8 The promotion of reflective learning in ACE-SLM programmes

The nature of ACE-SLM programmes is that learning has to be experienced (DBE 2008). This was because students admitted in the programme are in service and are expected to contribute and share their experiences in the programme. Encouraging experiential learning in ACE-SLM programme assisted in bridging the gap between theory and practice which is not normally available in other teacher education programmes.

Student participant 6 highlights that, *“during lecturing student principals often reflected on the reality faced by their schools with a purpose to seeking and finding solutions to institutional challenges. Lessons were learnt from each other’s practice, context and circumstances. Reflective learning was encouraged during lecturing, clustering, mentoring and monitoring and evaluation as a way to encourage experiential learning. The assignments, projects and group presentation facilitated reflexive practice. Our mentor promoted reflective practice in all mentoring services he rendered at school site and during cluster meetings”*.

Programme coordinator 3 (head of mentors) focused on mentoring of schools. He highlights that:

“ACE-SLM programme was a reflective programme. School visits were important to reflect progress made by the programme in transforming school for the better”.

Mentors 4 supported the programme coordinator when he highlights that:

“My contact with student principals during site visits and cluster meetings always resulted in reflection of their school leadership and management practices and challenges”.

ACE-SLM programme lecturer focused on his core business, namely, teaching, learning and assessment. She contends that:

“our lectures, group presentations and assessment encouraged reflective practice all the time. Reflection was a norm specifically during contact sessions.”

The foundations within which this programme was premised was to make the programme as practical as it could. Dialogue and discourse that were created during

student learning processes exposed student principals to ongoing experiential learning and offered them opportunity to develop emotional intelligence in relation to leading and managing schools as learning institutions (Maritz et al. (2011: 174). The author further highlights the benefits of experiential learning in promoting dialogue and discourse, providing a platform for reflexivity practice; and facilitating the building of relationships. Experiential learning and reflecting on learning can empower the learner to make intelligent decisions about how to move ahead with their learning needs (Helyer 2015: 16). In support Malatji (2013:1) support reflective practice for SLM development programmes because it allows school managers the ability to explore; contemplate; and analyse experiences in the classroom and school. Amulya (2004: 2) highlights that reflexive practice as an active process of witnessing one's own experience in order to take a closer look at it through exploring it in greater detail.

As identified in chapter 2, the aim of looking back is to establish what events happened; why they occurred in that way, not the other way round; do they lead to good (work) life; was there a deviation from norm; if yes, how do one implements remedial action; and if no, how does one maintain good practice. This aspect of experiential learning was found to be very significant to establish if it was encouraged in lecture halls, cluster meetings and during mentoring, monitoring and evaluation sessions. Whereas the study revealed that the implementation of the programme was premised within experiential learning and reflective practice philosophies, ACE-SLM graduates acknowledged their significance but failed to practice them in their daily running of the school. Malatji (2016: ii) found that SMT members were not fully aware of all of their daily functions and poor reflective practices made it difficult for them to effectively fulfil their management functions.

4.4.9 Learning organisation philosophy in ACE-SLM programmes

The thinking behind the introduction of ACE-SLM programmes for schools was to develop organisational heads and their institutions at the same time. This is exactly, what the organisational philosophy propagates for the 21st Century educational institution. Learning organisations provide work environments that are open to creative thought and embrace the concept that solutions to ongoing work-related problems are available inside each and everyone in the workplace (Mason 2016: 1).

All research participants agreed that ACE-SLM provided space for organisational learning.

ACE student 6 highlights:

“creation of learning organisations and professional learning communities amongst ACE participants with staff members was encouraged during the course”.

Programme coordinator 4 (head of mentors) highlights that

“the programme was designed to promote schools as ‘learning organisation’. Learning organisations are provided when student principals had to go back and disseminate information and as team work, develop school policies and curriculum plans”.

ACE-SLM facilitator 4 supported other research participants when he argues that,

“we had moments of planning and reflecting on our work through workshops and frequent meetings”.

ACE-SLM mentor 1 confirmed what other research participants said:

“analysis of the school status quo guided mentees to realise their weaknesses. Personal Development Plan and School Development Plans were used both in cluster meetings and on-site mentoring as tools to use in bringing about positive change”.

Building learning organisations provide systems through which school managers and leaders meet their professional challenges because it offers generative, responsive and guidance during periods of rapid change and in chaotic highly competitive environment (Confessore 1997: 5). ACE-SLM should aim at building capacity within school leadership and management that entails complex blend of motivation, skill, positive learning, organisational conditions and culture, and infrastructure of support in order to give individuals, groups, whole school communities and school system the power to get involved in and sustain learning over time (Stoll Bolam McMahon Wallace and Thomas Undated: 1). The authors are convinced that developing professional learning communities can be used for capacity building of school

managers for sustainable development. Many schools promote effective professional learning through professional learning communities which are made up of groups of school leaders and teachers who collaborate to improve their practice to meet learner needs (Mindich and Lieberman 2012: ii).

4.5 QUALITATIVE FINDINGS FROM DOCUMENT STUDY

Document study was conducted on the premises of ACE-SLM schools, University of Limpopo and was supposed to have been conducted at University of Venda site. At ACE-SLM schools minute books for staff meetings, SMT meeting, SGB meeting, Departmental meetings; school portfolio file with school policies and plans, display boards with time tables and duty list were studied. At University of Limpopo, records of graduated ACE-SLM students, minutes of ACE-SLM meetings, workshop invitations, activities and resolutions. However, I failed to access students' record at the University of Venda because ACE-SLM secretary indicated that she is not going to be involved nor avail herself. One lecturer tried to help, but failed to get hold of records as there was change of offices. I tried Limpopo Department of Education, which provided me with records of students of the last cohort of ACE-SLM programme's trainees. I was able to reach out to required sample of students because other students helped me with information about other students. Underneath follows presentation:

Table 4.18: Data from document study

	Availability	Accessibility	Comment
School			
Time tables	Yes	Yes	Well displayed in offices and staff rooms.
Duty allocations	Yes	Yes	Well displayed.
Principal's portfolios	Partly yes	Partly yes	Well-kept in 18 schools except two. Two male principals have to look for pieces of policies in his and staff room. Not in good order.
Minutes of Staff meetings	Yes	Yes	Well-kept.
Minutes of SMT's meetings	Yes	Yes	Well kept.
Minutes of SGB meetings	Yes	Yes	Well-kept.
Minutes of departmental meetings	Partly yes	Partly yes	Five schools were found not to be keeping departmental minute's book in order.
Staff development schedules and reports	Partly yes	Partly yes	In seven schools, where it was found to exist, it emanated from School Improvement Plan (SIP) and School Development Plan (SDP). It was never implemented. For other schools, it was not considered as crucial and it was just ignored. Teachers and other members of SMTs develop themselves professionally on their own.
Curriculum management minutes and files	Partly yes	Partly yes	Records of written work, were kept by fifteen schools, but learners at risks and interventions programmes were absent in all the participated schools.
Learners' Remedial Plans (LRP)	No	No	LRP was not found in any school. It was not regarded as important.
Learners At Risk Policies (LARK)	Partially Yes	No	LARK was absent in all schools. However some schools do have record and plans on orphanage and vulnerable children.

Culture of learning and teaching (COLT) policies)	Partially yes	Partially yes	Six schools were having well-articulated COLT policy whereas other schools didn't have. They rely on SDP plans in their endeavour to promote COLT. However SDP was not detailed and did not offer school ways to address deviations to plans.
University			
Workshop reports and resolutions	Partly yes	Partly yes	Reports were submitted to authorities and funders when they were required; however, some of the resolutions were not attended to.
POT reports and resolutions	Yes	Yes	Universities were able to furnish the Provincial Organisational Teams (POT) meetings with reports.
Through-put reports	Yes	Yes	Programme coordinators were able to furnish Universities, POT, funders and other authorities with through-put reports.

Figure 4.15 above displays data from document study. Data from ACE-SLM schools and Universities was presented and discussed. Time tables, duty lists, together with minutes for staff meetings, SMTs and SGBs were well kept in the case schools. The portfolios of principals, departmental meetings, staff development schedule, curriculum management files, learners at Risk Policy (LARK) and culture of learning and teaching policy were partially kept. Provincial organising teams' (POTs) reports and resolutions Workshops were available and accessible except, workshop reports and resolutions which were not made available and accessible to this study in one of the case University.

4.5.1 Policy formulation and implementation in ACE-SLM schools

South African School Act, the Constitutional Act and other legislations and national and provincial policies stipulations needed to be considered in the formulation of school policies. The programme had succeeded in capacitating student principals with policy formulation. It has succeeded in bridging a gap between legislation and policy formulation and implementation, that was identified in Mashau and Mutshaeni 's (2013) study on 'implementation of legislations and policies: case study of Vhembe

and Mopani Districts' school principals in Limpopo Province. Their study which was conducted in the beginning of ACE-SLM programmes roll-out, reveals that school principals were failing to implement legislations and policies Mashau and Mutshaeni 's (2013: 40). They identified deep knowledge and understanding of legislations and policies as a requirement that needs to be translated into practice as a fundamental significance and central to the quality of education system (Mashau and Mutshaeni (2013: 40). And through programmes assessment strategies, students were made to submit portfolio file. This assisted schools in making relevant policies available. Eighteen (18) of twenty (20) schools were found to be in possession of school portfolio. 90% is a significant number to allow the researcher to reach a conclusion that there is valid evidence that the case schools do have school portfolios or policy files.

The module on portfolio was aimed at developing school administration (DBE 2008). School portfolios were composed of school policies ranging from admission, religious up until finance policy, were not made available and accessible in other case schools. However, the policies were available and submitted to office of governance. This is a clear indication that in some schools policies are formulated for the sake of submission and that they are not periodically reviewed and revisited. This made planning and internal control through monitoring of policy implementation a difficult job. This is evident by their through-put rate in theirs schools. However the schools that have policies, particularly, curriculum leadership and management policies with their operational plans, are more successful than schools with policies without operational plans.

The schools' failure to formulate policies that regulate school administration, leadership, management and governance, is a complete failure on the part of school leadership and management. Keeping school records of school professional and non-professional activities provides future generations with archives to visit to check on how things were done and most importantly access schools' learners' reports. Mokate (2013) highlights that 'successful interventions and implementation practices should be adapted and scaled up through effective knowledge management'.

4.5.2 Curriculum leadership in ACE-SLM programmes

Promotion of culture of learning and teaching (COLT) is a core responsibility of school leaders. Therefore, effective curriculum leadership leads to improved COLT in schools. In effective curriculum leadership schools, it is expected of principals to have minutes of Departmental meetings, reports on Departments curriculum activities that include written work reports, assessment reports, moderation reports, and remedial reports. However, document study revealed that the departmental meetings; curriculum management minutes and files; and the culture of learning and teaching policy were not available and accessible at some schools. Heads of departments (HoDs) were supposed to organise departmental meetings and report to SMT meetings and staff meetings on departmental activities, updates, opportunities and challenges. Some schools failed to produce stated records and indicated the HoDs did not call meetings, or did not capture or keep minutes of such meetings. This was coupled by failure to keep curriculum management minutes and files. In some schools there was no evidence of the culture of learning and teaching policy or plans. Unavailability of departmental meetings; curriculum management minutes and files; and the culture of learning and teaching policy compromised quality teaching, learning and assessment and performance of schools, teachers and learners. The situation results in ineffective curriculum implementation. The chances of reaching out to DBE curriculum aims become a dream. DBE (2011: 5) highlights that the South African curriculum is aimed at the development of skills, knowledge, attitudes, competencies and values that aim to transform learners into better citizens who better understand their position in becoming scientists, technologists and entrepreneurs who participate in the country's and global economic activities. The situation in schools lowered or nullified the chances of attaining South African educational goals. This had left the future of the South Africans' children bleak.

The delivery of quality curriculum requires competent school managers and teachers who formulate policies and operational plans and ensure their effective implementation. The student principals were enrolled in ACE-SLM programme to address 'curriculum implementation challenges, such as slanted curriculum structure, teachers' difficulties in aligning curriculum and assessment policies, as well as low quality and unavailability of teaching and learning materials' (DBE, 2000, p.6). The role of school leaders was stated in the outcomes of the ACE-SLM

programme, as providing professional leadership and management of the curriculum and therefore, ensuring that schools offer quality teaching and learning (Department of Education 2008). In the case schools, this outcome was not achieved at all. Capacitation of student principals to become professional leaders and managers of curriculum in schools was not achieved. This made Villarreal (2014: 1) to argue that school principals are challenged to create the climate, structure and practices for academic success of all students.

4.5.3 Learners at Risk Policy in ACE-SLM Schools

Learners whose academic, social and/ or emotional attributes are a barrier to engagement with the content and standards (Western Australia Department of Education 2015: 3) are referred to as learners at risk. Learner at Risk policy (LARK) policy requires schools to screen and identify learners who belong to this category. It is the role of school leaders to formulate and monitor the implementation of such a policy.

A trend exists in schools where administrators do not know or have LARK policy. The unavailability of LARK policy in schools, especially schools with lack of departmental meetings; curriculum management minutes and files; and the culture of learning and teaching policy, were heading towards an educational disaster. LARK policy helped identify learners with educational challenges and aims at mitigating such challenges. Records of vulnerable and orphaned children and learners with behaviour problems were available in case schools, which most often than not were areas that required external expertise of health professionals. However, the manifestations of such circumstances in educational challenges which required teacher's expertise, was totally ignored by the Department of Basic Education. In fewer primary schools, LARK policy was available, despite it being labelled something else, where the schools had identified learners at risk, and are busy closing an identified educational gap. At case secondary schools there was non-existence of such plans or policies.

4.5.4 Learners' remedial plans and policies in ACE-SLM schools

There was no indication of schools' remedial policy in the case schools. The LARK policy should have screened, identified and assessed learners who should be put in

the remedial programme. In few primary schools, morning and afternoon classes are conducted to address challenges associated with reading, writing and numeracy. In one primary school, there were two elderly female teachers who had taken it upon themselves to provide remedial classes to needy students. Apart from morning and afternoon classes, they organised two Saturday's classes per week for this purpose. A trend exists where some school provided improvised engagement due to lack of school leaders provision of learners' remedial plans and policies. They embarked on remediation.

According to National guidelines for educating EMS instructor (2002: 153) remediation is necessary to any training programme in identifying areas that were challenging to learners. Tucker (2014) contends that remedial instruction can help struggling learners shore up their basic skills such as reading, writing and math. He further argues that remedial programmes are designed to close the gap between what a student knows and what he's expected to know. Remediation is defined as a deliberate educational activity designed to correct deficits identified during formal and informal evaluation National guidelines for educating Emergency Medical Systems (EMS) instructor (2002: 153). It further clarifies the significance of remediation activity in addressing learners' failure to perform as expected on cognitive, affective and psychomotor content; by identifying the problem, evaluating possible causes for the problem; identify where the deficits came from, such as from student or educational programme, retrain the learner and re-evaluate the student.

4.5.5 Staff capacitation plans in ACE-SLM schools

According to Organisation development theory, institutions and individuals should be developed to supplement each other, wherein organisational goals should tally with human resources goals. In this perspective, schools that are targeted for educational and curricular improvement through capacitated school leadership and management, need not leave behind teachers who are doing the spade job in these institutions. Therefore staff development is crucial for schools' educational and curricular improvement. Whereas, the area of staff development was being acknowledged by the Organisational Development Theory, integrated quality management systems (IQMS) through school improvement plan (SIP) and school development plan (SDP),

the schools do not have stand-alone staff development policy that will guide their plans in this regard.

Staff development schedules and reports were unavailable in many case schools. Staff development schedule and reports were found not available or accessible at 26 case schools. There was a trend that SIP as part of IQMS would be able to identify areas which teachers needed development and that teachers on their own accord would engage in self-development. It was believed and perceived that staff members would undertake part-time studies through personal funding or DBE bursaries. The fact that when staff were allowed to initiate their personal career path, might not tally with schools goals and objectives was ignored. This was observed in the staff meetings when announcements of achievements were done, you find a post level 1 teacher who battles with Mathematics and Science, graduating Bachelor of Education honours in educational management. This does not help learners and schools in anyway, but this teacher career path pointed to school and circuit promotional position, instead of building himself within the present post. Schools like any other organisation should have staff development policy that should inform yearly staff development plans.

The capacitation of student principals needs to be cascaded to staff members through guidance of staff development policies (DBE 2008). This policy guides staff development plans wherein public and private funding can be sourced to provide appropriate training for staff members. Furthermore, research indicates that South African teachers were inadequately trained (Bush and Glover 2016) and that pre-service training and qualifications of novice teachers from Universities, cannot guarantee fully-fledged teaching personnel who can provide quality education service without being taken through in-service training in preparation of a new job. This results from higher education institutions that provide generic and high-level academically oriented programmes (Public Service Commission 2010: 1) with minimal apprenticeship or work in practice. Furthermore South African Council of Education (SACE) which was given mandate 'to promote the professional development of educators' (South African Council for Educators 2011: 1) was not active in this area. However, the role of SACE is not visible and seen beneficial to South Africa corpse of teachers, except attending to educators' disciplinary

measures. In spite of its review in 2011, the researcher echoes the same sentiments that were echoed in the 2011 SACE Report. SACE was blamed for its non-visibility in provinces in terms of delivering services to the educators, lack of communication with the profession, not performing its role and seen as the arm of DBE, inadequate provisioning of professional programmes to the educators, and too much emphasis on disciplining educators (SACE 2011: 2).

4.5.6 Conservation and preservation of ACE-SLM records

The area of keeping information for future use cuts across LDBE, case Universities as well as case schools. The area was found wanting in the stated three institutions. The information regarding ACE-SLM students since its conceptualisation were not available or easily assessable by relevant LDBE officials. Similarly, situation existed in one of our case University. In some case schools, the principal ran around to locate school file, which ultimately was not found. Reports and minutes of HoDs activities and meetings were not found in many schools. The situation was badly painted by schools' failure to produce curriculum leadership and management minutes, written work reports, Learners at Risk Policy and learners' remedial policy when required.

The significance and rationale of keeping records as part of knowledge management cannot be overemphasised. This was well captured by Kanjere and Kanjere (2011: 9 &15) when they highlight that knowledge management is essential component of any organisation and it entails all the processes associated with the creation, identification and sharing of knowledge. They further argue that organisations that thrive in the 21st Century are those that have realized the significance of managing knowledge and have systems in place to encourage creativity. Knowledge management assists in preserving strategic information of the organisation. Furthermore, it provides platform for dissemination and sharing of best department, University and school practices for others to emulate. Garfield (2014) highlights benefits of knowledge management as enabling better and faster decision making; finding it easy to find relevant information and resources; reusing ideas, documents, and expertise; avoiding redundant effort, avoiding making the same mistake twice, taking advantage of existing expertise and experience; promoting standard,

repeatable processes and procedures; and making scarce expertise widely available.

4.6 SYNTHESISING QUANTITATIVE AND QUALITATIVE FINDINGS

Now that qualitative and quantitative findings have been presented and discussed, there is a need to amalgamate and synthesise those findings (Teddlie and Tashakkori 2009). The main purpose of synthesising the findings is to display their mutual inclusivity and interdependence (Greene 2008) despite having been collected and analysed through two research approaches that are sometimes diametrically opposed. Those research approaches are the quantitative and qualitative research paradigms. In the interest of averting, and obviating tautology and repetition, only the main findings generated by each of the research approach are selected for appropriate synthesising.

As a reminder, both the quantitative and the qualitative findings were synthesised around lessons learnt in the implementation of school leadership and management programmes by two Universities in the Limpopo Province. The first point pertains to the responsiveness of ACE-SLM programmes to the realities as practically occurred in schools during the rolls out of the programmes. Considering that the conceptualisation of ACE-SLM programmes aimed at enhancing school leadership and management (DBE 2008) from the level of educational institutions, it is contended that the programmes were impactful, notwithstanding defects associated with their implementation. The ACE-SLM programmes met tough challenges in schools.

A quantitative finding that addresses barrier of leadership and management in schools synthesises well with the qualitative one focusing on whether ACE-SLM programmes in the main are responsive to school conditions. In relation to this, it has to be borne in mind the conceptualisation of ACE-SLM programmes aimed at transforming schools from top-down. ACE-SLM programmes were engineered for the success of every school being dependent upon institutional heads. That is why school principals had to be capacitated to lead and manage their schools competently. There was always hope that with proper leadership and management

in a school, learner results were always going to be exceptional. One of the lessons learnt is that research participants submitted that indeed ACE-SLM programmes have been impactful to schools not withstanding various conditions characterizing diverse schools.

A qualitative finding on funding inequality relates to historical funding contradictions. The questionnaire and interview data revealed antagonistic views on ACE-SLM funding structure. When majority, 87, 20% of participants from questionnaires indicated that the funding scheme for ACE-SLM was adequate, data from interviews was different. Majority of research participants, 83, 33% were not happy with ACE-SLM funding structure. A lesson learnt from this is that the funding structure was not adequate for implementation of the programme.

Inadequate funding impacted negatively towards overall implementation of ACE-SLM programme and mentoring function in particular. A qualitative finding on mentoring of ACE-SLM programme was addressed using Likert scale. It addressed mentoring as a crucial aspect for ACE-SLM programme success; adequate funding for mentoring function; mentoring succeeded in transforming schools; mentoring programme was effective in supporting the attainment of programme outcomes; and mentors were competent and supportive. The majority of the student participants identified mentoring as a crucial aspect for ACE-SLM programmes success. However, the significant value of mentoring function was not given adequate attention during the implementation phase because of minimal funding allocation. Inadequate school funding (Bush and Glover 2016) and inadequate funding for development of school principals (Maphoto 2016) are cause for concern in the implementation of quality teaching and learning and effective management of schools (Thaba 2016: 191). Inadequate funding resulted in Universities' failure to secure services of competent and supportive mentors. The mentors' activities were not visible because of minimal school visits for support and guidance. Inadequate mentoring resulted in minimal attainment of programme outcomes that included school transformation. A lesson learnt on this aspect is that inadequate funding had implications towards assignment and discharging of mentoring duties that were meant to transform schools and promote best leadership and managerial practices of school leaders. This means

that the inadequate funding compromised the effectiveness of mentoring function during the implementation of ACE-SLM programme.

In spite of contextual challenges that still torture school leaders after ACE-SLM programme; and the inadequacy of the funding structure of ACE-SLM programme and mentoring programme, ACE-SLM programme succeeded in transforming leadership and management practices of school leaders enrolled in the programme. A qualitative finding on practice-improvement through ACE-SLM programmes and comparison of participating and non-participating schools and qualitative findings on curriculum leadership in ACE-SLM schools were brought together in this section to understand how ACE-SLM programme was implemented. These findings reveal that school leaders who entered into the programme with lack of capacity, or the motivation to develop, sustain and monitor teaching and learning (Bush et al. 2009), now have competencies in curriculum leadership and management and the programme had improved their school leadership and management practices that resulted in improved culture of teaching and learning and school and learners' performance.

Research confirms that schools and school leaders who participated in the programme were better off than schools and school leaders who did not participate in the programme (Bush et al. 2009, 2013, and 2016). Their school leadership and management practices were enhanced with regards policy formulation, implementation and monitoring and control, management of finances, promotion of culture of teaching and learning, curriculum leadership and management (Bush et al. 2009), human and physical resources management, fundraising for school, mentoring teachers and novice school leaders. A lesson learnt is that ACE-SLM programme improved school leadership and management practices that impacted positively on policy formulation and implementation and curriculum leadership and management that improves the culture of teaching and learning and performance of teachers and learners.

A philosophy of Organisational Development and learning organisation adopted by ACE-SLM programme assisted in transforming schools, by building within school leaders, reflective practices, and exposed them to experiential learning in lecture

halls, cluster meetings, mentoring and monitoring and evaluation activities. Research participants agreed that the programme helped them reflect of their school situation and challenges because it encouraged experiential learning. Creating professional learning communities was one important feature of ACE-SLM which was achieved through this programme. The above synthesis was derived from merging quantitative findings on experiential learning in ACE-SLM programme and professional learning communities with qualitative findings on the promotion of reflective learning in ACE-SLM programmes and learning organisation philosophy in ACE-SLM programmes Teddlie and Tashakkori (2009: 170). A lesson learnt from these aspects is that rolling-out of ACE-SLM programme was undergird by a philosophy of Organisational Development and learning organisation that encouraged reflective practice, experiential learning and succeeded in creating professional learning communities amongst ACE-SLM students, coordinators, facilitators and mentors.

The other areas in which student principals did not show improved levels of competencies are on identification of learners at risk, remediation and staff development. The qualitative findings on Learners at Risk Policy in ACE-SLM schools, learners' remedial plans and policies in ACE-SLM schools; and staff capacitation plans in ACE-SLM schools painted a blurred picture in schools. Schools are not adequately led in using appropriate strategies to address learners with educational challenges. Furthermore, teachers are not directed and supported on their school issues that they showed in competencies. A lesson learnt from these findings is that ACE-SLM programme did not succeed in capacitating school leaders for staff development and identification of risk learners for remedial action.

Blending quantitative findings on promotion of learning communities through cluster meetings with qualitative finding on the significance of monitoring and evaluation in Ace SLM, programme coordination and mis-coordination and conservation and preservation of ACE-SLM records helped researcher understand how they impacted positive on providing necessary school leadership and management skills, SMT's ICT skills and human relations skills. Programme coordination was generally adequate, except with failure to arrange accommodation and transport claims. ACE-SLM programme coordinators were assigned responsibility to ensure equitable funding allocation for the activities, organise material and human resources such as

programme files, lecture hall, mentors and facilitators. Furthermore they had to ensure that monitoring and evaluation are conducted at all levels of the programme, and conserve and preserve programmes records. They succeeded in monitoring and evaluation but failed in record keeping. Keeping records was identified as crucial part of any thriving organisation by Kanjere and Kanjere (2011: 9 &15) when they highlight that conservation and preservation of records is essential component of any organisation and it entails all the processes associated with the creation, identification and sharing of knowledge. Good management of knowledge which can be easily accessed through proper record keeping can facilitate improved implementation; because people can refer learn good practices from previous records and address poor practice, based on informed decisions. A lesson learnt from blending of these findings is that Universities in Limpopo and LDBE need to improve in their manner of record conservation and preservation.

Findings in this study were undergirded by the three theoretical frameworks, namely, Logic Model, Organisational Development Theory and School-based management Approach. The utilisation of the mentioned theoretical perspectives became helpful in giving the findings the proper context for this evaluative study.

4.7 CHAPTER SUMMARY

This chapter was the data presentation and discussion of the findings. Demographic information, qualitative data and qualitative data were derived from data collected through questionnaires, interviews and document study. Demographic information offered opportunities for the presentation and discussion on profiling research participants, gender distribution, age band and post designation. The presentation and discussion of qualitative findings includes leadership and management barriers in schools, funding inequality in ACE-SLM programmes, cardinal role of mentoring in ACE-SLM programmes, contemporary instructional strategies used in ACE-SLM programmes, ACE-SLM schools versus non-ACE-SLM institutions, practice-improvement through ACE-SLM programmes, experiential learning in ACE-SLM programmes, professional learning communities in ACE-SLM programmes and other aspects of the questionnaire.

The presentation and discussion of qualitative findings from interviews covered responses of ACE-SLM programmes to school conditions, the 21st Century roll-out of ACE-SLM programmes, ambiguity of outcomes in ACE-SLM programmes, historical funding contradictions, coordination and mis-coordination of ACE-SLM programmes; the significance of monitoring and evaluation in ACE-SLM; application of 21st Century assessment strategies, the promotion of reflective learning in ACE-SLM programmes, and learning organisation philosophy in ACE-SLM programmes. Furthermore, qualitative finding from document study were presented and discussed under policy formulation and implementation in ACE-SLM schools, curriculum leadership in ACE-SLM programmes, Learners at Risk (LARK) policy in ACE-SLM Schools, learners' remedial plans and policies in ACE-SLM schools, staff capacitation plans in ACE-SLM schools and preservation of ACE-SLM records. Since the study adopted mixed methods research approach, there was a need for synthesising quantitative and qualitative findings.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The preceding chapter presented and discussed data extracted from questionnaires, interviews and document study. This chapter provides a summary of the quantitative and qualitative findings that emerged from data presentation and discussions. This summary includes key findings such as response of Advanced Certificate of Education-School Leadership and Management (ACE-SLM) programmes to school conditions; historical funding contradictions; the cardinal role of mentoring in ACE-SLM programmes; application of 21st Century instruction and assessment strategies; experiential and reflective learning in ACE-SLM programmes; learning organisation philosophy in ACE-SLM programmes; professional learning communities in ACE-SLM programmes; curriculum leadership in ACE-SLM schools; Learners at Risk policy in ACE-SLM schools; remedial plans and policies in ACE-SLM schools and policy formulation and implementation in ACE-SLM schools.

A proposed model for ACE-SLM programmes was generated from the findings and it captures the lessons learnt from the implementation of the ACE-SLM programme as rolled out by Universities of Limpopo and Venda. The proposed model comprises the structure of the model; essence of the model; benefits of the model; and summary of the model. The proposed model provides a guide for future ACE-SLM programmes. This is an undertaking made by the researcher in Chapter 1 that prior the conclusion of the study, there would be a model for future ACE-SLM programmes. Recommendations on lessons learnt from the implementation of school leadership and management programme by Universities in Limpopo are presented. They are based on key findings already discussed in Chapter 4. Finally, the researcher provides implications for further research.

5.2 SUMMARY OF FINDINGS

The findings of this study are summarized under the provisions of the research questions. That research question is: how best can ACE-SLM programmes address long service school managers' leadership and management predicaments in schools? In what way could the intended outcomes of ACE-SLM programmes be attained in schools by addressing the challenges of leadership and management? Underneath follows a summary of ten key findings.

5.2.1 Response of ACE-SLM programmes to school conditions

The first finding relates to the response of ACE-SLM programmes to school conditions. This study revealed mixed feelings in relation to ACE-SLM programme response to school conditions. ACE-SLM programmes were found to be good induction in addressing school leadership and management challenges faced by novice principals. A challenge was found when ACE-SLM programmes as rolled-out by the two Universities in Limpopo Province were not fully beneficial to experienced SMTs, such as principals. Inability to accommodate experienced SMTs was levelled on its inflexibility and non-responsiveness due to its 'one size fits all' approach in design and implementation. Instead, it helped novice principals, deputy principals and HoDs. The intended aim was to service all SMTs equally. Apart from school leadership and management challenges, South African schools are confronted with multiple contextual factors. Such contextual factors confronting Limpopo rural schools range from poor school conditions, such as 'high levels of illiteracy, lack of parents and SGBs' participation and shortage of qualified teachers as observed by Msila (2010: 170).

5.2.2 Historical funding contradictions

The second finding relates to historical funding contradictions in ACE-SLM programmes. Where there is inadequate funding, implementation of the programme is likely to be compromised. This has been the state of affairs in the Universities of Limpopo and Venda with regard to the roll-out of ACE-SLM programmes. Baseline evaluation studies and monitoring processes were not adequately implemented. Maphoto (2016:201) reveals that DBE offers limited funding for school improvement and staff development. This is a clear indication that DBE does not give proper

support to professional development of school leaders. Furthermore, Universities in South Africa that were involved in the implementation of ACE-SLM programmes were not funded equitably. The funding structure was not open and transparent.

5.2.3 The cardinal role of mentoring in ACE-SLM programmes

The third finding relates to the cardinal role of mentoring in ACE-SLM programmes. Despite the established significance of mentoring in ACE-SLM programmes in transforming schools for the best, limitations of funding crippled its implementation during roll-out of ACE-SLM programmes by Universities in Limpopo Province. Inadequate funding allocation compromised rigorous processes of recruitment and placement; as well as required mentoring services. Chikoko Naicker and Mthiyane (2014: 227) highlight that appropriate mentor selection is a pre-requisite for successful roll-out of ACE-SLM programmes. The researcher, having been part of the implementation of ACE-SLM programme in one of Universities, fully subscribes to this reminder and advice.

5.2.4 Application of 21st Century instruction and assessment strategies

The fourth finding relates to the application of 21st Century instruction and assessment strategies. The study reveals good practices with regard to the use of case study, dialogue and discourses, problem-based strategy, project based strategy and inquiry as a means to teaching, learning and assessment. This study submits that the use of contemporary instructional strategies is a requirement in promoting experiential learning by ACE-SLM school leaders. However, the creation of virtual learning environment, the promotion of flipped and blended classrooms and the use of technology for lecturing, learning and assessment was not achieved during ACE-SLM programme implementation. Instead preference was on traditional classrooms with pockets of blended learning. It is believed that organisational leaders need to become critical thinkers as Maritz et al. (2011: 176) noted and this can be achieved through a well-thought use of dialogue and discourses that promote experiential learning and reflective practice. Dialogue and discourses allowed participants to share experiences, and engage in reflective practices that promoted experiential learning.

5.2.5 Experiential and reflective learning in ACE-SLM programmes

The fifth finding relates to experiential and reflective learning in ACE-SLM programmes. Experiential and reflective learning formed the foundation upon which the ACE-SLM programme is built. This study was different from mainstream programmes because reflective practice was a common practice that resulted in benefits such as experiential learning and improved emotional intelligence. This study is supported by Maritz et al. (2011: 174) who emphasized that student leaders were exposed to ongoing experiential learning that offered them opportunities to develop emotional intelligence in relation to leading and managing the school as a learning institution. In support, Amulaya (2004: 2) highlights that reflexive practice is an active process of witnessing one's own experience in order to take a closer look at it through exploring it in greater detail. The researcher concurs with arguments brought along by Maritz et al. (2011) and Amulaya (2004) that the implementation of ACE-SLM programmes facilitated reflective and experiential learning.

5.2.6 Learning organisation philosophy in ACE-SLM programmes

The sixth finding relates to learning organisation philosophy in ACE-SLM programmes. ACE-SLM programme conceptualisation and implementation were premised on the learning organisation philosophy. The philosophy of a learning organisation is underpinned by an Organisational Development approach. Learning organisations were found to encourage school leaders and teachers to collaborate as a means to improve their practice and meet school and learner needs (Mindich and Lieberman 2012: ii). This study showed that ACE-SLM programme was aimed at developing organisational heads and their institutions at the same time, which was exactly what the organisational philosophy propagates for the 21st Century educational institution. ACE-SLM programme succeeded in transforming schools into learning organisations, the only difference is on the level at which this aspect was achieved. ACE-SLM schools have benefited from open learning environment, creative thinking and solving one's problems as espoused by learning organisations philosophy (Mason 2016:1).

5.2.7 Professional learning communities in ACE-SLM programmes

The summarized finding relates to professional learning communities in ACE-SLM programmes. ACE-SLM encourages debates and discourses in lecture halls, group

discussions and presentations and mentoring, and cannot be divorced from promoting the creation of professional learning communities (PLC). This study showed that the implementation of the programme encouraged PLC as a means of creating learning organisations by promoting knowledge sharing and networking. SMT members who graduated from this programme value PLC, and indicated that they maintain collaborations that were initiated during ACE-SLM programme implementation in improving their practice to meet learner needs (Mindich and Lieberman 2012: ii). Further, this study demonstrated that the implementation of the programme promoted PLC as means to achieve learning organisations, knowledge sharing and networking.

5.2.8 Curriculum leadership in ACE-SLM programmes

The eighth finding relates to Curriculum leadership in ACE-SLM programmes. In the ACE-SLM manuals, the Department of Basic Education (2008) highlights the role of school leaders as providing professional leadership and management of curriculum responsibility that ensure that schools offer quality teaching, learning and assessments. Quality teaching was expected to yield improved scholastic achievement. Quality teaching requires effective leadership that plays a critical role in the implementation and management of curriculum changes, motivation of teachers and creation of a culture of learning in the school (Taole 2013: 75). However, this study reveals that this outcome was not achieved in all ACE-SLM schools because there were pockets deviating from the norm. Capacitation of student principals to become professional curriculum leaders and managers in schools was still a challenge to some ACE-SLM schools.

5.2.9 Learners at Risk, and remedial Plans and Policies in ACE-SLM

The ninth finding relates to Learners at Risk and remedial Plans and Policies. The success of ACE-SLM programmes rests upon human resources competencies and commitments in working against deviations that could impact on negatively on the performance of schools leaders, teachers and learners. The study revealed the lack of competencies by school leaders in areas such as the identification of learners at risk and remediation. This was the result of poor preparation of ACE-SLM's students. The non-availability of Learners at Risk Policies (LARP) in schools and remedial programmes for learners who are educationally challenged is a clear indication of

negligence on this area. The report by Western Australia Department of Education (2015: 3) highlights that they employ LARP in their schools to identify learners who are academically, socially and emotionally vulnerable, as part of their LARP, for remedial action. The findings that there were gaps in Learner At Risk Policy and remediation policies, coupled by lack of staff development within schools that participated in the programme indicates the programme's failure in design and implementation, hence the three findings impact directly on scholastic achievements.

5.2.10 Policy formulation in ACE-SLM schools

The tenth finding relates to policy formulation for compliance purposes. This study showed that in some schools policies were formulated for the sake of compliance and that there are no attempts made for their implementation. Policies that are formulated are not used, reviewed nor updated. The study conclusively showed that schools that had such policies, particularly on curriculum leadership and management with their operational plans are more successful than schools without such policies and plans. The research by Mashau and Mutshaeni's (2013: 40) reveals that deep knowledge and understanding of legislations and policies is a requirement that needs to be translated into practice central to the quality of South African education system. Knowledge of policy formulation is vital, but if policies are not translated into practice, that knowledge is ineffective and untranslated into practice.

Based on the findings, the study provides a proposed model for optimal implementation of School Leadership and Management programme structure and discussion

5.3 PROPOSED MODEL FOR OPTIMAL IMPLEMENTATION OF SCHOOL LEADERSHIP AND MANAGEMENT PROGRAMME

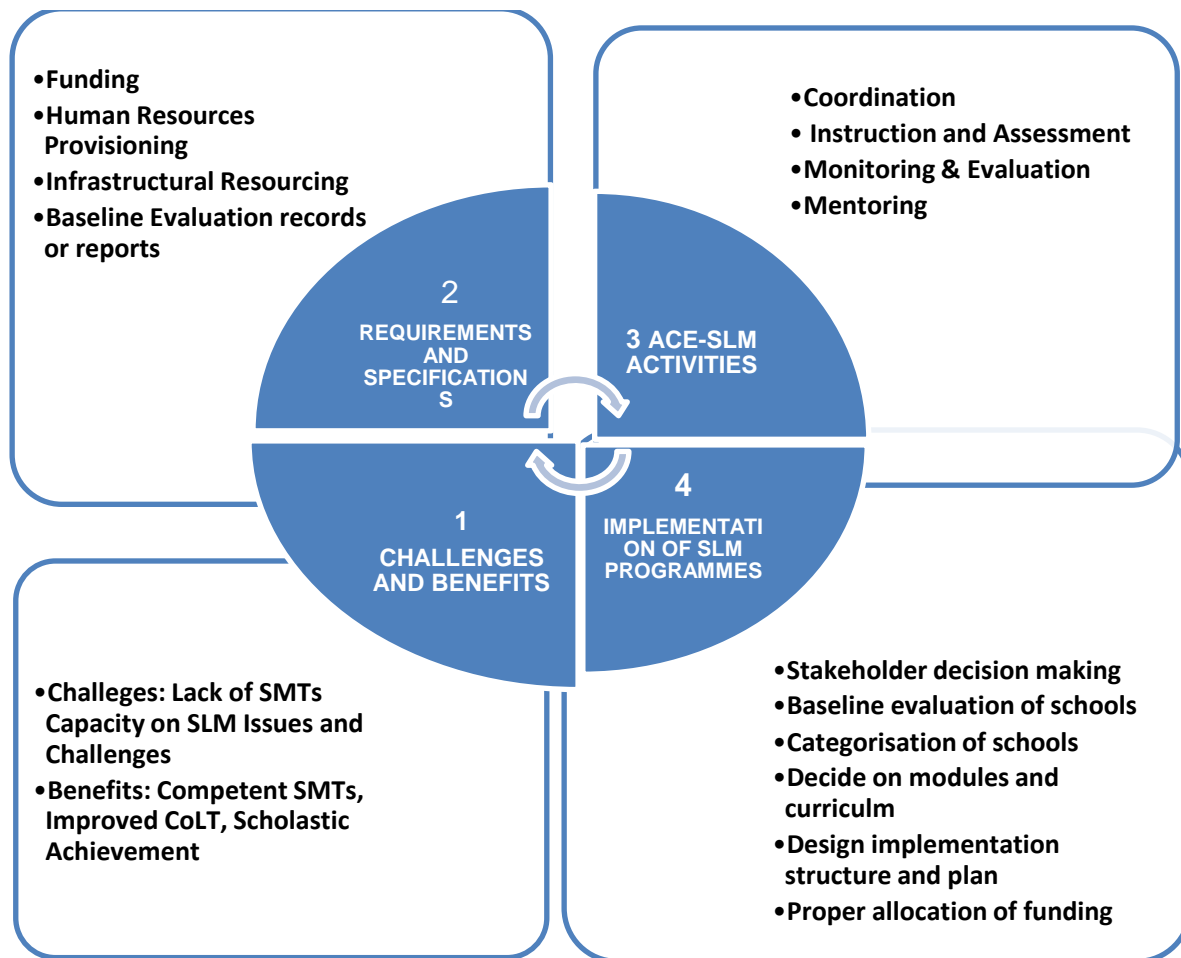


Figure 5.1: proposed model for optimal implementation of School Leadership and Management programme

A model that is appropriate for optimal implementation of School Leadership and Management (SLM) programmes is presented in Figure 5.1 above. It was derived from findings of this study and it serves as both a review and reflection of the implementation of ACE-SLM. This model is be discussed in terms of its structure, essence of the model, benefits of the model, beneficiaries of the model, limitations of the model and summary of the model. Underneath follows a detailed discussion of each of the components.

5.3.1 Structure of the model

This model displays five important dimensions that are categorised into four themes, namely challenges and benefits, requirements, activities and philosophies. A detailed discussion of each dimension follows:

5.3.1.1 Dimension 1: Challenges and benefits

The dimension on challenges and benefits has two different features that occurred at different times of the programmes' implementation. At the conceptualisation stages of the programme, challenges and barriers were identified that warranted the commencement of ACE-SLM programmes. Lack of capacity by SMTs in addressing SLM issues and challenges such as policy formulation and implementation (Mashau and Mutshaeni 2013: 38), curriculum leadership and management, discipline and order, culture of teaching and learning, staff development, providing school with direction, motivating teacher and learner, lack of internal control systems. The success and benefits of the programme are measured on a school's ability to successfully address the challenges identified. Programme benefits depend on the SMTs improved competencies in addressing identified challenges. Improvements in policy formulation and implementation, curriculum leadership and management, discipline and order, culture of teaching and learning, staff development, providing school with direction, motivating teacher and learner and internal control systems are highlighted. It is critical to improve curriculum leadership and management results with improved culture of learning and teaching in schools and creation and sustenance of good school discipline that promotes good scholastic achievement.

5.3.1.2 Dimension 2: Requirements

This dimension was about SLM programme's inputs that are required for proper implementation. The success of programmes depends on adequacy of funding, human resources, infrastructural resources and baseline evaluation and needs analysis. Funding as the lifeblood of any project (Bush and Glover 2016) or programme influences other three inputs. The adequacy of funding results in adequate human resources provisioning with regard to competent and committed programme coordinators, mentors, facilitators, and monitors. Furthermore, funding has a huge impact on infrastructural resourcing. DBE's funding is expected to facilitate implementation of e-Education policy by Universities through provision of

proper technology and networks. As a matter of fact, previously disadvantaged Universities require adequate funding to redress the funding and resourcing imbalances of the past. This funding should provide adequate physical and material infrastructure that is needed for programme implementation.

5.3.2.3 Dimension 3: Activities

The challenges and barriers identified should offer programme designers focus and platform to draft outcomes that target the barriers confronting programme implementation. The inputs requirements and specifications included funding, human and infrastructural and baseline evaluation records and reports, and these should be followed by their transformation to yield required outcomes. Dudovskiy (2014) refers to this stage as training transfer. Training transfer in SLM programmes requires coordination, instruction and assessment, monitoring and evaluation and mentoring. Programme coordinators ensure the smooth running of the programme by addressing challenges, providing direction, implementation plans and distributing files, organising lecture halls, assignment of human resources and liaising with LPDE and DBE. Contact sessions facilitate meetings between lecturers and student principals, wherein instruction, learning and assessment are integrated during such sessions. Mentors and monitors are assigned to schools and school leaders who are supposed to engage with, and records and reports are constructed for submissions. SLM programme is doomed to failure if one of the identified activities is not efficiently executed.

5.3.2.4 Dimension 4: implementation of SLM programmes

The optimal implementation of School Leadership and Management programmes proposes the implementation process as follows:

- Step 1: Stakeholder decision making
- Step 2: Baseline evaluation of schools
- Step 3: Categorisation of schools
- Step 4: Decide on modules and curriculum
- Step 5: Proper allocation of funding
- Step 6: Design implementation structure and plan

The initial procedure is to involve all stakeholders, such as school leaders, labour unions and other organisations, the Department of Basic Education, the Department of Higher Education and Training, in the decision making processes. Baseline evaluation of schools is the second step that involves school audit that will establish areas of lack and challenges that require improvement. This area should be conducted by people with specialised skill in the area of school leadership and management and evaluation studies. Based on data from baseline evaluations, the schools are classified into categories based on their common lack and challenges they encounter. The flexibility and responsiveness of the SLM programmes is attested through the implementation that is category specific. Those responsible for implementation and beneficiaries of SLM programme decide on modules and curriculum each category should receive. Then the step on the design of the implementation structure and plan should follow. Based on the implementation structure and plan, proper funding is allocated per category.

5.3.2 Essence of the model

The Model for optimal implementation of SLM programmes by Universities in Limpopo Province aimed at providing a framework through which a programme of this nature could be designed and implemented. For example, it provides grounds to establish challenges and barriers (DBE 2008), as well as intended outcomes that require specialised input to carry out identified activities within a number of philosophies. A model of this nature is conceptually simple, but the design and implementation could go astray if one or two issues are not addressed as shown in the requirements and specifications. The Department of Education is also reminded of its duty to provide adequate funding, records and reports from baseline evaluation studies that form the foundations of programme evaluation and control.

5.3.3 Benefits of the model

The model benefits programme designers, funders, service providers and student principals. The benefits that the programme designers get are availability of SLM framework used in the design stage. The areas in the design or implementation stage are made visible from the model. Philosophies that are provided guide the study or some aspects of the study. The benefits for funders are that their funding

allocation is used for a good cause. Furthermore, the adequate funding is allocated for baseline evaluation study (Maphoto 2016) so that they have records to assess if training transfer has occurred. Service providers' benefits include the guidance provided through philosophy connected to the nature of SLM challenges and barriers that inform roll-out of the programme.

5.3.4 Summary of the model

The Model for optimal implementation of School Leadership and Management (SLM) programmes was displayed and discussed above. The discussion revolved around the structure of the model wherein four dimensions, namely challenges and benefits, requirements and specifications, activities and philosophies. The essence and benefits of the model were also discussed.

5.4 RECOMMENDATIONS OF THE STUDY

Now that the key findings of this study have been summarized and the proposed ACE- SLM model shared, this is the opportunity for recommendations. For clarity purposes, recommendations are labelled from one to ten. Each recommendation is based on findings summarized in the previous section.

5.4.1 Recommendation 1

Summary of the first key finding was about the response of ACE-SLM programmes to school conditions. On the basis of this finding, the researcher recommends that different ACE-SLM programmes need to be designed for novice and long serving school managers because their experiences in diverse school contextual factors inform their practices. This is supported by Maphoto (2016: 226) highlighting that there is a need for different types of professional development programmes for various types of principals, such as long serving and novice principals. The author further contends that this helps to address multiple contextual factors that are known to obstruct the successful enforcement of the ACE-SLM programmes in schools.

There are long serving school principals who benefitted less from ACE-SLM programmes because of its minimal contribution to their leadership and management practices. The "One size fits all" approach resulted in non-responsiveness of the

ACE-SLM programmes that was not successful in capacitating long serving school principals because of their diverse school conditions and circumstances. As part of this recommendation, there is a need to expose novice and long serving SMTs to in-service training with different modular structures. On the basis of this finding, the researcher recommends that future ACE-SLM programme need to be preceded by baseline evaluations. This is because baseline evaluations are beneficial and helpful in terms of revealing diverse circumstances in schools.

5.4.2 Recommendation 2

The next summary of the key findings relates to historical funding contradictions. This study revealed inadequate funding allocation for ACE-SLM programme. Inadequate funding of ACE-SLM programmes led to flaws in implementing. It even made it difficult for the attainment of the intended outcomes of ACE-SLM programmes. Based on the articulated finding, the researcher recommends that DBE needs to involve a sizeable number of beneficiaries and service providers prior to the finalisation and adoption of the funding for ACE-SLM programmes. Beneficiaries in mind include departmental official, principal councils and teacher unions, amongst others. On the part of service providers, it is unthinkable for DBE to unilaterally decide upon how to fund programmes such as ACE-SLM to the total exclusion of Universities that would be rolling out the programme. The practice of the tender system type of funding programmes such as ACE-SLM deprive the processes of wider consultation and participation of relevant stakeholders in the sustainable funding model.

5.4.3 Recommendation 3

The next summarized finding relates to the cardinal role of mentoring in ACE-SLM programmes. Based on this finding, the researcher recommends that when DBE decides on a funding model for ACE-SLM programmes, mentoring has to be regarded as indispensable. Mentoring improves individual skills, performance and establishes relationships and networks (Popper and Lipshitz 1999: 15) and professional learning communities. Mentoring requires a commitment from both the mentor and mentee based on mutual trust, teaching, coaching, counselling and friendship (Nelsey M Clin Sc Brownie 2012: 201). Funding allocation compromised ACE-SLM students of the programmes' mentoring benefits as stated above.

The fact that the two Universities in Limpopo Province struggled in placing mentoring at the centre of ACE-SLM programme was due to inadequate funding from DBE for Universities of Limpopo and Venda. With adequate funding to service providers, it is possible to involve the services of previously trained ACE-SLM professionals such as principals, deputy principals and HoDs who are currently retirees. Utilisation of such professionals would definitely help to do justice to the important aspect of mentoring.

5.4.4 Recommendation 4

The next summarized finding relates to application of 21st Century instructional and assessment strategies. This study revealed that good practices with regard to the use of case study; dialogue and discourses; problem-based strategy, project based strategy and inquiry as a means to teaching, learning and assessment and pockets of blended learning strategies. The study recommends that technology be used for lecturing, learning and assessment wherein virtual learning environment, flipped and blended classrooms become enhancements to the processes. This is in line with e-Education policy in South Africa which aims at moving the department into paperless education. This encourages facilitators to integrate technology into their teaching, learning and assessment and informs change from traditional classrooms into e-classrooms (Thaba & Thobejane, 2016).

5.4.5 Recommendation 5

The next summarized finding relates to experiential and reflective learning in ACE-SLM programmes. This study revealed that the implementation of the programme was premised within experiential learning and reflective practice philosophies. ACE-SLM graduates acknowledged their significance but fail to live by them. This finding is congruent with Malatji (2016: ii) that SMT members were not fully aware of their daily functions and poor reflective practices made it difficult for them to effectively fulfil their management functions. The researcher recommends that experiential learning and reflective practice within which ACE-SLM was founded has to be integrated within the curriculum to inform its practice.

5.4.6 Recommendation 6

The next summarized finding relates to learning organisation philosophy in ACE-SLM programmes. This study reveals that schools are on board at varying levels with regard to transforming them into learning organisation. As described by Mason (2016:1) learning organisations provide work environments that are open to creative thought and embrace the concept that solutions to ongoing work-related problems are available inside each and everyone in the workplace. This study recommends that exit outcomes of the programme should be clear on how schools and school leaders have progressed on transforming the schools into learning organisations.

5.4.7 Recommendation 7

The next summarized finding relates to professional learning communities (PLC) in ACE-SLM programmes. ACE-SLM, which encouraged debates and discourses in lecture halls, group discussions and presentations and mentoring, cannot be divorced from encouraging the creation of professional learning communities (PLC). SMTs who graduated from this programme value PLC, and indicated that they maintain collaborations that were initiated during ACE-SLM programme implementation in improving their practice to meet learner needs. This finding further reveals that the implementation of the ACE-SLM programme encouraged PLC to nurture learning organisations by promoting knowledge sharing and networking. Mindich and Lieberman (2012: ii) indicate that PLC collaborations improve school leaders and teachers' practices to meet learner needs. This study recommends that effort needs to be augmented to encourage relationships and networks of student principals during the implementation of the programme.

5.4.8 Recommendation 8

The next summarized finding relates to curriculum leadership in ACE-SLM programmes. This finding reveals the significance of curriculum leadership to quality teaching, learning and assessments and scholastic achievements. This study shows that this outcome was not achieved in all ACE-SLM schools, hence, the pockets of observations that indicated deviation from the norm. Therefore, this study recommends that curriculum leadership be given special attention and preference because it impacts directly on learners' scholastic achievement. This is supported by Naidoo and Petersen (2015) who recommend that robust training and development

in instructional leadership practices is crucial in supporting curriculum leadership by school leaders.

5.4.9 Recommendation 9

The next finding relates to Learners at Risk (LARK) policy and remedial plans and policies. This study identified deviations wherein schools are without stated policies, or do not attach any value to such school activities. Similar to the finding on curriculum leadership and management, this impacts directly on scholastic achievements. Learners with academic, social and emotional attributes are a barrier to engagement with the content and, if not attended to, results in poor learner academic achievement (Western Australia Department of Education 2015: 3). This study therefore recommends that learners at risk and remedial plans and policies should be given preference in the implementation of ACE-SLM programmes.

5.4.10 Recommendation 10

The next finding relates to policy formulation in ACE-SLM schools. This study showed that in some schools policies were formulated for the sake of compliance and that there are no action plans for their implementation. The Department of Presidency Republic of South Africa (2014: iii) confirms that formulation and implementation of policies demands a developmental and capable SMTs that have leadership and management capabilities which include, among other things, planning, monitoring and evaluation practices across schools. On the basis of this finding, this study recommends that non-compliance in some schools should be addressed by future SLM programmes, by building consensus on policy formulation and implementation, establishing basic principles for good practices and providing guidance and support on policy formulation and implementation.

5.5 IMPLICATIONS FOR FURTHER RESEARCH

Now that the findings and recommendations have been summarised, what follows is the implication for further research. This linked to areas not covered by this study but which are as significant as this study. Since this research concentrated on lessons learnt in the implementation of ACE-SLM programmes by the Universities of Limpopo and Venda, there is a need for other studies concentrating on other areas.

For instance, the researcher strongly advocates that baseline evaluation studies need to be conducted to determine the best way in which ACE-SLM programmes could be responsive to various set-ups in schools.

Also the researcher emphasises that another broad study that combines both the design and implementation of programmes such as ACE-SLM could be helpful to schools and the Department of Basic Education. Finally, the researcher advises that funding models for programmes such as ACE-SLM need to be preceded by broad negotiations and consultations prior to finalisation by DBE. This would assist in terms of keeping the funding model open and transparent than the current one for ACE-SLM programmes.

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APPENDICES

APPENDIX A: A LETTER TO UL RESEARCH OFFICE

P O Box 2137
Chuenespoort
0745
11 February 2016

The office of Research Unit
Director: University of Limpopo
Private Bag X1106
Sovenga
0727

Dear sir/ madam/ doctor/ professor

A request: To conduct research in your University

I hereby request your office to grant me permission to conduct research in your institution. Advanced Certificate in Education-School Management and Leadership (ACE-SML) coordinators, secretaries and module facilitators will serve as participants in this study. Furthermore University's records related to ACE-SML programme will be examined. The topic of my research is:

Lessons learnt in the implementation of School Leadership and Management Development Programme by Universities in Limpopo Province.

The research results will be shared before dissemination.

Your help will be highly appreciated.

Yours faithfully

Thaba Kgomotlokoa Linda



11/02/2016

APPENDIX B: APPROVAL LETTER BY THE UNIVERSITY OF LIMPOPO



University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 2212, Fax: (015) 268 2306, Email:noko.monene@ul.ac.za

TURFLOOP RESEARCH ETHICS COMMITTEE CLEARANCE CERTIFICATE

MEETING: 05 July 2016

PROJECT NUMBER: TREC/56/2016: PG

PROJECT:

Title: Lesson learnt in the implementation of school leadership and Management development programme by Universities in Limpopo Province

Researcher: Ms KL Thaba-Nkadimene

Supervisor: Dr NS Modiba

Co-Supervisor: Dr MA Rampedi

Department: Language Education, Social Sciences and Educational Management

School: Education

Degree: PhD in Education


PROF. TAB MASHEGO
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: REC-0310111-031

Note:

- i) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee.
- ii) The budget for the research will be considered separately from the protocol.
PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

Finding solutions for Africa

APPENDIX C: A LETTER TO UNIVEN RESEARCH OFFICE

P O Box 2137
Chuenespoort
0745
11 February 2016

The Office of Research Unit
Director: University of UNIVEN
Private Bag X5050
Thohoyandou
0950

Dear sir/ madam/ doctor/ professor

A request: To conduct research in your University

I hereby request your office to grant me permission to conduct research in your institution. Advanced Certificate in Education-School Management and Leadership (ACE-SML) coordinators, secretaries and module facilitators will serve as participants in this study. Furthermore University's records related to ACE-SML programme will be examined. The topic of my research is:

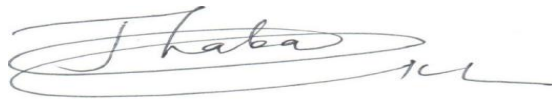
Lessons learnt in the implementation of School Leadership and Management Development Programme by Universities in Limpopo Province.

The research results will be shared before dissemination.

Your help will be highly appreciated.

Yours faithfully

Thaba Kgomotlokoa Linda



11/02/2016

APPENDIX D: APPROVAL LETTER BY THE UNIVERSITY OF VENDA

Page 1
Research and Innovation
Office of the Director

17 March 2016

Ms Kgomotlokoa Linda
Education and Administration
Faculty of Humanities

Dear Ms. Kgomotlokoa

Permission to conduct Research at the University of Venda

The Directorate of Research and Innovation has hereby granted you permission to conduct research at the University of Venda.

Project titled: ***“Lessons learnt in the Implementation of School Leadership and Management Programme by Universities in Limpopo Province, South Africa”***

The conditions are that all the data pertaining to University of Venda will be treated in accordance with the Ethical principles and that will be shared with the University. In addition consent should be sought by you as a researcher from participants.

Attached is our policy on ethics.

Thank you



Prof. G.E. Ekosse

Director Research and Innovation

Cc: Prof JE Crafford (DVC Academic)



UNIVERSITY OF VENDA
PRIVATE BAG X5050, THOHOYANDOU, 0950. LIMPOPO PROVINCE. SOUTH AFRICA
TELEPHONE 015 962 8313 / 8504. FAX 015 962 9060
Email: research@univen.ac.za

“A quality driven, financially sustainable, rural-based comprehensive University”

APPENDIX E: A LETTER TO LIMPOPO DEPARTMENT OF EDUCATION

P O Box 2137
Chuenespoort
0745
11 February 2016

The office of Research Unit
MEC Limpopo Department of Education
P.O.Box
Polokwane
0699

Dear sir/ madam

A request: To conduct research in the schools in Limpopo Province

I hereby request your office to grant me permission to conduct research in the schools within your jurisdiction. School managers (principals/ deputy principals) and project officials are participants in this study. The topic of my research is:

Lessons learnt in the implementation of School Leadership and Management Development Programme by Universities in Limpopo Province.

Your help will be highly appreciated.

Yours faithfully

Thaba Kgomotlokoa Linda



11/02/2016

APPENDIX F: APPROVAL FROM LIMPOPO DEPARTMENT OF EDUCATION



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION

Ref: 2/5/6/1 Enq: MC Makola PhD Tel No: 015 290 9448 E-mail: MakolaMC@edu.limpopo.gov.za

Thaba KL
P O Box 2137
Chuenespoort
0745

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: **“LESSON LEARNT IN IMPLEMENTATION OF SCHOOL LEADERSHIP AND MANAGEMENT PROGRAMME BY UNIVERSITIES IN LIMPOPO,SOUTH AFRICA.”**
3. The following conditions should be considered:
 - 3.1 The research should not have any financial implications for Limpopo Department of Education.
 - 3.2 Arrangements should be made with the Circuit Office and the schools concerned.
 - 3.3 The conduct of research should not anyhow disrupt the academic programs at the schools.
 - 3.4 The research should not be conducted during the time of Examinations especially the fourth term.
 - 3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).
 - 3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.
- 4 Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.

Request for permission to Conduct Research: Thaba KL

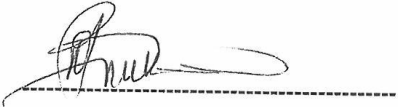
CONFIDENTIAL

Cnr. 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X9489, POLOKWANE, 0700
Tel: 015 290 7600, Fax: 015 297 6920/4220/4494

The heartland of southern Africa - development is about people!

5 The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.



MUTHEIWANA NB
HEAD OF DEPARTMENT (ACTING)

04/03/2016

DATE

Request for permission to Conduct Research: Thaba KL

CONFIDENTIAL

APPENDIX G: A LETTER TO LIMPOPO SCHOOLS

P O Box 2137
Chuenespoort
0745
11 February 2016

The research participant

Dear sir/ madam

A request: To conduct interviews based on the Advanced Certificate in Education-
School Leadership and Management (ACE-SLM)

I hereby request your time to conduct research based on ACE-SLM you participated in as a student principal. The topic of my research is: **'Lessons learnt in the implementation of School Leadership and Management Development Programme by Universities in Limpopo Province.**

Your availability in this project will be highly appreciated.

Yours faithfully

Thaba Kgomotlokoa Linda



11/02/2016

APPENDIX H: APPROVAL FROM LIMPOPO SCHOOL

MOGALATLADI PRIMARY SCHOOL

REF: EMIS 924641685
ENQ: NKADIMENG MP
TEL NO: 0725713908
CELL:



PO BOX 158
NERO
1059

19/01/2017

ACKNOWLEDGEMENT FOR CONDUCTING RESEARCH

Mogalatladi Primary School hereby permits Ms Kgomotlokoa Linda Thaba to conduct a research study in the school. We hereby grant permission for the researcher to get and use data from the community of our school for research purposes only.

We wish you success in your study.

Thanks

Yours faithfully

Signature: _____

NKADIMENG MP (Principal) Condo

DEPARTMENT OF EDUCATION
MOGALATLADI PRIMARY SCHOOL
PRINCIPAL

Date: _____

SIGNATURE: _____

DATE: 0725713908/0713337314

APPENDIX I: CONSENT FORM

RESEARCH PROJECT TITLE: LESSONS LEARNT IN THE IMPLEMENTATION OF SCHOOL LEADERSHIP AND MANAGEMENT DEVELOPMENT PROGRAMME BY UNIVERSITIES IN LIMPOPO PROVINCE.

(It is compulsory for the researcher to complete this field before submission to the Ethics Committee)

RESEARCH PROJECT LEADER/SUPERVISOR: KGOMOTLOKOA LINDA THABA

(It is compulsory for the researcher to complete this field before submission to the Ethics Committee)

I, _____ hereby voluntarily consent to participate in the following project: Lessons learnt in the implementation of School Leadership and Management Development Programme by Universities in Limpopo Province.

(It is compulsory for the researcher to complete this field before submission to the Ethics Committee)

I realise that:

1. The study deals with people's experiences, perceptions, and experiences. (eg. effect of certain medication on the human body) *(It is compulsory for the researcher to complete this field before submission to the Ethics Committee)*
2. The procedure or treatment envisaged may hold some risk for me that cannot be foreseen at this stage.
3. The Ethics Committee has approved that individuals may be approached to participate in the study.
4. The research project, i.e. the extent, aims and methods of the research, has been explained to me.
5. The project sets out the risks that can be reasonably expected as well as possible discomfort for persons participating in the research, an explanation of the anticipated advantages for myself or others that are reasonably expected from the research and alternative procedures that may be to my advantage.
6. I will be informed of any new information that may become available during the research that may influence my willingness to continue my participation.
7. Access to the records that pertain to my participation in the study will be restricted to persons directly involved in the research.
8. Any questions that I may have regarding the research, or related matters, will

be answered by the researcher/s.

9. If I have any questions about, or problems regarding the study, or experience any undesirable effects, I may contact a member of the research team or Ms Noko Shai-Ragoboya.
10. Participation in this research is voluntary and I can withdraw my participation at any stage.
11. If any medical problem is identified at any stage during the research, or when I am vetted for participation, such condition will be discussed with me in confidence by a qualified person and/or I will be referred to my doctor.
12. I indemnify the University of Limpopo and all persons involved with the above project from any liability that may arise from my participation in the above project or that may be related to it, for whatever reasons, including negligence on the part of the mentioned persons.

SIGNATURE OF RESEARCHED PERSON SIGNATURE OF WITNESS

SIGNATURE OF PERSON THAT INFORMED PARENT/GUARDIAN OF THE RESEARCHED PERSON SIGNATURE

Signed at _____ this ____ day of _____ 20____

APPENDIX J: QUESTIONNAIRE FOR ACE-SLM STUDENTS PRINCIPALS

TITLE: Lessons learnt in the implementation of School Leadership and Management Development Programme by Universities in Limpopo Province.

You are requested to complete the following questionnaire based on the implementation of School Leadership and Management programme, referred to as Advanced Certificate in Education-School Management and Leadership (ACE-SLM).

A: BIOGRAPHIC INFORMATION			
1	<i>What is your gender?</i>	1. Male	
		2. Female	
2	<i>What is your age band?</i>	1. 21-30 years	
		2. 31-40 years	
		3. 41-50 years	
		4. 51-60 years	
3	<i>What is your job designation?</i>	1. Senior Teacher	
		2. Master teacher	
		3. HoD	
		4. Deputy principal	
		5. Principal	
B: CHALLENGES IN SOUTH AFRICAN SCHOOLS			
4	Schools required school leadership and management development programmes as a means to capacitate school leaders and managers.	Agree	Disagree
5	A proper design of ACE-SLM programmes was required in addressing SLM barriers.	Agree	Disagree
6	ACE-SLM programmes had a capacity to improve performance of school leaders, teachers and learners.	Agree	Disagree
7	The design of ACE-SLM programmes amongst others was aimed at addressing SLM barriers.	Agree	Disagree
8	The implementation of ACE-SLM programmes were	Agree	Disagree

	geared towards addressing the identified barriers.		
9	ACE-SLM programmes had the capacity to improve the overall performance of schools.	Agree	Disagree
10	In the main, school leaders require capacity-building programmes such as ACE-SLM.	Agree	Disagree
11	ACE-SLM was able to address school leadership and management challenges in South Africa.	Agree	Disagree
C: FUNDING MODEL FOR ACE-SLM PROGRAMMES			
12	Funding model used in ACE-SLM was transparent.	Agree	Disagree
13	Funding structure allowed proper allocations for crucial ACE-SLM programmes.	Agree	Disagree
14	Funding structure facilitated proper monitoring and evaluation.	Agree	Disagree
15	Funding structure encouraged Universities to conduct baseline evaluation study.	Agree	Disagree
16	Funding structure facilitated Universities to establish resourced SLM libraries and ICT centres.	Agree	Disagree
17	Funding allocations per student was adequate for proper implementation of ACE-SLM programmes.	Agree	Disagree
D: MENTORING FUNCTION IN ACE-SLM PROGRAMMES			
18	Mentoring is a crucial aspect for ACE-SLM programme's success.	Agree	Disagree
19	Mentoring functions were adequately funded in the implementation of ACE-SLM programmes.	Agree	Disagree
20	Mentoring succeeded in transforming schools.	Agree	Disagree
21	Mentoring programmes were effective in supporting the attainment of outcomes of ACE-SLM programmes.	Agree	Disagree
22	Mentors were competent in supportive and guiding SMTs on school issues.	Agree	Disagree
E: CONTEMPORARY INSTRUCTIONAL STRATEGIES IN ACE-SLM PROGRAMMES			
23	Use of contemporary instructional strategies is a	Agree	Disagree

	requirement in promoting digital learning environments in ACE-SLM programmes.		
24	ACE-SLM Instructions were in line with South African e-Education policy.	Agree	Disagree
25	Creation of virtual learning environment.	Agree	Disagree
26	Promotion of flipped and blended classrooms.	Agree	Disagree
27	Use of technology for teaching, learning and assessment.	Agree	Disagree
28	Use of problem and project-based learning.	Agree	Disagree
29	Use of case studies.	Agree	Disagree
30	Encouraging rigorous dialogue and discourses.	Agree	Disagree
31	Encouraging the use of inquiry-based learning.	Agree	Disagree
F: COMPARISON OF ACE-SLM SCHOOLS WITH NON-ACE-SLM SCHOOLS			
32	ACE-SLM schools are better equipped in SLM than non-ACE-SLM schools.	Agree	Disagree
33	SMTs of ACE-SLM schools know how to formulate and implement policies.	Agree	Disagree
34	School files in ACE-SLM schools are better than those in non-ACE-SLM schools.	Agree	Disagree
35	ACE-SLM schools do possess curriculum policies than their counterparts.	Agree	Disagree
36	ACE-SLM programmes resulted with improved school practices in comparison to non ACE-SLM schools.	Agree	Disagree
G: PRACTICE-IMPROVEMENT THROUGH ACE-SLM PROGRAMMES			
37	ACE-SLM programmes succeeded in improving school leadership and management practices.	Agree	Disagree
38	Participating SMTs acquired the required competencies to address SLM challenges in their school..	Agree	Disagree
39	The programmes succeeded in capacitating SMTs with the necessary competencies required to lead and manage 21 st Century institutions.	Agree	Disagree
40	This programme improved curriculum leadership and management.	Agree	Disagree

H: EXPERIENTIAL LEARNING IN ACE-SLM PROGRAMMES			
41	Experiential learning was encouraged in the lecture halls.	Agree	Disagree
42	Experiential learning was encouraged during cluster meetings.	Agree	Disagree
43	Mentoring was premised upon experiential learning approach.	Agree	Disagree
44	Mentoring sessions encouraged experiential learning by students principals.	Agree	Disagree
45	Monitoring and evaluation focus was on experiential learning.	Agree	Disagree
47	Experiential learning is crucial in ACE-SLM programmes.	Agree	Disagree
I: BUILDING PROFESSIONAL LEARNING COMMUNITIES IN ACE-SLM PROGRAMMES			
48	The implementation of ACE-SLM programmes was framed within PLC philosophy.	Agree	Disagree
49	The implementation of ACE-SLM programmes promoted sustainable PLC.	Agree	Disagree
50	Cluster meetings promoted PLC.	Agree	Disagree
51	Group presentations during contact sessions promoted PLC.	Agree	Disagree
52	ACE-SLM instructions and assessment created platform for PLC.	Agree	Disagree
53	Mentoring encouraged PLC.	Agree	Disagree
54	ACE-SLM programmes facilitated the establishment of professional learning communities (PLC).	Agree	Disagree
J. IMPROVED COMPETENCIES OF STUDENT PRINCIPALS			
55	Better-equipped and skilled student participants.	Agree	Disagree
56	Ability in using portfolio of evidence in measuring school managers' success.	Agree	Disagree
57	Ability of students principals in equipping and re-skilling other SMTs.	Agree	Disagree

58	Improved school leaders and managers in ICT skills.	Agree	Disagree
59	Promotion of curriculum leadership and management	Agree	Disagree
60	Ability of student principals in impacting learner's academic achievement.	Agree	Disagree

APPENDIX K: INTERVIEW SCHEDULE FOR ACE-SLM PRINCIPALS

1. Do you think ACE-SLM was able to address school leadership and management challenges in South Africa? Explain.
2. Were baseline evaluations conducted before schools commenced with the programme? Explain.
3. Did you benefit from the implementation of mentoring function during ACE-SML programme? Reflect.
4. Was the implementation of mentoring effective in addressing school leadership and management in ACE-SLM programmes? Explain.
5. Were the objectives of ACE-SLM programmes clear and attainable? Explain.
6. Do you think the implementation of ACE-SLM succeeded in attaining the programme's objectives? Explain.
7. Do you think the funding allocation was adequate for implementing the ACE-SLM programmes as intended and to attain its intended outcomes? Explain.
8. Do you think the funding allocation facilitated adequate implementation of mentoring and monitoring and evaluation in ACE-SLM programmes? Explain.
9. Was programme coordination at the University level adequate in facilitating proper implementation of ACE-SLM programmes? Explain.
10. Did you experience adequate provincial coordination of ACE-SLM programmes? Reflect on your experiences.
11. Was there monitoring and evaluation sessions conducted at schools sites where students learning progress was assessed and monitored? Explain.
12. Were monitoring and evaluation sessions effective in the sense that they were eye-opening sessions to Ace students, mentors, facilitators, coordinators and funders?
13. Was monitoring process adequately implemented by mentors during mentoring sessions? Reflect on your experiences.
14. Were assessment methods during ACE-SLM programmes aligned to 21st Century assessment strategies? Explain.
15. Were case studies, dialogue and discourses encouraged during ACE-SML programmes implementation? Explain.
16. What is your experience in the use of problem-based strategy, project-based and inquiry as mostly preferred 21st Century strategies? Reflect.

17. Did the implementation of mentoring during ACE-SLM programmes promote reflective learning? Explain.
18. The programme focus emanates from "School-Based Management" which should encourage experiential learning and reflective practice? Do you think reflective practice was encouraged during contact sessions in the lecture halls? Explain.
19. Was reflective practice encouraged during monitoring and evaluation by facilitators and mentors? Explain.
20. ACE-SLM programme was premised upon learning organisation philosophy. Was learning organisation philosophy encouraged during the implementation of ACE-SLM programmes? Explain.

APPENDIX L: INTERVIEW SCHEDULE FOR ACE-SLM COORDINATORS

1. Do you think ACE-SLM was able to address school leadership and management challenges in South Africa? Explain.
2. Were baseline evaluations conducted before schools commenced with the programme? Explain.
3. In what way were support given by former deputy principals, principals and circuit managers enabling you to service student principals in their schools?
4. Was the implementation of mentoring function as required in the 21st Century roll-out of ACE-SLM programmes? Explain.
5. Was mentoring rendered as intended to achieve the outcomes of the programme?
6. Do you think the implementation of ACE-SLM succeeded in attaining the programme's objectives? Explain.
7. Do you think the objectives of ACE-SLM programmes were clear and attainable? Explain.
8. Was there an adequate financial back-up availed to former deputy principal, principal and circuit managers to enable successful implementation of ACE-SML programmes?
Do you think the funding allocation facilitated adequate implementation of mentoring and monitoring and evaluation in ACE-SLM programmes? Explain.
9. Do you think the funding allocation was adequate for implementing the ACE-SLM programmes as intended and to attain its intended outcomes? Explain.
10. Was the manner of managing ACE-SLM programmes enabling you to operate with ease when assisting student principals? Explain.
11. Were there any discrepancies in programme coordination by provincial and University during the implementation of ACE-SLM programmes? Reflect on your experiences.
12. Was monitoring and evaluation handled as significant component required for adequate roll-out of ACE-SLM programmes? Explain.
13. Did monitoring and evaluation help ACE-SLM students in reflecting on their student learning? Explain
14. Did monitoring and evaluation serve as an eye-opener to good practices and challenging areas in the process of school transformation? Explain

15. Was monitoring process adequately implemented by mentors during mentoring sessions? Reflect on your experiences.
16. Were assessment methods during ACE-SLM programmes aligned to adult learning and 21st Century assessment strategies? Explain.
17. Were there uniformity with regard to assessment methods as used by ACE-SML facilitators? Explain.
18. What was the manner of coordination during the implementation of ACE-SLM programmes allowing students learning and engagement as required in the 21st Century? Explain.?
19. Are you satisfied that coordination will facilitated the adequate implementation of ACE-SLM programmes? Explain.
20. Was the manner of coordination encouraging reflective practice amongst facilitators, mentors and student principals? Explain.
21. in the lecture halls during contact sessions in the lecture halls? Explain.
22. Were ACE-SML facilitators competent and capable enough to facilitate reflective practices with their lecturing? Explain.
23. Were ACE-SML facilitators encouraging the learning organisation philosophy? Explain.
24. Were ACE-SML facilitators encouraging the use of portfolio for learning and assessment? Explain.

APPENDIX M: INTERVIEW SCHEDULE FOR ACE-SLM FACILITATORS

1. Do you think ACE-SLM was able to impact on school leadership and management challenges in South Africa? Explain.
2. Were baseline evaluations conducted before schools commenced with the programme? Explain.
3. Did mentoring conducted by competent and experienced former school deputy and principals; and circuit managers who were able to assist, support and guide student principals during the implementation of ACE-SLM programmes? Explain
4. Was the implementation of mentoring function as required in the 21st Century roll-out of ACE-SLM programmes? Explain.
5. Do you think the objectives of ACE-SLM programmes were clear and attainable? Explain.
6. Do you think the implementation of ACE-SLM succeeded in attaining the programme's objectives? Explain.
7. Do you think the funding allocation was adequate to implement the ACE-SLM programme as intended and to attain its intended outcomes?
8. Was funding allocation facilitated adequate implementation of mentoring and monitoring and evaluation in ACE-SLM programmes? Explain.
9. Were there any discrepancies in programme coordination by provincial and University during the implementation of ACE-SLM programmes? Reflect.
10. Was the programme coordination properly handled during the implementation of ACE-SLM programmes? Explain.
11. Did you conduct monitoring and evaluation session in which schools and students' progresses were monitored and evaluated? Reflect.
12. Was the implementation of monitoring and evaluation aligned to its significance in assessing, supporting and guiding student principals and ACE-SLM schools? Explain.
13. Did monitoring and evaluation help ACE-SLM students in reflecting on their student learning? Explain
14. Did monitoring and evaluation serve as an eye-opener to good practices and challenging areas in the process of school transformation? Explain
15. Was monitoring process adequately implemented by mentors during mentoring sessions? Reflect on your experiences.

16. Were assessment methods during ACE-SLM programmes aligned to adult learning and 21st Century assessment strategies? Explain.
17. Were projects, assignment and class presentations structured to address the school leadership and management challenges? Explain.
18. Were projects, assignment and class presentations structured to address the school leadership and management challenges? Explain.
19. Was reflective practice encouraged during mentoring, lecturing, cluster meetings and lecturing and assessment?
20. Was learning organisation philosophy encouraged during the implementation of ACE-SLM programmes? Explain

APPENDIX N: INTERVIEW SCHEDULE FOR ACE-SLM MENTORS

1. Do you think ACE-SLM was relevant in addressing school leadership and management challenges in South Africa? Explain.
2. Did mentors have baseline evaluations reports as part of the implementation of ACE-SLM programme? Explain.
3. Was the implementation of mentoring function as required in the 21st Century roll-out of ACE-SLM programmes? Explain.
4. Was mentoring rendered as intended to achieve the outcomes of the programme?
5. Do you think mentoring as a crucial component of ACE-SLM succeeded in addressing school leadership challenges in schools.
6. Do you think the objectives of ACE-SLM programmes were clear and attainable? Explain.
7. Do you think the funding allocation facilitated adequate implementation of mentoring and monitoring and evaluation in ACE-SLM programmes? Explain.
8. Do you think the funding allocation was adequate for implementing the ACE-SLM mentoring programmes? Explain.
9. Was mentoring programme mentoring properly handled during the implementation of ACE-SLM programmes? Explain.
10. Were there any discrepancies in programme mentoring by provincial and University during the implementation of ACE-SLM programmes? Reflect on your experiences.
11. Was mentoring coordination properly handled at all levels monitoring during the roll-out of ACE-SLM programmes? Explain.
12. Did mentoring help ACE-SLM students in reflecting on their student learning? Explain
13. Did mentoring serve as an eye-opener to good practices and challenging areas in the process of school transformation? Explain
14. Was mentoring process adequately implemented by mentors during mentoring sessions? Reflect on your experiences.
15. Were assessment methods applied by mentors during the implementation of ACE-SLM programmes promoting student learning? Explain.
16. Were projects, assignment and class presentations structured to address the school leadership and management challenges? Explain.

17. *Do you think students learning engagement and experience improved when the 21st Century strategies, such as case studies, dialogue and discourses, problem-based strategy, project-based and portfolio were used? Reflect.*
18. Was reflective practice encouraged during monitoring and evaluation by facilitators and mentors? Explain.
19. Do you think reflective practices were encouraged during contact sessions in the lecture halls? Explain.
20. Was learning organisation philosophy encouraged during the implementation of ACE-SLM programmes? Explain.

APPENDIX O: DOCUMENT STUDY SCHEDULE

	Availability	Accessibility	Comment
School			
Time tables			
Duty allocations			
Principal's portfolios			
Minutes of Staff meetings			
Minutes of SMT's meetings			
Minutes of SGB meetings			
Minutes of departmental meetings			
Staff development schedules and reports			
Curriculum management minutes and files			
Learners' Remedial Plans (LRP)			
Learners At Risk Policies (LARK)			
Culture of learning and teaching (COLT) policies)			
University			
Workshop reports and resolutions			
POT reports and resolutions			
Through-put reports			

APPENDIX P: CERTIFICATE OF EDITING

CERTIFICATE OF EDITING



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
MAFIKENG CAMPUS

Private Bag X2046, Mmabatho
South Africa, 2735

Tel: +2718 389-2451
Cell: 0729116600
Web: <http://www.nwu.ac.za>

School of Teacher Education and Training
Tel: +2718 389 2451
Cell: 0729116600
Email: 22055215@nwu.ac.za

14th March, 2017

TO WHOM IT MAY CONCERN

I, Muchativugwa Liberty Hove, confirm and certify that I have read and edited the entire thesis '**LESSONS LEARNT IN THE IMPLEMENTATION OF SCHOOL LEADERSHIP AND MANAGEMENT DEVELOPMENT PROGRAMME BY UNIVERSITIES IN LIMPOPO PROVINCE**' by *THABA-NKADIMENE KGOMOTLOKOA LINDA*, student number 200410006, submitted in fulfilment of the requirements for the award of the degree *DOCTOR OF PHILOSOPHY in EDUCATION (EDUCATION ADMINISTRATION)* in the *FACULTY OF HUMANITIES (School of Education)* at the *UNIVERSITY OF LIMPOPO*.

Linda Kgomotlokoa was jointly supervised by **Dr NS Modiba** and **Dr MA Rampedi** of the Limpopo University.

I hold a PhD in English Language and Literature in English and am qualified to edit academic work of such nature for cohesion and coherence.

The views and research procedures detailed and expressed in the thesis remain those of the researcher/s.

Yours sincerely

Dr M.L.Hove

Original details: Dr M.L.Hove (22055215) C:\Users\22055215\Desktop\CERTIFICATE OF EDITING.docm
14th March, 2017

File reference: Dr M.L.Hove

starts here™



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIR
NOORDWES-UNIVERSITEIT