ADEQUACY OF THE ADVANCED CERTIFICATE IN EDUCATION TO DEVELOP THE WORK-INTEGRATED LEARNING COMPETENCIES OF PRINCIPALS: A CASE STUDY

BY

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NELSON MANDELA METROPOLITAN UNIVERSITY

PROMOTOR: PROFESSOR PRAKASH SINGH

JANUARY 2011
DECLARATION

I, Christopher Malizo Dali, hereby declare that:

ADEQUACY OF THE ADVANCED CERTIFICATE IN EDUCATION TO DEVELOP THE WORK-INTEGRATED LEARNING COMPETENCIES OF PRINCIPALS: A CASE STUDY

is my own original work and all resources used or referred to have been documented and recognised. I further declare that this thesis has not been previously submitted in full or partial fulfilment of the requirements for an equivalent or higher qualification at any recognised education institution.

Signature  

Date  11 January 2011
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ABSTRACT

The aim of this study was to explore the adequacy of the Advanced Certificate in Education (School Leadership) programme to develop the school principals’ work-integrated learning competencies (WILCs) at the Higher Education Institutions (HEIs). One of the objectives of this study was therefore to determine the extent to which the Advanced Certificate in Education (ACE) – School Leadership (SL) programme could utilise emotional intelligence (EI) to develop the principals’ intrapersonal and interpersonal competencies for collegial leadership. Another objective was to explore the school principals’ perceptions of their emotional competencies that could link their theoretical studies at the Nelson Mandela Metropolitan University (NMMU) with their practical learning experiences in their schools.

Presently, one of the major programmes that could use EI in the development of school principals’ WILCs is the ACE (SL) programme offered by HEIs. The challenge for HEIs, such as the NMMU, is to offer an ACE (SL) programme that is capable of empowering principals from divergent school backgrounds. This would enable them to better understand and interpret the contextual environments in their schools and their emotional relationships with their teachers as colleagues.

The purposively selected research participants for this study comprised of school principals from one hundred and thirty rural, urban, township and farm schools. These schools are located in areas such as Lusikisiki, Bizana, Kokstad, Maluti, Mount Frere, Mount Fletcher, Cradock, Graaff-Reinet, Uitenhage and Port Elizabeth. For the purposes of triangulation, forty-two semi-structured questionnaire responses, five focus group interviews, ten in-depth interviews, and the school principals’ portfolio reflections, were used in the collection and analysis of the data.

The findings of this interpretive, explorative, descriptive, and phenomenological study revealed that generally, the school principals had satisfactory levels of EI, firstly especially in terms of their intrapersonal competencies such as adaptability,
achievement drive, commitment, initiative and optimism. The school principals valued
the opportunity afforded to them by the ACE (SL) programme to discuss their individual
emotions and experiences with principals from similar and different school contexts. The
ACE (SL) programme helped them to interrogate and express their own perceptions and
experiences and the WILCs required in their leadership positions in schools.

Secondly, the findings on the effectiveness of the interpersonal WILCs revealed that
most of the school principals were adept at inducing desirable feelings and actions in
their teachers. The feedback from the semi-structured questionnaire, the in-depth
interviews, the focus group interviews, and the principals’ reflection portfolios indicated
that EI could strongly influence the development of the WILCs of school principals.
Politically astute principals know how to collaborate with teachers to achieve school
goals. They create a culture of trust and achievement as they collaborate as colleagues
in their schools.

In conceptualising the development of the WILCs of school principals, one of the major
recommendations emanating from this study is the utilisation of the WILCs model to
develop the school principals’ collegial leadership abilities. The WILCs model was
developed as a recommendation to provide a common language for discussing
emotional capabilities and guidance for a host of WILCs such as self-awareness, self-
regulation, empathy, conflict management, building bonds, enabling and inspiring others
to develop in a collaborative and collegial manner.

Underpinning the WILCs model are five major assumptions. The first assumption is that
although the intrapersonal and interpersonal competencies are essential, generic and
could be applied to any organisational context, the focus in this study is on school
 principals and their school environments. The second assumption of this model is that
the WILCs are the result of rigorous research and represent a way of describing the
effective leadership abilities of principals within their school contexts. The third
assumption is that the WILCs are interrelated, complex, and serve to highlight key
elements of effective leadership in the school environment without privileging one over
another. Fourthly, the conceptual basis for the construction of the WILCs model is the
empowerment of principals and their interpersonal relationships with the wider school community. Fifthly, and a highly relevant assumption for school principals, this WILCs model brings together the social constructivist essence of the two epistemic sites of learning discussed in this study – the schools and the HEIs – and the interconnectedness between EI and IQ in the development of principals’ WILCs for collegial leadership.

Evidently, principals cannot solely depend on their experiences only to hone their leadership competencies. Formal programmes, such as the ACE (SL) programme, are essential to develop the WILCs of school principals. Nothing less should be contemplated to develop their collegial leadership competencies.

**Key words:**

- Work-integrated learning competencies
- Emotional intelligence
- Interpersonal competencies
- Intrapersonal competencies
- Advanced Certificate in Education (School Leadership)
- Collegial Leadership
- Higher Education Institutions
<table>
<thead>
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<th>Acronym</th>
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<tr>
<td>ACE (SL)</td>
<td>Advanced Certificate in Education (School Leadership)</td>
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<tr>
<td>CHE</td>
<td>Council on Higher Education</td>
</tr>
<tr>
<td>CREIO</td>
<td>Consortium for Research on Emotional Intelligence in Organisations</td>
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<tr>
<td>DoE</td>
<td>Department of Education</td>
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<tr>
<td>ECDoe</td>
<td>Eastern Cape Department of Education</td>
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<td>EDOs</td>
<td>Education Department Officials</td>
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<td>EI</td>
<td>Emotional Intelligence</td>
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<td>FET</td>
<td>Further Education and Training</td>
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<td>FGs</td>
<td>Focus Group Interviews</td>
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<td>HEIs</td>
<td>Higher Education Institutions</td>
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<tr>
<td>HIV/AIDS</td>
<td>Human Immune Virus / Acquired Immune Deficiency Syndrome</td>
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<td>HODs</td>
<td>Head of Departments</td>
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<td>IQ</td>
<td>Intelligence Quotient</td>
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<td>NCCE</td>
<td>National Commission for Cooperative Education</td>
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<td>NCEE</td>
<td>National Commission on Excellence in Education Administration</td>
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<td>NCHE</td>
<td>National Commission on Higher Education</td>
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<td>NMMU</td>
<td>Nelson Mandela Metropolitan University</td>
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<td>RQs</td>
<td>Research Questions</td>
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<td>SASA</td>
<td>South African Schools Act</td>
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<td>SACE</td>
<td>South African Council of Educators</td>
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<td>SBM</td>
<td>Site-Based Management</td>
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<td>SGB</td>
<td>School Governing Body</td>
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<td>SMT</td>
<td>Senior Management Team</td>
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<td>SSQ</td>
<td>Semi-Structured Questionnaire</td>
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<tr>
<td>TMP</td>
<td>Traditional Management Practices</td>
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<td>WACE</td>
<td>World Association for Cooperative Education</td>
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CHAPTER ONE

SCOPE AND FOCUS OF THE STUDY

1.1 Introduction

During the apartheid era South African school principals were required to live and work in racially segregated areas prescribed by the Native Land Act of 1913, the Native Land Act of 1920, and the Native (Urban Areas) Act of 1923 (Johnson, 2004:119). These Acts had a negative impact on the effective integration of theory and practice by the higher education institutions (HEIs) in the development of school principals' work-integrated learning competencies (WILCs). The challenge now is for the HEIs to develop WILCs of principals that could foster understanding of intrapersonal and interpersonal competencies and the practical application of these competencies in schools within the newly established democratic society in South Africa. School principals now need progressive experience in integrating theory and practice (McFeeters & Hoole, 2009). Samadi (2008:488) purports that people learn best when they receive education complemented by practical experiments.

The challenge is to develop the principals' WILCs that can enable them to understand the contextual environments and the power relationships among staff members in the schools. Competent principals should realise that all socio-cultural, economic, political and civic aspects of the school exist in emerging and continuous dynamic processes of the school environment (Burkman, 2010:2). Ornstein and Hunkins (2004:296) argue that these dynamic processes can lead to information on which every leader has to reflect and act. Ornstein and Hunkins further argue that such information can be used in identifying new expectations, rewards and problems for those involved in the implementation process. Principals can also use such information for identifying the emergence of new tensions that may create a state of disequilibrium among the staff.
within the school. In turn, these tensions may set in motion an attempt by the stakeholders at schools to achieve a new state of equilibrium. This means that HEIs should address the need to help school principals to tackle emotional and social problems in their schools (MacLean, 2006:39).

This study seeks to explore the school principals’ perceptions of their emotional competencies that can link their academic studies with their learning experiences in the practical work environment (Baxter & Burden, 2008:28). While the Nelson Mandela Metropolitan University (NMMU), for example, may provide principals with the necessary theoretical skills, the schools could possibly provide the principals with the exposure to important emotional competencies such as self-awareness, collaborative work and communication, which the principals may have previously perceived as being peripheral in their school leadership style.

This study also explores the extent to which WILCs and emotional intelligence (EI) can be utilised to enhance collegial school leadership and develop principals’ capabilities to share knowledge, and collaboratively recognise and creatively solve problems at their schools. EI refers to creative behaviour and an array of capabilities and competencies that influence one’s ability to succeed in coping with environmental demands and pressures, and the cognitive ability to regulate one’s emotions to reduce negative emotions and to maintain positive emotions between self (intrapersonal) and others (interpersonal) ((Bar-On, 2000; Mayer, 2001; Mayer & Salovey, 1997).

Since EI has a potential to direct and influence creative thinking of leaders (Ivcevic, Brackett & Mayer, 2007), one of the objectives of this study is to explore the extent to which the Advanced Certificate in Education (School Leadership) (ACE (SL)) programme can develop the intrapersonal and interpersonal WILCs of school principals for collegial leadership. Ofoegbu (2004:86) suggests that the principals’ ability to establish emotional relationships with their colleagues is essential since it can help the school principals to cope with the rigours of leadership. Anand and UdayaSuriyan (2010:65) state that EI empowers the leader with the ability to grasp intuitively what others need and want, and develop strategies to fulfilling those needs and wants.
Such studies suggest that successful leaders who have EI could possibly use intrapersonal and interpersonal competencies that can move processes and people forward (Lukaszewski, 2008). EI, a multi-dimensional construct that combines emotion and cognition with the aim of improving human interactions, has been associated with improved work environment behaviour (Mayer & Salovey, 1997). An objective of this study is also to explore the extent to which the ACE (SL) programme can help school principals to develop and demonstrate relevant intrapersonal and interpersonal WILCs such as confidence, optimism, collaboration and collegiality in decision-making and in times of change and conflict.

1.2 Relevance of the study

The significance of this study is embedded in the investigation conducted on the usefulness of the ACE (SL) programme to develop the WILCs of school principals. Three years after the National Commission on Higher Education (NCHE) completed its report on A Framework for Transformation in 1996, it became clear that South African HEIs have to respond to the contextual realities of the times (Griesel, 2000:94). This means that the NMMU, as an HEI in the Eastern Cape, has to lay the foundations for the development of the intrapersonal and interpersonal WILCs that can stimulate, direct and mobilise the creative and intellectual energies of school principals towards meeting the practical challenges of transformation, reconstruction and development in South Africa. The NMMU has to encourage the development of a reflective capacity and a willingness to review prevailing ideas and practices based on the appropriate characteristics of the WILCs of school principals for collegial leadership to prevail in their schools.

The general characteristics of the WILCs include the educational competencies that integrate theory and practice through work experiences, and that can lead to the formal recognition of the work-integrated learning experience (experiential learning) on student records (e.g. credit hours and part of degree requirement) (Groenewald, 2004:21). This
suggests that the principals have to develop competencies to put into contextual practice the theories they learn through the ACE (SL) programme. Although theoreticians and practitioners have different perceptions and agendas, Ornstein and Hunkins (2004:20) insist that HEIs should provide principals with confidence through the development of competencies that can help them improve their leadership. The facilitation guideline of the ACE (SL) programme focuses on the application of theory in an authentic work context; supports the development of a range of competencies that will render the qualifying school principals efficient and effective in their everyday work environment (Appendix F).

Expressing a similar view on the necessity of WILCs for school principals, the DoE (cited in Bisschoff & Nkoe, 2005:611) states that:

...the success of the new South Africa rests on its ability to harness the talents, energies and full potential of all... people. This presents both special challenges and opportunities for our society.

The need for the development of the WILCs of school principals is linked, to some extent, to the process of merging Further Education and Training (FET) colleges, as well as the merging of HEIs in South Africa with the purpose of, inter alia, enhancing the WILCs of leaders to instil co-operative governance and collaborative leadership (DoE, 2001:14). Principals are challenged with the responsibility of using all their human resources available to ensure that the envisioned national objectives are met (Lumby, 2003; Sronce & Arendt, 2009). This socially constructed vision requires that principals develop the emotionally appropriate and sensitive WILCs to ensure that they successfully cope with the challenges in the South African education system.

This study relates to the task of the South African Council of Educators (SACE), which was established in terms of the SACE Act, 2000 (SACE Act 31 of 2000). Among its tasks, the SACE has to promote the competencies of school principals and encourage them to reflect on their practical experiences at their schools. A school environment in which there is a flow requires the WILCs of principals that can demonstrate emotional
understanding (Fink, 2005:108). Such principals learn to read the emotional responses of those around them and create emotional connectedness with those with whom they interact. This means that school principals are to share their ideas and concepts from their education at the NMMU, and produce results that benefit the improvement of their schools and the people whose lives are affected by those ideas and concepts.

This study also explores the extent to which the principals’ perceptions of the ACE (SL) programme could enhance their intrapersonal and interpersonal WILCs to deal effectively with the emotionally charged school environments. As the school leadership preparation programmes continue to be scrutinised, the inclusion of EI in the development of the WILCS of school principals would serve to balance these programmes (Schultz, 2007). Darling-Hammond, LaPointe, Meyerson, Orr, and Cohen (2007) suggest that the key components necessary for effective preparation programmes include training in EI.

A key concern addressed in this study is the challenge for the ACE (SL) programme to develop WILCs that can make principals ready to deal effectively and proactively with the rapid changes that face them at their schools. HEIs, such as the NMMU, are appropriately located to provide opportunities for school principals to integrate their academic learning with practical implementation within the context of emotional and changing school situations. The NMMU and schools could work as epistemic sites whereby the intrapersonal and interpersonal WILCs of school principals could be developed (Harris, 2006:5). Tennant and McMullen (2008:522) argue that competencies that school principals should learn include a combination of university teaching strategies and learning from the contextual school environment. The ACE (SL) programme offered by NMMU could possibly develop the WILCs of school principals by facilitating experiential learning and extend the opportunities for experiential learning to the principals within the practical school environment.

Another objective of this study is to develop the WILCs of school principals that can reflect the critical consciousness of the teachers at their schools by appealing to the teachers’ higher ideals and values, such as trust, sound working relationships and
collegiality. Effective collegial school principals could then link organisational goals to the emotional needs and concerns of the teachers (Sarros & Sarros, 2007:350). Due to the complex environment in which principals have to operate in South Africa, this study addresses key concerns of WILCs and EI in order for school principals to succeed as collegial leaders.

1.3 Statement of the problem

This section focuses on some of the challenges that principals have to face in the rapidly changing education system, and the need to develop intrapersonal and interpersonal WILCs that could empower them to cope within these challenges.

One of the challenges that school principals have to deal with is the impact of the educational changes since 1994. School principals have to deal with the school-life experiences of all the stakeholders at their schools: the DoE officials, educators, learners, parents and the broader community (Swanepoel, 2009:462). These stakeholders expect the school principal to be the key facilitator of change. School principals have to be sensitive to and develop insight into how the educational changes alter the school experiences of the teachers, parents and learners and how these changes influence their own dispositions at their schools. This requires that school principals develop appropriate WILCs that can help them withstand these challenges. The school principals must now be adept at incorporating both intrapersonal and interpersonal competencies into a holistic plan for the success of their schools. Ayiro (2009:720) argues that such understanding can be directly linked to leaders’ EI. EI is defined as a person’s abilities to access intrapersonal and interpersonal understanding competencies, adapt to complex, stressful and rapidly-changing situations, as well as a measure of the overall general mood within the institution (Bar-On, 1997).

Ayiro (2009:720) asserts that the skill to respond to rapid changes in learning environments and the ability to effectively access EI competencies transcends the spectrum of leadership. These changes impact on the principals’ perceptions of the
involvement of teachers in shared decision-making, since the traditional autocratic style of leadership is being phased out in favour of democratic participation by all stakeholders at the schools (Swanepoel, 2009:463). The devolution of power by school principals to teachers can enhance a sense of job satisfaction and a level of motivation to do well by all the stakeholders. For this to succeed, there is a need for varied leadership competencies than those previously used in autocratic leadership approaches.

A major step forward in the South African education system after the 1994 elections and the emergence of the democratic government in South African has been its move, at policy level, towards more democratic, participative and collaborative competencies for school leadership (Grant, Gardner, Kajee, Moodley & Somaroo, 2010:401). Swanepoel (2009:63) argues that:

School principals are responsible for creating a collegial environment which offers educators opportunities to take on participatory leadership roles in a variety of portfolios.

However, school principals in South Africa still have to cope with the ways in which they can take into account the turbulent emotions of educators caused by the effects of change (Calitz, 2002:17). In her speech at the Most Improved Schools’ Award in Tshwane, the former South African Deputy President, Ms Phumzile Mlambo-Ngcuka (2007), raised a similar concern about the challenges faced by school principals, by stating that:

While we must celebrate our achievements, we need to acknowledge and deal with the shortcomings that still exist but which we can overcome. For instance we understand that principals are not trained in human resource management and neither are they exposed to general management skills. Also, principals do not have performance management contracts in place. It is for this reason that we have introduced the Advanced Certificate in Education (ACE) this year to ensure that teachers and principals are exposed to management courses.
This study therefore seeks to explore the extent to which the ACE (SL) programme offered by the NMMU can enhance the intrapersonal and interpersonal WILCs that school principals could apply in the changing and complex school environments. In times of change, school principals are challenged to serve as emotional anchors, provide professional guidance, and be responsible for the effectiveness and improvement of their schools (Evers & Katyal, 2007:376). The school principals have to take the responsibility of working with teachers to set out educational objectives and define school-wide and community-wide goals. This suggests that school principals require intrapersonal and interpersonal WILCs that can help them to cope with these complex school environments. In developing the WILCs of school principals the ACE (SL) programme has to contribute to both the cognitive and EI abilities of school principals.

1.3.1 Complexity of the school environment

The complexity of the school environment and challenges facing school principals in interpreting and applying theories to everyday educational practice is daunting. The past seventeen years since the 1994 democratic elections, have seen rapid and discontinuous changes in South Africa. The changes have had huge implications for school principals, since their leadership has been identified as the central platform for bringing about much of the systematic changes that have swept through schools (Cranston, Ehrich and Lindsay, 2006:7).

In the school environment, principals are faced with emotional problems that include uncertain conditions of service, poor service delivery, teacher shortages, low morale of teachers, and a lack of physical and financial resources (Saiz, 2009:279). The restructuring of the South African education system poses continuous challenges for educational leaders (Berkhout, 2007:495). School principals, in particular, have to contribute towards the national agenda to build a just and equitable society. In addition to the emotional challenges experienced by school principals, Rees (2004:6) states that:
Within schools there are specific problems: parental interference, even litigiousness, over-regulation by authorities, spirited ennui, apathy, drugs, breakdown in discipline, vandalism, teacher shortages, laziness and lack of enthusiasm and the effects of HIV and AIDS.

This means that there is a disconnection between how principals are required to lead and accomplish and the level of support they receive to meet expectations (Ketelle, 2008:49). This disconnection tends to affect the development of the competencies of school principals that can help them reflect on their leadership, and to diagnose of their own emotional strengths and weaknesses in their school environments. This implies that the NMMU needs to further encourage the development of the principals’ WILCs that takes place between the university and their schools.

1.3.2 Relevance of the two epistemic sites of learning

The key tenet of the WILCs of school principals is that they operate in two distinct epistemic settings: the HEIs and the schools (Eames & Cates, 2004:37). The interconnection of knowledge across these epistemic sites can be associated with bridging the gap between knowledge creation that is perceived to be academic, investigator-initiated and disciplined-based (mode 1 knowledge), and knowledge creation that is context-driven, problem-focused and interdisciplinary (mode 2 knowledge) (Lee, Green & Brennan, 2000). This suggests that the interconnectedness of knowledge advocates for an on-going process of developing the WILCs of school principals whereby learning is integrated through extended periods of professional practice.

The space for integrating learning and work competencies can be found within the connections that develop between these two epistemic sites. The space is facilitated by interactions and interrelations that are complementary to both these two epistemic sites. It is the crossover points of interactions and interrelations between these two epistemic
sites that highlight the importance of bridging the gap between theory and practice in knowledge creation (Eames & Cates, 2004:37).

Van Gyn and Grove-White (2004:27-28) argue that learning takes place through a variety of experiences and can be enhanced, accelerated and purposefully directed by taking into account both the situation of principals and the contexts in which their learning take place. Murdoch (2006:20) states that space is generally generated by the coordination of the crossover points of interactions and interrelations. For the WILCs of principals to operate fully in the ACE (SL) programme, space is to be found within the interconnections that develop. This means that when the NMMU develops the WILCs of school principals, it is hoped that space will be created for principals to gain progressive responsibility to apply academic work and gain specified competencies in their schools (Groenewald, 2004:19).

The ACE (SL) programme is intended to provide the principals with the opportunity to develop a deeper holistic commitment to their studies in a working school situation. Ideally, the ACE (SL) programme should provide a basis upon which school principals acknowledge the complexity of learning across multiple epistemic sites, rather than from a reductionist view with university modules and schools as separate entities. It is expected that the principals participating in the ACE (SL) programme perceive that what they are learning in the NMMU lectures is worthwhile and that it will lead to an improved disposition and capacity to excel in their demanding roles as principals.

Mezirow (cited in Van Gyn & Grove-White, 2004:33) suggests that school principals could gain from the transformation of knowledge and learning from one site to the other by developing competencies in engaging in a continuing collaborative inquiry to determine the truth or arrive at a tentative best judgement about alternative beliefs. This means that the learning of principals between these two epistemic sites can contribute to the sharpening of their ability to use critical reflection and take collective reflective action, and assuring that social systems at school are responsive to the human needs of those they serve. These features of transforming, and learning practice can be seen as contributing to the intellectual development of school principals.
In this study, WILCs involve integrated and coordinated alternation of on-campus study and off-campus experiences, and the school environment. According to the DoE (2006:ix), the ACE (SL) programme is offered through a part-time distance education mode so that the school principals can work and learn at the same time. The WILCs are proposed here not only as an educational framework to be incorporated in all courses of the NMMU, but also as a strategy to assist the NMMU to position itself within the tertiary education sector and in the contextual environments it serves to develop the work-integrated learning of its students.

It can be argued that WILCs in the ACE (SL) programme of principals, as a mode of learning, could provide the school principals with opportunities for experiential learning and enhance principals’ understanding of the structures and patterns of work. Dewey (cited in Dressler & Keeling, 2004:217) also contends that education requires thinking and reflections guided by educators, and that interaction and the epistemic sites of learning must provide continuing opportunities for principals to cope with the complex school environment.

1.3.3 Challenge to address the complex nature of the school environment

In order to develop and maintain the momentum necessary for successful schools, this study investigates the extent to which the ACE (SL) programme can develop the WILCs that school principals could use in their complex school environment. Lessing and de Witt (2007:56) emphasise that school leadership programmes will not have a beneficial impact unless they are carefully designed to meet the contextual needs of principals and the complex school environments in which they work.

In the South African schools’ milieu, the interest in linking theory with practical experiences in the development of principals’ competencies led to the establishment of the Matthew Goniwe School of Leadership and Governance in Gauteng in 2003, and subsequently the ACE (SL) programme was introduced in 2007. The primary aim of the ACE (SL) programme is to equip school principals and those aspiring to the post of
principalship with current developments in education theory and practice (Mestry & Singh, 2007:482). This practice-based two-year part-time programme seeks to provide the participants – referred in this study as school principals – with opportunities to interactively analyse situations and formulate strategies for tackling leadership and management problems in education. Mestry and Singh (2007:482) state that this initiative of the Department of Education (DoE) is to provide these school principals with insight into aspects dealing with school improvement, such as strategic direction and development of school, empowering staff and allowing them to be involved in the development of the school.

In the South African context, the National Department of Education (NDoE) is not only responsible for policy formulation but is also responsible for the coordination and implementation of professional development of teachers and principals (Engelbrecht, Ankiewicz & De Swardt, 2007:580). However, the enormousness of the need for the professional development programmes of school principals and the lack of capacity within the Eastern Cape Department of Education (ECDoe) to provide such programmes have forced the DoE to seek help from other providers in South Africa (Engelbrecht et al., 2007:580). This lack of capacity can be attributed to the closure of Colleges of Education in 2002 and their amalgamation with tertiary institutions that have not previously been involved in the ACE (SL) programme (Engelbrecht et al. (2007:580).

Compounding the scale of the challenges faced by HEIs is that, according to Harley and Parker (2006:872), education academics have to serve a profession that already lacks social status; they have to carry heavy workloads; and their low research capacity leads to their dismissal as not being pukka academics. Harley and Parker go on, then, to question the feasibility of these academics within this seemingly constraining environment to enhance the quality of the ACE (SL) programme in ways that may consequently promote the WILCs of school principals. These challenges have contributed to the need for the NMMU to look for alternative education models that could meet the required integration of academic studies and the contextual-based problems experienced by principals. This has also resulted in the NMMU having to grapple with
theoretical concepts that can help the ACE (SL) programme to develop the WILCs of the school principals.

Based on the above discussion that can serve as a guide to the ACE (SL) programme, Mathibe (2007:524) suggests that in the strategies to address the complex nature of the education environment, the ACE (SL) programme could make use of school-based experiences in the integration of educational goals to improve education at schools, and interpret the ACE (SL) programme on the basis of its contribution to school development and effectiveness. These strategies need motivated, qualified and competent principals who are not only able to create an environment for effective teaching and learning (Mathibe, 2007:536) but who are also able to utilise intrapersonal and interpersonal WILCs to practically transform their lives and enhance the effectiveness of their schools. Crawford (2007:522) argues that competencies in communication with other educators, conflict resolution, empathy and trust, for instance, are pivotal to the development of principals. The ACE (SL) programme should possibly utilise EI in developing the intrapersonal and interpersonal WILCs of school principals.

The importance of the ACE (SL) programme is to enable school principals to create a school environment where everyone participates and communicates with mutual respect and understanding in order to meet the goals of the South African education system (Moller, 2002:262). It is the drive for effectiveness in their schools that could possibly fuel the quest for the development of the WILCs of principals to create and determine effectiveness. Leaders who encourage diversity of views among their staff cannot invite disagreement without attending to their own emotions first (Fullan, 2000:160-161). They need to expect anxiety to be endemic in their schools' transformation, and thus allow structures and norms that could collegially alleviate such anxiety. This means that school principals are no longer required to be just smart by virtue of their professional training and expertise, they need to understand and utilise the combination of WILCs and EI, as discussed in the following sub-section.
1.3.4 Interconnectedness between WILCs and EI

The notion that the WILCs are crucial for adaptation in various realms of life has increased interest in the concept of EI and inspired a variety of programmes of both emotional and cognitive learning in educational institutions and work settings (Lopes, Brackett, Nezlek, Schutz, Sellin and Salovey, 2004). In order for school principals to effectively utilise their WILCs, understanding how EI works becomes crucial especially that school principals have to work with different people with diverse emotional dispositions. Principals have to understand their own emotions in order to understand the emotions of the people they work with in their schools. Crawford (2007:522) argues that:

_Emotional relationships are the core not just of any school-related work, but are pivotal to the concept of educational leadership. At the centre of a school lie relationships: teacher-student; parent-teacher; teacher-teacher; child-child. These relationships may be many and different but they are quite literally at the heart of education._

Studies to date have demonstrated that leaders who report higher levels of EI also report higher levels of attending to positive interactions with those with whom they work (Ivcevic et al., 2007:201). Other studies have found a significant interconnectedness between the WILCs required in the development of school principals and EI (Schutte, Malouff, Bobik, Coston, Greeson, Jedlicka, Rhodes, & Wendorf, 2001). The role of the ACE (SL) programme to assist principals to tap into their EI so as to develop WILCs in relationships that correspond to those in their schools has become crucial. This implies that EI can form an emotional bond that can help school principals stay focused even amid profound change and uncertainty in their school leadership positions (Goleman, Boyatzis & McKee, 2002:21). Understanding how to cultivate competencies in EI is essential for the development of school principals’ WILCs. Hang (1999:7) suggests the link between work-related competencies and EI be:
...advantageously used to fine-tune on-the-job performance of every kind, managing our unruly feelings, keeping ourselves motivated, tuning in with accuracy to the feelings of those around us, and developing good work-related social skills, including those essential for leadership and teamwork.

Understanding the theoretical interconnectedness between the WILCs and EI for the effective collegial leadership of school principals is crucial. In employing the attributes of the various EI models, it is argued in this study that the WILCs of school principals are pivotal in collaborative and shared decision-making of school principals. Lopes et al. (2004:1018) assert that competencies based on EI are thought to be important for intrapersonal and interpersonal interactions because emotions serve communicative and social functions. This suggests that as principals work and learn from their experiences, their understanding of EI could assist them to manage their emotional responses to the challenges they face, ensuring that their feelings are expressed appropriately and effectively to encourage collaborative relationships at their schools. This study, therefore, seeks to investigate the adequacy of the ACE (SL) programme offered by the NMMU to develop the WILCs of school principals.

1.4 Research questions (RQs)

In view of the above discussion, the main RQs of this study can be formulated as follows:

RQ 1: What are principals’ perceptions of the ACE (SL) programme to develop their intrapersonal WILCs?

RQ 2: What are the principals’ perceptions of the ACE (SL) programme to develop their interpersonal WILCs?
RQ 3: How effective is the ACE (SL) programme to help principals integrate the NMMU theories and the practical application of these theories at their schools?

RQ 4: How effective is the ACE (SL) programme to develop the principals’ WILCs in order to empower them to become collegial leadership?

1.5 Aims and objectives of the study

One of the aims of this study is to explore the adequacy of the ACE (SL) programme in developing the WILCs of school principals in the NMMU. The study also aims at explicitly exploring the interconnectedness between the WILCs and EI for developing a framework that could be utilised by school principals in the Eastern Cape. Knowledge regarding how EI can contribute to the development of WILCs may lead to significant advances in the effectiveness of the ACE (SL) programme to develop school principals’ leadership. Hence the objectives of the study are to:

- determine how EI could enhance the general development of the WILCs of school principals;
- determine the extent to which intrapersonal and interpersonal WILCs could enhance collegial leadership behaviours of school principals;
- examine the extent to which the ACE (SL) programme offered by the NMMU could enhance the WILCs of school principals; and
- develop a framework (model) on how school principals could utilise EI in enhancing their WILCs for collegial leadership.

1.6 Research design

The investigation of the adequacy of the ACE (SL) programme to develop the WILCs of school principals is qualitative in nature. Merriam (2009) states that the research design
for qualitative research is flexible and emergent. A case study and descriptive, contextual and phenomenological research approaches were employed to achieve the research objectives. Most importantly, the research design was aimed at the social-constructivist understanding and interpretation of the perceptions of purposively selected research participants and how those perceptions could be used by the NMMU in developing the WILCs of school principals. In doing this, the semi-structured questionnaire (SSQ), focus group (FG) interviews, in-depth interviews and document analyses were utilised as research methods for the purposes of data collection, emergent and inductive data analysis and interpretation. The research design will be described fully in chapter four.

1.7 Clarification of concepts

This section presents the initial clarification of concepts used in the investigation of the adequacy of the ACE (SL) programme offered by the NMMU to develop the WILCs of school principals. A further analysis of these concepts will take place in chapters two and three.

1.7.1 WILCs

The international reference to the concept of WILCs, according to Groenewald (2004:19), is to give a new meaning to the notion of cooperative learning, and the concept interchangeably uses terms that have similar (or lesser) meanings, such as practice-oriented education, professional practice, project-based learning, sandwich degree/course, learning and work experience.

The concept WILCs is inherently experiential and developmental since students are given an opportunity to apply what they are learning as they are learning it in their occupational fields (Groenewald, 2004:19). This suggests that the concept WILCs
provides progressive experiences in integrating theory and practice. The integration and logistical coordination and assessment of the experiential and academic parts of curriculum development include partnerships between the student, the institution and their contextual work experiences. For the purpose of this study, the concept of WILCs is utilised to describe the emotional and cognitive competencies that principals could develop to be effective in their leadership practices at their schools.

1.7.2 EI

Salovey and Mayer (1990:189) define EI as:

… the ability to monitor one’s own and other’s feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions.

Goleman (1995:34) claims that the EI:

…can be as powerful, and at times more powerful, than I.Q…

Mayer, Salovey, Caruso and Sitarenios (2001:234) later refined their definition to state that EI is:

… an ability to recognise the meanings of emotions and their relationships, and to reason and problem-solve on the basis of them.

Mayer, Salovey and Caruso (2004:197) define EI as:

… the capacity to reason about emotions, and of emotions to enhance thinking.

In this study, EI is used to describe the abilities to perceive emotions, to generate and assist thought, and to regulate emotions to promote emotional and intellectual development. The EI construct is used in this study as a resource for principals to reason and make decisions – emotions-based accomplishment of their leadership work.
at their schools to instil hope, trust and positive affectivity in their staff via intrapersonal and interpersonal relationships (Ikszatt-White, 2009:449). EI is perceived in this study as the ability of the school principals to understand and manage their emotions and to express them appropriately and in a manner that facilitates other members of their schools in successfully working collegially toward common goals and a shared vision.

1.7.3 Competencies

Slivinski and Miles (1996:2) define competency as:

…those characteristics of an individual which underlie performance or behaviour at work. The definition is intentionally broad and generic. The flexibility afforded by the definition permits the variety of types of competencies and the wide range of application.

Boyatzis (cited in Boyatzis & Saatcioglu, 2007:93) define competencies as the underlying characteristics of a person that lead to or cause effective and outstanding performance. Boyatzis and Saatcioglu (2007:93) argue that these competencies include cognitive intelligence competencies, such as systems thinking; intrapersonal competencies, such as adaptability; and interpersonal abilities, such as building bonds.

In this study, the school principals’ intrapersonal and interpersonal competencies, as suggested by Goleman (2001:27), are clustered as follows:

- **Self-awareness** – the ability to understand feelings and accurate self-assessment.
- **Self-management** – the ability to manage internal states, impulses and resources.
- **Social awareness** – the ability to read people and groups accurately.
- **Relationship management** – the ability to induce desired responses in others.
The focus on these competencies attempts to shift from the traditional approaches to human resource management which emphasises competency-based behaviours. Competencies go beyond knowledge, skills and abilities, and focus on the future – not just current – needs and performance goals of leaders and their organisations (Getha-Taylor, 2007:8). The above clusters on EI competencies are used in this study to determine the development of school principals' WILCs.

1.7.4 Leadership

The concept of leadership has long been an object of study in the educational field (Bass & Stodgill, 1990; Yukl, 2002; Antonakis, Cianciolo & Sternberg, 2004). In this section, the nature of leadership, as it pertains to the school context, is clarified.

While management is objectives-driven, resulting in stability based on rationality, bureaucratic means, and the fulfillment of contractual obligations, leadership is, according to Alves, Manz, and Butterfield (2005:8), considered to be purpose-driven, resulting in change based on values, ideals, vision, symbols, and, most importantly, emotional exchanges. This means that while the school principals, as leaders, coordinate, define purpose, and anticipate, the essence of leadership is to teach others how to handle individual and collective problems in a collegial manner. This suggests that school leadership is not only how it happens in practice, for example through communication, but also how that practice is framed by people’s emotions, theoretical principles and the contextual environment. In this study, words such as emotions, self-worth, trustworthiness, initiative, optimism, empathy, understanding the needs of others, and collaboration, are used to describe the EI competencies that could be incorporated in the leadership practice of school principals.
1.7.5 Theory and practice

According to Ornstein and Hunkins (2004:19), theory may be defined as knowledge and statements that give functional meaning to a series of events and take the form of definitions, operational constructs, assumptions, postulates, generalizations, laws or theorems. In the case of curriculum, for instance, the subject matter involves decision-making about the implementation of a curriculum. A good theory in education would then mean the description and explanation of the various relationships that exist in the field (Ornstein and Hunkins, 2004:19).

Practice means the procedures, methods, and competencies that apply to the working world where a person is on the job or actively involved in his or her profession (Ornstein & Hunkins, 2004:19). In integrating theory and practice, Engelbrecht and Green (2003:6) contend that theoretical literature on human development and education is valuable since, whilst on the one hand, it stimulates practical engagement in the process of knowledge construction, on the other, it offers systematic frameworks for understanding and interpreting experience and suggests particular courses of action. Ornstein and Hunkins (2004:21) further assert that practice involves selecting strategies and rules that apply to various situations. They also caution that not all situations are the same and that there is a need to adapt the right method for the right situation. This suggests that the school principal would have to use a good deal of common sense and experience which no one can learn from theoretical textbook discussion (Ornstein & Hunkins, 2004:21). This means that the principal’s practice will include reflectively operating within the school and comprehending the goals, priorities and needs of all the stakeholders of the school in which s/he operates.

Although theory does not provide prescription, it does provide a set of organised principles that, together with contextual knowledge, can generate meaningful insights into particular situations (Engelbrecht & Green, 2003:7). In this study, practice means that principals have to be engaged in the construction and reconstruction of meaning in their work contexts; involve experiential and practical engagement with theory; move the abstract to the concrete world; move from complex concepts to simple terms; and
include people and resources to make theory work. Thus, the school principals’ WILCs could then be informed by the integration of the theories they gain from the NMMU and the practical learning experiences from their schools.

1.8 Limitations and delimitations

The study is limited to the development of WILCs of school principals through the ACE (SL) programme. The research is limited to the school principals being purposively selected from rural, farm, sub-urban and urban schools. Participants are limited to those school principals registered for the ACE (SL) programme at the NMMU in order to obtain their perceptions and experiences about their WILCs and EI within the context of the rapidly changing school environment. The generalizability of the findings is limited because this study is contingent upon approval of research participants drawn only from NMMU.

After the completion of the SSQ and feedback to the broader group of school principals during lectures, there was increased willingness of the school principals to participate in the FGs. This resulted in verbal requests for further discussions to be made on the WILCs and EI of principals as leaders in their schools. It became clear that the interconnectedness between the WILCs and EI should be perceived as an ongoing process of social interpretation and negotiation through which shared meanings could be constructed by both the participants and the researcher. Furthermore, data in the study was enriched by the triangulation of the SSQ, FGs, in-depth interviews and the school principals' portfolio reflections.

1.9 Outline of chapters

CHAPTER ONE: SCOPE AND FOCUS OF THE STUDY

Chapter one presents the general introduction to the study. It describes the relevance of this study as being that of promoting the competencies of principals and to enable
principals to reflect on their experiences at their schools. The chapter describes the challenges of the school principals and the need for the ACE (SL) programme offered by the NMMU to develop intrapersonal and interpersonal WILCs that could help them to cope with their complex and changing school environments. The research questions, aims and objectives, and the qualitative research design are outlined in this chapter.

CHAPTER TWO: THEORETICAL FRAMEWORK TO DEVELOP THE WILCs OF SCHOOL PRINCIPALS

In this chapter, the theoretical framework of the study was developed. Due to the complexity of the discussion on the intrapersonal and interpersonal competencies suggested by the foundations of the EI theory, this chapter critically reviews literature on the intrapersonal WILCs of school principals. The critical review of literature on the interpersonal competencies of school principals is then left for chapter three. Although the various models of EI were explored to harness their relevance into the development of WILCs for school principals, the 1998 Goleman Model of EI was adapted so as to underpin this study.

CHAPTER THREE: RELEVANCE OF EI IN THE DEVELOPMENT OF PRINCIPALS’ WILCs

This chapter seeks to further develop the theoretical framework initiated in chapter two. By critically reviewing literature on the interpersonal domain of EI, this chapter synthesizes a concise, integrated framework on how the adequacy of the ACE (SL) programme to develop the intrapersonal and interpersonal WILCs of school principals could be investigated. These interpersonal WILCs include: social awareness and relationship management, as well as their resultant characteristics. The conceptual framework is presented at the end of this chapter.
CHAPTER FOUR: RESEARCH METHODOLOGY

In this chapter, the focus is on the research design. The investigation is qualitative in nature. The view of theorising is that of interpretive understanding. The assumptions underpinning the research are located in the social-constructivist perspective. The post-modernist case study and phenomenological research approaches are adapted to achieve the qualitative research objectives. Most importantly, the research design is to gain an understanding of the perceptions of the purposively selected research participants, and how these perceptions could be utilised in the ACE-SL programme to enhance the WILCs of school principals. The main data collection and data analysis processes employed to address the research problem are the SSQ, FGs, and the in-depth interviews. The analysis of the school principals' portfolio reflections was used for the purposes of enhancing triangulation. Issues of ethical consideration and qualitative explanation of reliability and validity are explained in detail in this chapter.

CHAPTER FIVE: DATA ANALYSIS AND DISCUSSION OF FINDINGS

Based on the theoretical and conceptual framework developed in chapters two and three, this chapter presents the results and findings on investigating the adequacy of the ACE (SL) programme offered by the NMMU to develop the WILCs of school principals. This chapter employs constant comparison data analysis to explore the research questions and objectives of this study. The findings that emerge from the themes, categories and sub-categories of data from the research methods used are discussed in this chapter.

CHAPTER SIX: SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

This chapter focuses on the recommendations and conclusions based on the relevance of the findings arrived at in chapter five of the study. In this chapter, a framework that includes interconnectedness between the WILCs and EI for collegial leadership is finally recommended.
CHAPTER TWO

THEORETICAL FRAMEWORK TO DEVELOP THE WILCs OF SCHOOL PRINCIPALS

2.1 Introduction

Chapters two and three are devoted to establishing the theoretical framework of this study. Due to the complexity of the EI construct, chapter two deals mostly with the intrapersonal competencies of school principals, while chapter three deals largely with the interpersonal competencies of school principals as leaders.

Literature (Bottery, 2004; Cranston, 2002) on school leadership indicates that being a principal today creates multiple emotional challenges for the incumbent. Equally challenging is not only how best to prepare aspirants for the principalship, but also how to continue the development of those already in school leadership positions. In order to enhance the interpretive and multiple understandings of EI and how this can enhance the integration of theory and practice in the development of the WILCs of school principals through the ACE (SL) programme, a theoretical framework based on the literature study will be developed in this chapter.

2.2 Theoretical framework

In this study, the theoretical framework is used to comprehend the development of the intrapersonal and interpersonal WILCs of school principals. Such a framework is necessary to establish how EI can enhance the development of the WILCs of school principals. This theoretical framework supports the need for a closer look at the interconnectedness between the WILCs of school principals and EI, a theoretical construct that has been advocated by international social scientists (Anand & UdayaSuriyan, 2010:65; Gardner, 1983; Goleman, 2001; Salovey & Mayer, 1990).
Since school principals are occupying leadership positions in their schools, they are expected to demonstrate abilities to influence, motivate and enable teachers, parents and learners to contribute to the effectiveness and success of the schools of which they are stakeholders (Anand & UdayaSuriyan, 2010:65). As education becomes more complex both in structure and purpose, the school principals need EI to effectively work with their colleagues. School principals have to effectively perceive, express, understand, and manage their emotions and the emotions of learners, parents and their staff in a positive and collegial manner.

Recent research examining the utility of EI in promoting effective leaders emphasises the significance of EI in the organisational environment (Anand & UdayaSuriyan, 2010; Barbuto & Burbach, 2006; Dulewicz, Young & Dulewicz, 2005; Gardner & Stough, 2002). Leaders with EI are perceived to be happier and more committed to their organisations (Abraham, 2000). They use their emotions to improve their decision-making and instil a sense of enthusiasm, confidence, optimism, adaptability, empathy and collegiality with their staff members through intrapersonal and interpersonal relationships (George, 2000). Calitz (2002:27) suggests that school principals need to demonstrate the necessary emotional competencies of leadership, communication, conflict management, relationships, and trust in order to assist in the creation of a collegial work environment. Such competencies should assist principals to be aware of and manage their emotions and those of the people in their work environment so that they may develop collegial relationships.

This investigation was based on the foundations of EI and its connectedness to the WILCs of school principals. Although the terminology and approaches of various authors may differ, their common denominator can be identified in the findings of Goleman that extend the application of the EI construct into the leadership arena (Goleman et al., 2002). The EI construct is important in this framework since it is inherent to the practice of leadership rather than separate from it. Crawford (2007:521) points out that:
It is not enough for a leader to acknowledge the inherent emotions in the culture of an organisation; s/he has to make them explicit through their own leadership.

There is now recognition of the importance of competencies on self-awareness, self-management, social-awareness, and relationships management. These arise from the increasing dissatisfaction with the exclusive concern with prediction of individual job performance with no regard for the interpretive constructivist perspective that perceives leaders as working collaboratively within a group of colleagues, teams and the organisation.

Today, more than ever, school principals need appropriate WILCs to process and manage emotional dynamics intelligently in the school environment. In this sense one interesting direction to focus on is EI that has recently become one of the most important constructs in leadership research, as is the case in this study (Nokelainen & Ruohotie, 2006).

2.2.1 EI theories

Salovey and Mayer (1990) describe EI qualities as understanding one’s feelings, having empathy for others’ feelings and the ability to regulate emotions in such a way that they enhance positive work relationships. Salovey and Mayer (1990) did not mean to challenge the validity of the most widely recognised measurement of intelligence, namely, intelligence quotient (IQ), but rather to suggest that EI is another form of intelligence that has a far greater effect on the achievement of leadership competencies.

Goleman (2001:42) argues that despite the great interest in EI over the past decade, scholars have been studying this construct for the greater part of the twentieth century. For instance, Thorndike (1920) describes social intelligence as the ability to understand and manage men and women. Thorndike (cited in Goleman, 2001:2) designed a tool to determine the extent to which the research participants were able to match facial expressions to emotions.
From Thorndike’s (1920) work, scholars began to shift the attention from describing and assessing social intelligence to understanding the purpose of interpersonal behaviour and the role it plays in effective adaptability (Bar-On, 2006). This helped define human effectiveness from the social perspective and strengthened Wechsler’s definition of general intelligence (cited in Bar-On, 2006) that referred to the capacity of the individual to act purposefully. This made it possible to locate such individual capacity as part of general intelligence (IQ) and EI as part of social intelligence (Salovey & Mayer, 1990:189).

2.2.1.1 Comparison between EI and IQ

Historically, success in learning has been measured through cognitive tests (IQ tests) and personality factors. It was believed, according to Rilea (2007:46), that successful cognitive processing could not occur at the same time as emotional processing. However, the IQ tests may be less significant than what was traditionally believed when determining levels of academic and leadership success. In support of this notion, Goleman (1998:31) states that EI matters twice as much as IQ. He argues that EI is thought to contribute far more significantly to success, particularly in the area of leadership effectiveness in the work environment. Goleman (1998:38) further suggests that those school principals with well-developed EI perform at higher levels of leadership competency than those with lesser levels of EI. This distinction between school principals who might have higher levels of EI and those with lower levels of EI is further explored by Chieh (1999:2) who compares people’s reactions to situations as follows:
**Figure 2.1: Comparison between IQ and EI dominant people**

<table>
<thead>
<tr>
<th>IQ-dominant</th>
<th>EI-dominant</th>
</tr>
</thead>
<tbody>
<tr>
<td>- confronts threats head-on;</td>
<td>- tries to avoid confrontation;</td>
</tr>
<tr>
<td>- more effective during times of calm;</td>
<td>- more effective in times of stress/crisis;</td>
</tr>
<tr>
<td>- avoids taking risks (intolerant of failure);</td>
<td>- uses more gut feeling (learns from failure);</td>
</tr>
<tr>
<td>- prone to short-term thinking (certainty);</td>
<td>- prone to long-range thinking (uncertainty);</td>
</tr>
<tr>
<td>- quick to formulate strategy and implement;</td>
<td>- defines problems and strategies; and</td>
</tr>
<tr>
<td>- fails to act (sees more layers to a problem).</td>
<td>- knows when to wait and to act (perseveres).</td>
</tr>
</tbody>
</table>

Adapted from Chieh (1999:2)

According to Mayer and Cobb (2000:177), IQ refers to the capacity to learn. It is a psychometric test, meaning that it measures mental ability, particularly in verbal and analytical forms. It refers to the capacity to understand, recall, think rationally, solve problems by using logic and apply what has been learned. Thus, cognition can be viewed in this study as referring to a wide range of mental processes that can allow school principals to perceive and interpret information in their environment in order to solve problems and make decisions. However, cognition alone is inadequate to develop the principals’ leadership traits. Brackett, Rivers, Shiffman, Lerner and Salovey (2006:781) argue that EI operates on cognitive or information-processing for individuals and their relationships. This means that school principals as leaders are expected to process emotion-relevant information and be able to use emotions in reasoning in order to solve problems at their schools.

In developing the theoretical framework for this study, literature (Salovey & Mayer, 1990; Mayer *et al.*, 2004) suggests a relatively new kind of intelligence – EI – and which provides us with awareness of our own and other people’s feelings, to discriminate among them, and to utilise this information to guide our thinking, emotions and actions. EI addresses the personal, emotional, and interpersonal dimensions of intelligence. In the ACE (SL) programme, EI can be seen as the principals’ ability to be aware of their emotional experiences, to be able to motivate themselves and to function effectively and intelligently while maintaining respect for and awareness of teachers’ feelings. EI from
this theoretical framework refers specifically to the cooperative combination of intelligence and emotion (Mayer et al, 2004:197).

Mayer and Salovey (cited in Fer, 2004:563) state that EI is:

... about perceived emotions, about accessing and generating emotions so as to assist thought, to understand and reflect emotions. It is the capacity to perceive, express, understand, use, and manage emotions in oneself and other people.

Thus, EI can be viewed as a set of abilities to define and develop intrapersonal and interpersonal competencies which combine emotion with cognition. Lasonen and Vesterinen (2002:24) argue that EI is not easy to define and is easier to recognise than measure. In this study, EI is perceived as the capability that is more about principals' confidence in applying their competencies in changing and complex situations than in the mere possession of skills.

In distinguishing EI from IQ, Bar-On (1997:1) broadly defines EI as addressing:

... the emotional, personal, social, and survival dimensions of intelligence, which are often more important for daily functioning than the more traditional cognitive aspects of intelligence. Emotional intelligence is concerned with understanding oneself and others, relating to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands. ...in a way, to measure emotional intelligence is to measure one's common sense and ability to get along in the world.

The current trend has been to focus on how emotions, in particular EI, may enhance decision-making by organisational leaders (Rilea, 2007:46). In popularising EI, Goleman (1995:34) claims that EI is as powerful and at times more powerful than IQ, and that EI has direct applicability to the domain of work and leadership effectiveness. This input of EI was covered in this study to determine its utility in the development of the intrapersonal and interpersonal WILCs of school principals by the ACE (SL) programme.
The debate around separating the abilities, traits, and competencies related to EI from abilities related to IQ remains a complex one. Definitions of EI seem to lead to the combination of cognitive and emotional abilities (Cherniss, 2001:4). A person with a reasonably high level of EI has the ability to experience and express original, appropriate, and authentic combinations of emotions (Ivcevic et al., 2007). This suggests that there is a growing understanding that cognition and emotions are interwoven in mental life. In the school context, this implies that principals are expected to use both their IQ and EI in complex decision-making, self-awareness, affective self-regulation, motivation, empathy, and interpersonal functioning (Davidson, Jackson & Kalin, 2000:891). The school principals’ EI could thus be about the intelligent use of emotions and utilising the power or information contained in emotion to make effective decisions at their schools (Ciarrochi & Mayer, 2007). EI and IQ combine in ways that could be beneficial for the ACE (SL) programme to develop the WILCs of school principals.

The concept of EI formally developed out of a growing emphasis on the interaction of emotion and thought in the field of psychology in the 1990s (Grewal & Salovey, 2005). Although differently competing and sometimes conflicting components have been integrated into EI, this construct offers the ACE (SL) programme the potential to integrate the school principals’ cognition and emotion in the development of their leadership WILCs.

2.2.2 Models of EI

A study of the models of EI is essential to develop the conceptual framework of this study. Spielberger (cited in Bar-On, 2006) aptly suggests that there are currently three major conceptual models of the EI construct. The following are the models that the ACE (SL) programme could utilise in developing the WILCs and EI framework for the collegial leadership of school principals:
- the Bar-On model of 1997 which describes a cross-section of interrelated emotional and social competencies, skills and facilitators that influence intelligent behaviour;
- the Mayer-Salovey model of 1997, which defines EI as the ability to perceive, understand, manage and use emotions to facilitate thinking; and
- the Goleman model of 1998, which views EI as a wide array of leadership competencies for leadership.

These models are analysed below.

2.2.2.1 Bar-On model of 1997

The Bar-On model was influenced by Thordike’s (1920) description of social intelligence and its importance for human performance, as well as Wechsler’s (1940, 1943) observations related to the impact of non-cognitive and cognitive factors on what he referred to as intelligent behaviour. Building on the work of these earlier researchers, Bar-On (2006:117) refers to the Bar-On model of 1997 as a cross-section of interrelated emotional and social competencies that determine how effectively people understand and express themselves, understand others and relate with them, and cope with daily demands and pressures.

Bar-On (2006) argues that emotional social intelligence includes components that were first suggested by Darwin (1872). These components include abilities to recognise, understand and express emotions and feelings, and understand how others feel and how to relate with them. In this model the ability to manage and control emotions also enhances the ability to manage change, adapt and solve problems of intrapersonal and interpersonal nature, and to generate positive affect and be self-motivated. Each of these components comprises closely related competencies that can be incorporated in the development of principals’ WILCs.
For school principals to be emotionally intelligent is to understand and express their emotions, to understand and relate well with others, and to successfully cope with daily demands, challenges and pressures (Bar-On, 2006:3). Bar-On (2006) argues that this is based on one’s intrapersonal ability to be aware of oneself, to understand one’s strengths and weaknesses, and to express one’s feelings and thoughts non-destructively. On the interpersonal level, Bar-On suggests that being emotionally and socially intelligent encompasses the ability to be aware of others’ emotions, feelings and needs, and to establish and maintain collegial, constructive and mutually satisfying relationships.

Bar-On (1997) refers to EI as being concerned with effectively understanding oneself and others, relating well to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands. These EI characteristics link with the school principals’ required WILCs like empathy, self-confidence, leveraging diversity, communication, adaptability, flexibility, optimism, sound relationships, organisational awareness, and collegiality.

2.2.2.2 Mayer-Salovey Model of 1997

The Mayer-Salovey model of 1997 is referred to as the ability model of EI, which centres on a person’s competency in recognising emotional information and carrying out abstract reasoning using emotional information (Caruso, Mayer & Salovey, 2002:306). The Mayer-Salovey model views emotions as useful sources of information that can help leaders to make sense of and navigate their social environment. The model proposes that individuals vary in their ability to process information of an emotional nature and their ability to relate emotional processing to wider cognition.

The conceptualisation of EI could be useful in developing the principals’ ability to perceive, appraise, and express emotions, access and generate feelings when they facilitate thought, understand emotions and emotional knowledge, and regulate emotions to promote emotional and intellectual growth in their schools (Mayer &
Salovey, 1997:10). The Mayer-Salovey model is based on the four abilities illustrated in Figure 2.2:

**Figure 2.2: The Mayer-Salovey Four-Branch Model of EI**

Mayer, Salovey and Caruso (2008:507) note that each branch describes a set of competencies that make up the overall EI. Each branch has its own progression process, proceeding from relatively easy skills to more sophisticated competencies. These authors cite the example of perceiving emotions that typically begins with the ability to perceive basic emotions in faces and voice tones and may progress to accurate perception of emotional blends and detection of emotional micro-expressions in faces.

The Mayer-Salovey model of 1997 could be useful in striking a balance between cognitive and emotional WILCs. The four branches of the Mayer-Salovey model range from basic psychological processes to more complex processes that could help principals integrate emotions and cognition (Jensen, 2007:19). In the context of this study, the first branch, perceiving emotions, refers to competencies that could allow the
principals to perceive, appraise, and express their emotions (Mayer & Salovey, 1997). Abilities here include identifying one’s own and other’s emotions, expressing one’s own emotions, and discriminating the expressions of emotion in others. In this study, perceiving emotions may represent the most basic aspect of emotional intelligence, as it makes all other processing of emotional information possible (Salovey & Grewel, 2005:281).

The second branch involves competencies for using emotions to facilitate and prioritise cognition, employing the emotions to aid in judgement, recognising that fluctuating moods can lead to a consideration of alternative viewpoints and different kinds of problem solving (Mayer & Salovey, 1997). In this study, this branch could include the principals’ ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving (Salovey & Grewel, 2005:281).

The third branch could include principals’ competencies to understand complex mixtures of feelings (such as love and hate) and formulating rules about feelings (Mayer & Salovey, 1997). In this study, this branch could relate to the principals’ ability to comprehend emotion language and appreciate complicated relationships among emotions (Salovey & Grewel, 2005:281). This branch of the model could be employed by the ACE (SL) programme to develop school principals’ EI that fosters recognition and comprehension of the staff emotions. The principals could use this branch of the model to understand emotional information, understand how emotions combine and progress through relationship transitions, and appreciate such emotional meanings within the school context.

The fourth branch of the Mayer-Salovey model refers to the general ability of principals to marshal their emotions in support of some social goals. It is a complex level of EI that comprises competencies that allow individuals to selectively engage in or detach from emotions and to monitor and manage emotions in themselves and in others (Mayer & Salovey, 1997). This suggests that school principals need to be able to regulate emotions both of themselves and of others to achieve intended goals.
Mayer et al. (2004) aver that the desire to manage other people’s feelings comes out of recognition and respect for how others feel. This suggests that in the development of WILCs, the ACE (SL) programme should also focus on developing leaders with high EI.

Central to the Four-Branch model is that EI requires attunement to social norms. Intrinsic to the Four-Branch model of EI, according to Salovey and Grewal (2005:282), is that these abilities cannot exist outside of the social context within which they operate. Therefore, the Mayer-Salovey model provides this study with insights on specific competencies that could be considered in the ACE (SL) programme to develop the WILCs of school principals.

2.2.2.3 Goleman Model of 1998

Goleman (1998) introduced a model that conceptualised EI in terms of a wide range of competencies that could be used in the ACE (SL) programme to develop the WILCs of school principals. This model suggests four major EI domains (Goleman, 1998):

- **Self-awareness**: knowing how one feels.
- **Self-management**: the ability to regulate distressing effects like anxiety and anger and to inhibit emotional impulsivity; being unfazed in stressful situations or dealing with a hostile person without lashing out in return.
- **Social awareness**: empathy; ability to read nonverbal cues for negative emotions, particularly anger, fear and threat, and to judge the trustworthiness of other people.
- **Relationship management**: ability to attune ourselves to or influence the emotions of another person; ability to inspire, and develop others while managing conflict.

The first two of the above domains of the EI theory can be grouped within what Gardner (cited in Goleman, 2001:6) calls *intrapersonal intelligence*, and the last two domains fit within what he refers to as *interpersonal intelligence*. These emotional competencies are not innate talents, but rather learned capabilities that the school principals could
work on and learn to become successful in their leadership positions (Goleman, 1998). Principals could, for instance, work on and learn to motivate themselves to be able to persist in the face of frustrations and control impulses from swamping their ability to think, to empathise and to hope (Goleman, 1995: 34). The framework includes EI features necessary for developing the WILCs of school principals. These EI features are the intrapersonal (self-awareness and self-management) and interpersonal (social-awareness and relationship awareness) WILCs of school principals that could be developed by HEIs through the ACE (SL) programme. Due to the complexity of this study, each of these three EI models has components that fit the into the theoretical framework of this study. However, the theoretical framework developed for this study tends to lean, to a greater extent, on the Goleman model of 1998.

However, Goleman’s early work on EI has been criticised for assuming from the beginning that EI is a type of intelligence. For instance, Locke (2005) claims that the concept of EI is in itself a misinterpretation of the intelligence construct, and offers an alternative interpretation that EI is not another form of intelligence, but it is intelligence – the ability to grasp abstractions – applied to a particular life domain. In this study, the beauty of the Goleman model is that, when incorporated in the ACE (SL) programme, it could possibly create developmental changes for individual school principals, collaborative school teams, and growth for the entire school organisations (Maxwell, 2010:159).

While the first two models of EI above vary from the Goleman EI model of 1998, the common point they share is a focus on emotional awareness and emotional management as core abilities (Fambrough & Hart, 2008; Jordan, 2010). This model is described by Goleman (1998) as a theory that has direct applicability to the domain of work and organisational leadership effectiveness. In this study, the Goleman EI model of 1998 can be viewed as central in the conceptual framework that contextually connects EI with the required WILCs of school principals within the two epistemic sites of learning, the university and the schools.
2.3 Relevance of intrapersonal WILCs

To locate the intrapersonal WILCs of school principals within the ACE (SL) programme, the concept of EI provides a framework that allows for the identification of specific competencies needed to assist principals’ understanding of their own emotional landscape and to facilitate providing help in emotional and personal growth and development (Fer, 2004:563). Salovey and Mayer (1990:190) concur with this notion as they argue that when people appraise and communicate emotion, they use this emotion in solving problems.

In view of the discussion above, Figure 2.3 conceptualises the intrapersonal WILCs that could be used in the ACE (SL) programme to develop the school principals’ EI.

Figure 2.3: Intrapersonal WILCs

<table>
<thead>
<tr>
<th>INTRAPERSONAL WILCs</th>
<th>POSSIBLE RANGE OF EI CHARACTERISTICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Self-awareness</td>
<td>• self-controlled</td>
</tr>
<tr>
<td></td>
<td>• cautious</td>
</tr>
<tr>
<td></td>
<td>• recognises own weaknesses</td>
</tr>
<tr>
<td></td>
<td>• relaxed</td>
</tr>
<tr>
<td></td>
<td>• committed to the school</td>
</tr>
<tr>
<td></td>
<td>• enjoys being at work</td>
</tr>
<tr>
<td></td>
<td>• maximizes strengths</td>
</tr>
<tr>
<td></td>
<td>• self-motivated</td>
</tr>
<tr>
<td></td>
<td>• secure</td>
</tr>
<tr>
<td>2. Confidence</td>
<td>• future focused</td>
</tr>
<tr>
<td></td>
<td>• leads with assurance</td>
</tr>
<tr>
<td></td>
<td>• takes the lead</td>
</tr>
<tr>
<td></td>
<td>• defends the rights of others</td>
</tr>
<tr>
<td></td>
<td>• brave</td>
</tr>
<tr>
<td></td>
<td>• defends rights</td>
</tr>
<tr>
<td></td>
<td>• upright</td>
</tr>
<tr>
<td>3. Self-expression</td>
<td>• celebrates others</td>
</tr>
<tr>
<td></td>
<td>• humble</td>
</tr>
<tr>
<td></td>
<td>• gives praise and credit</td>
</tr>
<tr>
<td></td>
<td>• accepts blame</td>
</tr>
<tr>
<td></td>
<td>• remains out of the limelight</td>
</tr>
<tr>
<td></td>
<td>• not heliocentric</td>
</tr>
</tbody>
</table>
The intrapersonal domain consists of self-awareness, confidence, self-expression, self-control, adaptability and optimism (Manser, 2005). These competencies emanate from the individual's ability to understand self emotions. For instance, the self-awareness competency means the ability to recognise a feeling as it happens. People with greater certainty about their feelings are better pilots of their lives, having a surer sense of how they really feel about personal decisions from whom to marry to what job to take. Self-awareness lies in the heart of EI (Goleman, 2001). It is the ability to recognise and understand one’s moods, emotions, and drives, as well as their impact on others. It is

<table>
<thead>
<tr>
<th>4. Self-control</th>
</tr>
</thead>
<tbody>
<tr>
<td>enjoys work</td>
</tr>
<tr>
<td>seeks assistance</td>
</tr>
<tr>
<td>multi-culturally aware</td>
</tr>
<tr>
<td>calm under pressure</td>
</tr>
<tr>
<td>controls emotions</td>
</tr>
<tr>
<td>rational</td>
</tr>
<tr>
<td>fair</td>
</tr>
<tr>
<td>objective</td>
</tr>
<tr>
<td>fosters professional relationships</td>
</tr>
<tr>
<td>well balanced</td>
</tr>
<tr>
<td>organised</td>
</tr>
<tr>
<td>logical</td>
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<table>
<thead>
<tr>
<th>5. Adaptability</th>
</tr>
</thead>
<tbody>
<tr>
<td>flexible</td>
</tr>
<tr>
<td>supports change</td>
</tr>
<tr>
<td>initiates change</td>
</tr>
<tr>
<td>proactive</td>
</tr>
<tr>
<td>modifies easily</td>
</tr>
<tr>
<td>encourages change</td>
</tr>
<tr>
<td>seeks solutions</td>
</tr>
<tr>
<td>calm in crisis</td>
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</tbody>
</table>

<table>
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<tr>
<th>6. Optimism</th>
</tr>
</thead>
<tbody>
<tr>
<td>positive outlook</td>
</tr>
<tr>
<td>positive insight</td>
</tr>
<tr>
<td>takes the initiative</td>
</tr>
<tr>
<td>outlook inspires</td>
</tr>
<tr>
<td>challenges are positive</td>
</tr>
<tr>
<td>affirmative person</td>
</tr>
<tr>
<td>happy</td>
</tr>
<tr>
<td>creates happiness</td>
</tr>
<tr>
<td>energizes</td>
</tr>
</tbody>
</table>

Adapted from Manser (2005:51)
also about knowing what motivates one, what brings fulfilment, and what lifts one's heart and fills one with energy and aliveness. This means that people with established emotional competencies have a mature sense of self-awareness, confidence, self-expression, are able to control their impulses, are self-motivated, and they display adaptability and willingness to listen and accept novel ideas and perspectives.

These intrapersonal WILCs, that affect principals and are relevant to this study, are important in the school environment. For instance, self-control, as one of the intrapersonal WILCs, refers to the ability to regulate one's emotions and behaviours so that one can act appropriately in various situations. It involves resisting or denying an impulse, drive, and temptation to act – responding versus reacting. This is then linked to the adaptability competency that can be seen as the capacity to cope with environmental demands by effectively and realistically sizing up and flexibly dealing with problematic situations. This intrapersonal competency refers to the ability to adjust emotions, thoughts, and behaviour to changing situations and conditions. Lastly, the optimism competency refers to the ability to look at the brighter side of life and to maintain a positive attitude even in the face of adversity.

2.3.1 Need to learn intrapersonal WILCs

Effective leadership, currently focusing on WILCs, has been described to depend in part on learning and understanding EI. If principals are to learn from their personal disposition and are genuine in their desire to improve their understanding of how their leadership operates and to demonstrate the benefits of continuous learning to others, Notman (2008:13) states that they should:

... establish an internal culture of self-learning, create time and plan appropriate structures for their self-development to take place.

Educational literature (Assor & Oplatka, 2005; Dempster, 2002) suggests that principal's internal leadership requires a strong sense of intrapersonal WILCs and a preparedness
to pursue self-development and renewal as opposed to the traditional concept of training and development. Massey (cited in Notman, 2008:2) suggest that EI is the cornerstone of the intrapersonal WILCs which are, in turn, the primary responsibilities of being a leader. Sergiovanni (2001:52) sets the scene when he refers to the concept of intrapersonal WILCs as the:

… ability of heads to know who they are, what they believe and why they do the things they do.

Sahgal and Pathak (2007:270) suggest that intrapersonal WILCs involve:

… capacity to monitor and control the strong but unintentional biases that most people harbour that can skew decision-making. It also incorporates sensitivity and openness to the purpose of life, their values and motivations, how and why they respond to situations in a particular manner, as well as their own strengths and drawbacks. Being conscious of these aspects also requires the ability to seek and internalise feedback from others.

This means that the intrapersonal WILCs of school principals could possibly enhance understanding of school principals about their emotions, work and, most importantly, about themselves as people and as leaders (Donaldson, Bowe, McKenzie & Marnik, 2004: 540). As the ACE (SL) programme develops the leadership WILCs of school principals, it can be beneficial for them by integrating competencies in connecting people, purpose and practice. This suggests that there are links drawn between leaders’ level of self-awareness and their connecting attitudes with those around them. This is confirmed by Fehd (2001:12), who describes attitudes as those underlying personal beliefs that people have about others, and how they perceive themselves and the world at large. Attitudes are a state of mind that can be learned and improved. They can be described as pessimistic and optimistic, that is, believing that things cannot happen, given a negative attitude, or can happen, given a positive attitude. Kouzes and Posner (2003:iv) refer to positive attitude of leaders as:
Wanting to lead, and believing that you can lead are the departure points to leadership.

Furthermore, intrapersonal WILCs involve intuition of school principals; that things need to change or there are changes taking place. Fehd (2001:6) describes intuition, or gut feeling, as that impression people often ignore because there is no logical evidence for the emotional awareness felt. Fehd argues that it can be developed and thereby allow one to be more critically aware and responsive to underlying emotional currents at school. For example, emotional savvy, as a component of the intrapersonal WILCs, helps one to manage emotions rather than being managed by them (Fehd, 2001:7). In this study, school principals need to avoid abrupt decisions based on unmanaged emotional turmoil which could cause unnecessary personal hurt and organisational discomfort. Instead, school principals could learn how to become compassionate in such situations.

2.4 Summary

In this chapter, the theoretical framework that highlights the location of the intrapersonal WILCs of school principals within three models of the EI construct was developed. All these models, however, tend to overlap and share a common core of basic concepts that could be used by the ACE (SL) programme to develop the WILCs of school principals. The intrapersonal WILCs included self-awareness, confidence, self-expression, self-control, adaptability and optimism. It was argued that the ACE (SL) programme could provide the school principals with the opportunity to learn and apply these intrapersonal WILCs in their school contexts.
CHAPTER THREE

RELEVANCE OF EI TO DEVELOP THE WILCs OF SCHOOL PRINCIPALS

3.1 Introduction

This chapter seeks to further develop the theoretical framework initiated in chapter two. By reviewing literature on the interpersonal domain of EI, this chapter synthesises a concise integrated framework on how the adequacy of the ACE (SL) programme to develop the WILCs of school principals as leaders could be investigated. The interpersonal WILCs include: social awareness and relationship management, as well as their resultant characteristics. The conceptual framework used for this study is presented at the end of this chapter.

3.2 Theoretical location of the interpersonal WILCs of school principals

Hunter (cited in Bush, 2007:393) suggests that the implementation of the South African Schools Act of 1996 (SASA) and similar legislations in other countries, have led to enhanced emphasis on the practice of school leadership WILCs. Goleman (1998:183) suggests that school principals need to demonstrate WILCs of leaders who can articulate and infuse enthusiasm for a shared vision and mission, step forward to lead as needed, regardless of opposition, guide the performance of others while holding them accountable, and lead by example. Thus, it is important that in developing the WILCs of principals, the ACE (SL) programme should focus on both the intrapersonal competencies (as discussed in chapter two) and the interpersonal competencies that foster collegial leadership in their school.
One of the primary objectives of developing the interpersonal WILCs for school principals is to prepare them to be outstanding leaders and professionals. Theoretically, EI can thus be conceived, according to Boyatzis (cited in Boyatzis & Saatcioglu, 2007:94) as the underlying characteristics of the WILCs that the ACE (SL) programme could utilise in developing school principals for collegial leadership. The interpersonal WILCs in Figure 3.1 represent the final part of the theoretical framework of this study.

**Figure 3.1: Interpersonal WILCs**

<table>
<thead>
<tr>
<th>INTERPERSONAL DOMAIN</th>
<th>POSSIBLE RANGE OF EI CHARACTERISTICS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WILCs</strong></td>
<td><strong>Leadership</strong></td>
</tr>
<tr>
<td>1 Leadership</td>
<td>inspires</td>
</tr>
<tr>
<td></td>
<td>motivates</td>
</tr>
<tr>
<td></td>
<td>encourages</td>
</tr>
<tr>
<td></td>
<td>shares decision-making</td>
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<td></td>
<td>team focused</td>
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<td></td>
<td>dedicated</td>
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<td></td>
<td>rewards</td>
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<tr>
<td>2 Communication</td>
<td>democratises</td>
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<tr>
<td></td>
<td>easy to talk to</td>
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<td></td>
<td>listens</td>
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<td></td>
<td>involves</td>
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<td></td>
<td>speaks well</td>
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<td></td>
<td>socialises</td>
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<td>person centred</td>
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<td></td>
<td>conversational</td>
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<td></td>
<td>clarifies</td>
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<tr>
<td>3 Conflict management</td>
<td>influences positively</td>
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<tr>
<td></td>
<td>asserts influence</td>
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<td></td>
<td>resolves appropriately</td>
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<td></td>
<td>non-threatening</td>
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<td></td>
<td>supports resolutions</td>
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<td></td>
<td>admits faults</td>
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<td></td>
<td>apologises</td>
</tr>
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<td></td>
<td>mediates fairly</td>
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<td></td>
<td>seeks advice</td>
</tr>
<tr>
<td>4 Relationships</td>
<td>friendly</td>
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<td></td>
<td>comforts others</td>
</tr>
<tr>
<td></td>
<td>develops people</td>
</tr>
<tr>
<td></td>
<td>people oriented</td>
</tr>
<tr>
<td></td>
<td>gregarious</td>
</tr>
</tbody>
</table>
The interpersonal WILCs determine one’s ability to sustain good working relationships with others. These WILCs, as explained below, include: leadership; communication; conflict management, relationships, empathy and trust.

### 3.2.1 Leadership

School principals as leaders need to be sensitive to the need for change in them on the one hand and empathise with how people feel about what they are expected to do on the other. In order for the Eastern Cape school principals to meet the current challenges of having to implement the curriculum changes and help teachers to do likewise, there needs to be a new understanding on how it is possible for other educators to cope in these trying times and continue to contribute toward effective teaching and learning in
the school. Vermeulen (1999:17) suggests that the ability of school principals to identify their emotions and those of others could contribute to essential WILCs required for the inspirational leadership, and the development and motivation of all the staff, especially in times of change, uncertainty and the complex nature of the education system. Effective and dedicated leaders have a strong inclination to learn and absorb new ideas (Sahgal & Pathak, 2007:269). They construct meaning out of circumstances and experiences and draw lessons from them for future situations.

School principals should be able to direct, guide, influence and control thoughts, feelings and emotions of the teachers in their schools (Inyang, 2008). School principals could set the emotional tone for the organisation by transmitting emotional energy to other stakeholders at school and by balancing a warm, people-oriented approach with being purposeful and collegial. This means that in order to create a productive school culture, school principals need competencies to develop structures that foster shared decision-making in their schools. Principals are encouraged to own their innovations instead of simply implementing externally imposed changes (Bush, 2007:395).

Sahgal and Pathak (2007:263) state that leadership should focus on the content and impact of leaders: how they influence change in organisations and how they inspire followers to increase their performance, motivation, and morale. Such leadership builds on the understanding that the WILCs of school principals can be learned and socially negotiated.

In relation to the above, Sarros and Sarros (2007:350) state that leadership consists of idealised influence, which represents, according to Lewis (cited in Sahgal & Pathak, 2007:264), followers’ confidence and appreciation, which form the basis for accepting radical change in organisations. Halan (cited in Sahgal & Pathak, 2007:264) states that leaders with idealised influence are honoured, appreciated, and trusted. Followers admire them, identify with them, and try to imitate them. Collegial leaders do not use their position and abilities to achieve personal interests, but they direct them to use the potential of their followers to achieve shared goals. Lewis (cited in Sahgal & Pathak, 2007:264) refers to this process as intellectual stimulation. Instead of protecting people
from outside threats, effective leaders empower and inspire them to experience reality and take ownership for solving problems.

Inspirational motivation, according to Sahgal and Pathak (2007:264), is the ability to inspire and motivate followers to demonstrate appropriate behaviours such as: implicitly showing enthusiasm and optimism; stimulating teamwork; focusing on positive results; and emphasising aims to stimulating followers.

In view of the challenging demands of the school context, the ACE (SL) programme should consider the interpersonal WILCs as having to contribute to school improvement and to create and communicate conditions in which the best teaching and learning can occur.

3.2.2 Communication

One of the most proactive steps that principals could take in school improvement is to communicate continually and effectively. Searby and Williams (2007:15) claim that:

Sharing information, even if seemingly trivial, is usually appreciated by the educational staff.

The ACE (SL) programme can ensure that the school principals are constantly communicating, forecasting upcoming challenges, keeping people abreast of unfolding issues, preparing them for planned incremental innovations, and providing multiple opportunities for all those involved. Principals should continue to be available to really listen to what staff members have to say about the changes and how implementation is progressing at regular checkpoints (Searby & Williams, 2007:15). Ketelle (2008:51) states that:

Developing the capacity to listen matters because principals often find themselves in situations where listening may be the most important thing they can do.
It is argued then that principals should develop active and flexible listening styles since these are essential WILCs for effective communication. The communication competency essential in the school environment includes basic oral and writing skills, and the ability to communicate in work groups and teams, with persons of diverse background. The ACE (SL) programme needs to develop emotional communication competencies, and not just technical skills. Effective communication is essential to high performance (Wa-Mbaleka, 2001). It enhances interpersonal relationships and minimizes unnecessary conflicts within the work environment.

3.2.3 Conflict management

Literature (Daresh & Male, 2000; Barnett, 2004; Coleman & Fisher-Yoshida, 2004) indicates that although school principals, for example in the United States, are highly educated, strong in classroom teaching experience and instructional leadership, HEIs, however, may not be providing them with adequate preparation necessary to effectively handle conflict on the job. Conflict management is one of the competencies that determine successful school principals (Anderson, 2007:4). The manner in which school principals handle conflict is a significant factor in their success as school principals (Truslow & Coleman, 2005:18).

It is thus important that the ACE (SL) programme providers recognise that school principals are always inundated with conflict situations and need conflict management WILCs to resolve those conflict situations, and when engaged in problem solving and conflict management. School principals who are not equipped with the necessary interpersonal WILCs of handling conflict might have difficulty in pointing out the origin of organisational conflict (Wa-Mbaleka, 2001). In order to equip leaders, they should know first the sources of conflict. More than two decades ago Cooper (1984:314-315) suggested seven sources of conflict as presented in Figure 3.2.
Figure 3.2: Sources of conflict

<table>
<thead>
<tr>
<th>SOURCES</th>
<th>BEHAVIOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organisational change</td>
<td>One of the sources of conflict is that people are interested in traditional ways of doing their work because those ways have become part of those people. Changes require much effort and adjustment.</td>
</tr>
<tr>
<td>Personality clashes</td>
<td>Not everybody thinks, feels, looks, acts, or works in the same way. Each one has a unique personality. Members need to respect each other’s differences; accept people the way they are; and learn how to use these differences for the common good of the organisation.</td>
</tr>
<tr>
<td>Different sets of values</td>
<td>People also hold different beliefs and adhere to different value systems. This can be due to diverse cultures, traditions, and philosophies. Again, respect and acceptance is very necessary among members.</td>
</tr>
<tr>
<td>Threats to status quo</td>
<td>A person who feels threatened is always defensive and can create conflicts within the organisation.</td>
</tr>
<tr>
<td>Contrasting perceptions</td>
<td>People perceive things differently as a result of their prior experiences and expectations.</td>
</tr>
<tr>
<td>Lack of trust</td>
<td>When someone has a real or perceived reason not to trust another, the potential for conflict arises.</td>
</tr>
<tr>
<td>Miscommunication</td>
<td>This is due to language and environmental factors such as space, noise, location, and facilities.</td>
</tr>
</tbody>
</table>

Adapted from Cooper (1984:314-315)

Being aware of these different sources of conflicts, school principals as leaders with high EI will be able to help solve them and consequently lead differently. School principals as leaders should be able to confront conflicts directly and work through them to achieve satisfactory relationships. The educational values and beliefs are what will lead to the establishment of a school culture which translates into the ability to help establish a school vision, mission and a set of core values (Sherman, Sherman, & Gill, 2007:8). In terms of the WILCs, school principals need to attend to critical reflection on
their personal values and the implications of those values in their work environment (Notman, 2008:4).

An ACE (SL) programme that develops interpersonal WILCs should enable school principals to build rapport easily within the school environment by finding some type of common ground with everyone. For example, organisational awareness is the ability to read the flow of emotions and political realities in groups. Such WILCs could allow principals to wield influence in their schools (Consortium for Research on Emotional Intelligence in Organisations (CREIO), 2000). It is then expected that when the emotional WILCs of school principals are well developed, they should then have a solid emotional foundation that can enable them to build strong relationships within the school milieu.

3.2.4 Relationships

The best things in life – success, happiness, love – depend on our ability to create and maintain great relationships. Early research on relationships, stresses the importance of communication, social interaction and interpersonal relationships (Gottman, 1982; Gottman & Portefield, 1981). Principals who have emotional and social competencies are associated with higher quality interpersonal relationships and supportive social systems (Perez & Riggio, 2003; Philippot, Feldman, & Coats, 2003). In order to facilitate a supportive learning environment for other staff members at school, the ACE (SL) programme could benefit the school principals by enabling them to build relationships and networks that encourage subordinates to set longer time horizons; provide exposure to learning interventions that help to develop planning skills; and build greater awareness of environmental changes (Sahgal & Pathak, 2007:270).
3.2.5 Empathy

In this study, the empathy competency refers to the ability of school principals to consider the welfare of teachers, learners and parents and to show sensitivity to their needs and fears (Anand & UdayaSuriyan, 2010:68). An empathetic individual can read emotional currents, picking up on non-verbal cues, such as tone of voice or facial expression (Goleman, 2001). This means that the ACE (SL) programme should develop WILCs of school principals that encourage members of the school community to work collaboratively in a climate of commitment, trust and empathetic understanding. School principals’ leadership should shift from being concerned with bureaucracy, hierarchy, maintenance and efficiency to maximising the potential abilities of their staff members, and to paying attention to the needs and aspirations that all the stakeholders bring to the school (Harris, Day & Hadfield, 2003:70). This means that it is essential that when developing the interpersonal WILCs of school principals, there must be a deeper understanding of how feelings and emotions can be regulated in order to achieve goals and organisationally desired emotions (Vitello-Cicciu, 2003:30).

Empathy refers to the school principals’ ability to consider and respond appropriately to the needs, feelings, and capabilities of different people in the school in different situations. In empathising with the teaching staff, the school principals should, inter alia, be able to:

- listen attentively to people’s ideas and concerns;
- respond to other’s verbalised concerns and emotions;
- ask questions to clarify others’ concerns and emotions;
- plan and prepare by anticipating other’s reactions;
- use non-verbal cues and body language to identify and interpret others’ concerns and emotions;
- respond to others’ unspoken concerns and emotions;
- acknowledge others’ concerns and emotions, in spite of disagreement; and
- approach others about sensitive issues in non-threatening ways.
In order to achieve the above, it was therefore deemed necessary to investigate the adequacy of the ACE (SL) programme to develop the WILCs of school principals by HEIs. School principals should then be given the opportunity to reflect on the outcomes of the programme and how these have contributed to the development of their WILCs in the real work situations. This was the purpose of this study. When school principals as leaders show empathy in their daily work contexts, they are aware and considerate of staff members’ feelings. They combine staff members’ feelings with other factors to make decisions. When using teams, empathetic school principals can be astounding leaders because of their abilities to recognise and understand the opinions of others (Chastukhina, 2002:3). Through such growing relationships, empathetic school principals can provide their teachers with feedback which is essential in maintaining trust.

3.2.6 Trust

By developing the trust competency the ACE (SL) programme can enhance the principals’ interpersonal relationships at school. Hellgriel et al. (cited in Singh, Manser & Mestry, 2007:547) assert that successful leadership depends on the leader establishing trust, clarifying the direction in which people should be headed, and communicating so that people can feel confident that they can make the right decisions. They argue that leadership involves influencing others to act towards the attainment of a goal and this is based on interpersonal relationships, not administrative activities and directives. Kouzes and Posner (cited in Singh et al., 2007:548) point out that when leaders share power with others, they demonstrate profound trust in, and respect, for others’ abilities. They argue that at the heart of this relationship between the leaders and followers is trust. The relationship is based on mutual respect, caring, and collegiality.

By being sensitive to individuals’ needs, values and emotions, collegial leaders touch the collective imagination of the people and help them make that extraordinary effort (Sahgal & Pathak, 2007:264). These leaders encourage those who have problems with their work to perform up to standard to positions where they can.
An ACE (SL) programme that promotes trust in school principals could foster a culture in which openness and transparency are the norm. Such principals can collaboratively encourage others to take risks, and finally, provide a source of power in the service of others. In turn, such collegial leaders take the power that flows to them and collaboratively connect it to other members of their team (Singh et al., 2007:548). They demonstrate their capability of integrating their intrapersonal and interpersonal WILCs as discussed below.

### 3.3 Integrating intrapersonal and interpersonal WILCs

When integrating intrapersonal and interpersonal WILCs, it is suggested that these competencies be organised into clusters, as outlined in Figure 3.3.

#### Figure 3.3: Clustering of competencies

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intrapersonal Self-Awareness</td>
<td>• Emotional Self-Awareness&lt;br&gt;• Accurate Self-Assessment&lt;br&gt;• Self-Confidence</td>
</tr>
<tr>
<td>Intrapersonal Self-Management</td>
<td>• Emotional Self-Control&lt;br&gt;• Transparency&lt;br&gt;• Adaptability&lt;br&gt;• Achievement&lt;br&gt;• Initiative&lt;br&gt;• Optimism</td>
</tr>
<tr>
<td>Interpersonal Social Awareness</td>
<td>• Empathy&lt;br&gt;• Organisational Awareness&lt;br&gt;• Service Orientation</td>
</tr>
<tr>
<td>Interpersonal Relationship Management</td>
<td>• Developing Others</td>
</tr>
<tr>
<td>Inspirational Leadership</td>
<td>Change Catalyst</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Influence</td>
<td>Conflict Management</td>
</tr>
<tr>
<td>Team &amp; Collaboration</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Manser (2005:67)

Boyatzis, Goleman and Rhee (2000:352) offer the following reasons for the clustering of competencies:

- Clusters are behavioural groups of the desired competencies.
- Clusters are often linked conceptually as a convenient way to describe which competencies are associated with others.
- Clusters provide parsimony in that the competencies within a cluster may be linked empirically.

Within a cluster, various competencies may be one of the four types of relationships:

- They may be parts of a whole and complement each other.
- They may be alternate manifestations, that is, a specific competency used might vary by setting or stimuli.
- The competencies within the cluster may be compensatory, that is, using one competency makes up for using less of another.
- The competencies within the cluster may be antagonistic. For example, if someone demonstrates a great deal of self-control and inhibits their impulse and actions, they would have an increasingly difficult time demonstrating initiative and starting things before anyone asks.

In addition, Fedh (2001:4) argues that the power of EI flows from a combination of awareness, ability and action and is explained in terms of intrapersonal and interpersonal competencies, as presented in Figure 3.4 below:
Figure 3.4: Integrated intrapersonal and interpersonal WILCs

<table>
<thead>
<tr>
<th>Intrapersonal Competencies (Self)</th>
<th>Interpersonal Competencies (Other)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-Awareness</strong></td>
<td><strong>Social Awareness</strong></td>
</tr>
<tr>
<td>- Emotional self-awareness</td>
<td>- Empathy</td>
</tr>
<tr>
<td>- Accurate self-assessment</td>
<td>- Service orientation</td>
</tr>
<tr>
<td>- Self-confidence</td>
<td>- Organisational awareness</td>
</tr>
<tr>
<td><strong>Recognition</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Self-Management</strong></td>
<td><strong>Relationship Management</strong></td>
</tr>
<tr>
<td>- Self-control</td>
<td>- Developing others</td>
</tr>
<tr>
<td>- Trustworthiness</td>
<td>- Influence</td>
</tr>
<tr>
<td>- Conscientiousness</td>
<td>- Communication</td>
</tr>
<tr>
<td>- Adaptability</td>
<td>- Conflict management</td>
</tr>
<tr>
<td>- Achievement drive</td>
<td>- Leadership</td>
</tr>
<tr>
<td>- Initiative</td>
<td>- Change catalyst</td>
</tr>
<tr>
<td><strong>Regulation</strong></td>
<td>- Building bonds</td>
</tr>
<tr>
<td></td>
<td>- Teamwork &amp; collaboration</td>
</tr>
</tbody>
</table>

Adapted from Manser (2005:56)

A suggestion for the ACE (SL) programme is that the ability of school principals to develop both interpersonal and intrapersonal emotions and to be able to act appropriately depends on their own level of EI (Goleman, 1995:39). Goleman (1995:119) further argues that:

*Those who are emotionally intelligent can connect with people quite smoothly, be astute in reading their reactions and feelings, lead and organise, and handle disputes that are bound to flare up. They are natural leaders, the people who can express the unspoken collective sentiment and articulate it so as to guide a group towards its goals. They are emotionally nourishing – they leave people in good mood.*

If EI is seen as an essential factor in effective leadership, as Cavallo and Brienza (2001:2) suggest, then the EI of a school principal should enhance the WILCs that foster the improvement and success of a school as an organisation.
The theoretical understanding of WILCs should be linked to school principals’ EI required for school improvement and the development and transformation of people within the social context of the school.

### 3.4 Potential to learn the intrapersonal and interpersonal WILCs

Being aware that emotions play a significant role in peoples’ lives can lead to an initial desire to learn and to access these competencies. In order to integrate and translate these awareness competencies into practice, the ACE (SL) programme needs to enable school principals to learn these WILCs so as to reach emotional maturity. When school principals put both the intrapersonal and interpersonal WILCs into practice and improve on them, as Goleman (1998:118) suggests, they become more emotionally intelligent and more emotionally competent than they were previously. Sahgal and Pathak (2007:269) suggest that emotionally intelligent leaders have a strong inclination to learn and absorb new ideas. However, to be consistent with the theoretical framework of this study and to perceive leadership as a manifestation of knowledge (Allix & Gronn, 2005:188), this study suggests that both EI and IQ are be considered in the development of the WILCs of school principals. For example, IQ could be utilised in constructive thinking that can lead to the generation of creative ideas to settle emotionally charged disagreements, arriving at win-win solutions to problems, and secure cooperation, collaboration, and trust throughout the school environment.

#### 3.4.1 Intraperonal and interpersonal WILCs are learned capabilities

Goleman (1998) suggests that emotional competencies are learned capabilities based on EI that result in outstanding performance in the work environment. Cherniss and Goleman (2001) argue that the EI models are based on competencies that have been identified in internal research at hundreds of corporations and organisations as distinguishing and outstanding performers. Bar-On (2006) also posits that EI develops
over time and that it can be improved through training, programming, and therapy. He also notes that a deficiency in EI can mean a lack of success and the existence of emotional problems. Problems in coping with one’s environment are considered by Bar-On to be especially common among those individuals lacking in the subscales of problem solving, stress tolerance, and impulse control. Taylor, Bagby and Parker (1997:28) use the term *alexithymia* to describe people who appear to have deficiencies in understanding, processing or describing their emotions.

This suggests that the cognitive abilities (IQ) of school principals cannot be left out from enhancing the EI levels when developing WILCs. Utilising EI entails the ability to harness a variety of feelings that assist in certain cognitive enterprises, such as reasoning, problem-solving, decision-making, and communication (Brackett *et al.*, 2006:781).

3.4.2 *Emotional WILCs can be learned*

Emotional WILCs can, and indeed must be learned (Cherniss and Goleman 2001). EI reflects how an individual’s potential for mastering the competencies of self-awareness, self-management, social awareness, and relationship management, translates into on-the-job success. Although Goleman (2001:27) argues that these abilities can be learned, Gardner and Stough (2002:70) contend that empirical studies of leadership and EI have yet to identify the effect of leaders’ emotions on their work and subordinates, and in general the role emotions play in leadership. However, George (cited in Gardner & Stough, 2002:70) argues that EI plays an important role in leadership effectiveness and proposes that the ability to understand and manage moods and emotions in oneself and in others theoretically contributes to the effectiveness of leaders’ competencies.

In order for principals to be effective leaders in their schools, they have to develop the ability to apply knowledge that they gain from the HEIs in practice. If they hope to achieve success in their schools, there has to be a clear articulation between theory and practice. Stuart (cited in Mathibe, 2007:524-525) suggests that for the successful
development of principals' WILCs, the ACE (SL) programme offered by the HEIs could consider the following motives:

- People become ready to learn when they recognise a deficiency in their own performance level.
- People want learning to be problem-based, leading to the solution of a particular problem facing them as individuals.
- People want to be involved as equal participants in planning, carrying out and evaluating learning.
- People want to be treated as people, enjoying mutual respect with the trainer.
- People bring with them to the learning situation their unique:
  - motives for wanting to learn;
  - previous learning experiences, good or bad;
  - learning styles and pace of learning;
  - self-confidence and self-image; and, most importantly,
  - divergent interpersonal, collaborative, and collective competencies.

The above characteristics, which contribute to occupational performance, can be compared to what Bar-On (2006:16) refers to as the ability to:

- be aware of and accept oneself;
- be aware of other’s feelings, concerns and needs;
- manage emotions;
- be realistic and put things in correct perspective; and
- have a positive disposition.

Although there may be different courses for principals at the HEIs, the final evaluation of each principal is based on the achievement of competencies and the degree to which these competencies are integrated into their learning and professional development practices. An additional condition for school principals for becoming mature in intrapersonal and interpersonal WILCs is emotional preparedness, which reflects their
understanding of emotions and willingness to explore emotions for the benefit of their schools (Ivcevic et al. 2007:204).

The nationally and internationally accepted belief is that the quality of a principal’s leadership effectiveness makes a significant difference to school transformation and learner outcomes – a recognition that schools need principals with satisfactory levels of EI if they are to provide the best possible practice in their education work environment (Bush, 2007:391). Evers and Katyal (2007:378) suggest that the role of a school principal includes the capability to influence, motivate and enable others to contribute toward the effectiveness and success of the school as an organisation.

Bush (2007:391) asserts that while education may learn from other disciplines, competencies required by principals should be centrally located within the purposes of education. The Council for Higher Education (CHE) (2006:3) believes that the ACE (SL) programme is necessary to develop the applied competencies of school principals so that they are able to merge theory and practice in their complex school environments. This implies that WILCs should help principals see meaning and purpose in their daily work environment. This also implies that the need for school principals to take positive action to bring the school and its wider community contexts together in raising the expectations and achievements of others in the school environment can no longer be left lurking in the periphery. This suggests that there is a need to provide a sense of direction to underpin the ACE (SL) programme in developing the WILCs of school principals.

3.4.3 Relevance of EI in the WILCs of principals

Much as EI has many definitions and has been criticised for not having a widely accepted conceptualisation, its relevance in the development of school principals’ WILCs cannot be overlooked. Yukl (2002:197) states that:
Emotional intelligence can help leaders solve complex problems, make better decisions, plan how to use their time effectively, adapt their behaviour to situations, and manage crises.

Singh et al. (2007:541) suggest that for school principals to be seen as effective leaders, they need to combine intellectual brilliance (IQ) with EI. These authors argue that in the evermore difficult leadership role, EI can provide developing leaders with a competitive edge. This view is supported by Gardner and Stough (2002:76) who state that:

The ability of the leader to identify and understand the emotions of others in the workplace, to be able to manage their own and others’ positive and negative emotions, to be able to control emotions in the workplace effectively, to utilise emotional information when problem solving and to be able to express their feelings to others is integral to the leader being effective at creating appropriate levels of job satisfaction.

Learned WILCs can help principals to cope with environmental demands and pressures at their schools. Mayer et al. (2004:210) argue that people with high EI can better perceive emotions, use them in thought, understand their meanings, and manage emotions better than others. School principals who are able to demonstrate such WILCs tend to be more open and agreeable than others (Mayer et al., 2004:210). Such principals are less apt to engage in problem behaviours and avoid self-destructive behaviours. This implies that the theoretical framework of this study should provide the ACE (SL) programme with the opportunity to develop school principals who will be able to effectively manage their personal and interpersonal environments by realistically and flexibly managing their own emotions and those of the teachers they work with in their schools (Bar-On, 2005:45).
3.5 Conceptual framework of the study

In this study, the conceptual framework describes a set of broad ideas and principles derived from the relevant literature to structure the subsequent presentation. The chosen ideas and concepts discussed in the literature review and presented in the conceptual framework served to guide the collection and analysis of the data as they were deemed appropriate and useful for the research problem under investigation. The conceptual framework is illustrated in Figure 3.5.

Figure 3.5: Conceptual framework of the study
management constituted the intrapersonal and interpersonal competencies respectively. Thus, the theory of EI, which explicates the cognitive and emotional mechanisms that process emotional information, provided a unified framework as to why school principals should be exposed to learning EI in order to develop intrapersonal and interpersonal WILCs (Brackett et al., 2006:780). The research design and the subsequent analysis of the data were guided by this conceptual framework.

3.6 Summary

This chapter served to finalise the theoretical framework initiated in chapter two. The conceptual framework outline in Figure 3.5 served to capitalise on what was seen as a growing consensus in the literature around the balance between EI and IQ, the development of the interconnectedness between the WILCs and EI of school principals to enhance their collegial leadership, and the integration of theory and practice between the NMMU and the schools as the two epistemic sites of learning. The conceptual framework was meant to reference points back to the literature and create a structural approach to collecting and analysing data on the adequacy of the ACE (SL) programme to develop the WILCs of school principals, and communicating the findings of this study.
CHAPTER FOUR

RESEARCH DESIGN

4.1 Introduction

The study sought to investigate the adequacy of the ACE (SL) programme offered by the NMMU as an HEI to develop the WILCs of school principals. Marshall and Rossman (cited in Watt, 2007:87) argue that there is no blueprint for planning research, therefore qualitative researchers are confronted by at least three challenges in designing a study:

- developing a conceptual framework that is thorough, concise, and elegant;
- planning a design that is systematic and manageable yet flexible; and
- being able to integrate these into a coherent document that convinces the reader that the study should be done, can be done, and will be done.

The qualitative research methodology was chosen since it fits with the theoretical and conceptual framework developed in chapters two and three. The qualitative research methodology was adapted to explore further the literature pertaining to the interconnectedness between the WILCs and EI of school principals. The SSQ, FGs and in-depth interviews with individual school principals were used in this study.

The purpose of this chapter is to:

- explain the research design;
- clarify the reasons for using qualitative research methodology for data collection and analysis;
- explain qualitative research reliability and validity in terms of this study; and
- explain the ethical considerations employed to conduct the research.
4.2 Research design

Merriam (2009) suggests that the qualitative research design is flexible and emergent. Due to the complex nature of the research questions, research objectives, and the conceptual framework outlined in Figure 3.5, the following multiple approaches to develop the research design of this study were adapted:

- descriptive approach;
- exploratory approach;
- phenomenological approach; and
- case study approach.

4.2.1 Descriptive approach

The research design was descriptive, since it focused on reporting and interpreting the meanings of the perceptions made by the research participants as fully as possible (Rossman & Rallis, 2003:15).

4.2.2 Exploratory approach

The research design was exploratory since the researcher had to listen to the research participants and construct interpretations based on their perceptions and ideas. Sloane and Gorard (2003:29) argue that the early exploration stage fosters conversation and debate rather than robust certainty.

4.2.3 Phenomenological approach

The research design was phenomenological in its approach. According to Leedy (1997:161), phenomenology is a research methodology that attempts to understand
research participants’ perceptions and views of social realities. Fer (2004:562) asserts that:

… phenomenology focuses on understanding the nature of reality through people’s experiences via subjectively constructed processes and meanings … Phenomenological approach emphasises the subjective processes of the situation.

An attempt was made by the researcher to understand the school principals' experiences and perceptions on their intrapersonal and interpersonal WILCs as they described them in their practical contexts. The use of the phenomenological approach enabled the research process to explore principals’ perceptions of how the ACE (SL) programme contributed to their development and improvement in their work environment. The approach was utilised to determine what the experiences of school principals as research participants meant for them as they provided comprehensive description of their experiences related to their WILCs.

4.2.4 Case study approach

The case study approach was chosen since it could facilitate the exploration of the extent to which EI encouraged intrapersonal and interpersonal WILCs for collegial leadership. According to Yin (cited in Baxter & Jack, 2008:545), a case study should be used when the focus of the study is to answer the how and why questions. It is useful, especially when the behaviour of those involved cannot be manipulated and the boundaries are not clear between the phenomenon and context. This case study approach was also employed because the researcher wanted to cover contextual conditions that were relevant to the phenomenon under study.

The case study approach was utilised in this study to ensure that the issue of investigation was not to explore through one lens but rather to utilise a variety of lenses which would allow for multiple facets of the study to be revealed and understood (Baxter
& Jack, 2008:544). For instance, the case of the adequacy of the ACE (SL) programme to develop school principals’ WILCs by the NMMU, sought to explore school principals’ perceptions of WILCs and how EI could enhance the development of such WILCs as the unit of analysis; but the case could not be determined without the context in which the principals operate as school leaders. The case study was chosen because it was within these factors that the framework for school principals’ WILCs – as one of the aims of the study – could be developed by NMMU and utilised by school principals. Miles and Huberman (cited in Baxter & Jack, 2008: 545) define the case as, in effect, the unit of analysis – a phenomenon of some sort occurring in a bounded context. This satisfied the requirements of this study,

Baxter and Jack (2008:546) suggest that in order for the study to remain reasonable in scope, researchers should place boundaries that are defined by:

- time and place;
- time and activity; and
- definition and context.

Hence this case study was limited to the school principals in the Eastern Cape attending the ACE (SL) programme at the NMMU between 2008 an 2009.

4.3 Research perspective

In order to investigate the adequacy of the ACE (SL) programme to develop the WILCs of school principals by HEIs such as the NMMU, the interpretive social constructivist perspective was employed. This research perspective was chosen since it encouraged understanding of school principals’ perceptions on WILCs. The perspective encouraged social praxis, combining academic knowledge of principals and the practical application of knowledge at their schools. This meant that the development of WILCs by HEIs for school principals entailed knowledge movement across contexts. School principals were encouraged to view the depictions of their learning and educational practices that are
contained in the academic literature through the interpretations of their own experiences, both as learners at the HEIs and as school principals in their work environment. The link between theory and practice was an important factor in the development of their work-based experiences.

Pare (cited in Pomrenke, 2007:356) argues that the interpretive social constructivist perspective uses the inter-subjective influence and the phenomenological tradition of textual interpretation. The interpretive social constructivist perspective, according to Baxter and Jack (2008:545) is built upon the premise of a social construction of reality. Its advantage is the close collaboration between the researcher and the research participants, while enabling the latter to express their experiences and perceptions. This collaboration was relevant in this study.

Furthermore, Rowland (2004:35) contends that the interpretive social constructivists view knowledge in terms of process rather than object – a shift away from technical or technological issues such as organisation, storage, and retrieval to social issues, such as knowledge making, negotiation of meaning, action, and judgement. According to Rowland (2004: 35), knowledge can be defined as the capacity to exercise judgement on the part of an individual, which is based on an appreciation of context. This shift, according to Tsoukas and Vladimou (cited in Rowland, 2004:35), becomes apparent when knowledge is defined, not as an object separable from knowers, but as a social construction embedded in practice and context of application. According to the social constructivist perspective, the WILCs of principals in his study was perceived as problem/project-based learning, with open-ended learning, unsimplified tasks and integrated, authentic environments and activities within the real-world (De Villiers & Cronje, 2005:451). Thus, the research perspective became useful in determining the extent to which EI could help integrate theory and practice in the development of school principals' WILCs.
4.4 Research assumptions

The core of research assumptions, according to Denzin and Lincoln (1998), represents the worldview of the researcher and defines the nature of the world, the place of the researcher in it, and a variety of possible relationships that might emerge from that world and its parts. Creswell (2007:37) states that:

Qualitative research begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem.

For the purposes of this qualitative research study the ontological, epistemological, and methodological assumptions were perceived as interconnected, interrelated and reciprocal, that is, the answers of each complemented those of others.

4.4.1 Ontological assumption

The ontological assumption adapted was that the person is constructed in a social context and is formed through practical activity. Learning, according to Lave and Wenger (1991:35), becomes an integral part of generative social practice in the lived-in world. From the interpretive social constructivist perspective, learning, when viewed as socially situated, is grounded in a social ontology that conceives of the research participants as acting beings, engaged in activity in the world. The essence of the adequacy of the ACE (SL) programme to develop WILCs of school principals represented the social phenomena investigated. Thus, the development of school principals and their school environment was not perceived as social realities external to the principals, but were seen as products of individual consciousness of school principals (Cohen, Manion & Morrison, 2007:7).

In this study, reality was not seen as an objective nature, but a result of the combination of the school principals’ thinking and feeling, cognition and emotion. As research
participants, the school principals were seen as having the potential of reconstructing their views of reality and meaning-making. As a qualitative researcher, I had to study the phenomena in their natural settings, attempting to make sense of the meanings they brought into the study (Denzin & Lincoln, 2005:35).

The ontological assumption adapted sought to interpret multiple realities that the research participants brought into this study. The ontological assumption adapted was oriented to the creation of reconstructed understandings of the societal world of the school principals doing the ACE (SL) programme at the NMMU. In order to bring out evidence of multiple realities, various quotations based on the actual words of the school principals interviewed were used and analysed in terms of literature that substantiated or disagreed with those multiple realities (Creswell, 2007:18).

4.4.2 Epistemological assumption

The epistemological assumption adapted provided the process in which the research participants and I could acquire a greater degree of insight into the investigation as our understanding and dispositions were being enhanced. I tried to get as close as I could to the research participants in order to avoid any aloofness from them (Creswell, 2007:18). This meant that the construction of interpretations took place against a background of shared understandings, practices, and language (Schwandt, 2003:305). These shared understandings were also extended to include discussions among the school principals themselves. The principals in the ACE (SL) programme shared their individual practical experiences from their schools and at the university; they collaboratively constructed theoretical solutions for collegial leadership.
4.4.3 Methodological assumption

In order to realise the ontological and epistemological assumptions discussed above, my methodological assumption was based on the phenomenological approach. The methodological assumption sought to describe and inductively produce negotiated, co-constructed and reconstructed understandings of the research participants as they function in their social world (Denzin & Lincoln, 2005:247).

Thus, the findings in this study were, according to the interpretive social constructivist perspective, subjectively and inductively created (Lincoln & Guba, 2000). As opposed to the positivist assumption that holds the view that science offers causal explanations of social, behavioural, and physical phenomena, the methodological assumption aimed at exploring the interconnectedness of WILCs and EI in the ACE (SL) programme.

4.5 Research methodology: why qualitative?

Various researchers have listed what they see as key characteristics of qualitative research methodology. For example, Miles and Huberman (1994), and Merriam (1998) suggest several characteristics that are common to all forms of qualitative research. These characteristics are:

- the researcher plays the key role in data collection and analysis;
- qualitative research usually involves fieldwork;
- it primarily employs an inductive research strategy; and
- typically, research findings are in the form of themes.

The qualitative research methodology was chosen because of the above characteristics. The voices of the research participants and also that of the researcher were centrally placed in this study. The researcher became the connection between the field text, the research text and the research participants in making certain that all such voices were heard, explored and interpreted (Lincoln & Denzin, 2000:1051).
Stead and Struwig (2001:16) state that with qualitative research, the researcher is part of the reality and it can thus seldom be completely value-free or objective. Ehigie and Ehigie (2005:622) concur that in qualitative research the investigator takes an active role in interacting with the research participants, while quantitative research relies heavily on tests, rating scales, and physiological measures. The qualitative researcher, they argue, becomes more personally immersed in the entire research process, as opposed to being just a detached, objective researcher.

The qualitative research methodology requires a concern with real world situations as they occur – the ability to open space for and to integrate interdependent elements of the context that the research participants bring to their interaction and collective actions. The qualitative research methodology was chosen since the aim of the study was to explore the interconnectedness between WILCs and EI in the ACE (SL) programme for school principals.

4.5.1  Data collection

Data collection in qualitative research usually involves direct interaction with individuals on a one-to-one basis or in a group (Hancock, 2002:9). The data collection procedures for investigating the adequacy of the ACE (SL) programme to develop the WILCs of school principals are described below.

4.5.1.1  Purposive sampling

Given the logic of qualitative research, I employed purposive sampling so as to enhance the understandings and perceptions of the selected research participants. Onwuegbuzie and Leech (2007:241) state that:
… sampling is an essential step in the qualitative research process. As such, choice of sampling scheme is an important consideration that all qualitative researchers should make.

Purposive, rather than random sampling was employed, since this qualitative study required depth and richness of the data (Stead & Struwig, 2001:121). Purposive sampling afforded me with rich information cases, that is, individuals and groups that could provide the greatest insight into the research questions (Miles & Huberman, 1994:34). Purposive sampling was used because of the accessibility and availability of research participants.

4.5.1.1.1 Sample size

The research participants from which such rich information was sought consisted of sixty school principals doing the ACE (SL) programme at the NMMU. Ten of these principals were involved in the in-depth interviews conducted for this study. In qualitative research the sample is usually non-random, purposive and small (Merriam, 1998). The goal was not to generalise to the population of school principals doing the ACE (SL) programme throughout the country, but to obtain insights into and understanding of the phenomenon of the study, that is, the adequacy of the ACE (SL) programme to develop the WILCs of school principals at HEIs such as the NMMU.

Onwuegbuzie and Leech (2007:242) caution that the choice of sample size still is an essential consideration to ensure the adequacy of a sampling strategy even though qualitative investigation typically involves the utilisation of small samples. These authors recommend that sample sizes in qualitative research should not be too large seeing that it could become difficult to extract thick, rich data; sample sizes should not be too small seeing that could also be difficult to achieve data saturation.
4.5.1.1.2 Profile of the research participants

The poor matriculation results over the the previous eight years and the lack of a strong culture of teaching and learning in many of our schools prompted the Department of National Education to introduce the ACE (SL) programme for principals. This practice-based two-year programme is comprised of a cohort of all racial groups of school managers (principals, deputy principals and aspirant principals). The research participants were thus chosen because it gave easy access to them, and it was firmly believed by the researcher that they could provide rich data from which insights could be developed about the research questions and research objectives of the investigation (Stake 2000: 446). Although not all the school principals were first language English speakers, they were articulate enough to provide the researcher with extensive data related to the WILCs of school principals. They came from both high schools and primary schools in the rural and urban areas of the vast Eastern Cape Province. They were a mixed group of both female and male principals. Since there were ten in-depth interviews conducted, the interviewees were referred to as In-Depth 1 to In-Depth 10. Each research participant was given an opportunity to ask questions about the research purpose.

In-Depth 1 is a high school principal. He had been an HOD for 22 years. He said that his school is in an urban township where the environment is dangerous and learners are exposed to violence and crime. He added that being a professional also means being a lifelong learner.

In-Depth 2 is an acting principal of a township primary school in Port Elizabeth. She has a three-year Junior Primary Teacher’s Diploma and has been teaching for more than twenty-five years. She said that she lacked leadership abilities that included, *inter alia*:

- bearing the ultimate responsibility of all structures and their functioning within the school;
- liaising with the Education Department Officials (EDOs);
- delegating responsibility for practical implementation of the school policies;
- being a spokesperson of all the school stakeholders; and
- being actively engaged in democratic practices that foster support to teachers.

She mentioned that she was barely coping with the daily administrative, management and leadership tasks of her school.

In-Depth 3’s profile was gained through a testimonial written about her by her former school principal in her reflections portfolio. The following description was made:

She started her career as an educator in January 1994.

- She has a Senior Primary Diploma in Education.
- Her warm and humane personality has made her a well-liked, approachable and respected person amongst learners, parents and colleagues.
- She is an excellent and efficient educator who is endowed with leadership qualities which she demonstrates daily.
- With the knowledge gained through the ACE (SL) programme at the NMMU, she contributed to the implementation of a financial management system at her school.

She said that her school is situated in a disadvantaged area where parents are either unemployed, earn a meagre income or are dependent on social grants.

In-Depth 4 completed her Teacher’s Diploma in 1998. She left her farm home on the outskirts of Grahamstown to work at a high school in Port Elizabeth because she wanted to be closer to the former Vista University, which is now part of NMMU, to further her studies. She said that the ACE (SL) programme would help her contribute to the improvement and development of her school by changing the entire operations as well as empowering staff and other stakeholders in effective and efficient management of her school. She also pointed out that her school is situated in a squatter settlement area in the Nelson Mandela Bay, Port Elizabeth.

According to her former principal, In-Depth 5 can be described as follows:
- She is a dedicated, diligent, conscientious and meticulous person, whose primary objective is to attain the highest standard of work from her learners.
- Her professional approach and unflagging enthusiasm enabled her to work in such a manner that the interest of her work is captivated and sustained.
- She creates an amiable classroom atmosphere which is an absolute necessity for good teaching.

She is the principal of a primary school where the learners’ parents depend on social grants provided by the government. She believes that values have played an important role in her personal and moral development.

*In-Depth 6* is the principal of a rural senior primary school in the Eastern Cape. The school was built by a rural chief and villagers in 1981. By 1982 the school principal was still the only teacher at the school, and when she had to attend week-long workshops or principals’ meetings, the grades 1 and 2 learners had to be told to go home for the whole week. When the chief died in 1985, the villagers closed the school and turned it into their tribal office. In 1988 the school was started again, but had to use a church building. In 1995, the congregants chased the teachers away from their church building as they claimed that the teachers were not prepared to build their own school. In 1997 the school principal was made an offer by an affluent family to build her school on their site. Unfortunately the two mud buildings were destroyed by the strong winds in 2005. Although she and three other teachers managed in 2007 to get funding to build three classrooms for three hundred and five learners at a site demarcated for the school, the school still lacks resources such as toilets, storerooms for books, electricity, maintenance equipment, and furniture.

*In-depth 7* is the principal of a former model C primary school. Ninety percent of his learners speak isiXhosa. The other ten percent is made up of White, Coloured and Indian learners. Of the thirty educators, eighty percent are White. The school has one Xhosa-speaking educator and one Indian educator.
In-depth 8 is the principal of a comprehensive technical school 23 km from Bizana and 36 km from Port Edward. The majority of parents are unemployed and illiterate, and depend on social grants and family relatives, who have small sugar cane fields. The school has one school principal, four HODs, sixteen educators, twelve classrooms and six hundred and eight learners. One hundred and fifty learners stay alone, fifty of them are orphans, and about 100 of them have parents who are migrant labourers in Durban and Tongaat, KwaZulu-Natal (KZN).

In-depth 9 is the senior primary school principal in the rural area of Umgungundlovu Local District Authority in KZN. Her school is built of stone and cement. Since the school does not have furniture, the learners sit on sacks and old boxes and the educators sit on old empty peanut butter cans. The principal said that since this was a Section 20 school, the long process that took place before she could access funds allocated to the school was the main reason for the staff weakness in the development of the school.

In-depth 10 comes from a school that has a long history behind it. The school was built between 1915 and 1920 by church congregants of the Baptist Church. He said that his school is situated in an area that is highly struck by the endemic HIV/AIDS. The area is divided into scattered homesteads that have in the past formed small tribal kraals. Several high profile and brilliant people in the former Transkei come from these families. The principal said that although these families were closely related, sometimes their conflicts impacted negatively on his school. He said that although the elders were brilliant, their arguments did not always solve the problems experienced in the school.

These school principals received formal in-service training through contact sessions and cohort meetings at NMMU. During the first year of the ACE (SL) programme they studied an introductory module on leadership from the South African perspective. Four core modules studied during the first and second year are:

- First year: Managing Teaching and Learning, and Managing People and Leadership.
Second year: School Governance and Policy, and Managing Finances and Physical Resources.

As part of the ACE (SL) programme, the school principals had to develop a portfolio to demonstrate school management and leadership competency. This was used as one of the integrated and flexible outcomes-based assessment instruments. The portfolio is a comprehensive record of all the evidence that they have to produce during the study of the four core modules (DoE, 2007). Ideally this required the use of both cognitive and emotional capabilities in integrating theory and practice in their leadership development as school principals.

4.5.2 Research methods

The research methods used were mutually developmental in that each data source influenced the next process of data collection specific to the investigation of the adequacy of ACE (SL) programme to develop the WILCs of school principals by the HEIs.

4.5.2.1 SSQ

Of the sixty copies of the SSQ distributed during lecture sessions, forty-two were completed and returned. The other questionnaires were not received because the participants did not satisfy the due date for handing them in. Most importantly, the intention was to pre-empt problems which might arise during the actual data collection process (De Vos, 2002:336).

When designing the SSQ, I became mindful of Colosi's (2006:1) cautionary caveat that firstly, the researcher should know the type of information needed both to capture the important objectives of the investigation and also to fulfil the purpose of the investigation. Secondly, as the SSQ was meant to be exploratory, the researcher
needed to know the type of questions and responses that would best lead to the deeper investigation of the adequacy of the ACE (SL) programme to develop the WILCs of school principals by the HEIs. Thirdly, Colosi (2006:2) argues that although the SSQ captures only one person’s experience on a given question and that it is difficult to report results for the entire group, open-ended data can be useful when exploring the range of possible responses to a question. The researcher had to weigh the importance of free expression against the time required to identify useful information from each question.

4.5.2.1.1 Validating the SSQ

The first draft of the questionnaire was handed to six school principals to validate it. These were of different racial and cultural groups involved in the ACE (SL) programme. Two were from rural primary schools in Kokstad, two were from farm schools in the Graaff-Reinet area, and another two from township schools in the Nelson Mandela Metropolitan area. The SSQ was validated in terms of:

- relevance for school leadership;
- format to ensure that it was user-friendly;
- language that could be understood by all racial groups;
- allowing enough spaces between questions;
- the necessary explanation was given to the research participants to avoid misunderstanding of terms and concepts used in the questionnaire; and
- capturing the breadth of information needed.

The final draft was handed to my promoter, Professor Prakash Singh, to ensure that the questions raised were consistent with the main research questions and research objectives. Colosi (2006: 1) asserts that it is important to draft questions for each piece of relevant information the researcher hopes to capture with the open-ended questionnaire. Most importantly, the questionnaire had to be within the theoretical framework of the study by exploring the perceptions of school principals on WILCs.
However, the open-ended questionnaire could not cover all the fine details that could be obtained through the in-depth interviews. Instead, the open-ended questionnaire provided the initial data that could be utilised in shaping the questions asked in the FG and in-depth interviews.

4.5.2.2 FGs

The FG interviews were conducted to elicit data on school principals’ perceptions on the interconnectedness of WILCs and EI. The focus of the interviews was the adequacy of the ACE (SL) programme to develop the WILCs of principals by HEIs (Appendix C). Lessing and de Witt (2007: 55) suggest that obtaining knowledge and sharing existing knowledge, as in EI competencies, with others to join forces are crucial in developing WILCs of principals. Specifically, the FG interviews examined how the principals perceived their competencies as leaders in their schools. Fer (2004:572) states that:

A focus group is a semi-structured method of group interviewing design to yield contextually rich information about a topic in an efficient and quick manner.

The FG interviews were used for the purposes of obtaining multiple responses that related to the WILCs of principals. In comparison to an individual interview, FG interviews provide greater amounts of information collected in shorter and more efficient time spans (Fer, 2004:572). The FG interviews were particularly useful in triangulating the data for this study.

Five FGs, which were comprised of both female and male principals from urban, rural and farm schools, were conducted to obtain preliminary information about the perceptions of the research participants, and to obtain a variety of discussion issues that could elicit relevant information on the research questions. The FG interviews were conducted with five groups of school principals, with the understanding that meaning would be created in social interaction settings (Heiskanen, Jarvela, Pulliainen, Saastamoinen & Timonen, 2008:154). The FG interviews were conducted at the NMMU
Summerstrand campus and the NMMU centres in Graaff-Reinet and Kokstad. Each FG consisted of ten school principals. The duration of each FG interview was two hours. The optimum number of research participants for a FG was between five and twelve (Morse, 1994:229). This criterion was met in this study.

The FG interviews were found useful for this study since they were collectivist, rather than individualistic. They brought, according to Madriz (2000:836), the multivocality of research participants’ perceptions and experiences to the research process. The FG interviews also made it easy and quick to gain a wealth of perceptions and experiences of the school principals on WILCs. The FG interviews provided access to gather perceptions, experiences and interactions on the interconnectedness between WILCs and EI of school principals.

H Hancock (2002:10) argues that it is sometimes preferable to use FG interviews to obtain certain types of information or when circumstances would make it difficult to collect information using other methods for data collection. FG interviews were utilised for their distinctive feature in creating research data by generating social interaction (Heiskanen et al., 2008:154). Fer (2004:572) argues that FG interviews are distinctively useful especially when the topic is difficult to observe or rare in occurrence, such as determining the interconnectedness between the WILCs and EI of school principals in this study.

The FG interviews were selected as one of the research methods for collecting data since they provided a context for the research participants to articulate the meaning of their experiences and elaborate on them in a collective sense-making process (Heiskanen et al., 2008:154). During the FG interviews, the school principals were given an opportunity to share and debate their perceptions. An advantage of utilising the FG interviews was to explore the different viewpoints that emerged for triangulation purposes.
4.5.2.2.1 Establishing validity of the FG interviews

After the completion of the SSQ and feedback to the broader group of school principals during lectures, there was increased willingness of the school principals to participate in the FGs and assist with the collection of data. This resulted in verbal requests for further discussions to be made on WILCs and EI. Verbal consent was obtained and continuous rapport was maintained throughout the process of investigation. The FG interviews provided the school principals with the opportunity to learn from one another in a relaxed and conversational atmosphere. The FG interviews were conducted during lecture sessions on Friday afternoons and Saturday mornings – at times which did not interfere with their busy school schedules.

Data from each interview was recorded on the chalkboard so as to facilitate discussion and to encourage participants to reconsider their responses, and thus enhance simultaneous member check. This also provided a context for participants to articulate the meaning of their experiences and elaborate on them in a collective sense-making process (Heiskanen et al., 2008:154). It was explained to the participants that the aim was not to reach consensus but to explore the different perceptions that emerge. Thus, by recording and analysing the interactions in the interviews, I could, according to Hieskanen et al. (2008:154), gain an understanding of how the participants approached the topic on the adequacy of the ACE (SL) programme to develop WILCs through the utilisation of EI. Based on the theoretical framework of this study, it was important that the interconnection of WILCs and EI was to guide the study into developing a framework for the development of the WILCs of school principals in the Eastern Cape Province.

The participants were allowed to present their individual viewpoints. This also enabled them to voice their opinions, pose questions to each other, and to redefine their own views as the interview evolved. My concern was, of course, not to take everything that the participants said at face value, but to analyse, conceptualise, and consider the validity of interpretations made from their responses (Hollander, 2004:620).
Consent to record discussions on my cellphone was obtained from each FG. The advantage of using the cellphone was that it would not constantly remind the interviewees that they were being interviewed as would have been the case with a tape recorder. A cellphone is a familiar instrument that does not necessarily disrupt people’s attention unless it rings. Chalkboard bullet points made during each FG discussion were later compared to the detailed transcribed data. This helped me to analyse the data and create open coding for the preliminary findings. Towards the end of each interview, I put up the fine-tuned chalkboard bullet points of the previous FG interviews on the data projector for the purpose of member checking. This gave the participants an opportunity to compare notes. For me this iterative process enhanced the validation of data. However, the FGs could not cover all the fine details that the probing process in the in-depth interviews could provide.

4.5.2.3 In-depth interviews

The last data collection method was the in-depth interviews conducted between 2008 and 2009 with ten school principals involved with the second-year ACE (SL) programme at the NMMU. According to Fraenkel and Wallen (2000:510):

… interviews are best conducted toward the end of a study … rather than at the beginning, as they tend to shape responses to the researcher’s perceptions of how things are.

The in-depth interviews were conducted at the NMMU Summerstrand campus and the NMMU centres in Graaff-Reinet and Kokstad. The in-depth interviews provided opportunities for those research participants that might not have been comfortable with sharing some experiences and perceptions in a group.

The interviews were – with the permission of each interviewee – recorded on my cellphone, transferred to my PC, transcribed, read and re-read for the purpose of analysing data. Data was collected and analysed in a way that allowed the intrapersonal
and interpersonal competencies inherent in the development of school principals’ WILCs to emerge. The purpose was to understand the experiences and perceptions of the research participants in their respective schools. During the data analysis stage, focus was on compiling raw data in conjunction with information gained through both the SSQ and the FGs, and then finding recurrent themes on the adequacy of the ACE (SL) programme to develop WILCs of school principals (Appendix D).

4.5.2.3.1 Establishing validity of the in-depth interviews

In order to acquire validity and reliability of the realities that the research participants experienced, I adhered to the suggestion made by Golafshani (2003:604), that of improving the analysis and understanding of construction of others. In doing this I enabled the research participants to help me improve the data obtained in the SSQ and the FGs through the utilisation of one-to-one, open-ended, and semi-structured in-depth interviews. The semi-structured in-depth interviews were conversational, unlike the case in quantitative research where structured questions and response alternatives are made available for research participants (Ehigie & Ehigie, 2005:627).

Merriam (1998:2) defines interview as a conversation with the purpose of discovering what is in someone’s mind (see also Maykut and Morehouse, 1994:79). This meant that the research sought to elicit the exact shape, nature and essence of phenomena emerging from the experience, consciousness, and the state of being of each interviewee, and then to obtain more insights regarding the phenomena when looking across the different interviews. As a novice researcher I found this process to be complex.

My evolving understanding of the complexities of qualitative research was enhanced by having to constantly make links between the literature on methodology, decisions taken during the investigation, and the process of reflexivity. This compelled me to review my research questions and carefully assess the nature of data I had already collected (Watt, 2007:92). My experiences as a lecturer in the Education Faculty at the NMMU
and as a former school principal also enabled me to facilitate trust and confidence in the researcher-participant relationship. The experience allowed me to establish rapport with the participants as my lectures were normally based on informal and open discussions and seminars. I also understood the language spoken by the participants. That provided me with greater access to their world without the need to constantly ask for clarification. However, this might, according to Ajjawi and Higgs (2007:620), be a disadvantage if I ascribed meanings to certain words or jargon, behaviours, and decisions, with which the research participants differed.

Being aware of this, I sometimes had to step back to reflect on the meanings of situations rather than accepting their preconceptions and interpretations at face value (Ajjawi & Higgs, 2007:620). In support of this view Johnson (1995:4) argues that in qualitative research, the aim is to engage in research that probes for deeper understanding rather than examining surface features. An interview schedule was developed as a general guideline for the questioning process (Appendix D). The in-depth interviews were in the form of open-ended questions based on topic areas of the main research questions of this study. The open-ended nature of the questions in the in-depth interviews defined the topic under investigation and also provided opportunities for both interviewer and interviewee to discuss some topics in more detail (Hancock, 2002:9). Although predetermined semi-structured questions were asked, the research participants were given an opportunity to go beyond the questions. These in-depth interviews were used to elicit descriptions and perceptions of the research participants on the development of their intrapersonal and interpersonal WILCs.

The research participants were made aware that they could withdraw from the research at any time they so wished without any negative consequences. Space was provided for probing and discussion beyond the questions asked. Each interview was started by an informal discussion on the profile of each interviewee. I found that it was better to spend the greater part of the interviews involved in listening, responding to interviewees, prompting, clarifying, accepting and avoiding censure. This helped me to be finely tuned to the verbal and non-verbal messages of the interviewees. It helped me record and
relate the information with that already collected; formulate the next probing questions and identify issues that would be useful for member checks (Watt, 2007:92).

Transcripts from mobile telephone recordings and field notes were used to capture perceptions and information on what was naturally going on and what that meant to the research participants (Lincoln & Guba, 1985). Verbal consent to use my mobile telephone for the purpose of recording the in-depth interviews was obtained from each interviewee. Although ethical approval for this research was obtained from the NMMU, I constantly requested written consent from the participants. I insisted on maintaining confidentiality through the use of pseudonyms in the research reporting and by changing specific contextual details that could have revealed the identity of the participants and/or their schools.

Each in-depth interview lasted for about an hour. The interview process was elaborate in order to generate detailed information. The duration of each in-depth interview created adequate room for detailed conversation with each interviewee (Ehigie & Ehigie, 2005:627).

4.5.2.4 Document analyses

Data was also collected through the analyses of principals' portfolio reflections on their core modules. This data source was particularly useful in obtaining school principals' reflections and perceptions on the ACE (SL) programme as indicated by the guidelines for the school principals' portfolio in Appendix E. This document analysis was particularly important in trying to understand the perceptions of the research participants (Hancock, 2002:13). According to the DoE (2007:87), the school principals' portfolios are to reflect on identifying and solving problems in which their responses display responsible decisions that have been made, using critical and creative thinking. In the portfolios, school principals have to collect, analyse, communicate, and critically evaluate information from the HEI modules and on their school development. They have to demonstrate an understanding of the world as a set of related systems by recognising
that problem-solving contexts do not exist in isolation, and contribute to their full personal development, together with the community in which they work.

School principals’ reflections on the above provided me with an opportunity to verify and triangulate some aspects of the SSQ and the in-depth interview accounts.

4.5.3 Data analysis

As in any other qualitative study, the data collection and analysis occur concurrently (Baxter & Jack, 2008:554). The purpose of data analysis was to identify the main themes that addressed the research questions and research objectives. This was done by transcribing the audio-recorded interviews and inductively analysing them, reading carefully through all the transcripts to make sense of the whole, and jotting down reflections and themes that emerged from the interviews. This helped in clustering similar topics and forming themes into columns that might be arranged as major themes. This ensured that the information that had been obtained was representative of what the interviewees meant. Goodwin (2002:84) argues that inductive reasoning helps the study through the process of logical thinking, deriving meaning and conclusions from a specific event to the general statement.

Supportive statements were used to lend gradual support to conclusions inductively arrived at (Mouton, 1996:77). Such supportive statements were gathered through analysing the explorative SSQ, FGs, descriptive in-depth interviews, and document analyses.

The three research methods were utilised for the purpose of triangulation (Merriam, 1998) and to analyse and synthesise the information into workable chunks of information leading to themes. Mouton (2001:108) states that data analysis involves breaking the information into manageable themes, patterns, trends and relationships.
This meant that in investigating the adequacy of the ACE (SL) programme to develop the WILCs of school principals by HEIs, I had to engage in a process of axial coding, ordering, and re-ordering the coded data (Strauss & Corbin 1998). Coding was used to break down data, to conceptualise and then arrange this information. Codes were used to assign units of meaning to the information obtained (Stead & Struwig, 2001:169).

Open coding was used to name and categorise phenomena through close examination of data for similarities and differences. Axial coding was used to generate new connections between each category and its sub-categories. Selective coding was used to select the core category, systematically relating it to other categories, validating relationships and filling in those categories that needed further fine-tuning and development.

4.6 Ethical considerations

Mouton (2001:238) argues that ethical considerations have to do with what is appropriate and what is not appropriate in conducting research. Ethical considerations were used as guidelines in the investigation. These guidelines offered a set of moral principles that are widely accepted about the most correct conduct toward research participants.

This means that there are certain kinds of behaviours that are acceptable while others are frowned upon. However, the debate over ethics in social research in the past few decades, according to Denzin and Lincoln (2005), has resulted in establishing some guiding principles such as: informed consent; safeguarding privacy, as well as assuring confidentiality and/or anonymity; not accessing the field in deceptive or fraudulent ways; and preventing harm to the participants arising from research.
4.6.1 Informed consent

These guidelines were employed as protocols to gain access to the research site. Informed consent from the research participants was obtained (Lankshear & Knobel, 2004:104). Consent to participate could be withdrawn at any time without penalty (Smith, 1990). It was ensured that the research participants were not misrepresented or offered incorrect information in order to ensure their participation when they would otherwise possibly have refused to participate (Corey, Corey & Callanan, 1993). Thus, assurance was given that they could withdraw whenever they wished to.

Ongoing access to the research participants was negotiated and maintained by securing permission from the NMMU, the institution that has control over them (Devers & Fraenkel, 2000:266). Verbal consent was secured for the FGs and written consent was obtained for in-depth interviews.

4.6.2 Confidentiality

The research participants were assured of confidentiality (Lankshear & Knobel, 2004:110). Data were coded with keywords or concepts, not names of individuals. The research participants were advised of this and encouraged to maintain confidentiality as well. It was also necessary to ensure that the research participants were protected against any emotional or physical discomfort from the research process (Dane, 1990). Right to privacy was strictly maintained.

4.7 Reliability and validity in qualitative research

Researchers agree that any scientific inquiry needs to be systematic in its methodology and rigorous in establishing the reliability and validity of its findings. Although many leading qualitative researchers have argued that reliability and validity are terms pertaining to the quantitative paradigm and are not pertinent to qualitative research
(Altheide & Johnson, 1998; Leininger, 1994), some have adapted new criteria as methodological strategies for determining reliability and validity (Leininger, 1994; Lincoln & Guba, 1985; Rubin & Rubin, 1995). These authors concur that there are difficulties with regard to reliability and validity in qualitative research. However, they claim that since qualitative research occurs in the natural setting it is not easy to replicate studies.

While the concept of reliability is used for testing or evaluating quantitative research with the purpose of explaining, in this study qualitative research reliability was used for the purpose of generating understanding (Stenbacka, 2001:551). Qualitative researchers, according to Onwuegbuzie and Leech (2007:240), do not make external statistical generalisations because their focus is on obtaining insights into particular educational, social, and familial processes and practices that exist within a specific context. For example, Eisner (cited in Golafshani, 2003:601) asserts that a good qualitative study can help us understand a situation that would otherwise be enigmatic or confusing. In qualitative research, Lincoln and Guba (1985:300) use the concept of dependability, which closely relates to the concept of reliability. Their emphasis is on inquiry audit as one measure which might enhance the dependability and good quality of qualitative research. In this study, validity was established by utilising quality, rigour and trustworthiness, for the purpose of establishing confidence in the findings (Davies & Dodd, 2002; Lincoln & Guba, 1985; Stenbacka, 2001).

Heeding the advice of Aguinaldo (2004:129), this study reconceptualised validity within the social constructivist epistemology that claims a radical divergence from the positivist approach. Thus, the qualitative methodological strategies employed included triangulation, researcher reflexivity, member checking, prolonged engagement in the field, structural corroboration, and thick description.

In this study, triangulation was used to explain the richness and complexity of the interconnectedness of WILCs and EI. Three research methods were employed with the purposively-selected research participants. Triangulation was used on two levels. Firstly, the individual levels were the SSQ and the in-depth interviews that were
conducted. Secondly, the interactive level was on the FG interviews that were conducted.

The utilisation of triangulation provided me with confidence to reflect on my research assumptions, as well as the social constructivist perspective. The outcomes of the SSQ, for instance, provided the ground for the more intense and deeper questions used in the FGs and in-depth interviews, which resulted in prolonged engagement in the field. Thus, data generated through triangulation was not simply artefacts of one specific method of collection but became a structural corroboration of all the research methods employed.

Although triangulation on its own was not enough for purposes of qualitative reliability and validity, its advantages could be linked to the methodological strategies that sought a more holistic view of the interconnectedness of WILCs and EI and elucidated the complex phenomena of intrapersonal and interpersonal competencies. Triangulation provided a rich description of the phenomena and prolonged engagement in the field.

The methodological strategies were employed during the process of investigation so as to avoid the risk of threats to reliability and validity at the end of the investigation (Morse, Barrett, Mayan, Olson &Spiers, 2002). They were woven into every step of the investigation with to construct a solid product by identifying and correcting errors before they could subvert the analysis (Creswell, 1998; Kvale, 1989).

It became necessary to move back and forth between design and implementation to ensure congruency among question formulation, literature, sampling, data collection, strategies, and analysis (Morse et al., 2002). Responses were thus systematically checked, focus was maintained, appropriateness of data and the conceptual work of analysis and interpretation of the research participants’ perceptions were analysed, confirmed and verified constantly to ensure structural corroboration and thick description.
4.8 Summary

In this chapter, the focus was on the research design. The investigation was qualitative in nature. The view of theorising in this research was that of interpretive understanding. The assumptions underpinning the research were located in the social-constructivist perspective which highlighted a way of knowing based on the school principals' perceptions, both as learners at the HEIs and as school principals in their work environment.

The post-modernist case study and phenomenological research approaches were adapted to achieve the qualitative research objectives. Most importantly, the research design was to gain an understanding of the perceptions of purposively-selected research participants and how those perceptions could be utilised in the ACE-SL programme to enhance the WILCs of school principals. The main data collection and data analysis processes employed to address the research problem from the social-constructivist perspective, were SSQ, FGs, and the in-depth interviews. The document analyses were used for the purposes of triangulation. Issues of ethical consideration and qualitative explanation of reliability and validity were explained in detail in this chapter.
CHAPTER FIVE

DATA ANALYSIS AND DISCUSSION OF FINDINGS

5.1 Introduction

The purpose of this chapter is to present the results and findings on investigating the adequacy of the ACE (SL) programme offered by the NMMU to develop the WILCs of school principals. Based on the theoretical and conceptual framework developed in chapters two and three, this chapter employs the constant comparison data analysis techniques suggested by Glaser and Strauss (1967) to inductively explore the research questions and objectives of this study in order to draw new meaning from data. The findings that emerged from the themes, categories and sub-categories of data from the research methods used are discussed in this chapter.

For the purpose of triangulation, and to ensure qualitative reliability and validity, forty-two copies of the SSQ, five FGs, ten in-depth interviews, and portfolio reflections of school principals were utilised as data sources. The first two research methods served to prepare the groundwork for the in-depth interviews. This meant that not all aspects of the data could be covered by the first two research methods. The in-depth interviews served as the main research method to get deeper understanding of the school principals' perceptions and experiences. The portfolio reflections helped to gain further information on the school principals' practical experiences as they were engaged in the two epistemic sites of learning, that is, the NMMU and their schools.

5.2 Data analysis and interpretation

The iterative interaction between data analysis and interpretation was utilised. This was done in order to sustain reliability and validity. Owing to the complexity of the conceptual framework in Figure 3.5, the conclusions made were based on scrutinising and triangulating the content of the SSQ, FGs, the in-depth interviews, and the portfolio
reflections of school principals. This was achieved by developing categories and sub-categories from which findings emerged. Inductive reasoning was employed by utilising supportive statements gathered by means of analysing the explorative and descriptive interview results, as well as by utilising available and relevant literature related to the topic being discussed. Aguinaldo (2004:133) argues that:

... qualitative researchers should not be constrained within a methodological straightjacket and must be allowed to utilise whatever methods necessary to explore the social phenomenon under consideration.

However, in order to complete a final written account, I had to progress through the complex, iterative process of working inferentially and systematically with the data (Froogat, 2001:433). As indicated in chapter four (4.5.3 Data analysis), once all data had been collected, a detailed interpretation of all the documented information was undertaken to determine themes. The aim of analysis was to interpret, determine relationships, and understand the various constitutive elements of data. The research questions focused on the perceptions and experiences of school principals about the effectiveness of the ACE (SL) programme to develop their intrapersonal and interpersonal WILCs, and how those WILCS could enhance their collegial leadership abilities as principals.

Based on the research questions, the research objectives, the conceptual framework in Figure 3.5, and the social constructivist perspective employed in this study, the responses of the research participants were organised under two broad themes: the intrapersonal and interpersonal WILCs. These themes reflect the extent to which the school principals as leaders could express their perceptions of the ACE (SL) programme to develop their WILCs and to enhance collegial leadership practice in their schools. The themes are not necessarily comprehensive of all themes considered in the WILCs of school principals; rather that those highlighted represent the problematic and complex nature of school principals’ leadership in the context of the challenging and rapid changes of the school environment, as discussed in the literature review of this study.
Each theme, as outlined in Figure 5.1, is interrelated to the other, emphasising the complexity of developing understanding about the interconnectedness between the WILCs and EI of school principals as one of the objectives of this study.

**Figure 5.1 : Themes, categories and sub-categories from data sources**

<table>
<thead>
<tr>
<th>WILCs Themes</th>
<th>Categories</th>
<th>Sub-categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Intrapersonal WILCs: Internal self-awareness, self-management and self-motivation</td>
<td>1.1 Knowing one’s internal states</td>
<td>1.1.1 Recognising one’s emotions and their effects; 1.1.2 Knowing one’s strengths and limits; and 1.1.3 Strong sense of one’s self-worth and confidence.</td>
</tr>
<tr>
<td></td>
<td>1.2 Managing one’s internal states and impulses</td>
<td>1.2.1 Keeping emotions and impulses in check; 1.2.2 Managing standards of honesty and integrity; 1.2.3 Taking responsibility for personal performance; flexibility in handling change; and 1.2.4 Being comfortable with novel ideas, approaches, and new information.</td>
</tr>
<tr>
<td></td>
<td>1.3 Emotional tendencies that guide and facilitates reaching goals</td>
<td>1.3.1 Achievement drive: Striving to improve or meet a standard of excellence. 1.3.2 Commitment: Aligning with the goals of the group or organisation. 1.3.3 Initiative: Readiness to act on opportunities. 1.3.4 Optimism: Persistence in pursuing goals despite obstacles and setbacks.</td>
</tr>
</tbody>
</table>
5.2.1 Theme 1: Intrapersonal WILCs

One of the objectives of this study was to examine the extent to which the principals’ perceptions of their intrapersonal WILCs could be developed by the ACE (SL) programme. This theme now has three categories that deal with the adequacy of the ACE (SL) programme to develop intrapersonal WILCs of school principals. The categories are organised around the theme by undertaking careful scrutiny of data and utilising relevant quotes from all the data sources utilised in this study.

The first category is about self-awareness and it represents data on knowing one’s internal states. The second category is on self-management and it focuses on managing
one’s internal states and impulses. The third category is on self-motivation and it is concerned with the emotional tendencies that guide and facilitate reaching goals. As outlined in Figure 5.1, each of these categories is explained in terms of its interrelated sub-categories, and in order to interpret and synthesise data (Denzin & Lincoln, 2005:21).

5.2.1.1 Knowing one’s internal states

This first category of theme 1 deals with the competency of self-awareness that involves the ability of school principals to recognise their feelings as they happened. Venkat and Pooja (2008:37) describe self-awareness as the knowledge of one’s feelings, preferences, strengths and weaknesses, which could be used as a guide for decision-making. The category on self-awareness has three sub-categories. The first sub-category represents school principals’ perceptions on recognising their emotions and the effects of their emotions. The second sub-category deals with data on principals’ knowledge of their strengths and limits. The third one deals with data on principals’ perceptions of a strong sense of their self-worth and confidence.

The main objective of this category was to understand the research participants’ perceptions of their self-awareness competency as school principals.

5.2.1.1.1 Recognising one’s emotions and their effects

The responses of the school principals showed that they were aware of their emotions. However, it could be inferred from the in-depth interviews that their ability to immediately connect that awareness to the effects the emotions had on their leadership needed to be improved. For example, In-Depth 3 stated that:

I need to do something about my emotions first because sometimes we are the cause of the problems experienced at our schools.
The interviewees indicated recognition of their emotions but also admitted that their inability to act on their true feelings appropriately could leave them at the mercy of their feelings. This view was also supported by In-Depth 6 who stated that:

*The ACE (SL) programme has made me to be aware that emotions sometimes can spoil the work, and therefore, whenever you are dealing with people you have to control your emotions.*

The response indicated that it could be destructive not to respond appropriately to emotions. In-Depth 10 also stated that:

*These are natural feelings and emotions, but you have to work on those natural emotions to adjust them to fit exactly in a more constructive manner at school.*

The responses indicated that although the school principals showed weakness in connecting their emotions to the effects on their leadership, it was important that their emotions be reshaped for the purposes of building positive relationships at their schools.

Since the principals were given an opportunity to discuss their responses in the SSQ and the FGs, as part of member checking, they began to realise the dangers of the gaps between awareness of emotions and the need to appropriately adjust them when developing their intrapersonal WILCs in their leadership positions. The FGs agreed that:

*As school principals we should not immediately react negatively. We should first understand our own emotions and encourage serenity at our schools.*

The in-depth interviews and the FGs indicated that self-awareness was one of the WILCs which reflected the principals’ own emotions and how those emotions could be utilised at their schools. However, the in-depth interviews indicated that some school principals were not sure how to demonstrate that in practice – to link WILCs and EI. They knew that self-awareness involved recognising one’s emotions and their effects on cognition, but tended to shy away from taking action. Although the principals were
aware of their emotions they could not express these for the purpose of the constructive development of their schools. Bar-On (2010:54) argues that emotional awareness and emotional expression are key components of EI and these should lead to the ability to control one’s emotions.

The feedback from the in-depth interviews and the FGs suggested that sometimes school principals tended to exhibit unpredictable behaviour by not being able to read and act appropriately on their emotions. Although the ACE (SL) programme aims to develop school principals who are able to critically engage as leaders and be self-reflective practitioners (Appendix F), sometimes they did not apply the knowledge acquired from their emotions and make good decisions about what to say or not to say. They sometimes failed to link WILCs and EI – a process which involves knowing when and how to express and control emotions. However, they were aware of this weakness. This awareness of their weakness meant that it was necessary to make behavioural changes to improve their intrapersonal WILCs.

5.2.1.1.2 Knowing one’s strengths and limits

This sub-category refers to self-awareness and self-realisation in terms of one’s strengths and weaknesses in leadership (Anand & UdayaSuriyan, 2010:56). The difficulty in integrating WILCs and EI was further corroborated by the responses of school principals as they were looking at their strengths and limitations in terms of the SSQ 3.2. One school principal stated that:

*My limitation is that when I am emotional it takes time for me to control myself. Sometimes when I am dealing with something I tend to be a perfectionist, then forget how to maintain sound relationships with my colleagues at school.*

This account indicated awareness of the research participant’s strengths and limitations as a school principal. The principal insisted on perfection in spite of poor relationships that could follow. In-Depth 9 also stated that:
One of my strengths is that I am able to identify my stressors, but when it comes to limitations, like when I am dealing with a person who does not like me, I sometimes forget that relationships are important.

The limitation in this intrapersonal competency was corroborated by one of the school principals’ portfolio reflections:

In my school I used to be autocratic but due to the empowerment by the ACE programme modules, especially the one on Lead and Manage People, I have noticed that I have been a barrier to open and free relationships at my school.

The responses from the in-depth interviews largely showed that the school principals’ competencies on self-awareness reflected the importance of recognising their own strengths and limitations and how that could affect their leadership practices. In the ACE (SL) programme, the principals are expected by their lecturers to translate the theories they obtain from the NMMU into practice at their schools. For example, one of the guidelines of the school principals’ portfolios is reflecting on what they have learnt from the ACE (SL) programme (Appendix F). People who have these competencies are aware of their strengths and weaknesses and are open to feedback, and are willing to learn from past experiences (Sunindijo, Hadikusumo & Ogunlana, 2007). The school principals in the FGs, for instance, agreed that:

At certain stages we need some introspection as principals and know our weaknesses and strengths; know where to tighten and where to loosen up for the good of all.

During the FGs, the school principals understood that there was no real harm in letting other people know what their strengths and weaknesses were. Self-awareness enables leaders to look at what the situation requires without becoming concerned with their egos (Pinos, Nicholas, Parayitim, and Olson, 2006). By admitting their mistakes and confronting unethical actions committed by themselves, the school principals agreed that the competency on self-awareness required an ongoing learning process in order to master it. In-Depth 4 stated that:
You learn values as you move along in life. You build on them. You also develop them, especially when there are clear guidelines that can help you as a principal.

The response suggested that there was a need for a clear framework that could help principals understand the value of their self-worth. One of the portfolio reflections of school principals stated that:

*It is important to know myself first, accept my emotions and then understand those of the people I lead at my school.*

Understanding what EI entails is a crucial requirement for someone in a leadership position (Barbuto and Burback, 2006; Smollan, 2006). The accounts on experiences of the interviewees indicated that they could reflect on their prior experiences but needed a programme such as the ACE (SL) programme that could help them on how to deal with similar limitations in their positions.

5.2.1.1.3  **Strong sense of one’s self-worth and confidence**

This sub-category dealt with data on the perceptions of school principals about their self-worth. It dealt with the ability of school principals to reflect objectively on their mistakes and thus gain the gift of a lesson learned. The responses of the school principals on the self-awareness competency reflected that although the school principals could exhibit self-confidence in their leadership, there were times when they doubted their self-worth. For instance, In-Depth 7 stated that:

*I am very self-confident, but there are times when I feel that I am a little bit shaky.*

If principals were to know how to put their emotions into practice, they would become more confident in their leadership than those who lacked the conceptual understanding of the interconnectedness between WILCs and EI. For example, the FGs agreed that:
School principals need competencies on how to assess their own emotions in order to be successful in their leadership positions. They need to know how to be assertive.

Although some school principals admitted to their emotional weaknesses, other school principals associated self-awareness with being assertive and confident in accepting their mistakes. For example In-Depth 10 stated that:

If you are emotionally developed you do not make short-sighted and haphazard decisions. You become open-minded and confident in what you are doing for the school.

This response suggested that by developing their EI, school principals would be able to accept their limits, work towards actualisation of their potential, and develop healthy WILCs that foster their self-confidence and self-worth in achieving the goals of their schools (Fer, 2004:568).

In-Depth 9 corroborated this assertion by stating that:

I have language skills, and that has given me a lot of self-confidence. I have noticed that people sometimes feel threatened by me, but I do not feel threatened by them because I can understand what they say. They know that I understand what they say.

This response suggested that the ability to understand one’s emotions and those of others could boost one’s confidence. Such confidence could yield creative thinking, not only that of the school principal, but that of the staff as well. By inference, one could argue that the intrapersonal competency of confidence was one of the desired WILCs that a programme such as the ACE (SL) programme could encourage school principals to become creative and positive in their thinking. Ivcevic et al. (2007:201) state that positive emotions – not disruptive emotions – can enhance confidence by creating flexibility and breadth of thinking.
It emerged that school principals could acknowledge their past weaknesses. They valued the ACE (SL) programme for helping them make self-discoveries about how they operated at their schools. However, the school principals still needed to improve their ability to describe their self-awareness for the purposes of developing their confidence and a sense of self-worth. What the school principals needed was a deliberate conscious effort that could foster self-confidence in what they were doing. Pinos et al. (2006) argue that individuals with high self-confidence can openly express their feelings, opinions, and viewpoints. Inductively argued, the school principals needed a conceptual understanding of the connection between their emotions and their actions. For all its complexity, the competency on self-worth and confidence is crucial, especially when considering the interconnectedness between WILCs and EI of school principals as leaders (Goleman, 1995).

5.2.1.2 Managing one’s internal states, impulses, and resources

This second category of theme 1 is about self-management and the extent to which school principals could take responsibility of their personal performance by demonstrating flexibility and adaptability in a variety of situations at their schools. On the part of school principals, it suggests being comfortable with novel ideas, approaches, and new information. It represents data on the extent to which the ACE (SL) programme could enhance the WILCs of school principals to keep emotions and impulses in check and manage standards of honesty and integrity. Although the elements of this category are intertwined, I decided to analyse the data in terms of sub-categories.
5.2.1.2.1 Keeping emotions and impulses in check

This sub-category represents data on the extent to which the ACE (SL) programme could enhance the WILCs of the school principals to keep emotions and impulses in check. In-Depth 2 stated that:

_Ever since I started with this ACE programme I now channel my emotions in such a manner that they do not create an environment that is not conducive for the core business of the school to happen._

The response indicated that the principal’s emotions could be utilised to improve and enhance the goals of the school. A similar response came from In-Depth 10 who stated that:

_I think it is quite important to recognise one’s emotions. In the process of doing that you try to locate them within the context of the situation itself and what the situation demands, as we learn in the ACE programme._

This view was corroborated by the FGs who stated that:

_As school principals we need to develop positive attitudes toward our staff members. We must not react negatively to our colleagues at our schools._

One portfolio reflection of a school principal also emphasised that:

_In fact, the ACE programme has made me to be aware that to be emotional can spoil the work. Whenever I am dealing with people, I have to control my emotions and even if they are annoying me, I should not be angry._

Although school principals agreed that sometimes it was difficult to control their emotions, however, they were aware that understanding self-management and self-regulation was still needed in the development of their intrapersonal WILCs. These are two distinct competencies that complement each other. Self-regulation is about your ability to control your own emotions, while self-management is about how you
communicate your feelings and emotions to other people. Self-management looks at how effective you believe you are in influencing how other people feel. These two intrapersonal WILCs affect each other. When put together, self-regulation and self-management competencies mean that your own perceived capacity increases to understand, process and use information about self and others’ emotions in life. Salovey and Mayer (1990:189) assert that EI involves the ability to monitor one’s own emotions and to use this information to guide one’s thinking and actions. The responses from the in-depth interviews, the FGs and the portfolio reflections indicated that the school principals were appreciative of the ACE (SL) programme for helping them realise the value of self-regulating their emotions.

5.2.1.2.2 Managing standards of honesty and integrity

This sub-category involves conscientiousness and trustworthiness which relate to the ability to meet commitments and keep promises; behaviour and professed beliefs called personal integrity (Cohen, 2001:1). The category involves the openness and freedom to experience any emotion without the need for the compulsion to suppress it. It concerns the ability to walk the talk. The FGs agreed that:

_Sometimes it becomes difficult to keep promises, but sometimes we have to make sure that things go according to the plan. For instance, when we have a responsibility, we do try to do it, and we give reasons for not being able to do it._

The school principal felt at ease to make self-disclosure and show positive self-expression – a necessary step to self-understanding and acceptance. In-Depth 5 corroborated this by stating that:

_I always try to humble myself; see to it that people find me honest and approachable, and that people find it easy to talk to me. As I was exposing myself to them, I was also learning a lot from them._
The above in-depth interview responses indicated that the school principals were ready to impose on themselves the congruence that is required between deeds and words. In-Depth 8 viewed the above-mentioned openness as something that emanated from the ACE (SL) programme by stating that:

*You see, sometimes when you do things you think that you know, but you will find that – after having read some of the theories in this ACE programme – you tend to think and do things differently.*

The interview responses indicated that the school principals were willing to accept their mistakes and learn, not only from the ACE (SL) programme, but also from other colleagues at their schools by being open and honest and respectful to them. Honesty and openness to other teachers facilitated the building of sound interpersonal relationships.

The honesty and willingness to learn from other colleagues kept coming up from the interviewees. In-Depth 1 stated that:

*If I do not know something I am open to say that I do not know and that I will try to get information on it; and that I am willing to be educated. I am open to learning from other colleagues. I am not afraid to apologise, but I make sure that I do not continue making many apologies. I refrain from doing anything that would make me to apologise because I think if I continue to apologise that would weaken me, but I am not afraid to apologise and I expect the same from others.*

In-Depth 10 echoed the above response by stating that:

*About honesty and integrity, I think the best strategy for the school principals is to start exercising honesty and integrity themselves first, otherwise they cannot demand something that they cannot do.*

The response of In-Depth 3 indicated the importance of exemplary leadership, thus:
I do not want people to misunderstand me, hence all the time I am trying to be in the forefront. I am trying to lead by example, and to show them how to behave. Although I sometimes lose my temper, as I mentioned before, I am trying to go on the right track, that is, being honest and being exemplary to my educators. If you lead people, you should try to be exemplary.

Generally, the school principals seemed to be willing to embrace their personal qualities and thus shape them to fulfill the requirements of responsibility, accountability and effective leadership in their school environments. For effective leadership, the school principals were required to develop these characteristics and to act upon them.

On managing standards of honesty and integrity, one school principal’s portfolio reflection stated that:

I believe in the truth, the time is always right to tell the truth. I have done things in my life that were dishonest. Even, as an adult, I have learnt lessons from that. A few years ago I took a decision that I am not going to land myself into that situation again, and that has really led me to be strong as far as doing the right thing ethically, and I am trying to live by rule.

This statement was corroborated by the responses from the SSQ that indicated that school principals needed to know how to improve their standards of honesty. Under SSQ 2 one school principal stated that:

I expect the ACE programme to capacitate us with the abilities to maintain the standards. As a school principal you end up not being honest and you pretend as if you are doing well.

This response reflected the school principals’ need for a clear intrapersonal WILCs framework that could help to improve their self-awareness. However, the FGs made suggestions on how the school principals could develop WILCs that foster honesty. The FGs agreed that the WILCs of school principals should consider the following:
Principals should be honest. They need to be strong emotionally and be able to distinguish between destructive criticism and constructive criticism as school principals.

The response of the FGs indicated important components of EI that the ACE (SL) programme seemed to have encouraged in the development of the WILCs of school principals. These components included being honest and being emotionally strong to distinguish between destructive and constructive criticisms. The responses of the FGs acknowledged that negative thoughts and emotions could get in the way of the school principals’ concentration and affect their leadership. It could be inferred from the SSQ, in-depth interviews, FGs, and the school principals’ portfolio reflections that the ACE (SL) programme had helped the school principals to acknowledge the value of maintaining standards of honesty and integrity. These components of EI are crucial in the development WILCs of school principals. Antelo, Prilipko and Sheridan-Pereira (2010:89) argue that EI components, such as honesty, integrity, and reliability are the cornerstones of one’s reputation in the work environment. The EI levels of these components could be increased through the application of EI in leadership development programmes such as the ACE (SL) programme.

5.2.1.2.3 Taking responsibility for personal performance and flexibility

This sub-category represented data on school principals’ ability to be accountable for meeting objectives, being organised and careful in their everyday work, and thus taking responsibility for their leadership performance at schools. In-Depth 1 stated that:

There is great improvement in me on the aspect of self-control because I remember when I was a teacher, long before I joined this ACE programme, I used to react to some other staff, like when something that was not palatable to me I would react negatively. Sometimes people can stretch you over the limit. But as I grow in leadership I am learning to be flexible in my approach to other people’s views.
This response indicated that the school environment can be emotionally challenging and stressful. However, it would seem as though the ACE (SL) programme contributed to the school principal’s emotional maturity. The principal transformed from the use of negative reactions to being flexible in challenging situations. This view was corroborated by In-Depth 2, who stated that:

I think sometimes that I have not done well when it comes to taking responsibility for personal performance. I also do not have any problem to admitting to the staff later to say to people that it was not my day and that there is room for improvement.

However, the school principals were able to identify and acknowledge what used to be the source of stress. In terms of SSQ 3.2, the school principals echoed the need for the flexibility competency, especially when it came to developing adaptability to changes at their schools. In terms of SSQ 3.2, for example, one school principal stated that:

As a principal your mind is overwhelmed by many concerns and changes at school – those of parents, learners, educators, and government officials. The principal should be able to handle such changes with sensitivity.

Regarding flexibility, the FGs stated that:

The various discussions among school principals from different schools in the ACE (SL) programme helped us to understand the value of not being rigid. Being flexible makes working with other people at our schools easier.

The responses from the in-depth interviews, the SSQ and the FGs indicated that the principals managed to improve their flexibility to meet the challenges of working in stressful situations at their schools. It could be inferred from these three data sources that the school principals needed a programme like the ACE (SL) programme that could assist them to adapt and adjust their emotions and thinking to new and challenging situations. Krauss, Hamid and Ismail (2010:4) argue that self-aware leaders are sensitive to how their reactions affect others and have a greater capacity to adjust to,
and be flexible to challenging situations. This means that principals are expected to demonstrate flexibility and ability to adapt to rapidly changing school environments, and they have to be adept at integrating self-identified emotional understanding into a plan for the success of their schools (Appendix F). Ayiro (2009:720) argues that such understanding can be linked to leaders’ EI. This would make it possible for school principals to be able to access their intrapersonal understanding and to deal with emotionally charged situations.

5.2.1.2.4 Being comfortable with novel ideas

This sub-category involves data on school principals’ perceptions of their ongoing process of reaching and maintaining a comfort with their own identity, including an understanding of their values, passions, preferences and acceptance of novel worldviews (Gardenswartz, Cherbosque & Rowe, 2010:76). In-Depth 3 stated that:

To avoid stress, the best thing for me now is to accommodate whatever new ideas come my way. If these new ideas are good, I utilise them. If they need modification, I just modify them and then implement them. I just do not take them because they are just new ideas, because I have to see whether they fit in my situation or whether they work in my situation.

This response showed that the school principal had a strong recognition of how a stressful emotion could be actively dealt with. The school principal exhibited insight into the ways in which the initial stressful emotion could be modified into useful tools that could be utilised for the benefit of the school. In the process of developing their WILCs, the ACE (SL) programme could possibly encourage school principals with such insight to enhance their understanding of EI. In-depth 2 corroborated the above response by stating that:

Now that I have gone through the ACE (SL) programme, I am now able to encourage inclusivity and I listen to the voices of different people. I give people
space to voice their opinions when they lead small committees to do exactly what they want to do for the school.

This response indicated that giving other people space to voice their opinions provided a platform for new ideas that could benefit the school. In-Depth 4 strongly supported this view by stating that:

I get fresh ideas from people I work with. I get knowledge about the community, the school, and the people whom they respect and recognise as major people who can contribute to the well-being of the school.

Almost all the in-depth interviewees seemed to agree that it was crucial to allow and accept others’ opinions as they developed their own intrapersonal competencies as school leaders. It became evident that it was proper for school principals to understand their emotions and be able to figure out relationships among various emotions at their schools. This ability enabled them, for example, to see that understanding emotions is also about being able to recognise how emotions can change over time in different contexts.

The intrapersonal competency on adaptability implied openness to novel ideas, approaches and new information. For example, a school principal stated in a portfolio reflection that:

What I believe in is that we develop in different ways. If a post level 1 educator comes up with an idea, I support him or her. I am able to take fresh perspectives from others.

The responses from the FGs also agreed with the need of school principals to be open to new ideas, especially the perspectives from their peers in the ACE (SL) programme. The FGs agreed that:

We have enjoyed the ACE (SL) programme very much, especially the discussions that we had as principals during lectures. The discussions made us
realise that everybody is in the same boat, regardless of whether you’ve been a principal for twenty years, or whether you been a principal for one year. We have the same problems. Each principal has come up with novel ideas on how they cope with problems.

The above response indicated that being involved in the peer group discussions of the ACE (SL) programme provided the school principals with an opportunity to assess their individual emotions regarding the problems they experienced in their schools.

Generally, the responses from the in-depth interviews and the FGs seemed to commend the ACE (SL) programme for providing the school principals with the opportunity to discuss common issues they experienced at their individual schools. The peer group discussions during the ACE (SL) programme indirectly provided the school principals with opportunities for emotional learning, emotional facilitation of thinking, recognition of emotions, and emotional regulation (Dealy, Fasano & Kugler, 2006).

These interviews indicated that the school principals showed interest in learning to avoid the extremes of being overly critical and unrealistically hopeful. This indicated that they acknowledged that adaptability is valuable in the development of their WILCs. In this sub-category, it could thus be inferred from the interviews and the portfolio reflections that the school principals were able to integrate their university knowledge on being comfortable with novel ideas to develop of their WILCs at their schools. A systematic framework that integrated their conceptual understanding of interconnectedness between their WILCs and EI across these two epistemic sites of learning could possibly enhance their levels of competency in utilising novel ideas in their schools. Being comfortable with novel ideas involves openness and acceptance of vulnerability based on positive expectations of the intentions of others. Being calm and adaptable reflects a sense of control over the potential outcomes of a situation, and being receptive to bad news as well as good. Thus, remaining calm suggested an important facet of self-regulation on the part of school principals. It reflected their ability to stay focused even in upsetting and disturbing circumstances at school.
5.2.1.3 Emotional tendencies that guide and facilitate reaching goals

This third category of theme 1 represents data on self-motivation. It focuses on WILCs that can enhance achievement drive, commitment, initiative and optimism, as indicated in Figure 5.1.

5.2.1.3.1 Achievement drive

This sub-category involves the ability and drive to set and achieve personal goals designed to actualise one’s potential (Bar-On, 2010:59). It reflects data on not merely performing well, but striving to improve and meet a standard of excellence. School principals today have become the pillars around which successful schools are built. They face more challenges than ever before (Moloi, 2007; Swanepoel, 2009). Therefore, school principals need to be provided with every available competency to achieve the goals of their schools. School principals in the FGs agreed that:

_We need to demonstrate strategic planning and ability to describe our contributions to the goals of our schools._

The school principals agreed that to be successful in their leadership positions they had to be motivated and energised to achieve the goals of their schools. For example In-Depth 1 emphasised that:

_The ACE programme helped us to know how to inspire and motivate all who are working in the school. Through it I shall now promote quality of the school’s goal of achieving the highest quality teaching and learning._

This response indicated that the school principal valued the ACE (SL) programme because it was helpful in making principals realise the importance of the achievement, advancement and growth in their schools. In-Depth 2 also agreed that:
As a leader I have to ensure that the core business of teaching and learning is achieved at my school. As I have studied this ACE (SL) programme, I found that there are some corrections that I have to do at school in the future, e.g. having systems and structures in place and also monitor other teachers’ work.

The school principal felt that the ACE (SL) programme contributed to the enhanced and desired quality of teaching and learning in the schools. The response indicated that in order to achieve the desired goals, there had to be actions taken by the principal to determine, coordinate and monitor the process of achieving them. The response indicated that the principal was set to learn and improve the achievement drive competency. The principal had a deep sense of self-understanding and what needed to be done to achieve desired goals. This indicated that the principal had a relatively high EI in that the principal viewed the persistence in, together with development and acceptance of the achievement drive competency as a necessary outcome of learning. One principal commented in a portfolio reflection that:

_As a school principal, I must have the ability and quality to create an environment at my school which is conducive to quality teaching and learning._

This comment indicated that the school principal’s behaviour was goal-directed. The principal’s intention was to make sure that the school environment was such that not only the principal, but also teachers and learners, could reach their goals in the process of teaching and learning.

The feedback from the school principals’ portfolio reflection, the FGs and the in-depth interviews suggested that the achievement drive of the motivated principals was influenced by passion that sought commitment from all the stakeholders at school to strive for success. Maxwell (1999:85) argues that passion is the first step toward achievement. It increases one’s willpower. It changes and allows one to become a more dedicated and productive person.

The feedback from the above data sources indicated that the principals were aware of the need to take responsibility of their performance at work. The facilitation guide of the
ACE (SL) programme states that school principals need to be empowered to develop competencies and values to lead effectively (Appendix F). The school principals, therefore, wanted to set challenging goals and find ways to do better. Pinos et al. (2006) argue that the achievement drive of individuals becomes visible as they strive to improve on or meet higher standards of excellence in their performance. From the feedback of the portfolio reflections, the FGs and the in-depth interviews, it emerged that the ACE (SL) programme would have to ensure that in developing the WILCs of school principals it improved on the aspect of the achievement drive and willpower to achieve the planned goals at their schools. The ACE (SL) programme could possibly demonstrate that an increased achievement drive can lead to improved leadership performance and personal success (CREIO, 2010). Programmes such as the ACE (SL) programme could possibly offer activities that could help school principals conceptualise clearly what achievement drive is and how it affects effective leadership (CREIO, 2010). Such programmes could also create a belief in the school principals that it is both possible and desirable to develop the competency of achievement drive.

5.2.1.3.2 Commitment

This sub-category focused on school principals’ ability to align the goals of the colleagues and those of the school as an organisation. In order to align personal development with the goals of the school, In-Depth 9 mentioned that:

> Any new development applicable to my daily experience is now observable by comparing the level of performance prior to the introduction of this ACE programme. I can now see the difference in me and how that is contributing to the development of my school.

This response indicated that the principal was committed to improving the school’s standards of excellence. In-Depth 7 mentioned:
I can feel that I need to be developed continuously as a professional. Learning does not come to an end.

In-Depth 3 corroborated the responses by stating that:

Although it is very hard to change your habits, I feel that I now need to change for the sake of my school.

Consistent with the view of individual and organisational drive for success, the FGs agreed that:

We could develop as school principals if we could obtain the fundamental emotional competencies as school principals. We could develop as principals if we could obtain sound, reliable guidelines so as for us to be able to get better results in our leadership as school principals.

It could be observed from the interviews that the school principals desired to have a framework that could guide them in applying their intrapersonal WILCs to improve the standards of excellence in their schools. Such a framework would have to provide them with opportunities to take responsibility for personal performance and align it with the goals of their school. This meant that the ACE (SL) programme would have to enhance the school principals' opportunities to integrate their learning and application of intrapersonal competencies. Pinos et al. (2006) argue that those who are committed to the development of their individual competencies seek out opportunities to fulfill the organisational goals as well. This view is concurred by Goleman (2001), who argues that EI involves capabilities that can be learned and this allows for greater effectiveness for leaders.

5.2.1.3.3 Initiative

Initiative reflects readiness of school principals to act on available opportunities. Central to the responses of the participants was the need for a systematic framework that could
help them integrate the competencies that they had learnt from the university’s ACE (SL) programme with practical implementation at their schools. In taking available opportunities to develop, one school principal’s portfolio reflection pointed out that:

I keep encouraging my staff, my SGBs and myself to keep abreast with development, aligning ourselves with the vision of the school. At the beginning of the term we put forward a theme to inspire ourselves to see light at the end of the tunnel. I encourage everybody to do things differently and creatively.

This response indicated that the school principal had some form of insight in establishing structures and opportunities that could support creative learning and continuous improvement. The vision established at that school was to ensure that the principal and the staff would align their development to that of their school. The FGs linked taking initiative at schools to developing school policies and inducting new teachers so that they could also contribute to the development of the school goals. The FGs agreed that:

Due to the ACE programme we have encouraged our teacher and the SGBs to formulate school policies for our schools. This ACE programme is a programme with a difference because we are able to come up with initiatives that integrate theory and practice, as we were not trained before to do so as principals. We have learnt that when novice educators are appointed, they should be inducted in order to be engaged in all school activities and be familiar with and understand the visions and missions of our schools.

This response suggested that the school principals were ready to act on opportunities that could enhance the development of their schools. The newly appointed teachers at their schools were encouraged to fit in through empowering induction processes. In taking the opportunities to develop the WILCs at the school, In-depth 4 stated that:

At our school we took the initiative by running workshops to study the different sections of the school policy guidelines. Today we have a lot of policies that have
been drafted by all of us: the SGBs, SMTs, staff, parents and learners. We all participated in the drafting of those policies.

Due to the opportunity afforded by the ACE (SL) programme, the school principals could engage in activities that involved all the stakeholders, especially the teachers, SGBs, SMTs, parents and learners, without waiting for the DoE officials to instruct them to do so. Generally, the school principals’ responses from the portfolio reflections, the in-depth interviews and the FGs, indicated that the principals utilised programmes such as the induction programmes as opportunities to develop others and achieve the goals of the school. The school principals’ commitment to align their individual goals with the goals of their schools could be viewed as representing the principals’ readiness to act on available opportunities (Pinos et al., 2006). The facilitation guide of the ACE (SL) programme also emphasises the need for school principals to maximise their learning opportunities for the purpose of achieving the goals of their schools (Appendix F).

5.2.1.3.4 Optimism

Optimism focuses on persistence in pursuing goals despite obstacles, setbacks and challenges. Optimism is about being able to be positive and look on the brighter side of life. In-Depth 3 stated that:

Sometimes there are deadlines and stresses that we as school principals have to deal with. We need to be optimistic and have skills on how to deal with those stresses and deadlines.

Much as the school principals realised the need to continuously improve and develop their competency of optimism, it seemed that the principals needed a programme such as the ACE (SL) programme that could enhance their ability to pursue goals despite the obstacles and setbacks in their school environment. This view was echoed in a school principal’s portfolio reflection:
The workload of a school principal can be seen as insurmountable at times. There are moments when things do not seem possible to handle but I do try to pick up courage and hope and be strong, and encourage, acknowledge and motivate others even if it is against the odds.

This response indicated that the school principal was able to see the negative events at school such, as having to carry heavy workloads, as temporary glitches on the path to inevitable success. This optimistic view was echoed in another school principal’s portfolio reflection. This school principal felt that the ACE (SL) programme was useful in developing the competency of optimism:

The ACE (SL) programme gave us an opportunity to come together as school principals to discuss issues and concerns that we were experiencing as individuals at our schools and which made us more positive in implementing them in future.

The FGs also agreed that:

Hope and desire for fulfilling the mission of our schools as school principals must be kept burning. The dream and vision of the schools must be realised at all costs.

In terms of SSQ 5, one school principal echoed this hope for the future by stating that:

The ACE programme has made me to change from being apprehensive about the difficulties of being a school principal to translating the theories we get from this programme and developing positive attitudes for the growth of my school.

The responses from the portfolio reflections, the in-depth interviews, the FGs and the SSQ, indicated that the school principals were prepared to pursue the visions of their schools despite the obstacles they encountered on the way. As energised leaders, the school principals would encourage their teachers to push boundaries, while at the same time providing the support they needed to persist, despite obstructions and hindrances.
Putting one’s self in an optimistic and a happy mood facilitates a person in engaging in more creative activities (Singh, 2010). These responses suggested that the principals could see benefits and valuable lessons in the problems they experienced at their schools.

Generally, the responses of school principals suggested that they were commending the ACE (SL) programme for providing them with learning experiences that were direct, stimulating and personally engaging in so far as the competency of optimism was concerned. This also suggested that the ACE (SL) programme was able to integrate learning with practical experiences of the school principals in terms of enhancing their optimism.

5.2.2 Theme 2: Interpersonal WILCs

Based on the theoretical framework developed in chapters two and three, and Figure 5.1, this theme has two categories that deal with data on the interpersonal WILCs of school principals as they engaged with people in their two epistemic sites of learning, that is, the NMMU and their schools. The categories are organised around the theme on the effectiveness of the ACE (SL) programme to develop the interpersonal WILCs of school principals. This was done by undertaking careful scrutiny of data and using relevant quotes from all the data sources of this study.

The first category of this theme is about the awareness of others’ feelings, needs and concerns. The second category is about adeptness in inducing desirable responses in others. Both categories and their interrelated sub-categories were explained and interpreted in terms of the social constructivist perspective. This was done to construct understanding from the perceptions of the research participants about the interconnectedness between the WILCs of school principals and their EI.
5.2.2.1 Awareness of others’ feelings, needs and concerns

As indicated in Figure 5.1, this category has five sub-categories. The first sub-category is on understanding others, and it deals with being empathetic to others’ feelings, and taking an active interest in their needs and concerns. The second sub-category deals with data on developing others and is concerned with sensing others’ development needs and bolstering their abilities. The third sub-category deals with service orientation, and it focuses on the school principals’ ability to anticipate, recognise, and meet others’ needs. The fourth sub-category is about leveraging diversity, and it focuses on cultivating opportunities through diverse kinds of people. The fifth sub-category is on political awareness, and it reflects on the ability of school principals to read a group’s emotional currents and power relationships.

5.2.2.1.1 Empathy

Empathy is the first element of the interpersonal WILCs and includes the ability to be aware of others’ feelings, needs and concerns. Empathy requires the ability to identify emotional responses in others (Mayer, Caruso & Salovey, 1990), and it involves well-defined abilities rather than solely attitudes (Salovey & Mayer, 1993). Empathy includes the ability to read non-verbal emotional messages – a competency based on our ability to step into the other person’s shoes.

Generally, the responses made by the school principals in the ACE (SL) programme indicated that they were aware of the value of empathy as an interpersonal competency. In terms of SSQ 3.4, for example, one of the school principals stated that:

Empathy is my emotional response to educators and learners. Educators and learners see me as displaying empathy when I show care and understanding whenever it is necessary.
This response indicated that the school principal was receptive to the feelings of teachers and learners, and was able to feel along with them. Goleman (1995) argues that empathy requires receptivity of the mind that can appropriately receive and mimic the subtle signals of feelings from another person. The response suggested that the school principal was able to understand other people’s predicaments, could feel with them, and could possibly help them, if needed. However, in terms of SSQ 3.4, another school principal came up with a different perception of empathy:

*Empathy makes you realise that we work from different levels of understanding and authority, but as school principals, we do not have to look down on others if we want to work well with them.*

In this response, the school principal’s empathy suggested that there was a need to be sensitive to how others feel and think for the purposes of working well with them. This cognitive approach to empathy was emphasised by yet another school principal’s response to SSQ 3.4:

*You need to know where your teachers are coming from: their feelings and preferences.*

These cognitive empathy responses suggested that the school principals were able to do perspective-taking first before negotiating with the educators to commit themselves to doing their best at school. They could intellectually assume the perspectives of the teachers at their schools. The cognitive empathy involves the ability to understand another person’s inner experiences and feelings and a capacity to view the outside world from the other person’s perspective (Chen, LaLopa & Dang, 2008).

The responses from the FGs and the in-depth interviews corroborated the opinions expressed by the school principals to have competencies of understanding others’ needs and concerns in order to enhance the goals of their schools. Generally, the FGs emphasised that:
We are working with people, not machines. We need, as school principals, to have skills on how to deal with them. The little things we do to our teachers can either make them to love us more or make them to hate us. They need to feel important. When they fail to do a task we should not be angry, but we should be understanding and try to get some other means to get things corrected.

Although the responses from the FGs touched on the cognitive domain of empathy, they also indicated high EI by expressing the need for the affective domain of empathy as well. They affectively responded to the teachers’ emotions with the same emotions. This affective empathy involves the capacity to enter into or join the experiences and feelings of another person (Chen et al., 2008).

The response of the FGs indicated that in developing the WILCs of school principals, the ACE (SL) programme would have to guide them on how to put the cognitive and affective forms of empathy into practice. For example, the responses of the school principals under SSQ 2 indicated their need to be guided in translating empathy into practice. In view of SSQ 2, one school principal stated that:

I expect from this programme to gain a broad approach to transform myself from staggering along in my work to a structured, organised and empathetic principal. I expect to be guided in lecture discussions on better and effective ways of implementing empathy.

However, the FGs agreed that the success of school principals depended on how they worked with other educators. The school principals valued the competencies of developing insight into others’ motivations and behaviours, and understanding why others did things the way they did. The FGs indicated that the interpersonal competencies of school principals involved understanding and appreciating others’ emotional needs and concerns. Goleman (1995) suggests that empathic leaders tend to show more fine-tuning to the subtle interpersonal signals that indicate what others need or want. In this regard, In-Depth 4 stated that:
You know, I always believe that if I want to get something good from you, I must avail myself to you with warmth, understanding and trustworthiness, so that you can give me your strength and potential that will be beneficial to the school. Now, motivating teachers, motivating learners, motivating parents, to me, is not a harm because it is in me, you know.

Understanding others' needs and concerns reflected the social constructivist approach whereby school principals could motivate others to be actively involved in the real school contexts by being supportive to them. For example, In-Depth 5 pointed out that:

*In the first place, I do not focus on the personal needs and act on a personal need. I just associate their needs with how the school can benefit at the end of the day. Therefore, I have to address their needs in terms of the benefits of the school. The benefit of the learners becomes the core business of teaching and learning. Therefore, the learner, at the end of the day, must have quality education. I involve them fully in decision-making so that they become aware of everything that happens at school.*

The response indicated that being familiar with others' needs was associated with the core business of the school, so that the participation of others in decision-making could benefit the school.

During a principals' seminar, conducted by my colleague in Graaff-Reinet in 2008, one school principal aptly described empathy and the core business of the school by stating that:

*I do not shoot butterflies with a rifle. What I mean by that is that I do not get mad when a teacher makes a small mistake. I know that by over-reacting, instead of concentrating on the school goals, I would be driving a wedge between my teachers and me. I cannot afford that. When teachers make mistakes, I let them know that we are all fallible, and what happened need not happen again.*
This metaphor suggested that the principal had a reasonable level of EI. The principal showed a deep conceptual understanding of other people’s emotions. Richardson (Cited in Fer, 2004:566) argues that people who lack interpersonal competency might end up becoming self-centred and unable to empathise and relate to divergent feelings, interests, and perspectives of others. According to Bryon (cited in Fer, 2004:566), understanding emotional processes can have far-reaching effects for interpersonal relationships and the quality of life.

However, the empathy competency was sometimes difficult and required that in developing the WILCs of school principals, the NMMU would have to consider integrating EI in the curriculum of the ACE (SL) programme. A framework that fosters the connectedness between the WILCs and EI could possibly help the school principals to put the competency of empathy into practice. For example, In-Depth 6 pointed out that:

> Sometimes it is difficult to implement the empathy competency. Sometimes you find out that somebody’s needs are at the expense of the children, for instance, if someone’s husband is sick, you feel sorry them, and you let them go. I always have to determine when and why I have to accommodate some of the teachers’ requests.

The response indicated that it was important for the school principal to have an open mind when dealing with others’ needs and concerns. The principal needed the ability to weigh other people’s needs against achieving the goals of the school.

The responses from the SSQ, in-depth interviews, the FGs and the portfolio reflections, indicated that the school principals had to improve their ability to anticipate and acknowledge other people’s needs. This would help them to understand the strengths, limitations and emotional states of the teachers and learners at their school, and by inference, this also indicated the need for the ACE (SL) programme to improve the principals’ conceptualisation of the interconnectedness between the WILCs and EI. Cooper and Sawaf (cited in Barent, 2005) for example, suggest that EI is not trying to
control others, rather it is the ability to perceive emotions in ourselves and in others, to value emotions and apply them in our interactions with others. The school principals needed to improve on their ability to put themselves into the emotional frame of reference of their staff and other stakeholders at their schools. This would possibly enhance their capabilities in both the cognitive and affective domains of empathy as school principals. They would also enhance their understanding of the feelings, thinking, and acting of their staff and stakeholders for the purposes of developing their schools.

5.2.2.1.2 Developing others

As indicated in Figure 5.1, this sub-category dealt with data on school principals’ WILCs to sense others’ development needs and bolstering the staff abilities. Although the duration of the ACE (SL) programme extends over two years, it became clear that school principals were prepared to take the initiative of developing, not only themselves through the ACE (SL) programme at the university, but the staff at schools as well. In developing others, In-Depth 10 stated that:

> I try to keep my teachers busy all the times by motivating and praising them when they do something good. I make it a point that I mention this in the staff-room so that they know they have value – something that is of benefit to the school.

This response showed that the school principal made certain that the staff had the necessary knowledge and motivational support in their development. The principal motivated and praised the staff so that they could do their best and be exemplary to other members of the staff. In support of the above response, In-Depth 7 pointed out that:

> As a leader, I need to focus on the interest of others. When I come back from the ACE programme sessions, I inform my staff about the importance of learning and
the importance of the ACE programme so that they can also be keen to study it one day.

This response indicated that the principal could model career-long learning by making learning of the competencies from the ACE (SL) programme visible to the staff back at school. In encouraging the professional development of others, a principal’s portfolio reflection stated that:

*The Department of Education keeps approaching me several times to avail my staff for training in particular programmes. I never refuse my staff such opportunities for development when they make requests to attend the development programmes.*

It seemed important for school principals to develop their capacity to listen to the various requests of the DoE and staff development needs. The principals motivated and directed their staff to whatever resources available. For example, In-Depth 3 stated that:

*I also motivate my teachers because most of them are doing private studies now. I motivate them that they should plough back to the school.*

The response indicated that the school principal was prepared to stimulate growth and challenge the staff positively. The FGs emphasised the need to be sensitive to the educators’ developmental concerns by stating that:

*As school principals, we have to identify the educators’ needs. Sometimes some of their needs arise from their work, their limitations, and their weaknesses. We have to listen to them and make networks with other teachers and then in the process to develop the teachers directly as principals. Sometimes we can make use of some other people as a medium of developing the educators. Therefore, developing others should be a commitment of any principal.*

The response of the FGs indicated that the school principals were prepared to stimulate growth and challenge their staff positively. The school principals’ perceptions of an
improved ACE (SL) programme, as indicated by the SSQ, related to the competencies of developing others. In terms of the SSQ 6, one of the school principals stated that:

*I want the ACE (SL) programme to improve my personal competencies as a school leader so that, in turn, I can develop others at my school.*

The responses from the SSQ, the FGs, the in-depth interviews and the portfolio reflections indicated that although the school principals were prepared to motivate others at their schools, there was still a need for some guidelines from the ACE (SL) programme to help them to master the competencies of developing their staff. Tate (2008:18) suggests that by actively involving and developing others, the school principals increase commitment and trust in their leadership. The same opinion is expressed by Ayiro (2009:738) who states that successful school principals understand the necessity of creating an emotional climate and environment that is conducive to staff professional development.

5.2.2.1.3 Service orientation

As indicated in Figure 5.1, service orientation is about the ability to help and serve others so that they can meet their needs. It means focusing on discovering those needs and figuring out how best to meet them. This sub-category dealt with data on the ability of the school principals to build relationships with staff and other stakeholders at school by seeking their inputs in creating solutions to their needs. The in-depth interview responses indicated that the school principals cared for the circumstances of the stakeholders by providing them with opportunities to develop as well. For instance, In-depth 2 pointed out that:

*I think with regard to anticipation, recognising and meeting others’ needs as a principal, it’s good to know the people you are working with and to understand their strengths, weaknesses and limitations, and to listen to them, because you can never talk about other people’s needs if you don’t listen to them. I think that*
would enable you to anticipate each teacher’s attitude, behaviour, performance and outcomes.

This response indicated that the school principal was sensitive to the emotional needs of others and was more likely to be aware of what they were seeking. The response suggested that the school principal was able to build rapport with the staff by understanding their strengths and limitations and anticipating their attitudes toward what was needed by the school. In corroborating this view one school principal’s portfolio reflection stated that:

Since I have enrolled in the ACE (SL) programme, I have tried to work together with the stakeholders in order to make a difference. I understood that I need others much as they need me. However, I sensed that most of the educators on my staff are not motivated. In an attempt to turn this around, I decided to use empowering behaviour so that I may understand their concerns and needs.

The response also suggested that the principal chose to respect the capabilities of the staff and was prepared to enable and empower them to exercise their abilities to perform at their best. Leaders with high EI empower their staff by allowing them to sharpen their own capabilities (Gibson, Ivancevich, Donnelly & Konopaske, 2006:500). The response indicated that the school principal sustained passionate commitment and personal accountability to being service-oriented for the purpose of encouraging learning and development in teachers. In-Depth 3 supported this view by pointing out that:

Well, my duty as a school principal is to see to it that I do my work and that I can only do that with the help of my colleagues. I should remember that when I get a task from the District Office, I have to meet with my colleagues and tell them exactly what they are to do so that they may demonstrate what they are good at doing.

The principal indicated high EI by demonstrating a strong relationship orientation at the school, and by granting others permission to utilise their talents, skills, resources and
experiences to make decisions about what was expected of them by the District Office of the DoE. One school principal’s portfolio reflection supported the need to develop service orientation by stating that:

*I’ve learnt how to work with my staff and other role-players. I came to the realisation that only when I am happy that I can make others happy. If I want the educators to feel happy, I must remove the sources of dissatisfaction. It is vital that I make the educators feel that they are worthwhile. I must invest in them. They must feel welcome to participate in the life and decision-making of the school.*

The response suggested that developing the service orientation competency also implied the capability to utilise this interpersonal competency appropriately to achieve the goals of the school. In support of this view, In-Depth 4 pointed out that:

*You know, I always believe that if I want to get something good from you, I must avail myself to you with warmth, understanding and trustworthiness, so that you can show your strength and potential that will be of benefit to the school. Now, motivating teachers, motivating learners, motivating parents, to me, is not a harm because it is in me, you know.*

Being service-oriented meant, according to the FGs, that:

*School principals have to enlist the support and willing cooperation of all their staff members. Principals should make sure that the School Management Team becomes of service to both the teachers and learners. The principals must set the tone that fosters a vibrant and positive atmosphere in which to facilitate a compelling culture of learning and teaching. It is, however, not possible to achieve this on their own.*

The response suggested that being service-oriented meant that school principals had to motivate others at school by creating a supportive environment and opportunities for them to develop. Understanding other teachers’ needs and matching them to service,
and seeking ways to increase their satisfaction and loyalty, indicated that the school principals had achieved a level of self-validation, and were likely to focus on their staff members’ needs and development – something that was consistent with servant leadership. For example, relating to the divergent emotions of others, one school principal also emphasised, in terms of SSQ 3.4, that:

\[
\text{I have to be more sensitive to the needs and feelings of my teachers and learners. I have to learn how to approach concerns in a different way. After starting this ACE (SL) programme, I realised that I had to move out of the old manner of running my school and that I have to change and adapt servant leadership.}
\]

In-Depth 7 also related this commitment to the service of others to being a servant leader by stating that:

\[
\text{I’ve learnt from this programme that, as a school principal it is very important to be or to act as a servant leader, and when you are a servant leader you focus on the features of other people, and also you focus on the development of other people.}
\]

Portfolio reflections of school principals also suggested that the competency of service orientation could enhance collegial relationships that could foster commitment of all stakeholders at school to participate in developing the school. One principal’s portfolio reflection commented that:

\[
\text{In order to develop service orientation relationship to its fullest potential and thus get active involvement of staff, parents, learners and community members into the governance of the school, it is necessary for the principal to make sure that he or she understand his or her school community development needs and be ready to address them.}
\]

This account indicated that it was important to encourage participative engagement of all the stakeholders in enhancing on-going service orientation. Understanding the
diverse needs and concerns of the school members facilitated the principal’s service orientation. The feedback from the SSQ, in-depth interviews, FGs, and portfolio reflections, indicated that the ACE (SL) programme had provided the school principals with a solid conceptual understanding of the service orientation competency and that there was potential for them to implement the competency at their schools.

5.2.2.1.4 Leveraging diversity

As indicated in Figure 5.1, this sub-category dealt with the school principals’ perception on the ability to cultivate opportunities through different kinds of people and situations at their schools. In this regard, In-Depth 2 stated that:

*I think it is important to understand your school, to create a culture of sensitivity around diversity – in terms of for instance genders, intellect, values and skills. So what I simply do in those cases I recognise their different capabilities.*

This response indicated that the principal was sensitive to the differences that the staff brought with them to the school, and that the principal would have to deal with such differences in a manner that would create sound relationships at the school. In order to deal with diversity at their schools, the principals also pointed out in the FGs that:

*Teachers bring to the school different skills and attitudes. Therefore, it’s quite important for the principals to allocate school work amongst the teachers according to their preferences and capabilities. It is important for the principals to provide space for the teachers to try their different skills.*

The response indicated that the school principals showed respect and interest in their colleagues’ varied backgrounds. In-Depth 7 also concurred by stating that:

*People have different skills and attitudes. So it is important for principals to be guided on how to provide space for the different working committees at school to express themselves and their diverse experiences in those different projects.*
To this end, one principal’s portfolio reflection emphasised that staff members should be treated with respect:

As a school principal, I should make sure that each and everyone’s idea is important. I should try to look for the best idea that is of benefit to the school. I should make sure that we arrive at a decision that is acceptable to all the different groups in my school, such as race, class, gender, religion, and language.

This response indicated that leveraging diversity as a competency reflected the need for the school principal to create an environment where diverse people could thrive and thus achieve the goals of the school. This suggested that wherever people interact, differences are certain to emerge and that EI will be required, leading to the interconnectedness between WILCs and EI. Gardenswartz et al. (2010:74) suggest that leaders should develop competencies and apply EI to build, maintain, and leverage relationships. Such emotional capability is important to prepare principals to serve schools with diverse races, classes, genders, cultures and languages. Gardenswartz et al. (2010:76) describe the interconnectedness between the competency of dealing with diversity and EI by stating that:

Whenever people interact, but especially in the workplace, differences such as values, language, behaviours, preferences, and norms bombard people daily. Whether these differences seem familiar or unfamiliar, intriguing or confusing, frustrating or delightful, desirable or disagreeable, they touch everyone at a feeling level and produce an emotional as well as intellectual response. These emotional reactions lead to behaviours that can be effective or ineffective, depending on each individual’s ability to deal effectively with those feelings.

The school principals needed a programme such as the ACE (SL) programme that could help them to enhance their diversity competency. This meant that there was a need for a framework that could guide the school principals to enrich their schools’ capacity to respond to groups with different and creative solutions. In order for school
principals to deal effectively with diversity they needed to improve their abilities to bring together divergent people and situations for the benefit of their schools.

Generally, the feedback from the in-depth interviews, the FGs and portfolio reflections suggested that school principals in the ACE (SL) programme perceived leveraging diversity as respecting and relating well to people from varied backgrounds, understanding diverse worldviews, and being sensitive to group differences. Gardenswartz et al. (2010:76) argue that the EI needed to cope effectively in the diverse world, involves both insight and action. The Norms and Standards policy (DoE, 2000:12) require that school principals should have competencies related to critical and inclusive handling of diversity such as understanding the impact of diversity on teaching and learning. The Norms and Standards policy also states that school principals should effectively demonstrate recognition and respect for the differences in others. Boyatzis et al. (2000:90) argue that seeking information from a variety of sources demonstrates EI. The feedback from the interviewees also indicated that leveraging diversity required school principals to harness a variety of emotions that could assist in reasoning, problem solving, decision-making, and interpersonal relationships.

5.2.2.1.5 School political awareness

This sub-category dealt with data on school principals’ perceptions on the ability to read power relationships at their schools and the ability to understand forces that shape views and actions of others. In dealing with the competency of political savvy, In-Depth 10 stated that:

Sometimes there are issues that create tensions at my school such as having different teachers’ unions. This means that the groups’ emotional currents should not be underestimated. The principals should treat them with caution in order to bring back stability at school.
This response indicated that the principal was aware that sometimes differences are not necessarily negative but that they need to be carefully dealt with in order to maintain stability at school. The response suggested that the principal knew how to navigate the political waters and encourage others to work in harmony. In-Depth 3 concurred by stating that:

*I think I’m building on this. Most of my teachers have been in this school for many years before I joined them. So, sometimes there are certain cliques. What I have started doing is to study them so that I can anticipate and know how to use them to in developing my ideas for the school development.*

This response indicated that the school principals could work with the teachers by building a critical mass of support for an idea that could develop the school. In dealing with the competency of political awareness at school, the FGs made the following observation:

*Normally if you are the principal and you are sitting in the office from the first hour to the last then you don’t have the opportunity to read those emotional currents and power relations at school. Therefore, school principals should sometimes move between classes, and meet the teachers in the corridor and speak to them, engage them in some matters relating to general school issues. Sometimes the principals should come to join the teachers as groups and listen to what they say and then be part of them.*

The response indicated that it was important for the school principals to read the situations at school in order to deal with them effectively. The school principals relished engagement moments with the teachers by creating a culture of caring and achievement. This response evoked the relevance of the ACE (SL) programme to develop principals’ interpersonal WILCs that foster their ability to understand people’s diverse emotions, and how to redirect those emotions to defuse tensions among them as colleagues. In-Depth 4 concurred with the above responses by stating that:
Like in my previous school when I arrived there, first thing that I encountered was non-acceptance, because one teacher unfortunately, who was not an Afrikaans-speaking but was a Xhosa-speaking decided to pull out of the panel and resigned from the SGB because I was short-listed. I could not understand why because this man does not know me; we never even had a talk together. The claim was that he was coming from my hometown. So, he started to pull out of the panel and influenced others as well. I did not like this attitude. However, my focus was the development of the school. I turned a blind eye on all those things that were happening, trying to redirect my energy. My energy remained focused. As a result, I managed to record some achievement, like addressing school politics, especially political undercurrents from the township.

The response suggested that the organisational culture, as well as structural, attitudinal, and interpersonal barriers, could be formidable impediments to the development of the school. However, the school principal demonstrated political astuteness by knowing how to use power appropriately and collaboratively with the teachers to address and achieve the goals of the school.

One school principal stated in a portfolio reflection that:

*Sometimes at school, there are people that have been there for quite some time and they have turned to know one another. Principals must build on that and try to study them one by one so that when they are in a group you know exactly who to use for a certain purpose.*

This response suggested that school principals with reasonably high EI could effectively build rapport even with teachers who previously had entrenched and conservative values that could either contribute to or militate against positive forward thinking at their schools. This view was further emphasised by another school principal’s reflection portfolio that stated that:

*The focus of principals should be on the complex social, political and economic environments, and that the whole school is dependent on inputs from the outside*
world. People bring these factors into the school and try to influence the school system according to these influences. The school principal should be able to detect these influences and be able to redirect them to the benefit of the school. The principal should be able to turn the undercurrents and networks into positive emotions by making use of the people who bring them to school. You take a thief to catch a thief.

The response indicated that there will always be roadblocks and derailments at schools and that the principals will always have to use political savvy and persuasion to bring their ideas to fruition. It emerged from this response that the ability to utilise the competency of political shrewdness had a trickle-down effect as it spread among all the stakeholders at school. On the part of the school principal, the account showed that there was some acknowledgement of political savvy and the ability to anticipate, recognise, and meet the needs of colleagues.

The feedback from the in-depth interviews, the FGs and the portfolio reflections, suggested that the ability to read the currents of emotions and political realities in groups was a competency that the ACE (SL) programme could encourage so that school principals would be able read the behind-the-scenes networking and coalitions building that allowed individuals to wield destructive influence. The responses of the school principals signalled the relevance of encouraging the competency of political awareness in the ACE (SL) programme so that school principals could detect crucial social networks and read organisational situations and external realities. Searby and Williams (2007:15) state that every school leader has politics to deal with. The responses meant that the school principals were aware of the need to develop the appropriate competencies that could assist them in dealing with the ever present politics of the school. This pointed to high EI whereby the school principals could systematically map and analyse the political landscapes, develop supporting coalitions, formulate strategies, sidestep hazards, and use group settings to build momentum for the development of their schools.
5.2.2.2  Adeptness at inducing desirable responses in others

This category has seven sub-categories, as indicated in Figure 5.1. The first sub-category is about the influence of school principals as leaders. The second sub-category is on communication. The third sub-category deals with conflict management. The fourth sub-category is about the leadership competency and it focuses on data representing the ability to inspire and guide individuals and groups. The fifth sub-category is on school principals as change catalyst. It focuses on initiating and managing change. The sixth one is on building bonds and it represents data on nurturing instrumental relationships. The seventh sub-category is on collaboration and teamwork. It focuses on working with others toward shared goals and creating group synergy in pursuing collective goals.

5.2.2.2.1  Influence

This sub-category represents data on the ability of school principals to wield effective tactics for persuasion. It involves the ability to motivate and enable others to contribute to the effectiveness of the schools of which they are members. For example, FGs pointed out that:

_in order to influence educators, school principals should sometimes meet with them individually and get their opinions on what needs to be done. By the time we meet with the whole group, it becomes a matter of formality because we have assessed the situation and if we have certain individuals who have different opinions, we can address those issues first so that at the end we have a common understanding._

The response showed that the school principals knew how to get inside the teachers to work with them by emphasising free will and driving out the inner doubts the teachers might have had. In this way the principals could assess and touch the mindset of the
teachers and enable them to develop new steps in their commitment levels for reaching common understanding within their schools.

In-Depth 1 corroborated the above view by stating that:

_I think I'm good in that one, in so much that at times I rather keep quiet when I want them to be open and talk. What normally happens is that I would discuss a situation before them coming to a solution or a conclusion. If I make an input, they would take that as what has to be done. So, if I want their opinions I'll rather keep quiet._

The principal introduced new processes at the school by anticipating and influencing the way the teachers thought. In this way, the principal influenced the teachers by understanding their cognitive and emotional perceptions and by facilitating open discussions and comprehension of the situation. Salmon (2008:4) states that the ability to envisage possible alternatives is a crucial quality of thinking that leaders increasingly need in this millennium. Not only did the school principal demonstrate the ability to anticipate, but was also able to effectively respond to the teachers’ emotions and thoughts by capitalising on them for positive future development at the school.

In-Depth 2 concurred with the above responses by stating that:

_You know, sometimes if there are issues that are controversial; that will be discussed, I call the staff members to me one by one. I engage with them in small groups; get to know and understand them and their concerns on the topic. I address those issues in small groups in a positive atmosphere and not just throwing into a big group without meeting before. If I go to the staff meetings normally I find that many people are in argument with me already. So, if there are some people I've missed out then there will be those people that they will explain to others, not me sometimes._

In order to handle and manage emotions effectively in other stakeholders at school the school principal had to sense the teachers’ reactions and fine-tune their responses to
move interaction in the best direction. For example, one school principal mentioned in a portfolio reflection that:

_My weakness is that sometimes I become impatient. Even though I listen to people’s ideas sometimes, I tend to impose my ideas or feeling on them. I think that is my weakness._

This response indicated that although the school principal was aware of the need to understand the emotions of others, the principal tended to use coercion instead of using influence in a positive manner.

However, the feedback from the in-depth interviews, the FGs, and the portfolio reflections, generally indicated that the school principals respected the opinions of others in developing mutual relationships and interdependence at school. Strategies adapted included opening space for others to voice their opinions, discussing issues with a few individuals first for consultation purposes, and allowing those few individuals to take the initiative of persuading others at broader staff meetings. The responses of school principals indicated that they did have some ability to persuade and to utilise complex strategies like indirect influence to build consensus and support. The responses of the school principals showed that they understood how to orchestrate and dramatise events to effectively make a point. This meant that with developed EI, the school principals would have a positive impact on the quality of their decisions. Most of the school principals seemed to be fully aware that increased competency in wielding influence builds on both managing their emotions and enhancing harmony at their schools.

Influence develops healthy conversations by being attuned to others’ emotional states and controlling the impulse that might spoil the emotional climate. However, the responses also indicated that some principals might still require more fine-tuning abilities to be effective leaders at their schools. This meant that the ACE (SL) programme could possibly have to sharpen the principals’ influence competency so that they might become fully effective in the give-and-take of emotional information.
Effectiveness in the competency of influence could possibly lead to the school principals’ ability to use motivation and decisiveness that can energise their staff and drive them towards achieving goals of the school.

5.2.2.2.2 Communication

As indicated in Figure 5.1, the sub-category on communication represented the ability of school principals to listen openly and send convincing messages. In this regard, In-Depth 5 stated that:

*The ability to communicate as a school principal goes a long way. There is nothing that surpasses listening when you communicate, so then you value the opinions of others. If you begin by allowing them to speak, you create a platform whereby ideas are reflected upon, shared and valued.*

The school principals concurred that the communication competency was essential for building consensus, motivating others, building confidence in others, and acknowledging their opinions. The FGs stated that:

*As the leaders and the managers of our schools, we use different approaches of communication. We use instruction books for notices. We use formal meetings in the morning on Mondays, Wednesdays and Friday. These are briefing sessions of ten minutes before the school starts. We use e-mails to motivate the teachers and learners. Sometimes there are no issues coming from the principals’ offices, but we just motivate one another to build our confidence by acknowledging our inputs in various aspects.*

The principals utilised all the strategies they knew to listen, communicate and motivate others in order to reflect and share ideas for the development of their schools. For example, In-Depth 7 pointed out that:

*When I give a message I try to give a clear message. When there is a difficult situation I control my emotions so that my communication contributes to solving*
problems at school. I always seek mutual understanding by fostering open communication and accept both good and bad news. I use a professional approach in communicating with other people.

It became evident that the school principal had to utilise different tactics in order to solve problems at school and to cope with the complex and emotionally-draining work environment. The account revealed that the principal’s ability to manage emotions and the ability to facilitate flexible focus on attention proved effective for smooth communication and interpersonal interaction. For the purposes of implementing the communication competency, one school principal pointed out under SSQ 3.1 that:

_To be clear on procedures in our school, we have an agreed upon policy on communication. In this way we are trying to avoid a state of limbo among educators and learners._

The response indicated that the ability to create an atmosphere of openness with clear lines of communication was perceived by the school principal as important to motivate the teachers and learners. The school principal used the communication policy as a tool to ensure that messages conveyed were appropriate and effective within the school context. One principal’s portfolio reflection agreed with the above response by stating that:

_I have learnt more about the power of communication in an organisation. This area can cause a lot of confusion if not properly managed both internally and externally. This refers to verbal and written communication strategies, and the ability to listen with emotional understanding of all the stakeholders at my school._

This response showed that the school principal viewed the communication competency as a means of showing understanding and feelings for others. Payne (2005:66) asserts that:

_Listening and empathising are ways of being an attentive communicator._
A leader with a high EI demonstrates interest in and attention to others in conversations. Communication in this sense involves adapting emotional messages, listening and conveying supportive and empathetic messages (Payne, 2005:66). Emotionally intelligent schools will also listen to the viewpoints of representatives from all departments of their schools and consider them when making decisions.

Generally, the responses from the in-depth interviews, FGs, SSQ and the portfolio reflections indicated that in order to achieve communication goals, the school principals had to develop knowledge to construct action plans, often referred to as communication scripts (Payne, 2005:65). The responses of the school principals indicated that they had procedural knowledge to construct and act out those scripts by connecting emotionally with all the stakeholders at their schools. Ketelle (2008:51) argues that as the competency of communication develops, leaders become reflective in their thinking as well. It thus became evident that principals had to articulate clearly who they were and what they believed. By implication this means that school principals who have the ability to interact with their teachers using the communication competency based within the underpinnings of EI could greatly affect the overall learning and teaching environment in their schools (Ayiro, 2010:720).

5.2.2.2.3 Conflict management

As indicated in Figure 5.1, conflict management involves negotiating and resolving disagreements. Conflict management focuses on competencies to build good relationships, to minimise the risk of conflict and to deal with it in a constructive manner. In-Depth 7 stated that:

About conflict management, I normally assess my performance and that of other people who come in my office with conflict to be resolved. My measurement of success is when they go out of my office happy or unhappy. If they leave my office unsatisfied and with tensions then I know that I have not succeeded. If they leave my office with smiles and holding hands, then I know that I have resolved it.
This response indicated that the school principal perceived successful conflict management as understanding and analysing conflict with the view of arriving at amicable solutions. This view was corroborated by the response of In-Depth 3, who stated that:

*What I normally encourage is that the two parties should come together and try to look at what is happening without pointing fingers at each other.*

This pointed directly to the high EI required by principals for sustaining harmonious interactions among the stakeholders in their schools. In-Depth 10 pointed out that:

*Conflict will always be around us all the time. What we need to do as school principals is to manage it. In practical terms, we need knowledge of conflict management and the ability to apply conflict management strategies.*

This response indicated that the principal was aware that as long as there is a human element present at school, conflict is inevitable and should not be avoided. This implied developing appropriate strategies for solving the conflicts and maintaining stability at the school. The FGs agreed that:

*The intention of solving conflicts at school should be to direct all energies toward developing stability instead of exacerbating tensions by ignoring or using delaying tactics. The intention should be to bring conflicting parties closer than ever before. It should also be to make people understand the benefits of solving conflicts amicably. Teachers need to know that, at the end, we need to work together and respect one another as colleagues.*

This response revealed that the school principals perceived appropriate conflict management as emanating from interaction that achieves the valued objectives for both the conflicting parties and their schools. This meant that school principals had to develop competencies and knowledge on how to manage conflict as effectively as possible when the inevitable conflict surfaced. The response suggested that the competency of conflict management was to ensure respect, dignity, reconciliation and
collegiality among teachers so that they might work toward a shared vision of their school.

However, not all the school principals were comfortable with their abilities to handle conflict situations. One school principal’s portfolio reflection stated that:

*I’m not a conflict manager and I don’t want to be always involved solving conflicts. The HODs are there to help me, especially in minor cases. However, it would appear that the problems come both from outside and from within the school premises. Some people are arrogant and do not see themselves as people who can make mistakes.*

This response suggested that the school principal used various strategies such as trying to identify the root causes of conflicts and delegating senior members of staff to assist in resolving some of the conflicts. The response indicated further that conflicts at school sometimes come because of internal and external factors. Hence, the school principals needed a programme such as the ACE (SL) programme that could help them to develop their interpersonal WILCs for resolving conflicts. In terms of SSQ 3.5, one school principal stated that:

*Most principals lack the necessary conflict management skills to solve problems with parents, between learners and educators and this affects the effectiveness of the principal to create harmonious environment that is conducive to learning and teaching.*

This view was corroborated by another school principal who, in terms of SSQ 3.5, stated that:

*In conflict situations I need to sharpen my skills to be neutral and impartial and try to find the causes of the conflict and treat the parties with respect and listen attentively to find alternatives and best solutions.*

The FGs suggested that:
Principals should not ignore disputes since they create hatred and sometimes cold wars. Conflict must not be avoided as it empowers us to solve problems and to know one another. The ACE programme can assist principals to learn how to handle disputes. Principals must learn to be straight forward and outspoken when dealing with conflict, but on a positive note. Principals must try to offer a creative atmosphere all the time. They must learn to understand that people are the most valuable assets.

The feedback from the in-depth interviews, the portfolio reflections, the SSQ and the FGs seemed to agree that when properly managed, conflict could bring colleagues together by creating an atmosphere whereby collective work could be done for the good of the school. Conflict management was viewed as crucial for long-term collegial relationships at school. The analysis of the responses from the data sources also indicated that the competency to overcome conflict with colleagues by negotiating and influencing their moods and emotions was something that the ACE (SL) programme could enhance when developing school principals’ WILCs.

5.2.2.2.4 Inspirational leadership

Inspirational leadership involves the ability to motivate others to high performance. It includes the ability of the leader to make emotional connections with others by inspiring them to become passionate about what they are going to do. For example, the FGs agreed that:

Principals are in a leadership relationship with many people at their schools. In order to develop this relationship to its fullest potential and thus get active involvement of staff, parents, learners and community members in the governance of the school, it is necessary for principals to make sure that they understand the emotional needs of the teachers. This will help them to achieve the goals of their schools.
The responses from the FGs showed that the school principals were aware of the value of creating a vision that would inspire the school community to get committed about both their development and the growth of their schools. The FGs also agreed that:

*Principals should make sure that there is an ongoing professional and personal growth at the school by shaping the vision of the school with other members of the school and by motivating and inspiring them to do their best.*

The school principals valued the social-constructive, integrative and inspirational approach to address the needs and concerns of the school stakeholders within the context of collective engagement. This meant that the principals’ development of their WILCs by the ACE (SL) programme encouraged their positive understanding of the stakeholders’ emotional needs in the achievement of their professional development and the growth of their schools. When inspiring others, In-Depth 1 pointed out that:

*When I motivate the teachers, I like to acknowledge their achievements. This encourages them to do more. In acknowledging their achievements, I concentrate on their strengths with the intention of empowering them to do more on their own and to improve on their weaknesses.*

This response indicated that the school principal inspired the staff by showing concern and passion for what they were doing. This pointed at the principal’s ability to energise the teachers to become more empowered and autonomous. One school principal concurred with this point of view by stating under SSQ 6 that:

*When you show your teachers passion and enthusiasm as a leader about the mission and vision of the school, they too, become passionate and inspired to follow you and contribute towards the implementation of that mission. You have to motivate them in that way as the principal of the school.*

In-Depth 2 concurred by stating that:
I think I should inspire my staff by recognising their potential and achievements, and praise them by giving them a pat on the back. I must inspire those who don’t reach their goals because there’s still time to learn. They need to be inspired so that they get involved in all the school activities.

The responses also indicated that inspirational leadership as an organisational quality included teachers’ participation. In this regard, In-Depth 4 stated that:

The ACE programme has helped me in shaping the character of my school leadership. I always wanted to revisit my leadership approach and inculcate a culture of love. Therefore, I became creative in getting things done by motivating the staff, parents, and learners.

The responses from the in-depth interviews, the FGs and the SSQ indicated that the school principals’ level of EI was at an acceptable level when it came to the ability to inspiring their colleagues. The responses indicated that the ACE (SL) programme was helpful in developing the school principals' abilities to get people enthusiastic and involved.

5.2.2.2.5 Change catalyst

As indicated in Figure 5.1, being a change catalyst involves the ability to initiate and manage change. Change catalysts create an organisational climate that fosters participation by all stakeholders in the development and change processes of their organisation (Singh, 2005:14). For instance, In-Depth 2 stated that:

I believe that if you want to see change in your school you must tell people why it is necessary to change; why they have to change from what they are used to doing; what are the benefits of change; what are the challenges of that change. In that process, I normally engage them. I call them in and discuss the changes intended for the accomplishment of the school’s objectives.
The principal seemed to value the tensions and difficulties inherent in addressing school change. The principal demonstrated the ability to help the staff to come together, accept, embrace and do all they could to create change and drive it. The ability to successfully engage organisational members in change initiatives is one of the fundamental competencies of a leader (Gilley, McMillan & Gilley, 2009:38). Leaders who are high in EI are able to build relationships, especially when they are aware of their own emotional makeup as change catalysts (Goleman et al., 2002). In-Depth 9 concurred by stating that:

*In many cases, change comes because of a problem or a barrier that you have in your school. Then we would discuss that barrier; everyone would be aware of that problem and then we would possibly find some solutions. I have also used what is called the problem tree approach that we’ve learnt here in the ACE programme. We discuss various solutions because too many people rebel against change. One needs to read about it so that everyone understands the reason behind the required change and goals of the school.*

One school principal’s portfolio reflection stated that:

*Change is always necessary in order to improve any situation. I have learnt that change, though positive, is not easy to accept. The strategies and tactics we learnt as school principals coming from the different backgrounds during the ACE (SL) programme, and through the case studies presented by us coming from different schools, and the group discussions in the ACE programme, empowered me a lot in managing change.*

The above responses suggested that the ACE (SL) programme allowed the school principals to discuss different case studies relating to change management. This linked with the learning outcomes of the ACE (SL) programme, which emphasised the need for school principals to engage with challenges and issues in their schools (Appendix F). The above responses also indicated that although managing change could be difficult, the ACE (SL) programme provided the school principals from urban, rural and farm
schools in the discussion groups with opportunities to share, compare and contrast their change strategies. The FGs agreed that:

*In the ACE programme, we have learnt to allow people to challenge us. At first it did not go down so well, but as we allowed many voices we began to pick up constructive ideas from them as well. In this way we are now able to develop our staff for change. We understand their strengths and weaknesses. They can help us with the development of the school change policies. Now this is how we encourage organisational change.*

This response showed that the school principals valued the need to look at the way they came across to other school members, identify their strengths and weaknesses and overcome emotional blind spots in their leadership styles. This implied that the school principals could create change and develop policy while emotionally empowering the teachers (Catano & Stronge, 2007:383). A principal’s portfolio reflection captured this interconnectedness between the change competency and EI by stating that:

*I must confess that when I got the appointment as principal in 2005 I felt intimidated by my staff. It was easier for me to isolate myself in my office and communicate via written notices. The ACE programme is highly appreciated because it helped me to encourage my educators and to prepare them emotionally for the rapid changes taking place in our schools. However, I must say that I am still struggling to change the attitude of some educators.*

The feedback from the in-depth interviews, the FGs and the principals’ portfolio reflections revealed that principals acknowledged that their staff had different capabilities that could be harnessed for change processes. School principals had to make sure that their staff understood what needed to be changed, and that they were all motivated to participate in the discussion-making processes leading to change.

In the process of developing as change catalysts, the school principals involved getting commitment from others who might not necessarily like the principals’ ideas. They were helping their colleagues to assess and find collective meaning and commitment to new
ways of doing things at school. It became clear that a major factor common to successful change was that emotional relationships among all the staff had to improve first.

The accounts showed that the principals were prepared to accept emotional exchange and different opinions from their staff members. From the above accounts it could be inferred that the competency to respond to rapid shifts in school environments and the ability to effectively access EI competencies transcend the spectrum of leadership (Ayiro, 2009:720). Thus, when developing WILCs of school principals, it would be helpful for the ACE (SL) programme to encourage emotional understanding of the nature of the context into which changes have to be introduced. When the principals are emotionally aware of their work environments they can respond appropriately to events and situations at their schools (Gardenswartz et al., 2010:75). Ayiro (2009:720) argues that principals who are able to respond quickly and effectively to dynamic environments, and are able to implement the necessary changes, have been most successful in the development of their staff and sustained long-term growth and cohesion in their schools.

5.2.2.2.6 Building bonds

This category focuses on principals' perceptions and experiences on building bonds as a competency in cultivating and maintaining extensive informal networks and seeking out relationships that are mutually beneficial to their schools. This involves the ability of school principals to build rapport among their staff and keep them in the loop while making and maintaining personal friendships. In-Depth 2 stated that:

When building good relationships with the people we work with as school principals, we have to start with the fundamental values like respecting one another, accommodating one another, accepting one another, and understanding our limitations and strengths. Another thing that I normally do at my school, as a leader, is to give credit where and when necessary. I think these things create
bonds and bridges between people for further achievement and growth for the school.

This response suggested that the school principal valued the need to create good feelings among the teachers. The creation of positive emotions was to bring out the best in staff by causing them to become excited about the good things they had done, and to make them feel like doing more for the school. In-Depth 7 stated that:

*Working together towards achieving a common understanding is a powerful way of building bonds among stakeholders.*

This response suggested that building bonds contributed to positive interpersonal relationships. Goleman *et al.* (2002) argue that the glue that holds people together and that commits them to their organisation, is the positive emotions they have. In-Depth 4 agreed with the above statement by stating that:

*Building bonds with the staff is a process. It requires that I first open up so that I can be accessible to the staff, and that they may feel free to use their talents. These little things build good working relations in a school.*

The response indicated that the principal was prepared to cultivate and sustain a network of relationships with the staff by opening up to them first. This emotional alignment was to create resonance that would move the staff emotionally as well as intellectually. The FGs agreed that:

*As school principals, we should build bonds by working hand in hand with others, and the problems we get at our schools should bring us closer together so that we may meaningfully and intellectually face them as one big family.*

In terms of the SSQ 3.2, one school principal echoed that:

*The principal, the SMTs, the learners and parents, should all maintain sound relationships in order to reach goals that bind us together at school. This will take off the stress of having to meet the demands and deadlines of the DoE.*
The feedback from the in-depth interviews, the FGs, the SSQ and the school principals’ portfolio reflections suggested that the competency of building bonds requires that all the stakeholders at school be aware of the impact their emotions play on the effectiveness and success of their schools (Luca & Tarricone, 2001:370). The above accounts revealed that building bonds as a competency could lead to common emotional understanding and intellectual commitment among the school stakeholders. Thus the ACE (SL) programme could further help the principals to manage their emotional responses to the challenges they face, and ensure that their feelings are expressed appropriately and effectively to create emotional bonds and harmony with teachers in their schools.

5.2.2.2.7 Collaboration and teamwork

This sub-category involves the ability to create harmonious relationships that encourage individuals to collaborate with the team in order to generate mutually beneficial ideas and solutions (Maxwell, 2010:157). This means that competencies of collaboration and teamwork involve working together with others toward shared goals and creating group synergy in pursuing collective solutions. It also involves the ability of principals to get things done with their staff. In response to questions around the competency of collaboration and cooperation, In-Depth 3 stated that:

Collaboration at my school is very important. In order to achieve collaboration I encourage my staff to respect one another. In this way, we can all respect one another’s ideas and work as a team.

The response indicated that the school principal perceived respect as pivotal to enhance collaboration and cooperation at the school. The principal viewed leadership activities as collective construction processes rather than individual endeavours. Respecting others led to sharing their ideas. In-Depth 2 supported the relevance of respect in the process of developing the collaboration and cooperation competency by stating that:
Mutual respect amongst people is important because it’s no use to think of building good relationships when people don’t behave and have disregard for others. Therefore, we have to start with the fundamental values such as respecting, embracing and accepting one another, and understanding our limitations and strengths. In this way, we create bridges between people for further achievement and growth for the school.

The response indicated that collaboration and cooperation had a potential of enhancing school growth and the achievement of goals. Mutual respect and emotional acceptance among colleagues enhanced the acknowledgement of colleagues’ limitations and strengths for the purpose of collective development and school growth. This also made cooperative work easier. In-Depth 8 concurred that:

The ACE programme has helped me to realise that working together at school enhances my understanding of my staff members’ emotional needs as we collectively plan together for school improvement and school development.

The response indicated that the school principal’s recognition of others’ emotional needs could enhance collaboration in improving their school.

Due to the discussions among the school principals during the ACE (SL) programme sessions, school principals were able to share ideas and perspectives on collaborative and cooperative work at their schools. One school principal’s portfolio reflection endorsed this view by stating that:

Through the help of the ACE programme, I managed to secure the support and high involvement of the SGB in the school development. Together with the SGB, we managed to revise the school vision. We further adapted a School Improvement Plan and the Staff Development Plan. What I discovered from other school principals in ACE programme was how the school principal could take on board teachers, parents and other interested parties in effective curriculum planning and implementation, and all the issues related to Integrated Quality Management Systems based on consultation and cooperation.
The response indicated that the ACE (SL) programme did encourage the school principals to work with all the stakeholders at school. In terms of the SSQ 3.3, one school principal stated that:

As a result of the ACE programme, I realised that the SMTs, SGB, teaching and non-teaching staff should be given a chance to explore their expertise. When teachers are part of the solution, vision and mission they eagerly contribute toward the collaborative implementation of decisions at school.

The school principal encouraged active participation of all the stakeholders in the decision-making processes of the school. During the FGs the school principals agreed that:

Governance should be seen as co-operation and partnership to bring about positive educational outcomes through collegial leadership. Stakeholder relationships and teamwork are therefore very important to the task of leading and managing in schools.

In-Depth 10 stated that:

Working together and using collegial leadership has advantages: people discover common needs and purposes; they see a connection between their own needs and the school’s needs; people feel that they are doing something that matters to them personally and to their larger team; and people welcome problems which are challenging and through which they will grow and learn as a team.

Working together as a team meant that the school principal and the staff would be able to empower one another in their development. By encouraging collegial relationships, the principals were simultaneously creating a conducive environment in which emotions of everyone would contribute to individual and team development. Singh (2010:30) points out that emotions are contagious, and that a single person can influence the emotional tone of a team by modelling.
The accounts from the in-depth interviews, the FGs, the SSQ and the portfolio reflections, indicated that the school principals were sensitive to the emotions of their colleagues and wanted to ensure that their participation would create an atmosphere where everybody would feel accepted to contribute their ideas in their school teams. Prati, Liu, Perrewe and Ferris (2009:369) assert that the possession of EI is regarded as a potentially valuable asset for organisational members, especially in terms of teamwork.

From the above accounts, it emerged that the school principals valued the EI competency of collegiality, especially as the ACE (SL) programme encouraged them to focus on the stakeholders’ capacity to play a participatory role in the leadership of the schools. Singh et al. (2007:547) suggest that collegiality, as an EI competency, entails the devolution of power to educators. It also entails, on the part of those involved, being actively involved in their school development, problem solving, and being responsible and accountable for creating positive teamwork relationships, commitment and a drive for improvement.

5.3 Summary

Based on the conceptual framework as indicated in Figure 3.8 of chapter three, the findings of this study emerged as a result of the qualitative data analysis processes employed in this chapter. One of the research objectives of this study was to determine how EI could enhance the development of the WILCs of school principals and the extent to which their perceptions of intrapersonal and interpersonal WILCs could enhance their collegial leadership behaviours. This objective was coupled with the examination of the school principals’ perceptions of the WILCs to enhance the integration of their studies through the ACE (SL) programme at the NMMU and their practical experiences in their schools. Hence the two main findings can be formulated as follows:

- effectiveness of the ACE (SL) programme to develop the intrapersonal WILCs of school principals; and
effectiveness of the ACE (SL) programme to develop the interpersonal WILCs of school principals.

The first finding emerged from data that dealt with the school principals’ perceptions of the ACE (SL) programme to develop their intrapersonal WILCs, such as self-awareness and self-regulation, and the integration of their theoretical knowledge on leadership and their practical school experiences. The second finding emerged from the data on the principals’ perceptions of the ACE (SL) programme to develop their interpersonal WILCs, such as developing others, influence, conflict management, and building bonds, and the collegial leadership strategies of school principals. These findings inductively emerged from the prolonged examination, triangulation of data from the SSQ, in-depth interviews, FGs and school principals’ reflection portfolios, and member checks of the themes, categories and sub-categories. It is evident from the above findings that the WILCs of school principals can be developed at HEIs, such as the NMMU, using the ACE (SL) programme. Furthermore, it is evident that EI plays a relevant role in the development of school principals as collegial leaders.
CHAPTER SIX

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

6.1 Introduction

This chapter presents the summary, recommendations and conclusions of the study which focused on investigating the adequacy of the ACE (SL) programme to develop the WILCs of school principals. The key concern was for the ACE (SL) programme offered by the NMMU to develop principals’ intrapersonal and interpersonal WILCs that could help them to cope with the challenges and the rapid changes in South African schools. In this study, the conceptual framework of the WILCs and EI of school principals (See Figure 3.5) reflected the integration of theory and practice as emanating from the learning process of school principals taking place between these two epistemic sites of learning: the university and their schools. This interpretive study sought to examine the principals’ perceptions of the ACE (SL) programme to develop their intrapersonal and interpersonal WILCs, the effectiveness of the ACE (SL) programme to help principals integrate the ACE (SL) programme theories and the practical application of these theories for collegial leadership, and to develop a framework that school principals could utilise in enhancing their WILCs for collegial leadership purposes.

The relevance of the findings of this study links clearly with the demanding and complex interconnectedness between WILCs and EI that principals have to demonstrate at their schools. This study utilised the social-constructivist perspective to elicit the contextual experiences of the school principals and their multiple perceptions on the ACE (SL) programme to develop their WILCs. The view of theorising adapted in this study led to the call for the development of the school principals’ intrapersonal and interpersonal WILCs that could integrate theory and practice (Creswell, 2007:24).

Central to this interconnectedness are the intrapersonal and interpersonal competencies – those emotional aspects that go inside the school principals that we cannot see, and
those actions that occur between the school principals and teachers. In this study, the school principals’ relative ability to manage their own emotions and those of their teachers, indicated the link between the WILCs of school principals and the need for the ACE (SL) programme to consciously incorporate EI in its modules. EI has recently been viewed as inevitable in effective leadership (Anand & UdayaSuriyan, 2010:66). Efforts of applying EI to leadership competencies in many countries have already started (Anand & UdayaSuriyan, 2010; Ayiro, 2009; Caruso, Mayer & Salovey, 2002; Goleman et al., 2002).

The findings of this study strongly suggest that the ACE (SL) programme has been relatively successful in developing the WILCs of school principals. This implies that school principals and their staff members should become accountable and responsible for the outcomes that emanate from decisions made jointly. Evidently, the findings of this study have confirmed the need for principals to have intrapersonal and interpersonal WILCs that could empower them to succeed in creating the necessary collegial climate in their schools. These WILCs include the school principals’ ability to know and manage emotions, self-motivation, and handling relationships. The findings further denote that the ACE (SL) programme provides the school principals with exposure to various strategies that include initiative, persuasion, teamwork, collaboration, and building bonds – WILCs that lead to the development of collegial leadership. This exposure resulted in a sense of commitment, encouraged the school principals to persist even in times of setbacks, and allowed for the development of individual potential and collective school growth in a more conducive work environment.

Thus, the ACE (SL) programme at the HEIs should be promoted to develop intrapersonal and interpersonal WILCs of school principals so that they may deal effectively with the complex dynamics of the South African education system.

6.2 Summary of findings

The key findings of this study are:
- the effectiveness of the ACE (SL) programme to develop the intrapersonal WILCs of school principals; and
- the effectiveness of the ACE (SL) programme to develop the interpersonal WILCs of school principals.

The finding on the intrapersonal WILCs revealed that most of the school principals were aware of competencies such as knowing their internal states, managing their internal states and impulses, and emotional tendencies that guide and facilitate reaching goals. Although the SSQ, the in-depth interviews, and the FGs indicated that there was room for improvement, generally these data sources showed that the school principals were fairly aware of these intrapersonal WILCs. For example, In-Depth 5 stated that:

*I am aware of my emotions, but sometimes I tend to ignore them.*

Some school principals sometimes did not adequately translate their own emotions into the effective leadership that could develop their schools. During the member checking sessions with the FGs, the school principals echoed this view by stating that:

*In many cases, we fail to know what we are supposed to do with our emotions as school principals and tend to be aggressive instead of being proactive.*

Scott (2010) argues that the ability to recognise and be responsible for one’s emotions is the starting point in becoming emotionally intelligent. Generally, the school principals were aware of their increasing understanding of emotions. The feedback from the SSQ, in-depth interviews, FGs and school principals’ portfolio reflections indicated that the principals appreciated the ACE (SL) programme for helping them make self-discoveries about the impact of their emotions at their schools. The ACE (SL) programme’s facilitation guidelines state that the engagement of school principals with this programme is to provide them with insights and tools that they can use to meet immediate challenges and needs of their schools (See Appendix F). The school principals agreed in the FGs that:
Since the ACE programme is contextualised to our school situations we learn to apply all its ideas and strategies at our schools. These ideas include the ability to involve school stakeholders in making decisions and creating relationships that are conducive to individual development.

The school principals valued the opportunity afforded to them through the ACE (SL) programme to discuss their individual emotions and experiences with principals from other schools. The ACE (SL) programme helped them to interrogate and express their own emotions. As Bar-On (2010:54) suggests, the key components of intrapersonal competencies are emotional awareness and emotional expression. It could then be inferred from the data that the ACE (SL) programme did provide the principals from the urban, rural, and farm schools with the initial ground for sharpening their intrapersonal competencies, and to cognitively express their emotions and contextual experiences with other school principals.

The responses from the SSQ, FGs, in-depth interviews and the portfolio reflections, indicated that the school principals were aware of the political relations at schools; were able to manage standards of honesty and integrity; could take responsibility for and being flexible in their leadership positions; and were comfortable with new ideas, information and approaches. For example In-Depth 4 stated that:

*In the ACE programme we could share experiences and ideas and discuss them in various school contexts*

In corroboration with the above opinion, one school principal’s portfolio reflection stated that:

*The ACE programme is a programme with a difference because I can now integrate leadership theories with practice in our schools. The new ideas I get from other school principals at the university and the different perspectives I hear from my staff at school have really developed me as a school principal.*
It could be inferred from the school principals’ perceptions that they had relatively high levels of EI, especially in intrapersonal competencies such as transparency, adaptability, achievement drive, commitment, initiative and optimism. Krauss et al. (2010:4) aver that understanding one’s emotions can be crucial for effective leadership. This suggests that school principals who develop their intrapersonal WILCs through programmes such as the ACE (SL) programme would be better equipped to anticipate their own emotions and reactions.

The key facets of intrapersonal WILCs in this finding included the principals’ varying capabilities in recognising their own emotions, knowing their strengths and limits, and revealing self-confidence. Generally, the principals showed humility and proactiveness by accepting their weaknesses and seeking assistance from their colleagues whenever necessary. They satisfactorily showed that they could be flexible, positive, calm and optimistic in their outlook even in times of adverse setbacks. When school principals are able to adapt to changing, unpredictable and dynamic circumstances, they may be better able to flexibly approach problems at their schools, consider possible alternatives and avoid unnecessary rigidity effects in decision making (Anand & UdayaSuriyan, 2010:68). This implied that the ACE (SL) programme can be commended for its contribution in the enhancement of the school principals’ intrapersonal WILCs.

The broad finding on the interpersonal WILCs revealed that most of the school principals acknowledged the awareness of others’ feelings, needs and concerns. They were adept at inducing desirable responses in others. Generally, they acknowledged the need for sound, collaborative and collegial relationships in their schools. Although the school principals were generally high on interpersonal WILCs, the SSQ, the in-depth interviews, the principals’ reflection portfolios and the FGs indicated that the ACE (SL) programme would possibly have to be improved regarding the school principals’ empathy and conflict management competencies. For example, In-Depth 6 pointed out that:

*Sometimes it is difficult to implement the empathy competency.*
The feedback from the SSQ, the in-depth interviews, the FGs and the portfolio reflections showed that the school principals needed to improve their understanding of the feelings, thinking, and actions of their staff for the purposes of developing cohesiveness. The general feeling of the school principals in the FGs emphasised that:

As school principals, we should be empowered to appreciate the feelings and opinions of all the people we work with, and we need to learn how to deal with the conflicts they bring to the school environment.

The school principals indicated that they needed to be empowered on how to implement the empathy and conflict management competencies. This implied that the ACE (SL) programme should enhance the school principals’ understanding of the interconnectedness between the WILCs and the EI construct in their leadership positions. McEnroe, Groves and Shen (2010:4) point out that understanding what EI entails is a crucial requirement for someone in a leadership position. This could mean that school principals do not only have to understand EI, but should also be able to demonstrate the applicability of the empathy and conflict management competencies in their leadership positions.

The relevant features of interpersonal WILCs in this finding also included developing others, service orientation, leveraging diversity, school political awareness, influence, communication, inspirational leadership, change management, building bonds, collaboration and teamwork. The service orientation competency should empower school principals to demonstrate the ability to connect with others by nurturing an interpersonal school climate (Antelo, Prilipko & Sheridan-Perera, 2010:95). This means that when school principals strive towards cultivating respectful and harmonious relationships with other staff, they show interpersonal commitment, leading to feelings of acceptance at their schools. In this study, it could be inferred from the school principals’ perceptions and experiences, that the ACE (SL) programme exposed them to the interpersonal WILCs that could lead to possible harmony even though their schools might have people with divergent opinions. In-Depth 7 stated that:
I've learnt from this programme that as a school principal it is very important to be or to act as a servant leader, and when you are a servant leader you can learn from the divergent opinions of other people for the enhancement of the school.

The school principals' ability to leverage diversity and read schools' political dynamics meant that the ACE (SL) programme had a significant impact on their service orientation and leveraging diversity competencies. During the triangulation of the data from the in-depth interviews, the FGs, the SSQ and the portfolio reflections, it emerged that generally, the school principals were relatively high on these interpersonal WILCs. The data indicated that the school principals were aware of the importance of allowing others to contribute not only to their development, but to the growth of the school as well. The data also indicated that collegiality was an essential tool through which school principals and the schools’ stakeholders could grow by learning with and from another, instead of competing against one another. Van der Mescht and Tyala (2008: 226) argue that teams can solve problems more creatively than the individual inputs of the principals. The findings revealed that teamwork was more than school principals and other stakeholders at school being congenial; rather collegiality was what happened when they worked together collaboratively as colleagues and engaged in participatory decision-making.

### 6.3 Recommendations

From the findings of this study, it is observed that EI can strongly influence the development of the WILCs of school principals. The following recommendations on the ACE (SL) programme are derived from the literature review and the concerns expressed by the research participants in chapter five.
6.3.1 **Recommendation 1: Need to enhance principals’ understanding of the interconnectedness between WILCs and EI**

Based on the theoretical framework of this study, the interconnectedness of WILCs and EI refers to the ability of school principals to acquire and apply knowledge from their emotions and the emotions of others in such a manner that they can make good decisions about what actions to take or not to take. Since the curriculum of the ACE (SL) programme does not include much on EI competencies, the perceptions of the school principals on intrapersonal and interpersonal WILCs tended to be based on the richness of their own constructions and experiences. However, the responses of school principals in the SSQ, the FGs, the in-depth interviews, and their portfolio reflections denoted that there was a need to improve their understanding of the interconnectedness between WILCs and EI. For example, one school principal noted in his portfolio reflections that:

> A school principal is in a leadership relationship with many people, which make up the school community. In this ACE programme, I have learnt that school principals are expected to make use of other people’s feelings and opinions and participative methods when they lead schools today.

This means that principals with developed WILCs will realise that power relationships exist in emerging and continuous dynamics whereby leadership is the essential part of making a difference. In such environments, the interconnectedness of WILCs and EI becomes crucial.

With the understanding of the interconnectedness between EI and WILCs, the school principals would develop a deeper understanding of why they provided their staff members with space for their opinions in the decision-making processes at school. School principals need to understand their own emotions first in order to lead and manage the day-to-day interpersonal interactions at their schools. Lopes *et al.* (2004:1018) assert, that:
…people need to process emotional information and manage emotional dynamics intelligently to navigate the social world.

Understanding the interconnectedness between WILCs and EI would then help them to deal with difficult issues straightforwardly, listen well and welcome sharing of information fully. They would foster open communication and stay receptive to bad news as well as good. Emotionally intelligent principals have to build relationships because they are aware of their own emotions and are sensitive and inspiring to others (Goleman et al., 2002). The recommendation is that the ACE (SL) programme should be further developed so as to enhance the school principals’ understanding of the essential link between WILCs and EI.

6.3.2 Recommendation 2: Utilising EI to enhance principals’ ability to enable others to act

Recent studies point to the significance of leaders’ EI to develop the ability to grasp other’s emotional needs and concerns and develop strategies to enable them to address their needs and concerns (Anand & UdayaSuriyan, 2010; Bar-On 2000; Barbuto & Burbach, 2006). It is thus recommended that the ACE (SL) programme should develop school principals to to enable teachers to enhance their talents for the benefit of the school as an organisation. The ACE (SL) programme could utilise EI competencies that relate to flexibility, effective communication, conflict management, empathy and developing others. For example, increased flexibility deriving from EI may contribute to effective leadership that enables others to act and participate positively in decision-making processes. The ability of principals to navigate the political waters in their schools and influence teachers is an essential workplace competency. Politically astute principals know how to appropriately use power and collaborate with teachers to achieve school goals. They create a culture of trust and achievement. Bonding with teachers requires effective utilisation of EI resources (Cann, 2004). It requires
interpersonal WILCs that model the way for others to emulate. For example, In-depth 5 stated that:

\[I \text{ need to learn to conduct myself with discipline and control my emotions first before I can get the cooperation of my teachers.}\]

From the findings of this study, it has been observed that the EI of school principals can be utilised in the development of their WILCs. Goleman (1998:04) asserts that:

\[The \text{ most effective leaders are alike in one crucial way; they all have a high degree of what has come to be known as emotional intelligence.}\]

Anand and Udaya Suriyan (2010:70) affirm this statement by arguing that leaders in organisations need the EI competencies to work more effectively to impart knowledge to their followers as well as to maintain a cordial relationship with others in the organisation. The ACE (SL) programme should therefore be employed to encourage school principals to develop WILCs that emanate from EI and enable others to develop as well. They should possess the ability to influence, motivate and enable the teachers to contribute to the effectiveness and success of their schools. Principals must develop an enabling and compelling vision for the development of their staff and their schools.

\[6.3.3 \text{ Recommendation 3: Why WILCs for school principals?}\]

As supported by the findings of this study, the ACE (SL) programme at the NMMU contributed to the empowerment of the school principals. In describing the need for WILCs, the NCCE (cited in Groenewald, 2004:17) suggests programmes such as the ACE (SL) programme should provide principals with progressive experience in integrating theory and practice in developing their leadership abilities as school principals. Learning through collegial work experiences in their field related to their work environment must be a priority. Goals that are theoretically set forth must be worthy of practical achievement. School principals’ ability to establish compassionate,
professional, intrapersonal and interpersonal relationships with their staff is essential in helping them cope with the rigours of teaching, especially in school environments that are abnormal and complex (Ofoegbu, 2004:86).

Pascoe, Ali and Warne (2002:41) are of the view that school principals influence teachers’ morale and loyalty to the school environment by practically demonstrating EI that encourages building bonds. Building bonds should be characterised by principals’ WILCs that foster integrative and transformative learning through sharing knowledge, capturing experiences, reusing them, creating new knowledge and recognising and solving school problems, in a process-oriented, intrapersonal and interpersonal, reflective, collegial and active manner (Collis, 2004:39). Successful people and true leaders use integrated leadership competencies to move processes and people forward (Lukaszewski, 2008). As supported by the findings in this study, it is important that the ACE (SL) programme develops principals’ WILCs that enable them to cope with massive and rapid changes in their schools, foster ability to develop collegial leadership, and enhance service orientation leading to the development of individuals and their schools.

In order to develop and maintain the momentum necessary for successful schools and energised teaching staff, the ACE (SL) programme can be utilised by HEIs to develop school principals’ WILCs so that they share their ideas and concepts, in the hope of producing results that benefit improvement of schools and the people whose lives are influenced and affected by those ideas and concepts.

School principals need to develop their leadership WILCs in order to contribute to the creation of an emotionally sound and collegial working environment in schools. School principals with developed EI will encourage WILCs that foster good communication skills, conflict resolution skills, empathy and trust with other educators. Such intrapersonal and interpersonal WILCs are pivotal to the success of school principals (Crawford, 2007:522).
As denoted by the findings of this study, principals have to develop intrapersonal emotional abilities, including the ability to perceive, use, understand, and manage emotions, in order to contribute to optimal interpersonal functioning in their schools. Demonstrating that EI is related to social functioning, supports the literature on the importance of intrapersonal emotional abilities for building better quality interpersonal relationships (Brackett, et al., 2006; Eisenberg, Fabes, Guthrie & Reiser, 2000; Savage, 2002). Hence, it is recommended that the ACE (SL) programme takes the initiative in shifting the school principals’ emphasis from the technical and bureaucratic management skills to the emotionally sensitive WILCs that are most effective in building dynamic teams and successful working relationships within collegial environments.

6.3.4 Recommendation 4: Need for theory to improve practice

Theoreticians and practitioners have different perceptions and agendas (Ornstein & Hunkins, 2004:20; Cele, 2006). However, theories can provide principals with confidence through the development of competencies that can help them in their leadership positions. Harris (2006:5) argues that the criticism that HEIs’ graduates are not bridging the gap between scholarly theory and practice has been the catalyst for re-examining American university programmes to meet the needs of society in the 21st century. This also implies that HEIs in South Africa have to become the epistemic sites where principals can develop theoretical understanding of intrapersonal and interpersonal competencies to be put into practice in schools as the epistemic sites of the world of work. For example, the school principals agreed in the FGs that:

Through the ACE programme we have learned how to link the ideas and strategies we discussed at the university to our day-to-day work at our schools. The issue of involving the teachers in our school leadership is the product of this programme.

When school principals put these WILCs into practice and improve on them, as Goleman (1998:118) points out, they become more emotionally intelligent and more
emotionally competent in their collegial leadership strategies than they were previously. Contemporary school principals find themselves having to deal with emotionally demanding and competing tasks. School principals have to deal with the demands of departmental officials to meet accountability standards, pay attention to emotional needs of their staff and learners, and respond to pressure on schools to focus on the cognitive aspect of schooling (Catano & Stronge, 2007:379). These demands require that principals work collaboratively with all the stakeholders in their schools (DoE. 2000). Thus, in developing the interpersonal WILCs of school principals, it is recommended that the ACE (SL) programme should be employed to bridge the gap between theory and practice.

6.3.5 Recommendation 5: Relevance of collegial leadership

The findings of this study suggested that the changes in the professional preparation of existing and aspiring principals, like those who attended the ACE (SL) programme offered by NMMU, have to reflect an increased responsiveness to the emotionally-charged work that school principals are expected to perform. Recent research, as cited in this study, indicates that there is a movement away from managerial, authoritarian, and top-down leadership styles that are typically associated with the science of administration. Thus, the ACE (SL) programme needs to address the transition towards collegial and empowering forms of school leadership that foster intrapersonal and interpersonal WILCs. One cannot consider collegial leadership without focusing on the intrapersonal and interpersonal competencies associated with EI that school principals should develop (Singh et al., 2007).

It is thus recommended that the ACE (SL) programme acknowledges that the success of school principals depends on their individual intrapersonal and interpersonal WILCs. Their success is dependent on their making full use of their EI strengths and overcoming or correcting, in some way, their weaknesses. The SSQ, in-depth interviews, FGs and school principals' portfolio reflections indicated that the principals
perceived collegiality as a significant component of leadership that could foster collaboration and confidence among all the stakeholders of the school. For example one principal’s portfolio reflection stated that:

*Before I joined the ACE programme at NMMU it was difficult to be a school principal, but after I learnt about collegial leadership I became empowered to invite all the people I work with at school to be hands on in the running of the school. I encouraged core values such as sharing of leadership, trust, respect, optimism and collaborative decision-making, and the ability to learn from one another as colleagues.*

The feedback from the SSQ, the FGs, in-depth interviews and the portfolio reflections indicated that school principals could engage teachers, parents and learners in their schools to create a shared understanding that none could have come to on their own. By encouraging values such as sharing of leadership, trust, respect, optimism and collaborative decision-making, the principals were endorsing the notion that collegiality is necessarily reciprocal and as such cannot be sustained by only one of the parties involved (Armour, 2005:45). This view is supported by literature (Boleman & Deal, 2002; Sokolow, 2002) that suggests that collegial leadership is based on wisdom and is grounded in principles that bring out the best in people. Singh (2005:17) states that:

*Collegiality forms the backbone of shared leadership. Collegiality is about sharing responsibility and being accountable for one’s actions. This should be the goal of all institutions.*

Collegial leadership can be perceived as a particularly emotion-laden process, with emotions entwined with the social influence process. Effective leaders create situations and events that lead to positive emotional responses. Their effectiveness lies in the realisation that the achievement of goals comes about through the goodwill and support of others. This goodwill and support originates in the leaders seeing people as people, not another resource for deployment in support of the task. The school principal’s leadership success can be achieved through their capability to utilise their intrapersonal
and interpersonal WILCs to meet those goals that make them astounding collegial leaders.

Much as the leadership of principals is an essential aspect school improvement. Singh et al. (2007:543) argue that the rapid changes in the education system require a new focus on collegial and shared leadership and that collegial leadership leads to a greater sense of well-being, improved relationships, better team work, and greater job satisfaction. For example, the school principals agreed in the member checking sessions on data collected from the FGs that:

*Before we started in this ACE programme some of us always thought that being a school principal was to use the top-down approach whereby teachers had no input in major decisions. The greatest thing we learned from the programme was how to share leadership, and we became able to see talents and strengths among teachers that we did not know were there. We realised that teachers sometimes had a better grasp of school issues than us as principals and administrators. We realised that we needed real-world help from our staff, and we could also learn from them as our colleagues.*

It could be inferred from the FGs that developing interpersonal WILCs through collegiality could encourage social interdependence whereby colleagues share common goals and each individual’s outcomes are affected by actions of their colleagues. Thus, collegial leadership embraces effective WILCs that bring about change (Akins, Ingaramo, Eppler & Handal, 2008). These authors assert that this model of leadership fosters ownership in the decision-making process and consequently evokes responsibility for the group’s effective mental and emotional involvement in contributing to the outcomes. The group interactions lead to greater satisfaction and a more enjoyable environment, and the perception of the task at hand as being interesting and meaningful. Thus, by learning and developing interpersonal WILCs, school principals could be able to achieve common goals at their schools.
This implies that collegial leadership not only involves willingness on the part of the teachers who commit themselves to the school’s objectives, but it also empowers them to accomplish those objectives by becoming leaders in their own fields of expertise (Singh et al., 2007:543). Principals that foster collegiality in their schools and inspire teachers to be successful, may be described as showing emotional competencies (Goleman, 1998:25). It is thus recommended that the ACE (SL) programme should seek to empower school principals with EI competencies that can help them to provide their staff with opportunities to develop as collegial leaders of their schools.

6.3.6 Recommendation 6: WILCs model to develop school principals as collegial leaders

One of the objectives of this study is to develop a framework (model) on the extent to which the ACE (SL) programme could utilise EI to enhance the WILCs of school principals for collegial leadership. In conceptualising the development of the WILCs of school principals for collegial leadership, it is recommended that a WILCs model be developed, based on this study. Based on the theoretical framework developed in chapters two and three, the conceptual framework as outlined in Figure 3.5, and the findings of this study, the WILCs model is outlined in Figure 6.1.

The epistemic sites are perceived as essential in integrating the principals’ practical experiences and their theoretical understanding of how to become effective leaders in their schools. The principals’ school experiences cannot be separated from the academic programmes at the university where the school is the locus of the programme (Clift & Brady, 2005:235).

This study acknowledges the relevance of the theory of multiple intelligences suggested by Gardner (1983) and by Sternberg (2003). However, for the purposes of this study, it is argued that in order for school principals to become effective in their leadership positions, they require the WILCs that foster the development of their emotional and cognitive abilities. As discussed in chapter two of this study, the EI competencies are
unique and different from the mathematical and logical type of intelligence recognised as IQ, or general intelligence. Effective school principals not only need the IQ required in their leadership positions, but also importantly, they have to master key aspects of EI as well such as intrapersonal and interpersonal competencies (Bawany, 2010:33).

In view of the conceptual framework outlined in Figure 3.5 and the findings of this study, it is further recommended that EI and IQ should be equally considered in the development of the WILCs model to develop school principals’ collegial leadership abilities, as shown in Figure 6.1. In order for school principals and their staff to reach optimal effectiveness as teams, their individual members must bring both EI and cognitive abilities to the group (Maxwell, 2010:156).

Figure 6.1: WILCs model for school principals
With EI the principals would be able to address the basic issues of school effectiveness and help to attain higher levels of school growth and excellence. Singh (2010:31) suggests that to rise in leadership competencies, it takes more than IQ to be successful at work. Any person in the leadership position, such as the school principals, need to be more positive, approachable, empathetic, and optimistic, even in times of adverse setbacks.

In the conceptualisation of EI, Goleman (1998) proposes that IQ can help one to get a job in a company but EI helps one to grow once hired. This implies that IQ is not ruled out completely but rather the suggestion is that there is EI which is another form of intelligence that has a far greater effect on the achievement of leadership competencies for school principals. Studies on EI over the past decade indicate that EI has constantly been seen as highly significant in the development of collegial leadership (Bar-On, 2005, 2006, 2010; Bar-On, Handley & Fund, 2006; Brackett, Warner & Bosco, 2005; Brackett & Salovey, 2004). However, EI should not be limited only to the school principals, but any person at school who has to deal with human emotions, feelings and divergent thoughts would require the input of EI (Singh, 2010:31).

Given the WILCs model, school principals and their staff could be able to learn EI and apply it more effectively in enhancing their collegial leadership. Hence, Druskat and Wolff (2001:81) assert that:

*By now, most executives have accepted that emotional intelligence is as critical as IQ to an individual’s effectiveness.*

This suggests the holistic development of school principals as collegial leaders who need to be cognisant not only of technical skills and their own emotional well being but also of other members of their schools. Studies on self-control, for example, suggest that the ACE (SL) programme can empower principals with the competency to regulate both the expression and experience of emotions in their school contexts (Cote, 2005; Riggio, 2006). School principals also need to develop their WILCs relating to empathy, shared decision-making, collaboration, teamwork, building bonds, empowering and
inspiring other teachers to become leaders. In addition, they need to support and encourage their staff to model behaviours that promote collegiality and a professional working environment (Schultz, 2007). For example, the FGs agreed that:

In order to make our leadership tasks easier, we should try to create sound emotional relationships between ourselves and those we lead as school principals.

Feedback from the SSQ, the FGs, the in-depth interviews and the school principals' portfolio reflections, indicated that the school principals had an acceptable level of EI in terms of their intrapersonal and interpersonal WILCs as discussed in this study. However, it is recommended that professional development programmes, such as the ACE (SL) programme, should include these capabilities in the WILCs model to enhance the awareness of both the principals’ own and their teachers’ emotions and the cognitive application of these emotions for collegial leadership in their work environments.

The recommendation to utilise the WILCs model to develop school principals as collegial leaders is supported by recent research that values the connections between a person’s ability to manage his or her own emotions (Ayiro, 2009:724). School principals who are self-confident, for instance, are also reflective of their emotional self-awareness (Luca & Tarricone, 2001:368). Thus, the relevance of the WILCs model, as outlined in Figure 6.1, can serve as a descriptive tool that would identify the school principals’ competencies needed by them to perform effectively and collegially in their school environments. This view is supported by Horey and Fallesen (2004:3) who state that the:

... competency framework or models should serve as the roadmap to individual and organisational leader success.

It is thus suggested that the WILCs model should allow the identification of specific competencies needed to understand and express emotions, to integrate practical experiences of school principals with theory from the HEIs, and to facilitate providing
help to both individual and collegial development in schools (Fer, 2004:563). Chung-Herrera, Beth, Enz and Lankau (2003) are of the opinion that a competency model (framework) can be a useful tool for identifying and grooming leaders. They suggest that a competency model should focus on the actions and behaviours needed for successful leaders. The connection between EI and IQ can help the school principals to recognise emotional responses, understand them, and identify strategies to reduce or enhance the intensity of emotions, and engage in the goal-directed behaviours of staff and learners in their schools. It is therefore recommended that both EI and IQ should be considered in the WILCs model that could be utilised in professional programmes, such as the ACE (SL) programme, to develop the collegial leadership abilities of school principals.

6.3.7 Recommendation 7: Further research

In terms of the findings of this study, there is an increased need for further research on WILCs and EI to develop school leaders. This implies that extensive research on school leadership based on work-integrated EI continues to be much needed. Singh et al. (2007:551) argue that there is a strong foundation in linking EI with collegial leadership competencies. This bodes well for research on emotionally intelligent leaders. For further research, there is a need to explore whether it is necessary for every effective school principal to acquire the entire range of the intrapersonal and interpersonal WILCs. There is scope for research on many aspects of these WILCs. It is premature to conclude that there currently exist a complete agenda of necessary WILCs leading the school principals to become effective and collegial leaders at their schools.

6.4 Conclusion

The research questions and objectives were fully addressed in this study. Based on the theoretical framework developed in chapters two and three and the findings of this study, the school principals’ perceptions of intrapersonal and interpersonal WILCs
showed that the ACE (SL) programme can be designed to enhance their collegial leadership competencies. The responses from the SSQ, the in-depth interviews, the FGS, and the portfolio reflections, largely showed that the principals’ intrapersonal and interpersonal WILCs reflected their ability to recognise their own strengths and limitations and how that could help them better understand EI to reshape their leadership practices in their schools. This study clearly indicated that EI cannot be overlooked in integrating theory and practice for developing the WILCs of school principals.

The interface between the schools and the NMMU in this study, for example, provides a crucial opportunity for the principals’ experiential learning on the WILCs required by their leadership positions. The two epistemic sites work collegially with each other rather than in isolation. Thus, the WILCs model addresses the research question that suggested a need for a model that could be utilised by school principals in the development of their intrapersonal and interpersonal WILCs for collegial leadership.

In this study, the WILCs model was developed as a recommendation to provide a common language for discussing emotional capabilities and guidance for a host of different WILCs such as self-awareness, self-regulation, empathy, conflict management, building bonds, and enabling and inspiring others to develop in a collaborative and collegial manner. It is consistent with the contexts in which school principals work.

Underpinning the WILCs model are five major assumptions. The first assumption is that although the intrapersonal and interpersonal competencies are essential, generic and could be applied to any organisational context, the focus in this study is on school principals and their school environments. The second assumption is that the WILCs are the result of rigorous research, and represent one way of describing effective leadership of principals within their school environments. The third assumption is that the WILCs are interrelated, complex, and serve to highlight key elements of effective leadership in the school environment, without privileging one over another. Fourthly, the conceptual basis for the construction of the WILCs model is the empowerment of principals and their relationships with the wider school community. Fifthly, and highly relevant for
school principals, this WILCs model brings together the essence of the two epistemic sites of learning discussed in this study – the schools and the HEIs – and the consideration of the interconnectedness between EI and IQ in the development of the school principals’ WILCs for collegial leadership.

Evidently, principals cannot solely depend on their experiences alone to hone their leadership competencies. Formal programmes such as the ACE (SL) programme are essential to develop the WILCs of school principals.
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**APPENDIX A: INFORMATION ON INFORMED CONSENT**

**NELSON MANDELA METROPOLITAN UNIVERSITY**

**INFORMATION AND INFORMED CONSENT FORM**

(Please delete any information not applicable to your project and complete/expand as deemed appropriate)

<table>
<thead>
<tr>
<th>Title of the research project</th>
<th>Adequacy of the Advanced Certificate in Education to develop the work-integrated learning competencies of principals: A case study</th>
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<tr>
<td>Reference number</td>
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<tr>
<td>Principal investigator</td>
<td>Christopher Malizo Dali</td>
</tr>
<tr>
<td>Address</td>
<td>18 OG 06 Nelson Mandel Metropolitan University PO BOX 77000 Port Elizabeth 6031</td>
</tr>
<tr>
<td>Postal Code</td>
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<tr>
<td>Contact telephone number</td>
<td>Office: 041 504 4541 Fax: 086 582 0518</td>
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<td>(private numbers not advisable)</td>
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**A. DECLARATION BY OR ON BEHALF OF PARTICIPANT**

(Person legally competent to give consent on behalf of the participant)

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<tr>
<th>I, the participant and the undersigned I.D. number</th>
<th>(full names)</th>
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<td>I, in my capacity as of the participant I.D. number</td>
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<td>Address (of participant)</td>
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**A.1 I HEREBY CONFIRM AS FOLLOWS:**
1. I, the participant, was invited to participate in the above-mentioned research project that is being undertaken by [name of relevant person] of the Department of [name of department] in the Faculty of [name of faculty] of the Nelson Mandela Metropolitan University.

2. The following aspects have been explained to me, the participant:

2.1 **Aim:** The investigators are studying:

The information will be used to/for:

2.2 **Procedures:** I understand that

2.3 **Risks:**

2.4 **Possible benefits:** As a result of my participation in this study

2.5 **Confidentiality:** My identity will not be revealed in any discussion, description or scientific publications by the investigators.

2.6 **Access to findings:** Any new information/or benefit that develops during the course of the study will be shared as follows:

2.7 **Voluntary participation/refusal/discontinuation:**

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<th>My participation is voluntary</th>
<th>YES</th>
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<th>My decision whether or not to participate will in no way affect my present or future care/employment/lifestyle</th>
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<th>FALSE</th>
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3. The information above was explained to me/the participant by

(name of relevant person)

in [Afrikaans] [English] [Xhosa] [Other]

and I am in command of this language/it was satisfactorily translated to me by

(name of translator)

I was given the opportunity to ask questions and all these questions were answered satisfactorily.
4. No pressure was exerted on me to consent to participation and I understand that I may withdraw at any stage without penalisation.

5. Participation in this study will not result in any additional cost to myself.

### A.2 I HEREBY VOLUNTARILY CONSENT TO PARTICIPATE IN THE ABOVE-MENTIONED PROJECT

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### B. STATEMENT BY OR ON BEHALF OF INVESTIGATOR(S)

I,………………………………………………………………………………………………………………………. declare that

- I have explained the information given in this document to (name of patient/participant)

and/or his/her representative (name of representative)

- he/she was encouraged and given ample time to ask me any questions;

- this conversation was conducted in Afrikaans | English | Xhosa | Other

and no translator was used / this conversation was translated into (language) by

- I have detached Section D and handed it to the participant

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C. DECLARATION BY TRANSLATOR

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confirm that I
- translated the contents of this document from English into (indicate the relevant language) to the participant/the participant's representative;
- also translated the questions posed by (name) as well as the answers given by the investigator/representative; and
- conveyed a factually correct version of what was related to me.

Signed/confirmed  on  20

I hereby declare that all information acquired by me for the purposes of this study will be kept confidential

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Signature of witness

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D. IMPORTANT MESSAGE TO PATIENT/REPRESENTATIVE OF PARTICIPANT

Dear participant/representative of the participant

Thank you for your/the participant’s participation in this study. Should, at any time during the study:
- an emergency arise as a result of the research, or
- you require any further information with regard to the study, or
- the following occur

(indicate any circumstances which should be reported to the investigator)

Kindly contact

209
at telephone number

(it must be a number where help will be available on a 24 hour basis, if the research project warrants it)
APPENDIX B: SEMI-STRUCTURED QUESTIONNAIRE

This semi-structured questionnaire is part of my research work on the adequacy of the ACE (SL) programme to develop work-integrated learning competencies (WILCs) by Higher Education Institutions (HEIs) in enhancing the collegial leadership of principals.

This questionnaire has been designed simply to get your perceptions on how the ACE (SL) programme is helping you integrate your study and your work as a school principal and to develop your WILCs. You do not have to write your name on this questionnaire.

**INSTRUCTION:**
- Please answer questions honestly as you focus on your experiences at your school.

**EXPLANATIONS:**
- Please provide information on your experiences in the various sections of this questionnaire so that I would be able to make an in-depth analysis of the relevance of the ACE (SL) programme in the development of WILCs.

1. What leadership competencies did you have that could help you deal with the challenges of being a school principal before you started with the ACE (SL) programme?

...
2. What do you expect to gain as a school principal from the ACE (SL) programme?

3. What strategies would you recommend for the implementation of the following WILCs at your school?

3.1 Communication

3.2 Sound relations

3.3 Collegial leadership
3.4 Trust and empathy

3.5 Conflict management

4. How has the ACE (SL) programme helped you to integrate work and study? Explain and give examples?
5. To what extent does this ACE (SL) programme help you integrate theory and practice?

6. What aspects of the ACE (SL) programme do you think should be improved? (e.g. greater focus on intrapersonal and interpersonal competencies such as: communication, sound relations, leadership, trust, empathy, and conflict management)
APPENDIX C: FOCUS GROUP INTERVIEWS

The FGs discussed the following broad question:

What do you consider to be the most important WILCs that school principals should develop to be collegial leaders?

The following short hand guides were used:

A. On intrapersonal competencies:
   - recognising one’s emotions and their effects;
   - knowing one’s strength and limits;
   - keeping emotions and impulses in check;
   - taking responsibility for personal performance and flexibility;
   - being comfortable with novel ideas; and
   - commitment, initiative and optimism.

B. On interpersonal competencies:
   - awareness of others’ feelings, needs and concerns;
   - developing others;
   - being of service to others;
   - respecting and relating well to people from varied backgrounds;
   - using indirect influence to build consensus and support;
   - orchestrating dramatic events to effectively make a point;
   - spotting potential conflict, bringing disagreement into the open;
   - modelling change expected of others;
   - building rapport and maintaining relationships;
   - communicating, collaborating, sharing plans, information and cooperative climate; and
   - drawing members into active and participative teamwork.
APPENDIX D:

IN-DEPTH INTERVIEW SCHEDULE

MAIN INTERVIEW QUESTIONS AND GUIDING SUB-PHRASES

How would you say the university has developed your WILCs as a school principal?

1. INTRAPERSONAL COMPETENCIES

1.1 SELF-AWARENESS
1.1.1 How do you recognise your emotions, and how do they affect your role as a school principal?
1.1.2 What would you say are your strengths and limitations as a school principal?
1.1.3 How do you see yourself in terms of self-worth and capabilities?

1.2 SELF-REGULATION
1.2.1 How able are you in managing your own disruptive emotions and impulses?
1.2.2 How do you maintain standards of honesty and integrity?
1.2.3 How able are you in taking responsibility for your personal performance?
1.2.4 How flexible are you in handling change?
1.2.5 How comfortable and open are you to novel ideas and new information?

1.3 SELF-MOTIVATION
1.3.1 How do you see yourself striving to improve or meet standards of excellence?
1.3.2 How able are you in anticipating, recognising, and meeting others’ needs as a school principal?
1.3.3 How do you go about sensing others’ needs in order to develop, and bolstering their abilities?
1.3.4 How do you cultivate opportunities through diverse people?
1.3.5 How able are you in reading a group’s emotional currents and power relationships?

2 INTERPERSONAL COMPETENCIES
2.1 SOCIAL COMPETENCIES
2.1.1 How successful is your ability in wielding effective tactics for persuasion?
2.1.2 How clear and convincing are your messages to others?
2.1.3 How do you inspire and guide groups and people as a school principal?
2.1.4 How do you initiate or manage change as a school principal?
2.1.5 How do you negotiate and resolve disagreements as a school principal?
2.1.6 How do you nurture working relationships as a school principal?
2.1.7 How do you work with others toward shared goals at your school?
2.1.8 How do you create synergy in pursuit of collective goals as a school principal?
APPENDIX E:

SCHOOL PRINCIPALS’ PORTFOLIO GUIDELINES

- Portfolios can take many forms, e.g. they can be binders, posters, boxes of various types, collections of photographs, videos or computer discs.
- It is important to remember that whatever the choice, the portfolio must be securely bound, and logically and systematically presented.
- The purpose of this module is to assist you to compile a reflective portfolio with evidence of your competencies in school leadership and management.
- The portfolio should contain the following:
  - a front cover that has your topic/theme, name, student number, name of university, and lecturer;
  - A declaration that states that this is your original work (and provide space for you and your facilitator/tutor to sign);
  - a table of content;
  - an introduction and your assumptions about the continuous professional development of school principals;
  - critical outcomes of your portfolio;
  - contextualisation: the contexts in which your development as a school principal is taking place; the context of the education system and the social, economic, cultural and political contexts of your school;
  - the main question/s or issues you intend to address in your topic;
  - aims: what you want to achieve out of your portfolio;
  - objectives: what you are going to do to answer the main question/s you have raised for your topic;
  - the relevance of your topic in the development of school principals’ learning competencies
  - content of the portfolio in subsections on reflections, discussions and evidence on issues raised in your portfolio; use your four core modules as the main sections through which your development is taking place.
o reflections should include: placing what you have learned into practice, theory into practice, placing knowledge into action at your school; looking at issues of teamwork, collaboration, and collective decision making with colleagues;

o Conclusions and recommendations.
APPENDIX F:

OUTLINE OF ACE: SL GUIDELINES

ACE (School Leadership)

Facilitation Guidelines

November 2006
Foreword

General introduction
Welcome to the ACE (School Leadership).

Who is this programme for?
The ACE (School Leadership) is a new programme aimed at empowering school leaders to lead and manage schools effectively in a time of great change, challenge and opportunity.

In its final form this programme is aimed at SMT members who aspire to become school principals as a stage in their professional career planning. However, we recognize that there are many serving principals who also need support at this time. Therefore this pilot phase of the programme has been limited to serving principals. It is hoped that students' engagement with this programme will benefit them by providing guidelines, insights and tools that they can use to meet their immediate challenges and needs as school leaders. At the same time, the programme and its future students will benefit from the feedback they give us based upon their experience as serving school principals.

What is the purpose of this programme?
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 contribute to improving the delivery of education across the school system.

The programme aims to achieve the following:
• Provide leadership and management to enable the school to give every student quality education.
• Provide professional leadership and management of the curriculum and therefore ensure that the schools provide quality teaching, learning and resources for improved standards of achievement for all students.
• Strengthen the professional role of principalship.
• Develop principals who are able to critically engage and be self-reflective practitioners.
• Enable principals to manage their organizations as learning organizations and instill values supporting transformation in the South African context.

How is the programme structured?

The ACE (School Leadership) is a programme that has been registered on the NQF at NQF Level 6 (7 in the revised NQF) with an exit level at REQV14.

The programme has been built up from existing unit standards and like all registered qualifications has three components:

• Fundamental learning
• Core learning
• Elective learning.

The programme will normally take two years of part-time study to complete.

Each component of the programme comprises a number of modules as summarized in the following table.

<table>
<thead>
<tr>
<th>Component</th>
<th>Module</th>
<th>Related standard</th>
<th>Number of credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamental</td>
<td>Demonstrate effective language skills in school management and leadership</td>
<td>115440</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Basic computer literacy for school management</td>
<td>?</td>
<td>4</td>
</tr>
<tr>
<td>Core</td>
<td>Understand school leadership and management in the South African context</td>
<td>115441</td>
<td>10</td>
</tr>
<tr>
<td>Component</td>
<td>Module</td>
<td>Related standard</td>
<td>unit</td>
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<td>-----------</td>
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<td>-----------------</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td>Managing teaching and learning</td>
<td>115436</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Lead and manage people</td>
<td>115437</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Manage organizational systems, physical and financial resources</td>
<td>115434</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Manage policy, planning, school development and governance</td>
<td>115439</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Develop a portfolio to demonstrate school management and leadership competence</td>
<td>115436</td>
<td>10</td>
</tr>
<tr>
<td>Elective</td>
<td>Lead and manage subject areas/learning areas/phase</td>
<td>115435</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Mentor school managers and manage mentoring programmes in schools</td>
<td>115432</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Conduct outcomes based assessment</td>
<td>115753</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Moderate assessment</td>
<td>7977</td>
<td>10</td>
</tr>
</tbody>
</table>

Recognition of Prior Learning (RPL) may be gained for one or both of the fundamental modules only, based on the requirements of the institution with which students are registered.

In order to gain the qualification, students will need to have:
- successfully passed or gained RPL for both fundamental modules
- successfully passed all six core modules
- successfully passed one or more elective modules.

**How is the programme different from others?**

The programme is different from others in three main ways:
- learning principles
- assessment approach
- nature and orientation.
It is based on different learning principles
The following learning principles underpin the teaching and assessment of the programme:
- 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 context
- Critical reflection on group processes, group effectiveness
- Critical reflection and reporting on personal growth and insights developed
- Research and experimentation.

It has a different approach to assessment
Depending on the institution and circumstances, the assessment strategy could include a variety of options to demonstrate and provide evidence of practice, based on the anticipated outcomes and against the assessment criteria. This could include activities such as case studies, problem solving assignments, practice in simulated and in situ contexts, projects, written and oral presentations.

The assessment is focused on applied competence. 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.

As students work through the programme, they will keep a reflective journal and prepare a portfolio of evidence of their growth and achievements. This evidence will contribute towards their final summative assessment.

It is practice- and site-based and transformation oriented
The programme is offered through a part-time distance education mode so that students can work and learn at the same time. They should find that 50% of the work 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.
## Acronyms and Abbreviations

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>ACE</td>
<td>Advanced Certificate in Education</td>
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<td>DoE</td>
<td>Department of Education</td>
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<td>ICT</td>
<td>Information and Communication Technology</td>
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<tr>
<td>ODeL</td>
<td>Open, Distance, and e-learning</td>
</tr>
<tr>
<td>PTR</td>
<td>Pupil: Teacher ratio</td>
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<tr>
<td>QA</td>
<td>Quality Assurance</td>
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<tr>
<td>RPL</td>
<td>Recognition of Prior Learning</td>
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</table>
Overview

Word of welcome
Welcome to this facilitation guide for the ACE (School Leadership) programme. The aim of this facilitation guide is to help programme managers, administrators, tutors and mentors to maximise the learning opportunities and programme impact in your engagement with students. The guide is written in the same style as the programme materials so that you can become better acquainted with the in-house style used.

By the time you have completed working through the guide, we hope that you will feel better prepared to:

- structure delivery of the programme over a period of two years
- achieve targeted outcomes with each contact session
- identify and enable attainment of the exit level outcomes of the programme linked to school improvement
- monitor, support and evaluate assessment tasks over the two year period
- manage the assessment of students to ensure maximum throughput
- use appropriate adult facilitation methods and interactive delivery methods.

Structure
The guide is offered in three sections and nine units, offering programme, contact support and generic guidelines as detailed below.

Section A: Programme issues
1. Programme purpose, nature, sequencing and pacing
2. Assessment planning
3. Communication with students

Section B: Optimising contact support
4. A framework for contact sessions
5. A framework for site-based support

Section C: Generic
6. Open learning and adult students
7. Planning, facilitating and evaluating networking contact sessions
9. Providing feedback on assessment
10. Monitoring student progress

Guide learning outcomes

At the end of this guide you should be able to demonstrate:

- Knowledge and understanding of the ways in which the ACE (School Leadership) programme seeks to provide a different kind of learning experience balancing the twin needs of individual and school development
- The ability to critically engage with implementation challenges and issues
- The ability to implement the programme in ways which remain true to the overall nature, purpose and intent of the programme but which are also self-reflective and responsive to differing contexts of engagement.

Learning time

Working through this entire guide would probably take at least 20 hours of engagement. However, not all users will need to work through all sections in detail. We assume that you will look at what the guide covers and focus on the sections that seem most appropriate to your needs. For example, programme administrators will probably focus on the foreword and Section A while programme tutors/mentors will need to draw more upon Sections B and C.

To help you in this journey, the outcomes, assessment criteria and time needed to complete each unit will be specified in the unit itself. In addition, the following icons will be used to indicate different activities.