

UNIVERSITY OF KWAZULU-NATAL

**LEADERSHIP AND RURALITY: DEPUTY PRINCIPALS' LEADERSHIP
EXPERIENCES IN SECONDARY SCHOOLS IN A RURAL CONTEXT**

BY

AYANDA MBATHA

(215007768)

**A dissertation submitted in fulfilment of the Master of Education Degree in the
discipline of Educational Leadership, Management and Policy, School of Education,
College of Humanities, University of KwaZulu-Natal**

Supervisor: Dr S.B. Blose

JULY 2022

DECLARATION

I, Ayanda Mbatha, declare that:

- (i) The research reported in this dissertation, except where otherwise indicated is my original work.
- (ii) This dissertation has not been submitted for any degree or examination at any other university.
- (iii) This dissertation does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.
- (iv) This dissertation does not contain other persons' writing, unless specifically acknowledged as being sourced from other researchers. Where other sources have been quoted, then:
 - (a) Their words have been re-written but the general information attributed to them has been referenced;
 - (b) Where their exact words have been used, their writing has been placed inside quotation marks, and referenced.
- (v) This dissertation does not contain text, graphics or tables copied from the Internet, unless specifically acknowledged, and the source being detailed in the dissertation and in the References section.

Researcher: _____

Ayanda Mbatha

Date: _____ 03.08.2022 _____

SUPERVISOR'S STATEMENT

This dissertation is submitted with my approval.

Signature: _____

Dr. S.B. Blose

A black rectangular box redacts the signature. A faint, light-colored scribble is visible behind the box.

Date: _____

03.08.2022

ACKNOWLEDGEMENTS

The paddle was turbulent, however, persistence and endurance prevailed, hence the success of this study. Along the journey when hardship emerged, a quote from John Muir “**Between every two pines is a doorway to a new world**” sparked hope and strength. I wouldn’t have conquered this journey on my own. Therefore, I would like to convey words of gratitude to the following individuals who played a pivotal role to ensure the success of this study.

Firstly, I would like to thank GOD all mighty for wisdom, love, grace and blessings he always shows towards me.

To my supervisor, Dr S.B. Blose – Words cannot express how grateful I was to be under your guidance throughout the journey. Thank you very much for believing in me even in moments where I felt discouraged and thought of giving up; you whispered in my ears. You have never abandoned me, and you gave me hope and encouraged me up to the finishing line. From you, I acquired rich knowledge which developed me as an aspiring academic.

To my participants – Thank you very much for your consent to participate in the study. Concerning research, you enlightened me with profound knowledge as you shared personal and professional experiences of leading in a rural setting. I appreciate the work you are doing, providing uncompromised leadership in a deprived context.

To my best friend Zamani Patrick Mkhize – Thank you very much my friend for your support throughout the journey; together we shared profound views regarding research and supported each other throughout the journey. Best wishes for completing your study my friend.

To my former lecturer Ndumiso Quincy Khuzwayo- Thank you very much for words of encouragement and for sharing rich insights concerning research.

To my best friend Zandile Gasa- I’m blessed to have you in my life, thank you very much for always encouraging me and assisting me compile this thesis.

To my friends Sokesimbone George Ngcobo, Mthobisis Mthethwa, Phakamile Mazibuko, Luthando Molefe, and Lindelwa Mbuyisa, thank you very much my friends for your support, words of encouragement and always checking up on the progress, especially since undertaking research is a lonely journey.

To my family – thank you so much for your words of encouragement and for believing in me.

DEDICATION

I dedicate this study to my grandmother, Lina, Agnes Mdluli, Aunt Ncamisile Sibiya, my mother Jabulephiwe Mbatha for raising us up with love. I will forever be grateful for the values you instilled in us as we grew up.

ABSTRACT

The purpose of this study was to explore the lived experiences of deputy principals leading in schools located in a rural context. Meanings shaping their leadership practices and the practices they exert to respond to the demands of rurality and to contribute to effective school functioning were explored. Three research puzzles were constructed to give direction to the study, namely; What are deputy principals' experiences of leading schools in a rural context? What meanings shape deputy principals' leadership practices in schools located in a rural setting? How do deputy principals respond to the demands of the context of rurality? The context-responsive theory and generative theory of rurality constituted the theoretical framework which was used to understand the experiences of deputy principals leading in schools located in a rural setting in this inquiry. This study was conducted within Narrative Inquiry, which is a methodology that studies the experiences of individuals through generating stories as field texts. Field texts were generated through narrative interviews, collage inquiry and photovoice. The field texts were then analysed at two levels; namely, narrative analysis (first level) and analysis of narratives (second level). The study revealed four exasperating experiences of deputy principals leading in a rural setting, namely, leading and teaching with minimal resources, a struggle with cultural activities that intrude on teaching and learning, juggling between teaching and management, poor socio-economic background and lack of parental support. Furthermore, the study revealed three meanings shaping leadership practices of deputy principals, namely, rurality is not a comfort zone, but rather it is demanding, striving to capacitate learners to change their lives, love and care shaping leadership practices. Finally, the study revealed five strategies used by deputy principals to respond to the demands of rurality and to contribute to effective school functioning, namely; leading adjacent to the community and its local traditional leaders, networking with surrounding schools, employing collegial leadership and teamwork to maximize effectiveness in rural schools, leading by example to encourage other colleagues to work effectively, promotion and monitoring of extra classes to ensure learner excellence in rural schools.

Key Concepts

Rurality, leadership, management, education, deputy principal.

LIST OF ABBREVIATIONS

ATP	Annual Teaching Plan
CAPS	Curriculum and Assessment Policy Statement
DBE	Department of Basic Education
DoE	Department of Education
FET	Further Education and Training
HOD	Head of Department
IQMS	Integrated Quality Management System.
KZN	KwaZulu-Natal
MEC	Member of the Executive Council
PAM	Personnel Administrative Measures
SMT	School Management Team
SA-SAMS	South African School Administration and Management System
UKZN	University of KwaZulu-Natal

TABLE OF CONTENTS	
Content	Page no.
Cover page	i
Declaration	ii
Supervisor's statement	iii
Acknowledgement	iv
Dedication	v
Abstract	vi
Abbreviations	vii
CHAPTER ONE	
BACKGROUND AND ORIENTSTION TO THE STUDY	
1.1 Introduction	1
1.2 Background	1-3
1.3 Problem Statement	3-4
1.4 Rationale and motivation for the study	4-6
1.5 Research Puzzles (Questions)	6
1.6 Clarification of key concepts	6-8
1.7 Delimitations of the study	8
1.8 Outline of the study	8-9
1.9 Chapter summary	10
CHAPTER TWO	
LITERATURE REVIEW AND THEORETICAL FRAMEWORK	
2.1 Introduction	11
2.2 Understanding schools in rural contexts of South Africa	11-13
2.3 Roles and functions of the deputy principals in schools	13-15

2.4 Successful leadership practices in a rural school	15-16
---	-------

2.5 Challenges encountered by deputy principals in schools	16-18
2.6 Deputy principals as instructional leaders	18-20
2.7 Contemporary critical skills for deputy principals in secondary schools	20-23
2.8 Professional development and support need for deputy principals	24-25
2.9 Gearing other colleagues for effectiveness in their duties	25-26
2.10 The deputy principal and principal	26
2.11 Theoretical Framework	26
2.11.1 Context-Responsive Leadership Theory	27-28
2.11.2 Generative Theory of Rurality	28-30
2.11.3 Tying theories together	30
2.12 Chapter Summary	31

CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction	32
3.2 Research Paradigm	32-33
3.3 Research Design	33-34
3.4 Narrative inquiry methodology	34-36
3.5 Sampling Methods	36-37

3.6 Methods of generating field text (data)	37
3.6.1 Narrative interviews	37-38
3.6.2 Collage inquiry	38
3.6.3 Photovoice	38-39
3.6 Analysis of data	
3.7.1 Narrative analysis	39-40
3.7.2 Analysis of narratives	40

3.8 Trustworthiness	40
3.8.1 Verisimilitude	40-41
3.9.2 Utility	41
3.9 Ethical consideration	41-42
3.10 Chapter summary	43

CHAPTER FOUR
NARRATIVES OF DEPUTY PRINCIPALS

4.1 Introduction	44
4.2 Narrative of Paul	
4.2.1 My faith teachings playing out at the workplace	45
4.2.2 A vision as a leader's navigator	46
4.2.3 Joining hands in leading a rural school	46-47
4.2.4 Keeping abreast of the trends and policies in education space	48-49
4.2.5 Striving for quality education with limited resources	49-51
4.2.6 Negotiation skills as an amicable tool	51
4.3 Narrative of Mbali	
4.3.1 Raised by a domestic worker now a school leader	52-53
4.3.2 The mainstream roles of my office as the deputy principal.	53
4.3.3 Leading in an abnormal environment	53-54

4.3.4 Responding to the demands of rurality	55
4.3.5 Maintaining optimism in dire situations	56
4.4 Narrative of Chris	
4.4.1 My family is a blessing in disguise	57
4.4.2 My duties and responsibilities in the workplace	57-58
4.4.3 Additional predicaments jeopardising my operation	59
4.4.4 Situations as determinants of leadership style	59-60
4.4.5 The lack of resources is a double dilemma in my school	60-61
4.4.6 A dire need for professional development for rural school leaders.	61
4.5 Chapter Summary	61

CHAPTER FIVE	
ANALYSIS OF NARRATIVES	
5.1 Introduction	62
5.2 Deputy principals' experiences of leading schools in a rural context	
5.2.1 Leading and teaching with minimal resources	63-65
5.2.2 A struggle with cultural activities and a rural lifestyle which intrude on teaching and learning	65-67
5.2.3 Juggling between teaching and management	67-69
5.2.4 Poor socio-economic background and lack of parental support	69-70
5.3 Meanings shaping deputy principals' leadership practices in schools located in a rural setting	
5.3.1 Rurality is not a comfort zone; it is demanding	71-72
5.3.2 Striving to capacitate learners to change their lives	72-74
5.3.3 Love and care shaping leadership practices	74-76
5.4 Deputy principals' responses to the demands of the context of rurality	
5.4.1 Leading adjacent to the community and its local traditional leaders	77-79
5.4.2 Networking with surrounding schools	79-80
5.4.3 Employing collegial leadership and teamwork to maximize effectiveness in rural schools	81-83
5.4.4 Leading by example to encourage other colleagues to work effectively	83-84

5.4.5. Promotion and monitoring of extra classes to ensure learner excellence in rural schools	84-86
5.5 Chapter Summary	86
CHAPTER SIX CONCLUSIONS AND RECOMMENDATIONS	
6.1 Introduction	87
6.2 Summary of the study	87-88
6.3 Conclusions drawn from findings	88
6.3.1 The deputy principals' experiences of leading schools in a rural context.	88-89
6.3.2 Meanings shaping deputy principals' leadership practices in schools located in a rural setting	90
6.3.3 Deputy principals' responses to the demands of the context of rurality	90-91
6.4 Recommendations	81
6.4.1.1 Provision of resources by the Department of Basic Education	92
6.4.1.2 Programmes to negotiate solutions for cultural activities that interrupt teaching and learning	92
6.4.2 Recommendation to school principals of rural schools	92
6.4.3 Recommendation to parents of learners in rural settings	93
6.4 Implications for further research	93
6.5 Chapter summary	93-94
References	95-115
APPENDICES	
Appendix A: Data generation tool/plan	116-117
Appendix B: Ethical clearance certificate	118
Appendix C: Department of Education clearance	119

Appendix D: Letter to gatekeepers (principals)	120
Appendix E: Permission from gatekeeper (principals)	121-123
Appendix F: Letter to participants	124-125
Appendix G: Informed consent from participants	126
Appendix H: Turn-it-in Certificate	127-128
Appendix I: Language Clearance Certificate	129

CHAPTER ONE

BACKGROUND AND ORIENTSTION TO THE STUDY

1.1 INTRODUCTION

The study reported in this dissertation sought to explore deputy principals' leadership experiences in secondary schools located in a rural setting. The present chapter serves to orientate the reader to the study. It does so by providing a background to the study, problem statement, rationale and motivation for the study. The chapter further outlines three research puzzles, provides clarification of key terms and demarcation of the study. Finally, the chapter presents the outline of the study and explains what each chapter in this study entails.

1.2 BACKGROUND

Schools remain the fundamental organisations for instilling values, skills and knowledge to children which in turn prepares them for a better future and to become better citizens to serve their country. Hence, the Constitution (South Africa, 1996), and the South African Schools Act (South Africa, 1996), advocate that South African learners must equally access quality education, common educational opportunities and have common learning facilities. However, the country has not yet achieved this long-term goal across contexts, owing to escalated disparities at play in South African communities. Some schools are located in urban areas (centres with a population greater than 250 000) (Van Der Riet & Knoetze, 2004); some in rural areas, which are characterised by Chikoko and Kanare (2012, p.24) as “multi-layered [and]...encompassing the farming communities, peri-urban settings, informal settlements, and what is often referred to as the ‘deep rural’ (Gabela 2006). Peri-urban areas spatially zoned, lying near city centre and characterised by poor households including informal settlements (Mbiba & Huchzermeyer 2002; Saloojee, Phohole, Saloojee & IJsselmuiden, 2007; Van Der Riet & Knoetze, 2004), can also be within two hours of travelling from an urban area). Peri-urban areas in South Africa are often characterised by poverty, crime, violence and unemployment (Adams, Savahl, Carels, Isaacs, Brown, Malinga & Zozulya, 2014; Hatcher,

Stöckl, McBride, Khumalo & Christofides, 2019); and rural areas (area more than two hours' travelling from an urban centre) (Van Wyk, Naidoo & Esterhuizen, 2010).

Bush and Glover (2016) affirm that schools in big cities compare reasonably with those in most Western countries. Nonetheless, schools in townships, rural areas and informal settlements endure a series of problems which among others include under-trained and demotivated teachers, insufficient infrastructure and low expectations and poor post-school employment anticipation (Bush & Glover, 2016). Thus, a no-fee policy in 2007 was introduced in addition to the post-apartheid funding policy in education, which aimed to support the advancement of a national education system that according to the Schools Acts, sought to eliminate past injustices in educational provision and render an education of higher quality for all learners (Hall & Giese, 2009). This no-fee paying school policy was therefore implemented nationwide granting the poorest 40% schools a no-fee status (Hall & Giese, 2009). Furthermore, this no-fee paying school is dependent on a national poverty ranking system which splits all schools into five categories namely 'quintiles' (Hall & Giese, 2009; Blose & Naicker, 2018). Schools that falls under quintile one are regarded as the poorest and those that fall under quintile five are regarded as the least poor school (Blose & Naicker, 2018). All schools categorised within quintile, one, two and three are regarded as no-fee paying schools, thus exempted from charging school fees and receive a higher funding from the state allocation (Blose & Naicker, 2018). This study, therefore, focuses on deputy principals leading in a rural setting. The study seeks to explore their experiences of leading in schools located in a rural context and also the practices they exert to contribute to effective school functioning. The deputy principals in the South African context work closely with principals as in some instances principals delegate tasks to them, moreover, they work in close relation with other school leaders by providing supervision and monitoring most of school operations (Basson & Mestry, 2019 Mafora, 2013).

The educational leadership and management scholarship has for some time highlighted the significance of context on leaders' practices. These theories include, situational leadership (Hersey & Blanchard, 1969; 1974; 1982; 1997; Ali, 2017), contingency leadership theory (Fiedler, 1978; Yukl, 2011; Gronn, 2011), Distributed leadership (Timperley, 2005; Harris, 2008; Harris & Spillane, 2008; Spillane & Diamond, 2007), context-responsive leadership (Bredeson, Klar & Johansson, 2011; Bredeson, Klar, & Johansson, 2008). Bredeson, Klar, Johansson (2011) acknowledge context matters and posit that it has an influence on leadership

practices. Parson and Hunter (2019) outline that predicaments and opportunities encountered by principals in rural settings often tend to diverge from those of suburban and urban principals as result of geographic and isolation, low enrolment and lack of staff. Surface (2014, p. 586) shares similar sentiments as she avers that “rural schools can be very difficult places to lead, as they are often fragmented along class lines, with political factions promoting competing values and interests regarding the purpose of schooling”. In line with the challenges encountered by South African rural schools, Smit (2017) calls for more attention to be paid on leadership practices in these contexts. Rural contexts encounter challenges in terms of poverty, social hardships and health issues, which affect the everyday operations (Smit, 2017). Thus, fundamentally, elements of the school community and its geographical setting inform the school’s leadership (Clarke & Stevens, 2009).

Despite the profound attention needed for exploration of leadership in rural schools (Preston & Barnes, 2017), there seems to be limited literature on leadership in this context, particularly in South Africa. This study, therefore, focuses on school leaders we hear less about, namely: deputy principals. The study seeks to explore their experiences of leading in schools located in a rural setting and also to understand the practices they exert to respond to the demands of a rural context.

1.3 PROBLEM STATEMENT

Chikoko and Khanare (2012) posit that rural communities are mostly in the periphery of society’s mainstream activities owing to determinants which includes among others, low levels of education of multitude of the adults, paucity of economic enhancement opportunities, and paucity of civic knowledge such as human rights. Therefore, rural schools with the same amount would be marginalised and disadvantaged as they are part of such communities, thus many learners therein being vulnerable (Chikoko & Khanare, 2012). Bush and Glover (2016)

further articulate on the great diversity of school contexts in South Africa and mentioned that this diversity is due to the Apartheid-era policies and disparities in funding.

The deputy principals in the South African context work closely with principals as their role is mainly to support principals in the effective running of schools. These leaders take on the

role of a principal when the principal is away from school. Despite the plethora of literature focusing on educational leadership in various contexts particularly in South Africa, there is little attention paid to the experiences of deputy principals in various contexts. In South Africa, there are many rural areas. These schools have been characterised by, among other things, a lack of resources and an inability to attract qualified teachers. A reasonable number of studies have been conducted on the role of school principals in rural contexts; however, there is not much known about the work of deputy principals, who are principals' right-hand men. It is thus the purpose of this study to explore deputy principals' experiences of leading in schools located in rural contexts. The study sought to add to the body of knowledge and provide a clear cut concerning the previously less understood role of the deputy principal. The findings of this study will in one way or the other arm school leaders in rural schools with insights of leading effectively and strategies to respond to the demands of rurality.

1.4 RATIONALE AND MOTIVATION FOR THE STUDY

Narrative inquirers are obliged to motivate for their studies in three ways: personally, practically and socially (Clandinin, 2013). Hence, I begin this rationale by providing my personal justification and move on to practical and social justification.

1.4.1 Personal justification

I was a very active learner at school and this led to my appointment to several learner leadership positions. This recurred from early grades in the primary school to secondary school. The dominant roles to which I was appointed include class representative and member of the learner representative committee. One of the positions I held in the learner representative committee is vice-president. In this role, I worked very closely with the school president and we dealt with multiple issues that learners would regularly present to us. The school was located in rural context. Amongst other issues, learners would complain about the lack of resources such as textbooks and they were reluctant to share textbooks with others, they would further report issues relating to bullying among other things.

I remember that at times we would move from classroom to classroom making announcements, and we would notice how overcrowded some classrooms were, but we could not do anything to resolve the challenge as it was beyond our control. We only felt sympathy

for our fellow learners who had to learn under such a plight. This experience made me to realise that leading in a setting with very limited resources gives rise to a myriad of challenges. Thus, I developed an interest in exploring experiences of school leaders in rural contexts and I pay special attention to a rural context in this inquiry.

1.4.2 Practical Justification

During my undergraduate degree at the university, I practiced my teaching in various schools between my second year and final year of study (fourth year). Although the schools where I did my teaching practice were located in diverse contexts, I observed that amongst the school leadership personnel, deputy principals stood out and proved to be a powerhouse of the functioning of the schools; they propelled almost every school activity. Deputy principals would arrive early in the morning before other staff members arrived, and during the school day these leaders would make themselves available and support most of the school operations. For example, when we (group of student teachers) arrived in one of the schools to do our teaching practice, we were welcomed by the deputy principal, who subsequently provided a comprehensive induction. Apart from this, this deputy principal, throughout our stay in the school, would always check on us and update us about all happenings.

In another school I went to, the principal was not available in the school for most of the time; sometimes he would come in the morning and leave the school before break. We were told by staff members that he was attending some meetings. In the absence of the principal, I saw a deputy principal playing a pivotal role in running the school, of course with the help of other leaders in the school such as Departmental Heads (DHs) and teachers themselves. Based on all these experiences, the work of deputy principals fascinated me although it remained unclear to me what constitutes their everyday experiences in schools. Therefore, with special attention on a rural context, I want to understand what it means to be a deputy principal through examining their lived experiences.

1.4.3 Social Justification

In the educational leadership scholarship, deputy principals have been scantily mentioned (Cranston, 2009; Arar, 2014; Daresh, & Arrowsmith, 2003). Studies that have been conducted about deputy principals have paid attention to administrative and management

duties, job satisfaction, aspiration to principalship, roles (Lim & Pollock, 2019; Nieuwenhuizen, 2011; Rintoul & Bishop, 2019; Shore & Walshaw, 2018). There is a dearth of literature that focuses on deputy principals' professional experiences of their day-to-day operation (Shore & Walshaw, 2018). Deputy Principals are leaders on the doorstep of the school administration who form the large body of future principalship (Marshall & Hooley, 2006, Arar, 2014). However, their contribution to the effectiveness of the school is downplayed in the literature (Blöse & Naicker, 2018). Studies on education leadership tend to pay more attention on the roles played by principals than deputy principals (Harris et al., 2003; Trnavcevic & Vaupot, 2009). Sharing similar sentiments is Cranston, Tromans and Reugebrink (2004, p.2) who refer to deputy principals as “forgotten leaders” in the educational leadership scholarship. Therefore, this inquiry intends to contribute to the body of literature by exploring the lived experiences of deputy principals, particularly in a rural setting.

1.5 RESEARCH PUZZLES (QUESTIONS)

Narrative inquirers use the concept of research puzzle rather than a research questions to hold open the idea that we engage in re-search- that is, searching again in deeper ways to understand the nature of experiences (Clandinin, Caine, Lessard & Huber, 2016, p. 26). Therefore, to engage in this research that seeks to understand the lived experiences of deputy principals leading in schools located in a rural context, I solicited answers to the following research puzzles:

1.5.1 What are deputy principals' experiences of leading schools in a rural context?

1.5.2 What meanings are shaping deputy principals' leadership practices in schools located in a rural setting?

1.5.3 How do deputy principals respond to the demands of the context of rurality?

1.6 CLARIFICATION OF KEY CONCEPT

Below I provide clarifications of two key concepts in this study, namely, leadership and rurality:

1.6.1 Leadership

Leadership is a contested terrain (Blose & Naicker, 2018), which implies that various scholars define it differently. According to Hallinger and Heck (2010) leadership can be seen as a process of influence. Kruse (2013, p. 3) echoes that “leadership is a process of social influence, which maximizes the efforts of others, towards the achievement of a goal”. Kruse (2013, p. 3) emphasises the following elements which stem from his definition of leadership: “Leadership stems from social influence, not authority or power, leadership requires others, and that implies they don’t need to be “direct reports” no mention of personality traits, attributes, or even a title.

The above definitions concur with sentiment echoed by Blose and Naicker (2018) that in spite of the differing views about the concept of leadership, there are three common labels pervading the literature, which are vision, influence and values. Likewise, in this inquiry, leadership is understood as involving vision, influence and values.

1.6.2 Rurality

Rurality is a multiplex and hard to define concept (Myende & Chikoko. 2014), with scholars providing various descriptions. This notion is supported by Hlalele (2012) who avers that the definition of rural continues to evade those who attempt to understand owing to ambiguous implications and the flawed comparison with ‘urban’ contexts. Nonetheless, the scholars have for some time attempted to coin the definition of the term ‘rurality/rural’. Hence, Rye (2006, p. 23) posits that “rural is not described and defined solely by the concrete, or tangible objective features of rural areas (e.g., landscape, settlement and occupational structures)”. Rye (2006) maintains that the focus rests on the more abstract characteristics of social life that evolve in these areas, for example, traditionalism, dense social structures, a feeling of community, and so forth. Low population density, abundance of farmland, and remoteness from urban agglomerations are characteristics that people typically associate with rural places (Li, Long & Liu, 2015). Myende and Chikoko (2014, p. 251) informed by the Traditional Leadership and

Governance Framework of Act No. 43 of 2003 (Republic of South Africa 2003) and the KwaZulu-Natal Traditional Leadership and Governance Act No. 5 of 2005 (KZN Legislature

2005) describe rurality as “any place that is under the leadership and governance of traditional leaders”. These scholars further extend this definition to understand a school in a rural context and they contend that a rural school refers to any school situated in a place led and governed by traditional leadership. In this inquiry, I understand rurality as a remote and deprived setting that has preserved a pure traditional lifestyle in every conceivable way. Le Roux and Hendrikz (2021, October) define remote rural communities as tribal communities living in dense, planned settlements, with population of over 5 000 people, which are common in the former homeland areas. While deprivation is defined by Pérez-Mayo (2005) as the inability to possess the goods, facilities and opportunities which are commonly in the household space. This means that communities under such setting embrace the traditional culture, utilise traditional techniques such as farming to sustain their economies, and further rely on indigenous knowledge systems (IKS) for communication, social interaction, ritual and spirituality, leadership, curing diseases etc. These settings further lack resources, however, residents of these settings improvise by utilising the available resources to make their living and sustain themselves.

1.7 DELIMITATIONS OF THE STUDY

The study reported in this dissertation was conducted in three secondary schools in Ilembe District in Maphulo, KwaZulu-Natal Province. It was a small-scale study, that involved only three participants who were selected in in three schools. It is worth noting that the study together with its findings intend not to represent the whole district nor the province. Therefore, the findings of this study may not be necessarily generalised to other contexts or schools. The study aims to achieve a thorough understanding of deputy principals’ leadership practices in a rural context.

1.8 OUTLINE OF THE STUDY

The dissertation is organised into six chapters. Below I present a summary of each chapter.

Chapter one: This chapter provides an orientation to the study. At the onset I broadly discuss the background of the study and move on to provide the problem statement. Moreover, I justify this study by presenting the rationale and motivation to the study, research puzzles which guide this study are further provided, clarification of key terms and demarcation to the

study is also presented in this chapter. Finally, I present the outline of the study which provides an overview of what each chapter in this study entails.

Chapter two: In this chapter I present in-depth review of relevant literature that pertains to the focus of this study. The reviewed literature is divided into themes. Furthermore, this chapter explores in-depth the theoretical framework of the study which is constituted by two theories, namely, context-responsive leadership theory and the theory of rurality.

Chapter three: This chapter entails the research design and methodology of the study. I firstly, discuss the interpretive research paradigm since this study is located within this paradigm, follow by qualitative research design. I further delve deeper into the spine of this study, the narrative inquiry methodology; I discuss this methodology in depth. Moreover, methods of generating field text (data) are presented which include narrative interviews, collage inquiry and photovoice. I also explain how each method will be used to generate data. This chapter further explains the procedures followed to analyse data and interpretation thereof. Then I discuss the sampling processes followed to select participants and study context. I further discuss the ethical issues observed while conducting the study. Moreover, I discuss issues of trustworthiness and validity of the study.

Chapter four: This chapter focuses on the first level of analysis (narrative analysis) which transforms field text (raw data) into narratives, thus giving rise to three narratives emanating from three deputy principals. The three narratives of the participants are presented separately to display their individual experiences. These narratives captured both the participants' personal and professional experiences.

Chapter five: This chapter presents the second level of analysis (analysis of narratives). In this level the storied narratives are analysed and dissected giving rise to the identification of common themes that appear across the narratives. These themes are then presented in this chapter in line with the research puzzles.

Chapter six: This is the concluding chapter, hence the summary of the study and conclusions are presented in this chapter. Furthermore, I, in this chapter discuss recommendations for future research studies.

1.9 CHAPTER SUMMARY

This chapter presented background and orientation to the study. Furthermore, problem statement, rationale and motivation to the study, research puzzles and clarification of key terms were presented in this chapter. Finally, an outline of the chapters is presented in this chapter. The following chapter will present review of relevant literature and theoretical framework to the study.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION

The preceding chapter presented the background and the orientation to the study. The present chapter presents a review of both local and international literature on the work of deputy principals. Deputy principal position has been underrepresented in the literature both nationally and internationally. In addition to the literature review, the chapter further presents the theoretical framework of the study. This study is framed by two combined theories, namely context-responsive theory and the generative theory of rurality. In developing the chapter, the literature review is discussed thematically, followed by theoretical framework underpinning the study.

2.2 UNDERSTANDING SCHOOLS IN RURAL CONTEXTS OF SOUTH AFRICA

Rural/ rurality as used interchangeably in this study is a multifaceted term which is not easy to define (Alekseev, 1990, p. 16). Therefore, rurality remains a contested terrain (Shubin, 2006), with various scholars describing the term based on their distinctive contexts. Even the nomenclature underpinning the idea of describing rurality is context-specific leadership (Cloke, 2006). Abd-Kadir and Hardman (2007) suggest there is a challenge in describing the term “rural” results from the ambiguity of this term and erratic nature of the distinctions with the urban. In light of this, rural as a concept in the South African context is conceived as a multi-faceted concept encircling farming communities, peri-urban settings, informal settlements, and deep rural areas (Gabela, 2006). Chikoko (2008) avers that ‘deep rural’ is a common term pointing to the most remote parts of the countryside. Furthermore, the Human Science Research Council (HSRC, 2005) has conceived rural as Traditional Authority land encompassing community-owned fragments and commercial farms in former White settings of South Africa as well as former “homelands” settings. The term “homeland” refers to the remotest areas in which native blacks were compelled to live in under the apartheid policies

such as the Land Act, the Group Areas' Act of 1953, and the Separate Development Act (Mukeredzi, 2013; Sulla & Zikhali 2018).

Therefore, geographically rural in the South African context refers to “space which sustains human existence and development outside the jurisdiction of metropolitan/city/ town authority” (Masinire, Maringe & Nkambule, 2014, p. 148). These settings are remote and relatively less developed (Mohangi et al., 2016).

Masinire et al. (2014) propound that these spaces enclose huge geographical plains and are considerably underdeveloped in terms of fundamental infrastructure which includes water supply, transport networks, electrification, health and education facilities. Nevertheless, these spaces are significantly rich in terms of culture and entrenched with immeasurable resources of underutilised indigenous knowledge system (Masinire et al., 2014). Zikhali (2018); Mohangi et al. (2016) opine that these rural spaces are poverty-stricken areas in South Africa. Mohangi et al. (2016) further explain on the paucity of other significant facilities such as information and communication technology (ICT). Rural settings are further plagued by social ills including HIV and AIDS, violence, abuse of drugs and alcohol and crime (Chikoko and Khanare 2012; Khanare 2009). Other social ills pervading rural communities include decreased leader achievement, decreased levels of education, reduced self-esteem of those living there and lack of financial capital (Chikoko & Khanare 2012; Hlalele 2012; Msila, 2010). Therefore, these rural deficiencies seep into schools in these areas.

There is an agreement in the literature that cultural context and socio-economic status of rural setting influences the education (Lemmer & Manyike, 2012; Lester, 2012; Surty, 2008). Nkambule et al. (2011) confirm that there is slow pace of progress in rural education. Rural schools, therefore, continue to face unique daunting challenges compared to urban schools. Msila (2010) unravels that it is commonplace that majority of rural schools underperform due to lack of physical resources. The deployment of resources to rural schools is sometimes hindered by the geographical location which makes these schools inaccessible (Herselman, 2003), and other rural related deficiencies (Nkambule et al., 2011). Similarly, Pierre du Plessis (2014) indicates issues of poverty, technology to be the direct factors impeding provision of quality education in South African rural schools. With regards to lack of technology in rural schools, Furlonger (2002) outlines that rarely you will find a computer or computer lab in these schools. Moreover, South African rural schools further lack proper, adequate school buildings and stationary due to insufficient subsidy provided by the South

African government for building costs (Herselman, 2003; Mukeredzi, 2013). In line with this, three rural schools in Mohangi et al. (2016) lacked classroom spaces and made use of mobile classrooms (large, prefab, modular containers) that were provided by the Department of Basic Education. Apart from human resources, rural schools further lack the qualified educators as Mukeredzi (2013) indicates that it is common to find that most of unqualified educators are in rural schools. This is because qualified teachers are reluctant to go to rural schools because of the assumed social and professional myriad of challenges linked to working in rural settings (Masinire, 2015). Consequently, teacher shortage remains a major problem in South African rural schools (DoE, 2005).

2.3 ROLES AND FUNCTIONS OF THE DEPUTY PRINCIPALS IN SCHOOLS

Deputy principals fundamentally entered the secondary school leadership body in the twentieth century due to large enrollment and the need to manage a huge number of student population (Marshall and Hooley, 2006). By 1995 the enrolment in secondary schools had climbed to 7000 from 6000 in 1980 (Masuku, 2011). This sky rocketed rise brought school leadership challenges (Chitamba, 2019). As the common notion suggests that school and the school leadership significantly affect students' outcomes (Chitamba, 2019). Therefore, assigning all leadership duties to the school 'mainstay' the principals would impede progress in students' outcomes. Hence the introduction of deputy principals to assist in championing the leadership challenges. Deputy principals' initial role was to assist with the establishment of the school vision and plan of action (Bredeson et al., 2011). It is thus the role they hold in the school leadership is considered as a pivotal one (Blose & Naicker, 2018). Blose and Naicker (2018) see deputy principals as capable of engineering school triumph through acting as role models to both learners and educators. Since deputy principals entered the school leadership, their roles and responsibilities have been proliferating and affirmed by scholars (Bredeson, Klar, Johansson, 2011; Celik, 2013). Blose and Naicker (2018) who conducted a study on deputy principals working in deprived contexts revealed that roles of deputy principals include but not limited to pioneering and facilitating vertical and lateral communication, whereby they transmit information to stakeholders. On the one hand, deputy principals laterally communicate with other deputy principals, while on the next they communicate vertically with the school principals, Departmental Heads (DHs), post-level one educators as well as non-teaching staff (Blose & Naicker, 2018). From the Hong Kong

context, Kwan (2009) echoes that deputy principals further communicate with the external stakeholders. While in the United Kingdom context, deputy principals regarded their roles as subject coordinator and staff development coordinator (Garrett and McGeachie, 1999).

Marshall and Hooley (2006) group the roles and responsibilities of deputy principals into four categories, namely – congressing with learners and parents; dealing with behaviour issues; establishing the master schedule, registration, and attendance; and as student counsellors. In similar vein another category of the roles of deputy principals is provided Kwan (2009, p. 202) these roles are “external communication and connection; quality assurance and accountability; teaching; learning and curriculum; staff management; resource management; leader and teacher growth and development; and strategic direction and policy environment”. These roles are inconsistent with roles of the deputy principals as emerged in the study conducted in United State of America by Hausman et al. (2002). Hausman et al. (2002) maintain that roles of deputy principals include managing student; providing instructional leadership; liaising with education leaders, managing resources, professional development, managing personnel, and public relations. Consistent with instructional leadership, Harvey (1994, p.16) suggests that deputy principals themselves are demanding considerable participation in instructional leadership and management of the school level change. In Farnham (2009, p.108) deputy principals commented that their role included being “responsible for managerial areas of the school like pastoral care and human resources”. Furthermore, five essential roles of deputy principals emerged from the study by Hassenpflug (1991) which were disciplining students, distributing textbooks, supervising the cafeteria, assigning lockers and attending student activities. These roles and responsibilities of four themes emerging from a South African study by Blose and Naicker (2018, p. 181) these themes are: establishing clear lines of communication with stakeholders, being physically present on the school property to monitor school activities, ensuring productive use of time as a resource, engaging in a leadership of care and investing in visionary planning. These roles parallel those stipulated on policy guideline that indicates roles and responsibilities of deputy principals in the South African context which is the Personnel Administrative Measures (PAM) DBE (Republic of South Africa. Department of Basic Education) (2016). The roles of deputy principals are summed up in the PAM document as general or administrative duties, teaching, extra and co-curricular duties, personnel management, interaction with stakeholders and communication (South Africa, 1999). Parallel to this, it is significant to consider the Cranston et al. (2004) assertions as they propound that the deputy

principal's role must encompass both leadership and management. In light of this, six key roles brought forth which emerge from the "Standards Framework for Leaders" (Education Queensland, 1997, as cited Cranston et al., 2004). These roles are "Leading in education, management, people and partnerships, change, and accountability" (Cranston et al., 2004, p. 8). Subsequently, Harvey (1994) adds this emergent roles that emergent aspect carries first-hand zones of responsibility for deputy principals who now play a part in planning, policy making and financial management as well as curriculum management and connect the school to the community and the education authority. It is therefore salient that the deputy principal's office in school leadership is a demanding one flooded with a plethora differing roles (Celik, 2013). Thus, it is prone to multiplicity of challenges.

2.4 SUCCESSFUL LEADERSHIP PRACTICES IN A RURAL SCHOOL

Rural school leadership is a varied one, requiring varied leadership practices (Morris & Potter,

1999), this results from contextual challenges. These include low economy and poverty (Morris & Potter, 1999), as a result, leaders in rural areas carry an overload of wide range of overwhelming responsibilities (Lamkin, 2006). Nevertheless, rural school leaders navigate the rural context and develop successful practices. In their study of successful leadership practices, Preston and Barnes (2017) found that rural school leaders promote people-centered leadership and they also serve as change agents. With regards to promoting people-centered leadership, rural school leaders ensure collaboration among and with staff members through using teams to attain school goals; collaboration with individual staff members by nurturing and strengthened professional connections with individual staff members (Preston & Barnes, 2017). Moreover, rural school leaders ensure collaboration with parents and students which implies that rural school leaders know all parent and learners, and they understand their learners' academic and personal backgrounds. In rural contexts, collaboration and interaction with community stakeholders is again imperative (Preston & Barnes, 2017, p. 10).

With regards to serving as change agents, rural school leaders balance local and district needs. This implies that rural school leaders understand the manner which "local, district, and nationwide contexts influence the rural school and respond in ways that are both place-conscious and mandate-responsive" (Preston & Barnes, 2017, p. 10). Rural school leaders against all odds need to exert instructional leadership improve learner performance and they

must be strong instructional leaders (Preston & Barnes, 2017). Klar and Brewer (2014) affirm that a successful instructional leader in a rural school must have a clear focus on a style of instruction that supports high academic standards for students.

2.5 CHALLENGES ENCOUNTERED BY DEPUTY PRINCIPALS IN SCHOOLS

An office congested by numerous roles such as the deputy principal's office is not immune to challenges; it is inevitably vulnerable to myriad of challenges. Khumalo et al. (2018) conducted a study on deputy principals' problems revealed that deputy principals encounter challenges to a large extent in relation to "administrative, financial management, work pressure, personal, physical resources, and staff problems". With regards to administrative challenges, deputy principal claimed to experience challenges such as excessive administrative work, paucity of adequate time for administrative work, appraising staff efficiently and organising classroom visits (Khumalo et al., 2018).

Nieuwenhuizen (2011) posit that deputy principals' role is unique and diversified, demanding and challenging. Thus, requiring considerable amount of time to execute non-teaching duties and therefore adequate time for administrative work (Chitamba, 2019). Despite the 60% of teaching time spent by deputy principals and 40% they spend on administrative work (South Africa, 1999). Chitamba (2019) propound that they require more time to handle administrative work. Similarly, majority of deputies in the study by Cranston et al. (2004) lamented about their role and excessive workload with open-ended tasks. They further lamented about the lack of time for professional development and lack of opportunity to take any extended holidays (Cranston et al., 2004). Moreover, in line with the increased workload in the deputy principalship, deputy principals in (Harvey, 1994; Garret & McGeachie, 1999) reported that it is hard to combine and balance classroom teaching and an administrative workload and succeed in both. This result to what is known as the 'role conflict' (Marshall & Hooley, 2006). Marshall and Hooley (2006, p. 18) affirm that "role conflict and overload occur when job responsibilities demand so much time, energy, emotion that little is left for the assistant principal's personal life or professional development". Likewise, deputy principals in Farnham (2009) considered their role as a challenging one, characterised by more time spent handling managerial and administrative tasks. Such tasks encompassed dealing with student misconduct stemming from relationship failure that occurred in the classroom which consequently leads to the consumption of the deputy principals' time to deal

with other tasks (Farnham, 2009). Furthermore, regarding administrative tasks, one deputy principal lamented that much time is consumed by reviewing hundreds of emails.

Furthermore, deputy principals encounter challenges with regards to financial management (Khumalo et al., 2018). These challenges include planning, and overseeing school finance (Khumalo et al., 2018; Khumalo et al., 2017). Accordingly, “school financial planning encompasses budgeting and planning with regards to how to utilise the school’s financial resources” (Khumalo et al., 2018, p. 196). Consistently, financial control means that deputy principals have to take necessary actions to make sure that school finance are utilised for intended purposes (Khumalo et al., 2018). Khumalo et al. (2018) aver that since deputy principals are facing challenges in planning and controlling the school’s finance, they require professional development. Professional development is considered by Cranston et al. (2004) as necessary for deputy principals to be equipped with skills to manage financial resources and mitigate the challenges they face. Deputy principals further experience challenges in terms of the work pressure. Many deputies commented that they encounter stress and tension within their schools (Khumalo et al., 2018). Khumalo et al. (2018) citing (Grayson & Alvarez, 2008; Lashway, 2003; Oplatka & Tamir, 2009) assert that the stress and tension are due to the insurances inflicted on them by emerging roles and the disquiet to carry out their duties and meet expectations. In similar vein, the accumulation of demands imposed on deputy principals further include demands and delegations from the central and district office, local issues, expectations of the community and students (Cranston et al., 2004). Furthermore, Khumalo et al. (2018) indicate that deputy principals have personal and professional aspects and stress may be caused by failure to recognise and equilibrate the two, resulting to an even aggravated stress. Deputy principals further experience challenges with regards to the management of physical resources. Khumalo et al. (2018) claim that deputy principals encounter challenges in terms of resource allocations and overseeing annual stocktaking. Management of physical resources as the contributor to the challenges experienced by deputy principals is also reflected in (Education Queensland, 2001). The deputy principals assist the principal in allocating resources to enhance teaching and learning (Cranston et al., 2004). Therefore, challenges may be encountered based on the ineptitude of deputy principals regarding management skills to carry out those tasks. Being involved in managing human, particularly providing instructional leadership (Mestry et al., 2013), deputy principal further encountered staff related challenges. This includes staff division as lamented deputy principals in (Khumalo et al., 2018; Mafora, 2013). Khumalo et al. (2018) outline that deputy

principals' style of leadership and the failure to communicate articulately might cause staff problems for him or her. Effective communication is fundamental in leadership. Drawing from Gail Fairhurst et al. (2013, p. 8) "effective leaders use language as their most tangible tool to achieve their desired outcomes". Deputy principals further face challenges with quality of teaching going in the classroom. According to Farnham (2009) low quality teaching precisely affected deputy principals' role as inevitably they were the one who had to deal with the consequences, this resulted in the shift of focus on the tasks they would be preferring to do (Shore, 2015). At times the challenges experienced by deputy principals due to their role of dealing with students is to figure out a solution for students who had been affected by societal hurdles such as poverty, abuse and deprivation (Nieuwenhuizen, 2011, p. 20).

2.6 DEPUTY PRINCIPALS AS INSTRUCTIONAL LEADERS

Recently, researchers, policymakers, and practitioners have challenged school leaders to model instructional leadership (Hallinger & Wang, 2015; Leaf & Odhiambo, 2017). This is triggered by the notion that instructional leadership recognition is increasing in the present era as it is regarded as the main significant activity for principals and other school leaders (Bush, 2013). According to Hallinger (2003) instructional leadership has emerged as a strong prominent leadership model which foments school improvement. It pays attention to vision setting and pedagogy to uplift student achievement and relatively targets educator professional learning... (Hallinger et al., 2010). The deputy principal is the individual who should operate closely with the principal to deal with management and instructional matters within the school (Hilliard & Newsome, 2013). However, in the instructional leadership literature, the main focus has been on head principals (Hallinger, 2011), while the deputy principals' instructional leadership roles and responsibilities have been considerably ignored (Garrard, 2013; Norton, 2015; Shaked, 2020). As Marshall and Hooley (2006) indicated that there have been no broad policy proposals advocating for deputy principals' participation as instructional leaders, as the bundle of their tasks absolutely place them away from curriculum and instruction. Nevertheless, an earlier study by Harvey (1994, p. 16) has provided considerable amount of evidence that deputy principals require considerable participation in instructional leadership and management within the school. Similarly, O'Connor (2010) contends that deputy

principals are fundamental element of leading and developing learning as instructional leaders. Echoing this sentiment is

Cranston et al. (2004) who further suggest that as instructional leaders, deputy principals must be assigned a role in uplifting school performance.

Despite the dearth of literature about deputy principals as instructional leaders (Celikten, 2001), emerging studies are attempting to delve into this ignored aspect of deputy principals' roles.

Thus, Chitamba (2019) posits that deputy principal plays a pivotal instructional leadership role in the school by virtue of their position within the school organisational echelon; they are the second in charge right under the principal. Leaf and Odhiambo (2017) who write on deputy principals' instructional leadership roles and professional learning reveals that among others, deputy principals' instructional leadership includes goal setting and high expectations, collective responsibility. In their study Leaf and Odhiambo (2017, p. 45) found that deputy principals utilised "behaviours such as gaols setting outside the traditional syllabuses' core curriculum". Leaf and Odhiambo (2017) posit that deputy principals may be perceived as instructional leaders who function mainly to improve learning, however the boundaries that may characterise their actual instructional leadership practices remain a mystery. Searby, Browne-Ferrigno and Wang (2017) who investigated the capacity of deputy principals to be instructional leaders found that deputy principals spotted particular teacher leadership roles and actions that improve their readiness as instructional leaders. These teacher leadership activities

were summed to top five which are "facilitating professional development for other teachers, chairing or serving as a member of a school committee, chairing or serving as member of a professional organization task force, serving as an officer of a professional organization, and serving as a peer coach or mentor to a new teacher" (Searby et al., 2017, p. 24). Despite that deputy principals provided accounts of their involvement in instructional leadership responsibilities (Howard-Schwind, 2010), deputy principals reported some instructional leadership activities in which they refrain from participating in; such activities include strategic leadership, authority, and personnel management (Leaf & Odhiambo, 2017). Leaf and Odhiambo (2017) further propound that principals have a considerable impact on the role of deputy principals and therefore their deputies capacity to function as instructional leaders. In a study by Petrides et al. (2014) it appeared that deputy principals to a greater extent

perceive their duties within schools as greatly concerned with instructional leadership. This implies that deputy principals can intensively function as instructional leaders if principals share some instructional roles and activities to their deputies.

2.7 CONTEMPORARY CRITICAL SKILLS FOR DEPUTY PRINCIPALS IN SECONDARY SCHOOLS

The advancement of critical skills for deputy principals is an area that needs to be attended to, due to crucial role these leaders are expected to play in school management (Khumalo & Van der Vyver, 2020). However, unfortunately there is paucity of knowledge on the deputy principalship that focuses on the skills they need (Khumalo et al., 2017). Thus, Khumalo and Van der Vyver (2020) argue that proper skills and professional development are needed for deputy principals to perform their roles as expected. Holding similar views is Oliver (2005, p. 90) who emphasises the importance of educational leadership preparation programs to equip leaders to invade administration field with proper “knowledge, skills, and habits of the mind to be successful as instructional leaders”. As Brown and Irby (1997) maintain that professional growth allows principals to perfect practices and maximise school effectiveness. Oliver, (2005) argues that the same professional growth is needed by deputy principals as they operate in the same space and may assume principalship at some point in time. In identifying the critical skills needed for deputy principals to perform their duties optimally, Khumalo and Van der Vyver (2020) have found four areas of concern namely, positional-awareness or role-awareness, technical, socialisation and self-awareness skills.

Positional-awareness or role-awareness skills

Khumalo and Van der Vyver (2020, p. 6) discovered that the understudied deputy principals needed “an awareness of their position or role, which indicates how they can use the power and authority that they have”. Deputy principals possess the inherent power which is by virtue of their position as “second in charge” in schools. Khumalo and Van der Vyver (2020) posit that deputy principals have to use this power appropriately to accomplish their job and to achieve their supportive role to the principal. Deputy principals further communicate with external stakeholders as part of their job (Kwan, 2009). Therefore, knowledge of, and skills

in encouraging the community to be involved in the development of the school is a crucial aspect of the use of organisational power and authority.

Whenever the principal is away from the school premises, deputy principal is expected to be on the ground taking charge of school (Khumalo & Van der Vyver, 2020). Owing to this critical and significant role, deputy principal must be brave to utilise his or her power and authority within the parameters of his or her jurisdiction to ensure successful functioning of the school. He or she may achieve this by using coercive power to those who may be reluctant to do their job as expected (Khumalo & Van der Vyver, 2020).

Technical skills

Technical skills are one of the significant leadership skills that successful leaders must demonstrate. Technical skills appeared in an early study by Katz (1955) who identified three categories of leadership skills necessary for leaders namely, technical skills, human skills, and conceptual skills. Technical skills constitute methods, procedures, processes and techniques that result in advanced understanding of and competence on a certain matter (Katz, 2009). Katz (1955) regards technical skills as the most profound type of skills which is related to understanding and the ability to accomplish specific tasks. In line with this, Khumalo and Van der Vyver (2020, p. 7) argue that “deputy principals need technical skills that will empower them with the knowledge of how to do their jobs properly”. Regarding the technical skills that Khumalo and Van der Vyver (2020, p. 7) spotted out, their study revealed that deputy principals are in need of specific knowledge to assist them proverbially “balance at the top of the greasy management pole.” As Haq (2011) avers that technical skills assist the leaders to become more competent and reactive. Additionally, these skills allow leaders independently take technical decisions and thereby identify any possibility of deceit linked to technical matters (Haq, 2011).

Khumalo and Van der Vyver (2020, p. 7) argue that basic technical skills which include “time tabling, organising meetings, drafting a budget” are areas of concern in the educational administration which require development. Furthermore, they argue that knowledge of education law is essential for deputy principals to ascertain that they do not act in a judicially unacceptable manner (Khumalo & Van der Vyver, 2020). Therefore, technical skills are significant to the deputy principalship office.

Social/ socialisation skills

For decades leadership has been perceived as a unique interpersonal phenomenon displayed in the cooperation amongst leaders together with their followers (Mumford, 2000). In most cases,

leaders' function in a human intense space which requires socialisation skills for attainment of organisational goals. Similarly, deputy principals operate within a school as a social system (Khumalo & Van der Vyver, 2020). Social skill refers to a person's capacity to manage relationship with others and is considered as the key leadership skill (Goleman, 2003). It helps in moving people towards the direction a leader desires (Goleman, 2003). In similar vein, the attainment of socialisation skills is pivotal to ascertain that affectionate working as well as social relationships are built with significant stakeholders in education (Khumalo & Van der Vyver, 2020). Deputy principals have to establish relationship with Department of Basic Education officials such as circuit managers, subject advisers, and district officials (Khumalo & Van der Vyver, 2020). Therefore, socialisation skills are essential for them, especially in achieving desired proficient teaching and learning. Khumalo and Van der Vyver (2020) further articulate that another focal aspect concerning the advancement and utilisation of social skills is establishing positive relationship with organisation within the school community. They further posit that multifarious structures that have interest in the school will make themselves available to partake in school activities once relationships with community organisation are amicable (Khumalo & Van der Vyver, 2020). Therefore, socialisation skills will allow deputy principals to comprehend the constraints of their ambit as outlined in the job description. For ensuring that deputy principals gain fundamental in-service support, crucial socialisation skills are essential to bind relationships in the schooling zone (Khumalo & Van der Vyver, 2020). Moreover, given the diversity of schools nowadays, deputy principals further require intense human relations skills that will allow them to welcome diverse colleagues and treat everyone well (Khumalo & Van der Vyver, 2020). Additional, social skills will help deputy principals in managing teams as Goleman (2003) propounds that socially skilled persons are skilful at managing teams. For deputy principals to improve their socialisation skills they need to employ techniques such as comprehending school community, and acknowledging internal as well as external actualities of the school (Daresh & Alexander, 2016 as cited in Khumalo & Van der Vyver, 2020).

Self-awareness skills

According to Showry and Manasa (2014) successful leadership mostly surfaces when individuals become cognisant of crucial personal experiences in life, comprehend the axe to grind, react by rethinking about self, alter their moves and remodel their behaviours. This is perceived as self-awareness which is considered as one of the key elements of managerial competencies that dictate managerial proficiency and success in leadership (Showry and Manasa, 2014). Echoing this is Goleman (1995) who perceives self-awareness as the cornerstone of emotional intelligence. In relation to deputy principals, self-awareness skills, are skills that unfold how much knowledgeable deputy principals are about their weaknesses and strengths (Khumalo & Van der Vyver, 2020). Within the school context, deputy principals serve to manage those who report to them which includes departmental heads, educators, nonteaching staff as well as learners (Khumalo & Van der Vyver, 2020). Self-awareness requires a profound understanding of one's emotions, together with one's strengths and weaknesses and one's values and motives (Goleman et al., 2002, p. 40). A self-aware leader also demonstrates an understanding of others, their emotions, needs and the context of a situation (Goleman, 1995). This resonates with what Khumalo and Van der Vyver (2020) declare as the capacity of deputy principals to perceive themselves in accordance with how they are perceived by the public as epitome for learners is a core constituent of self-awareness.

Khumalo and Van der Vyver (2020) articulate that deputy principals with elevated self-awareness, typically have ardent desire to change lives and careers of learners. This corroborates with Goleman's (1995) assertion that self-awareness is not only concerned with understanding personal role and relationships but it extends to the capacity of being authentic and treating others in an ethically accepted manner. The concrete knowledge of their biases, strengths and weaknesses, allows them to help educators who require assistance with their teaching responsibilities (Khumalo & Van der Vyver, 2020). Self-awareness requires leaders to precisely self-examine (Manz, 2015), and it constitutes self-criticism and self-introspection (Khumalo & Van der Vyver, 2020). For deputy principals denote "a process of learning through and from experience and gaining new insights of self and practice" (Greene, 2017, p. 1 as cited in Khumalo & Van der Vyver, 2020).

2.8 PROFESSIONAL DEVELOPMENT AND SUPPORT NEED FOR DEPUTY PRINCIPALS

In the life of the school, deputy principals are expected to play various roles. However, research indicates that these leaders receive often receive minimal professional support in their office and role (Harris et al., 2003). This is due to the fact that in some parts of the world, deputy principals are less utilised and hindered from exploring the wider school leadership responsibilities (Pounder & Crow, 2005). Whereas, Fine and Raack (1995) asserted that school improvement is scaffolded by professional development that accommodates every school leader in planned, joint, career-long learning. In a study by Hulpia, Devos and Van Keer (2011) it emerged that deputy principals were to a greater extent considered by teachers as the fundamental sources for offering support and seen as the significant role player in supervising teachers. Thus, Harris et al. (2003) propose that there needs to be a professional development programmes concerned particularly with leadership skills, insights and comprehension for deputy principals. Similarly, Petrides et al. (2014) suggest the need for considerable support for deputy principals which will equip them in manoeuvring through structures at play within the school, establishing a shared vision as well as managing operational duties concerned with classroom discipline and teacher-learner relationship. As Harvey (1994) earlier pointed out that deputy principals must be well equipped to participate in significant school-level initiatives, particularly because it relates to curriculum development of educators. Thus, Weller and Weller (2002) indicate that deputy principals require more support in order to become more effective in framing educator expectations, and in modelling educator practice. Likewise, Macharia et al. (2014) propound that providing relevant training support for deputy principals can lead to the attainment of desired ends, empowerment, and development of principal-deputy relations.

According to Oliver (2005) professional development for deputy principals should accomplish two aspects: skill development and career advancement. Skill development is necessary to capacitate deputy principals with required skills and knowledge to deal with everyday challenges encountered in their office (Oleszewski, Shoho & Barnett, 2012). As in Oliver (2005) deputy principals indicated that they require professional development in areas such as instructional leadership, curriculum, student learning and teacher supervision. Moreover, in a study by Owen-Fitzgerald (2010) deputy principals expressed greater need for professional development in budgeting. Regarding career advancement, the need for

developing this aspect is to equip deputy principals for principalship (Marshall & Hooley, 2006). Several elements of programs for career advancement have been pinpointed by Marshall and Hooley (2006) following their review of “grow your own” programs. These include: mentoring relationships, university training, regular reviews, wider range of tasks and opportunities to prosper. School districts have been reported to partner with universities to equip deputy principals for principalship as their career advancement programs initiatives (Marshall & Hooley, 2006; Oliver, 2005). It should be acknowledged therefore that various district-level leaders are starting to gain insights of the previously ignored leadership capability of deputy principals, and therefore granting the professional development to allow them to be competent enough in their present role (Marshall & Hooley, 2006).

2.9 GEARING OTHER COLLEAGUES FOR EFFECTIVENESS IN THEIR DUTIES

It is the effective leader’s responsibility to encourage educators to work optimally for the betterment of the school (Singh, 2014). Therefore, as the powerhouse of the school, deputy principals have the responsibility to empower and encourage their colleagues. As Khumalo and Van der Vyver (2020) aver that deputy principals should be available to offer help to educators who require help with their job responsibilities. Subsequently, deputy principals are expected to communicate core values which inform educational aspirations in school (Harvey, 1994). Sergiovanni (1992) echoes that deputy principals have to demonstrate a likelihood to assist provide a moral leadership through consensus of preferred forms of teaching and learning.

Moreover, as formal leaders in schools, deputy principals are expected to establish trust relationship in which educators feel entrusted to make decisive decision for the school success, which in turn results in a more conducive workplace for every member of the school (Sibanda, 2018). Deputy principals in Sibanda’s study (2018) alluded that distributed leadership is one way with which they can empower other school stakeholders to make decisions. As some deputy principals pointed that when members are empowered, professional growth occurs and work is done much faster (Sibanda, 2018, p. 786). This corroborates with McKenzie and Locke (2014) who assert that distributed leadership improves schools and results in improved student achievement.

Furthermore, Hilliard and Newsome (2013) perceive deputy principals as the most valuable resource in the school. With an appropriate knowledge and skills, deputy principals can establish learning communities for educators which is concerned with student learning (Hilliard & Newsome, 2013). Moreover, deputy principals can coach educators and encourage them to be leaders by building educators' "knowledge, skills and professional disposition and practices to lead to improve the school" (Hilliard & Newsome, 2013, p. 154).

2.10 THE DEPUTY PRINCIPAL AND PRINCIPAL

The deputy principal is the most significant leader in the school leadership (Shore & Walshaw, 2018). Deputy principal has a "close daily contact with the principal, playing a supporting role in the various management and administrative responsibilities that are delegated to the principal by the school board" (Shore & Walshaw, 2018, p. 310). Hence, Hilliard and Newsome (2013) propose that the school principal should view the deputy principal an individual who can fully take over the school when the principal is absent. Hilliard and Newsome (2013) further alluded that the principal should encourage the deputy principal to attend Board of Education meetings monthly to gain insights from other school leaders from other contexts as well as networking with them. Deputy principals, according to Shore and Walshaw (2018) valued the relationship to a greater extent as they indicated in the focus group that when the relationship with the principal is profound it gives rise to profound sense of connection and belonging which results in deep levels of satisfaction.

2.11 THEORETICAL FRAMEWORK

This study is underpinned by two theories namely, context-responsive leadership and theory of rurality. These two theories are employed as a theoretical lens to engage with the experiences of Deputy Principals in rural settings. An in-depth discussion of these theories is provided below.

2.11.1 CONTEXT-RESPONSIVE LEADERSHIP THEORY

Context-responsive leadership theory is conceived by Bredeson et al. (2011, p. 20) as “practical wisdom in action, which reveals a complex mix of knowledge, skills, and dispositions appropriately deployed by effective leaders as they engage in fluid conversations with dynamic situational variables”. This approach displays the interplay between leadership and the context. It pays particular attention to how the context influences the behaviours and practices of leaders when they are engaging in multitude of leadership processes in order to attain organisational desired ends (Bredeson et al., 2011). Context-leadership theory examines the behaviours as against the operations of leaders in constraining settings (Bredeson, Klar, & Johansson, 2008). This theory was crafted by Bredeson et al. (2008) from the data that focused on district thus the five significant variations in contexts which explain context-responsive leadership in situ. These variations are, district size, organisational culture, community characteristics and geographic location, fiscal contexts and political contexts (Bredeson et al., 2008). In the context of this study I looked at these variations and narrow my focus to school size rather than district size. In addition, these variations in a context encompass both limitations and opportunities to one’s ability to encourage and engage others in a collegial effort to attain organisational goals (Bredeson et al., 2011). Thus, in relation to these variations, Bredeson et al. (2011, p. 18) posit that “superintendents must be responsive to variations in context, they also have the capacity to shape various contexts in their daily work”. This viewpoint suggests that leaders who are informed by context-responsive leadership are cognisant of the fact that contexts differ and can either limit or enhance their leadership practices.

Bredeson et al. (2011) further propound that context-responsive leaders are knowledgeable of when, where, why, and how to beat back or mould features of context with intention to provide a more conducive workplace for attaining goals. In light of this, the present study acknowledges

that deputy principals’ leadership practices are entrenched in settings in which they lead. As they lead, they take into account the enabling and constraining elements of their contexts.

Hence, Ylimaki and Jacobson (2013) aver that leadership practices need to answer to school’s context. Context-responsive leadership theory is therefore used in the current study based on its significant perceptions of leadership behaviour in a given context such that it considers contexts variations that leaders attempting to lead their schools successfully must consider.

Moreover, another notion of this theory is that context-responsive leaders act to shape their context of practice and respond accordingly (Bredeson et al., 2011).

Therefore, in this study, I bring this similar understanding drawn from context-responsive leadership theory as I frame my perception of deputy principals around this theory. In the study I perceived deputy principals as people who are in constant communication with the rural setting. This means that they know what constitutes their rural context, also they know when they must exert a particular leadership practice to resolve a particular challenge.

2.11.2 GENERATIVE THEORY OF RURALITY

This study is further framed by a second theory namely, generative theory of rurality. This theory was developed by Balfour et al. (2008) to get to the bottom of observation and visible data on how forces, agencies and resources behave, manoeuvre, pull and push when hardship and flexibility are present in a rural school setting. The generative theory of rurality, therefore, places an emphasis on the interconnectedness amongst forces, agencies and resources as constituents and connotations for experiences, context and social issues in rural settings (Balfour et al., 2008). The generative lens embedded in generative theory of rurality ceases to emphasise deprivation and scarcity, remoteness and backwardness linked with rurality, and rather campaigns for the recognition of interaction and dynamic interplay amongst forces, agencies and resources (Ndebele et al., 2016). Generative theory of rurality further looks at rurality as a construct, rather than a context (Du Plessis & Subramanien, 2014). Three variables are embedded in this construct, namely, forces, agencies, and resources (Balfour et al., 2008). Embedded in forces are aspects such as space, place, and time. With respect to space, Balfour et al. (2008, p. 100) aver that it refers to the occupied space and the area in which movement take place, such as movement from rural to urban and from urban to rural that lead to “identity formulation or renegotiation”. Furthermore, place refers to behaviours such as “connectedness, development of identity culture, interdependency with the land, spirituality, ideology and politics, and activism and engagement” (Balfour et al., 2008, p. 100). Whereas, time is concerned with moving from point A to point B by moving through space (Balfour et al., 2008).

Agencies as variable points to regulation, systems, and will. It is an endeavour to regulate space and time, implying a positive aspect (Balfour et al., 2008), While resources refer to the

situated, material, psychosocial, resources that can be bought or manufactured (Balfour et al., 2008). The interaction of these variables together with their aspects is depicted in the diagram below:

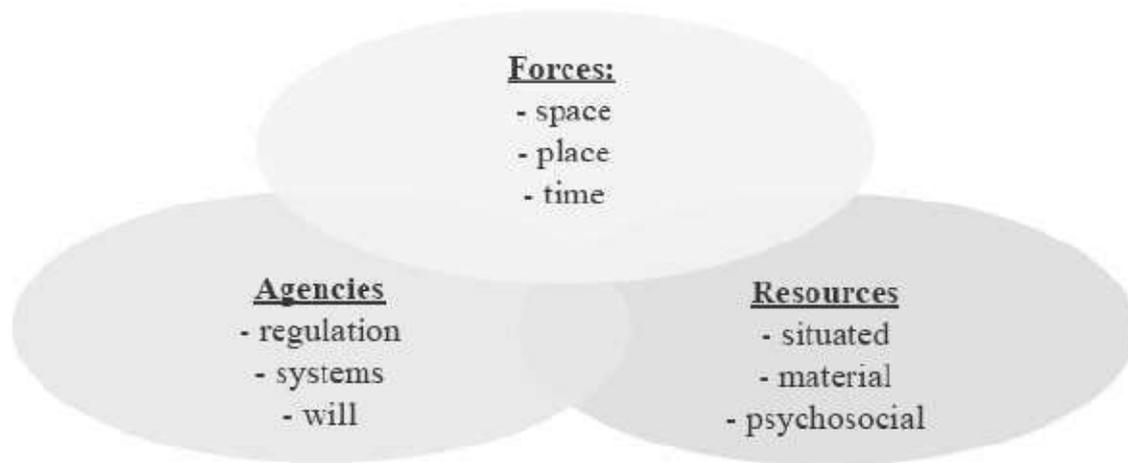


Figure 1: The three variables and the aspects related with each (Balfour, 2012, p. 14).

Balfour et al., (2008) speculate that the rural is rural with respect to its diffusion from three aforementioned dynamic variables present to deal with its predicaments. Furthermore, this theory is foregrounded by the claim that social theories including theories of rurality are helpful in our understanding of particular systems or organisations, nevertheless they leave grey areas in accounting for rural environment as an active driver in shaping self and community identity (Balfour et al., 2008). Therefore, a need to develop this theory arose from these scholars' perception that a new theory is necessary to account for both the diversity of lived experiences, meanings and for the forces that allow or impede the transformation of such contexts (Balfour et al., 2008). One of this theory's core element is its main concern for rural people which considers "...ability of people in space and time to sustain themselves both as subjects and as agents able to resist or transform the environment, depending on the resources available" (Balfour et al., 2008, p. 4).

Furthermore, with regards to education, Balfour et al. (2008, p. 8) posit that "while it is easy to construct rurality as a "static-passive" context, we have argued that rurality is an actively constituted constellation of forces, agencies, and resources that are evident in lived experience and social processes in which teachers and community workers are changed". Thus, they further advocate that education should be understood as a "placed resource" (Blommaert, 2002,

p. 20 as cited Balfour et al., 2008), where “resources that are functional in one particular place... can become dysfunctional as soon as they are moved into other places” (Balfour et al., 2008, p. 8). Moreover, Balfour et al. (2008) outline that rural communities should begin by identifying and naming specific predicaments and difficulties and not flinch from acknowledging the ways in which leaving and staying (and operating) operate within structures. Drawing from this theory I understood deputy principals as agents in a rural setting who have got the power to transform to the context given the availability of resources. Whereas, another lens I draw from this theory helps to understand deputy principals as subject of the rural context which implies that at certain times deputy principals can be shaped by the context to exert a particular leadership practice.

In this study I am using context-responsive leadership to understand the leadership in a particular context because these two entities have a reciprocal relationship as it is discussed above. Context influences leadership, while effective leadership can also bring about transformation to the context. Since the context in this study is rurality, the theory of rurality was therefore helpful in understanding the dynamics in a rural context. Therefore, these two theories are the best fit for this study.

2.11.3 Tying theories together

In this study, the two theories were tied together to form a framework. The context-responsive leadership theory assisted me in understanding the leadership exerted by deputy principals in a particular context (rural), because these two entities (leadership and context) have a reciprocal relationship as shown above. The context influences leadership, while effective leadership can also bring about transformation to the context (Balfour et al., 2008). Given that the context of this study which is rurality is significant, the theory of rurality was very helpful in generating a deeper understanding of this context as to what it constitutes. Therefore, the two theories constituted a theoretical framework of this inquiry

2. 12 Chapter summary

The first part of this chapter provided the literature related to deputy principals both nationally and internationally. The reviewed literature was divided into themes and presented chronologically. The second part then represented the theoretical framework of the study which constituted two themes, namely, context-responsive leadership theory and the theory of rurality. In the next chapter, I present the research design and methodology utilised in carrying out the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

In the previous chapter I presented a review of the relevant literature. This chapter presents the methodological processes underlying the study. At the onset, I discuss interpretivism, a paradigm that underlies this study. Secondly, I discuss qualitative design which the study adopted to engage with the lived experiences of deputy principals leading in a rural setting. Thirdly, the narrative inquiry methodology employed in this study will be explored in depth. Fourthly, I move on and discuss research methods which include sampling, data generating methods, data analysis methods. I further discuss how I committed myself to the methodology used in this study. Lastly, I will discuss the issues of trustworthiness and ethical considerations.

3.2 RESEARCH PARADIGM

This study is located within the interpretivist paradigm which enabled me to evoke and explore the lived experiences of deputy principals. An assumption within the interpretivist paradigm is that humans produce knowledge as they construe their experiences of and within the world, dismissing the objectivist notion that knowledge is simply there to be discovered and collected (Pascale, 2011; Constantino, 2008). The interpretivist worldview is grounded on the idea that what we perceive as truth is communicated and there can be multitudes of valid affirmations to knowledge (Lincoln & Guba, 2000). This suggests that every knowledge is embedded within our unique-subjective experiences, and the natural contexts in which we make our living (Alvesson & Sköldbberg, 2009; Denzin & Lincoln, 2005). Hence, interpretivist researchers advocate for the notion that the social world is created within individuals (Potrac, Jones & Nelson, 2014).

In order to understand the experiences of deputy principals and their social world in this inquiry, the interpretivist paradigm was adopted. This paradigm enabled me to generate a deeper understanding of each participating deputy principal in a rural setting. I developed a rapport with each participant to gain more insights about their unique-subjective experiences,

and their natural contexts (rural) together with its elements that unfolds naturally before them, and how they make meaning thereof. In this way, I tapped into their true realities of day-to-day experiences of leading in rural schools. Although, the three participants play the same role and have similar responsibilities in schools, nevertheless, each participant told their unique story of experience. This resulted in multitude knowledge (truths) about deputy principals leading in a rural setting. This is in line with the adopted paradigm. Therefore, the interpretivist paradigm immensely impacted on the knowledge gained in this inquiry. This paradigm further enabled me to keep to the focal area of this inquiry which sought to understand deputy principals' experiences of leading in a rural setting, meanings shaping their leadership practices and their responses to the demands of the rural setting. Hence, this paradigm is a best fit for this study.

3.3 RESEARCH DESIGN

This inquiry employed a qualitative research design. According to Willis (2007) qualitative approaches mostly provide in-depth reports which are significant for interpretivists to completely understand contexts. Consistent with this, Fossey et al. (2002) contend that in qualitative research, the main concern is about addressing questions that speak to developing an understanding of experience dimensions of humans and their social worlds. Fossey et al. (2002, p. 1) further elaborate that what is essential to good qualitative research is that the participants' "subjective meanings, actions and social contexts, as understood by them are illuminated". Qualitative researchers research about things in natural context endeavouring to make sense of, or construe phenomena pertaining to connotations people bring with them (Pinnegar & Daynes, 2007). Such understanding corroborates with the understanding and meanings held within the interpretivism paradigm. McQueen (2002) maintains that interpretivist researchers pursue methods that allows them to comprehend in depth correlation of human beings to their context and the role those people play in building up the social cohesion which they are part of.

Consistent with the idea by McQueen is Creswell (2009, p. 4) who posits that "qualitative research is a means for exploring and understanding the meanings individuals or groups ascribe to a social or human problem". Fundamentally, the qualitative design enabled me to gain detailed description of what constitutes experiences of deputy principals leading in a rural setting. This was achieved through communication, an element in which this design is

grounded (de Gialdino, 2009). Secondly, this design enabled me to understand the subjective meanings deputy principals attach to their social world and context and how such understandings helps them to successfully lead their schools against all odds. Moreover, in qualitative research, researchers are obliged to meet participants in their natural settings and have a direct interaction with them to capture their actions and behaviours as they construe their stories of experience (Creswell, 2014). Therefore, qualitative design granted me this opportunity to meet participants in their natural context and captured their feelings and emotions as they construed their stories. I was therefore able to see their worldview through their eyes. Qualitative design was further adopted in this inquiry since it resonates with the adopted paradigm in that it also has multitude realities constructed by individuals who experience a phenomenon of interest (Krauss, 2005). Therefore, qualitative design perfectly fits the purposes of this study.

3.4 NARRATIVE INQUIRY METHODOLOGY

The present qualitative study employed narrative inquiry methodology to explore the lived experiences of deputy principals leading schools in a rural setting. Polkinghorne (1995) contends that narrative inquiry points to subdivision of qualitative designs wherein stories are utilised to construe human actions. Consistently, the underlying contention for utilising narratives in educational research is grounded in the notion that humans are storytelling creatures “who, individually and socially, lead storied lives” (Connelly & Clandinin, 1990, p. 1) and solace that comes from contemplating about telling or listening to stories (Clandinin, Pushor & Orr, 2007). In light of this, some researchers perceive narrative enquiry as “just telling stories” (Clandinin et al., 2007, p. 21), while for some, narrative inquiry is way beyond telling a story (Clandinin et al., 2006; Clandinin et al., 2007; Craig, 1992; Olson, 1993; Paokong & Rosiek, 2003; Polkinghorne, 1988). Narrative study is therefore concerned about the “ways humans experience the world” (Connelly & Clandinin, 1990, p. 2). Adding to these sentiments is Pinnegar and Daynes (2007) who identify the commonality that prevails in narrative researchers which is the study of stories or narratives or descriptions of series of events.

According to Pinnegar and Daynes (2007) narrative researchers normally adopt the assumption that the story is one, if not the fundamental unit that accounts for human experience. Therefore, narrative inquiry methodology is employed in this study to afford the

researcher an opportunity to get the deputy principals to tell their stories or narratives of their experiences as lived in rural settings. In this case, I perceived the Deputy Principals as narrators as they tell stories of experience of leading in a rural setting. This coincides with the sentiments of Pinnegar and Daynes (2007) that narrative inquiry commences in experience as conveyed in lived and told stories. Hence, Deputy Principals were allowed freedom to tell the story of their experiences in however possible ways appealing to them. In essence, narrative inquiry involves the reconstruction of person's experience in relation both to the other and to a social milieu (Clandinin & Connelly, 2002). Narrative inquiry emerged as the most compelling and appropriate way to study human interactions. This methodology was therefore adopted for this particular study as it would enable me to study the interactions of the Deputy Principals, thereby getting insights on how they interact primarily with other leaders, students, parents and other stakeholders within a rural context such that their leadership successes.

The narrative inquiry methodology places emphasis on three commonplaces, namely: temporality, sociality and place (Connelly & Clandinin, 2006, p. 479). These commonplaces are viewed by Clandinin (2013) as fundamental thinking tools within narrative inquiry methodology. Thus, apart from the identified theoretical framework, the commonplaces guided my thinking during data generation and analysis. With respect to temporality commonplace, Connelly and Clandinin (2006 p. 479) posit that "events under study are in temporal transition", which implies that events and people always have past, present, and a future. Clandinin et al. (2007, p. 23) echo that within this methodology it is of vital importance to always endeavour "to understand people, places, and events as in process, as always in transition". To this end, I paid attention to past, present and future of participants (Blose, 2019). This is also based on the notion that experience is perceived as lived in the midst, untangling as time progresses in varied contexts and place (Caine, Estefan & Clandinin, 2017). Regarding sociality commonplace, "Narrative inquirers are concerned with personal conditions and, at the same time, with social conditions. By personal conditions we mean the feelings, hopes, desires, aesthetic reactions, and moral dispositions" (Connelly & Clandinin, 2006, p. 480). Hence, again for this study I attended to every participants' personal conditions and social conditions simultaneously (Blose, 2019). Social conditions refer to attention paid to "the existential conditions, the environment, surrounding factors and forces, people and otherwise, that form each individual's context" (Clandinin et al., 2007, p. 23). Lastly, regarding place commonplace, Clandinin et al., (2007, p. 23) draw from Connelly and

Clandinin (2006, p. 480), and aver that this refers to “the specific concrete, physical and topological boundaries of place or sequence of places where the inquiry and events take place”. In this inquiry, I afforded participants freedom to choose settings in which they felt at ease during the data generation (Clandinin, 2013; Blose, 2019).

Narrative inquiry emerged as the most compelling and appropriate way to study human interactions. This methodology was therefore chosen for this particular study as it enabled me to study the interactions of the deputy principals, thereby getting insights on how they interact primarily with other leaders, students, parents and other stakeholders within a rural context such that their leadership succeed.

3.5 SAMPLING METHODS

It is imperative for researchers to be critical in selecting the subject from which the data will be acquired; this should be done in order to avoid improper data generation (Tongco, 2007). For this reason, in this inquiry I employed two sampling methods, namely, purposive sampling also called judgemental and convenient sampling methods.

On the one hand, purposive sampling is defined as “the deliberate choice of participant due to the qualities the participant possesses” (Etikan, Musa & Alkassim, 2016, p. 2). The purposive sampling enables the researcher to decide on potential participants based on their relevance to the study (Bernard, 2002). Likewise, three participants were purposefully selected in this inquiry. As part of my recruitment strategy, a participant had to be permanently employed as deputy principal in a secondary school, had to be stationed in a school in rural setting, had to have a minimum experience of five years as a deputy principal in a rural setting.

On the other hand, convenience sampling is a non-random sampling tool in which individuals of the target group are chosen for the purpose of the study provided they meet specific practical criteria, which may include, geographical proximity, availability at a given time, easy accessibility, or the willingness to participate (Dörnyei, 2007; Cohen, et. al., 2011). For the purpose of this study, I had targeted deputy principals in secondary schools of the Maphumulo rural area. This rural area is within my proximity, and I could easily access it anytime. The easy access of this rural areas also afforded me an opportunity to visit my participants more frequently and drew rich data of their experiences. Deputy principals from

these schools had to have 5 years and above of experiences to provide profound information of the lived experiences of leading in a rural setting.

3.6 METHODS OF GENERATING FIELD TEXT (DATA)

This study employed three methods of generating field texts (known as data in other methodologies), namely, narrative interviews, collage inquiry and artefact inquiry. These three methods of generating field texts were utilised to capture the lived experiences of deputy principals leading in a rural setting. These methods are discussed in depth below.

3.6.1 Narrative interviews

“There is no human experience that cannot be expressed in the form of a narrative” (Jovchelovitch, & Bauer, 2000, p. 59). Therefore, in order to gain insights of the participating deputy principals’ lived experiences, narrative interview, which is an unstructured form of interview was used. Given that humans are storytelling creatures, their experiences can be accessed through stories. Narrative interview is a method of garnering humans’ stories concerning their experiences (Anderson & Kirkpatrick, 2016). This method allows an inquirer to enquire about the how? why? and what? which are prevalent questions in qualitative research (Anderson & Kirkpatrick, 2016). Moreover, narrative interviews treat the story teller’s perspective as the main priority rather than inflicting more definite agenda (Anderson & Kirkpatrick, 2016). Narrative interviews further envisages an atmosphere that spurs and stimulates an interviewee (who in NI is called an 'informant') to tell a story about some significant event in their life and social context (Jovchelovitch, & Bauer, 2000). In concept form, the idea narrative interviewing is inspired by an assessment of the question-response method of most interviews (Jovchelovitch, & Bauer, 2000). Jovchelovitch, and Bauer (2000, p. 4) assert that in narrative interviewing the interviewer is inflicting structures in threefold sense. Firstly, by picking up the theme and topics, secondly, by ordering the questions, and thirdly, by phrasing the questions in his or her language. Jovchelovitch, and Bauer (2000, p. 4) further elaborate that a narrative interview evoke a less inflicted and “therefore more 'valid' rendering of the informant's perspective, the influence of the interviewer should be minimal, and the setting should be arranged to achieve this minimising of the interviewer's influence”. Therefore, in this study for narrative interviews, I selected

themes which included both personal and professional aspects of experiences of the participants and the questions were ordered in line with those themes in a language understandable by both myself and participants. I kept to the rule of narrative interviews by minimising my influence to participants responses during the interview yet encouraged them to relate experiences and perspectives that are pertinent to the research (Clanidinin, 2013). As a result, narrative interviews were found relevant for this present study as it helped me generate storied field texts from deputy principals leading schools in a rural setting. To this end, the participants were given autonomy to narrate stories they wish to share, thus providing me with rich field texts which were later analysed.

3.6.2 Collage inquiry

In order for me to gain more understanding of the experiences of deputy principals, I employed the collage inquiry as a supplementary method to generate field texts. Collage inquiry is defined by Butler-Kisber and Poldma (2010) as the course of utilising pieces of collected pictures or materials and sticking them to a flat surface to depict phenomena. Butler-Kisber (2010) affirm the use of collage as a method of inquiry, whereas Davis (2008) affirms that collage has been sparking the interest in qualitative research since it affords the researcher an opportunity to work in a non-sequential manner by organising picture fragments that show or reveal unconscious connections and new understandings. In similar vein, Robertson (2002, p. 2) posits

that “collage reflects the very way we experience the world with objects given meaning not from something within themselves, but rather through the way we perceive they stand in relationship to one another”. Furthermore, as described in (Butler-Kisber, 2008, p. 267) there are three fundamental ways in which collage has been used in research, “as a reflective process, as a form of elicitation, and as a way of conceptualising ideas”. In this inquiry, the collage inquiry was used to elicit more stories from the participating deputy principals.

3.6.3 Photovoice

In addition to the above data generation methods, I employed the photovoice method, again, to elicit more stories of lived experiences. According to Kovach (2010) photo-elicitation deliberately focuses on visuals as a point of conversation, rather than centering participants

to allow for easiness and openness. Therefore, images or visuals that were taken by participants were utilised. This technique was utilised to elicit and help reflections in line with insights drawn from stories and experiences of deputy principals. Photovoice was further used in this study with the hope that it would disentangle some complex meanings from the narratives of the deputy principals that words would fail to express (Clandinin, 2013; Cohan, et. al., 2011) about their experiences of leading in a rural setting. The main data generation method in this inquiry was the narrative interviews which mainly relied on conversations with the participants to draw stories of their experiences. To supplement the narrative interviews, the collage inquiry and the photovoice inquiry were utilised to elicit more stories thus allowing participants to tell more stories.

Considering the current plight whereby the whole world was plagued with the coronavirus pandemic, gathering data through physical contact was a challenge. Therefore, to facilitate success of this inquiry I adopted a remote approach to generate field texts. This implies that I did not have physical meetings with participants, but online platforms were used for meetings. I largely relied on two platforms namely, zoom meeting platform and WhatsApp. The zoom platform was used for interview sessions. The WhatsApp platform was used for collage inquiry and photo-voice inquiry. Participants were requested to take pictures of these materials (collages and photos) and then send them to me via WhatsApp, accompanied by voice notes narrating stories triggered by these materials. This exercise required data on both ends, therefore, I provided the participants with data bundles.

3.7 ANALYSIS OF DATA

With regards to analysing field texts that were garnered through narrative interviews, collage inquiry and photo-voice inquiry, two methods were employed, namely, narrative analysis and analysis of narratives articulated by (Polkinghorne, 1995). It is important to mention that all field texts were in a form of stories. The two methods are discussed below:

3.7.1 Narrative analysis

Polkinghorne (1995) describes narrative analysis as the action in which the researcher sets up the data components into a logical developmental narrative. The procedure of narrative analysis refers to a synthesizing of the data rather than a partition of it into constituent parts

(Polkinghorne, 1995, p. 15). Polkinghorne (1995, p. 15) further elaborate that narrative analysis connects incidents and actions to one another by configuring them as contributors to the advancement of a plot. In this study, I firstly transcribed all field texts generated through narrative interview, collage inquiry and photo-voice inquiry. Following this, I constructed narratives of the participants using plots. These plots represented the facets of the deputy principals' lived experiences. Polkinghorne (1995) mentions that the fundamental step in configuring the data into a story is to arrange the data elements chronologically. Likewise, I arranged the narratives of the participants chronologically, so it is easy to follow their stories.

3.7.2 Analysis of narratives

The narratives of participants were further analysed using analysis of narrative method. This method uses paradigmatic procedures to analyse data (Polkinghorne, 1995). Polkinghorne (1995, p. 13) posits that the “paradigmatic analysis of narrative seeks to locate common themes or conceptual manifestations among the stories collected as data”. Thus, in this study, the narratives that were constructed at the first level (narrative analysis) were analysed using the paradigmatic processes. Polkinghorne (1995) further indicates that the paradigmatic analysis gives rise to descriptions of themes that hold across the stories or taxonomies of types of stories, characters, or settings. Thus, through this method I was able to identify common themes that appeared across the narratives of the participating deputy principals.

3.8 TRUSTWORTHINESS

Ensuring rigour and trustworthiness is essential in research. Krefting (1991) affirms that any inquiry, despite its approach is normally assessed by peers, readers and grand providers or sponsors. Various research approaches employ various evaluation criteria to assure the rigour of the inquiry (Anney, 2014). Loh (2013) propounds that verisimilitude and utility should be addressed for whichever narrative study to ascertain its trustworthiness.

3.8.1 Verisimilitude

According, to Creswell (2007, p. 250) verisimilitude refers to “a criterion for a good literary study, in which the writing seems ‘real’ and ‘alive,’ transporting the reader directly into the

world of the study”. In narrative studies, verisimilitude is conceived as a prominent criterion employed to assess the quality of an inquiry (Connelly & Clandinin, 1990; Connelly & Clandinin, 2000). In light of this, I committed to the principle of verisimilitude to ensure that I present valid and true findings. To achieve this, I used member checking which is a process where “the final report or specific description or themes” are taken back to the participants (Creswell, 2009, p. 191) to offer them “an opportunity to provide context and an alternative interpretation” (Patton, 2002, p. 561).

3.8.2 Utility

Utility is another aspect that addresses the relevance of the study that is concerned with narrative truths (Loh, 2013). This suggests that the researcher must check whether the study is useful and professionally relevant for use by members of the research body or by members of the teaching community (Loh, 2013). Thus, Hammersley (2004, p. 244) outlines that “research should be aimed at producing knowledge that contributes to the problem-solving capacities of some group of people”. In line with utility principle, three aspects should be considered which test the usefulness of the study, namely: comprehension, anticipation and guide. With regards to comprehension, this assists in understanding the situation by minimising confusion towards a reader. While anticipation aspect is concerned with providing descriptions and interpretations that go beyond information provided about participants. Lastly, the guide aspect outlines and describes the direction the reader needs to consider and clarify all research steps (Eisner, 1998). Therefore, to establish utility in this inquiry, I provided thick descriptions and quotes from the participants, enabling readers to interpret deputy principals’ experiences and what they imply in their contexts.

3.9 ETHICAL CONSIDERATIONS

Chimentão and Reis (2019, p. 697) maintain that “ethics should govern any and all human relationships, in view of its relevance to keeping respect, morality, integrity, and justice in the relationships we establish socially”. Ethics refers to doing good and avoiding harm (Orb, Eisenhauer & Wynaden, 2001). Orb et al. (2001) propound that harm can be avoided or mitigated through the application of proper ethical principles. In the same vein, any research study involving human beings, irrespective of the context, must be formally submitted for the

review and approval of the institution's Research Ethics Committee, to which the research be bonded to, prior to its initiation. The formal ethics includes, anonymity, informed consent, and absence of fraud (Chimentão & Reis, 2019). Therefore, to adhere to ethical considerations for this study, I applied for ethical clearance to the ethical research committee of the University of KwaZulu-Natal. In addition, I applied for permission from the Department of Basic Education as well as school principals as gatekeepers.

I further requested consent of participation from the selected deputy principals. I provide them with letters which articulated all information pertaining to the nature of the study. These letters had a consent section in which participants had to sign in order to give their consent. I further informed the participants of their right to withdraw from the study at any point should they wish to do so and that such act would not result in any negative consequences. Moreover, I was very transparent with the participants and ensured that the study causes no harm to them. To further adhere to the three ethics principles which are; respect for persons and their right to choice (autonomy), beneficence (and its parallel principle non-maleficence), and justice (Penslar, 1993), I gave the participants the assurance that their names would not be mentioned in the study. Rather I would use pseudonym to refer to them and their schools. In this way I maintained anonymity and protected the identities of the participants. Moreover, obeying the rules and regulations put in place to curb the spread of corona virus, I ensured that in the process of conducting this inquiry participants were protected and not exposed to the corona virus. Hence, I used a blended approach, visiting them when it was safe to do so and contacted them telephonically at other times.

Furthermore, since narrative inquiry is conceived as a relational research methodology (Clandinin and Caine, 2013). ethical concerns move past institutional requirements of privacy, confidentiality, and informed consent. "Attending to the way participation in a narrative inquiry shapes each participant's life, the negotiations of entry, exit, and representations of experience are central ethical concerns" (Clandinin & Caine, 2013, p. 4). Clandinin et al. (2018) assert that attending to relational ethics call for narrative inquirers to unclasp emerging and unfolding processes, embody experiences, engage in mischievous and improvisation, paying attention to silences, and position themselves in uncertainty. Therefore, in line with relational ethics I ensured a respectful engagement with participants. I acknowledged, supported and accepted their experiences without being judgemental.

3.10 CHAPTER SUMMARY

This chapter discussed the methodological processes underlying the study. At the onset, I discussed interpretivism, a paradigm that underlies this study. Secondly, I discussed qualitative design which the study is located within, with an intention to engage with the lived experiences of deputy principals. Thirdly, the narrative inquiry methodology employed in this study was explored in depth. Fourthly, I moved on and discussed research methods which include sampling, data generating methods, data analysis methods. I further discussed how I committed myself to the methodology used in this study. Lastly, I discussed the issues of trustworthiness and ethical considerations observed in this study.

CHAPTER FOUR

NARRATIVES OF DEPUTY PRINCIPALS

4.1 INTRODUCTION

The preceding chapter presented the research design and methodological procedures employed in the study. In the current chapter, I present the first level of analysis (narrative analysis), to capture the lived experiences of three participating deputy principals. As a narrative researcher, I draw from the notion that humans are storytelling creatures “who, individually and socially, lead storied lives” (Connelly & Clandinin, 1990, p. 1). Therefore, I present the narratives of participants using various methods namely, narrative interviews, collage inquiry and photovoice. These narratives are presented chronologically (Polkinghorne, 1995) using the plot system. Storyboarding is utilised to identify plots which I then use to present the narratives of the participants.

4.2 NARRATIVE OF PAUL

For anonymity reasons, I have named the first participant as Paul. Paul is between 48- 58 years and he is a deputy principal in a rural school named Baleka Secondary school (BSS) for anonymity reasons. Paul has 20 years of teaching experience and has been the deputy principal for 9 years including the current year. He has been at Baleka Secondary School since 1996. Over the years, Paul has been climbing the school leadership ladder. In 2012 he was appointed to the post of deputy principalship and is the only deputy principal in his school. BSS is a public secondary school situated at Maphumulo in the KwaZulu- Natal province in the iLembe district. The school is ranked at Quintile 1; its current learner enrolment is 896 learners. Below I present his narrative which is presented in six plots; before the first plot is presented, a storyboard is presented.



4.2.1 MY FAITH TEACHINGS PLAYING OUT AT THE WORKPLACE

My name is Paul, I am 56 years old. I was raised in a Christian family, my parents strongly believed in God. They transmitted and instilled faith teachings to us as we grew up. Their valuable teachings have kept me this far. God is the center of my life. Currently, I am in the workspace I never thought I would be in, let alone the position I'm holding. As the deputy principal, I am working with people of various caliber. From time to time these people display their distinct attitudes, unfortunately, I am at the receiving end. However, with my parents' teachings of maintaining peace and having faith, I take no offence. In times of trials whereby everything in my work heads to a different direction, I less expected faith becomes my only panacea. I just pray for every difficulty to disappear. Hebrews 11 verse 1 states that "*faith is the substance of things hoped for, the evidence of things not seen*". I draw my strength from this scripture and not allow the contextual constraints hinder me from leading the school effectively.

Faith plays a pivotal role in all aspects of my life. It underpins my leadership style. Through faith, I perceive challenges as significant components that build my character and strengthen my leadership capacity. I preach peace and unity among colleagues and students. In so doing we have achieved many things which would seem impossible based on our context which is rural.

4.2.2 A VISION AS A LEADER'S NAVIGATOR

I believe that there is nothing one can do without a vision. A vision goes together with mission and values, and provides direction on how you get there. Any organisation has got a vision and mission statement which serves as a blueprint of its goals and how to achieve those goals; schools are no exception. Therefore, I believe that as a leader you must also have a vision and your vision must be in line with the vision of the school. A leader must effectuate the vision of the school; by that I mean whatever you are doing must contribute to the vision of the school and attainment of school goals. You can do this by implementing correct leadership strategies. This means that your strategies contribute to ensuring the achievement of school vision and goals because if they do not help you, it means they are incorrect. Therefore, to me, a vision is my navigator which assists me in leading effectively and spreading this effectiveness to my subordinates, who in return work effectively and at the end of the day the whole school functions effectively, leading to the attainment of good results. A vision pushes the leader; a leader with a vision does not sleep because you always think about how you get there, and at work you push your colleagues and show them the way, encourage them to teach at the best of their ability and eventually, you all have a common goal and work together to achieve it.

4.2.3 JOINING HANDS IN LEADING A RURAL SCHOOL.

In this context, in order to succeed we have to build teams and work together. Joining hands in leading a rural school is very important. Teamwork allows members of the staff to come up with different ideas that become very useful when making decisions and solving critical issues faced by the school. Teamwork saves time and allows more work to be done effectively over a short space of time. Moreover, it is highly impossible to lead a rural school alone. It is for this reason, that myself and my principal work closely as a team almost in everything and through this collaboration and teamwork we achieve a lot. We also receive support from our colleagues who also work in teams in dealing with academic activities and non academic activities such as conducting extra classes, entertainment activities, learner discipline issues, etc. All these teams come in handy when tackling a problem that concerns a school at large. These teams convene in a meeting and views emerging from them are tabled, the best ones are voted for and taken into further consideration. Thus, championing the problem collectively and collegially ensures that the school continues to function optimally.

Therefore, in our school, teamwork is one the pillars of the school. Working collaboratively does not mean we only rely on our own capabilities as a school, but it means we also seek help from outside through networking with neighboring schools whereby I create a channel of communication as the deputy principal and play a liaison role for the school. I communicate with leaders of other schools as delegated by the principal and provide feedback to the principal who further updates the school at large.

Our school is in a rural setting on the land of Chiefs, therefore their voice is also loud in school leadership though they may not be present on the school premises. They need to understand the school operations, therefore, they need to be involved especially because they are leaders themselves. They become of great help, especially when we speak of discipline in school. There was a time where there were different groups of boys in our school who were fighting uncontrollably, and the fight was beyond the school's control because these learners would bring different sorts of dangerous weapons. They would fight in school premises and outside after school. The matter was escalated to the chiefs who came to school and spoke to learners and warned them that if they continued they would be deported together with their families. After such words from the chief, the fight between the learners was called off and peace was restored.

One thing that keeps me going is that I understand and wish that every deputy principal leading in contexts like this one may understand that we are not leading from a comfort zone. At all times we need to work to the bet of our abilities. We need to be two or three steps ahead, be creative and think critically if we are to achieve our school goals. We need to remember that we are not working from space, we are serving the rural communities. There's no man that can run the school alone since the school is a huge organisation, therefore, as the leader, whether you are the principal of the school or deputy principal you need to distribute work, and delegate work to other staff members. In order to succeed in this context as a school leader, you need to adjust to the environment you are working in, and adapt to this environment in a beneficiary way just like working with the traditional leaders in ensuring that the school operates successfully.

4.2.4 KEEPING ABREAST OF TRENDS AND POLICIES IN EDUCATION SPACE

I am passionate about education, therefore, I always search for new knowledge. In the rural area, we experience new challenges daily, so knowledge is necessary, new knowledge refreshes the mind, and as a leader you must always be knowledgeable. It becomes easier to think of a solution if you are knowledgeable. Knowledge of education policy is also important to us deputy principals or school leaders, education policies must be your friend at all times. I consult with them frequently so that I know that I am still on track. It helps me check that what I am doing in school is still in line with education policies. This further helps me trace changes in the education sector at large because it starts by the change in those policies. Once I have noticed a change in a particular policy then I know that in one way or the other, there must be a change in my leadership as well. I do this because I do not want to move astray from the policy and end up in trouble. CAPS document is one of the documents which I interact with on a daily basis as it clearly states everything we have to do in teaching and learning from assessment tasks to mural activities.

The challenge we face as rural schools is that educational policies generalise situations; by this I mean the policy would not take into consideration the differences in terms of contextual challenges. Changes in education are always imposed without adversely looking at varying challenges. Educational policies in most cases don't take into consideration the contextual differences when they are being formulated. Most policies focus on education broadly and generalise issues faced by different contexts. Urban schools are the ones that get most attention whenever we talk about education and its policies. On the other hand, rural schools are always at the receiving end with minimal attention, if any. It, therefore, remains the school leaders' duty to contextualise the policies. For example, with standardised/ controlled tests and assessments, when they are being set, no one take into consideration the differences of contexts; meaning that learners come from various contexts. As school leaders, we find this task not easy because now we have to interpret and explain the policy in detail until it is accepted by the whole staff. Therefore, in line with this challenge we have our eyes open wide checking the trends in education policies, looking for new updates and try by all means to understand them so that it will be much easier to sell it and explain it to educators. When you explain the policy to the staff, it becomes relevant and they embrace it. Keeping abreast with trends of policies is significant in ensuring that as a school leader you are not left behind and your school is also not left behind. We achieve this through networking with other deputy

principals, attending professional development workshops such as IQMS workshops and reading circulars which are normally shared on WhatsApp groups.

4.2.5 STRIVING FOR QUALITY EDUCATION WITH LIMITED RESOURCES

Firstly, as a leader in a rural setting you need to understand that you are leading people who have got high regard for you. These people respect you and as much as they respect you they also expect you to be the best all the time. However, this might not be easy owing to the contextual challenges we face daily. My duty as the deputy principal is not only supporting the principal, however, it encompasses a lot of other duties. These duties include timetabling, annual teaching plan (ATP), South African School Administration and Management System (SA-SAMS), induction of novice educators, enforcing learner discipline, educators file checking, organising staff meetings, staff and learner register, monitoring professional development of educators. Amongst many challenges, the main one is the lack of resources. The lack of resources limits my effective functioning as the deputy principal. I am responsible for purchasing and distributing learners' stationery, and bookkeeping. However, this task is very challenging in my school because we do not have adequate financial resources. For example, in the case of distributing learner stationery, you only find that due to our high enrolment of learners, the stationery does not cover all the learners, therefore it becomes hard to lead and manage with insufficient resources. In this case, we therefore liaise and appeal with the parents to meet us halfway by purchasing some stationery for their children. For example, we may request them to buy calculators in a subject such as Mathematics. In the case whereby we find that even parents cannot afford to buy stationery for their learners, we, therefore, seek sponsorship around local businesses such as retail stores or any other business. Sometimes we do get good Samaritans who come to our rescue but again sometimes we find no sponsor. In such a case we organise fundraising programs upon which the raised money may be used to purchase affordable calculators that can be shared by our learners. We do this in dire need of ensuring quality education in our school. Ensuring quality education in a rural school means that you must lead by example. This means doing the right things all the time; be in school first and on time always. I practice what I preach and do things first; this inspires others to follow in my foot steps and do the right things. When I do things, others get to see

that even though we are in a rural context but certain things are possible. They then do them as well and stop limiting themselves based on the contextual challenges. Moreover, as an exemplary leader, I go to class on time, participate in all school activities including extra mural activities, and move around the school ensuring that teaching and learning is occurring effectively. Furthermore, I honour my due dates and submit things on time, be it to the principal or to department officials.

When you do so, even your subordinates will carry out their tasks on time because you inspire them as a leader. Furthermore, as a leader, I show other staff members direction by being ahead of the day and planning for the next day.

Striving for quality education in our school means having a common goal of educating an African child. This is what drives me forward in my leadership that whatever I do is not about me but rather it's about the learners we are teaching. These kids have to be taught in such a way that tomorrow they can change their communities. We have to teach them and give them quality education regardless of the lack of resources and other challenges we encounter as a rural school. The fact that we lack resources does not mean we should be cry babies and fold our arms. A leader is a way maker, a leader does not fold arms, and a leader seeks help and goes the extra mile to ensure that teaching and learning take place in school. In times of crisis that's when a leader's capability is seen. In our context, we face crises daily and we have to exercise our leadership skills effectively and resolve issues in our school. Furthermore, leading in a rural school requires one to have care and love attributes because we are dealing with helpless and hopeless learners. We are their only hope as educators and leaders of their schools. At times we need to understand the conditions they come from back at home and not be harsh to them, rather treat them as if they are your own children. When they notice that you show love and care to them, they begin to love school, attend classes and not absent themselves for no reason. They even attend extra- classes because we also arrange extra classes in the mornings, afternoons and weekends. These extra classes are very helpful in terms of recovering the lost teaching time during the week especially since sometimes we get distracted by union meetings, other staff meetings, morning assemblies which sometimes take long. Although, the extra- classes were initially for grade 12, but now we also arrange them for the whole FET phase and across all subjects. Therefore, my duty is to ensure that everything goes well during these extra-classes. Due to financial constrains, some learners are compelled to participate in child labour in an endeavour to alleviate poverty. As a result,

they drop out of school in search of jobs. This is most prevalent among male learners. There is a great lack of parental involvement here and we as leaders and educators find ourselves dealing with disciplinary cases because parents are failing to play their roles. Parents are also failing to support their children's academics.

4.2.6 NEGOTIATION SKILLS AS AN AMICABLE TOOL

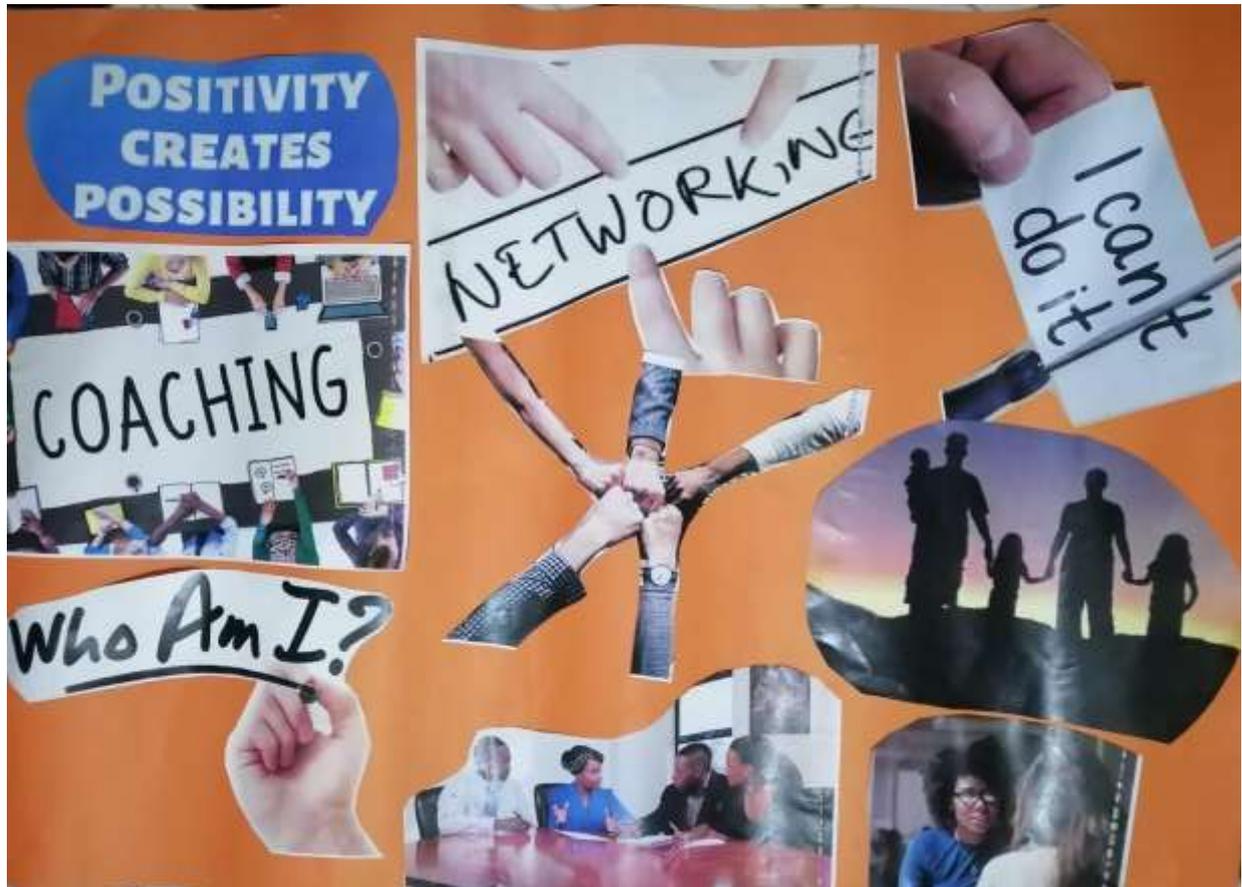
My office as the deputy principal is always congested with numerous challenges that are contextual and human resource-based. On the one hand, human resource challenges are mostly based on departmental heads reporting on educators that are not complying with academic procedures. In trying to level the understanding of individual educators, challenges such as troublesome learners are brought to my attention. Following such cases affords me an opportunity to sit with learners and learn about the source of their misconduct. At this point learners would give accounts of their family background and you get a better understanding of their situations at home which indirectly destroys their learning. I therefore, attend to these challenges with a consciousness that informs me that a challenge is best understood by the victim. Therefore, I believe it is best to negotiate an amicable solution to the problem at hand.

On the other hand, contextual challenges are influenced by culture, whereby our learners to take part in the cultural activities namely, umemulo (21st birthday), ukuthwasa (initiation). These activities collide with school operation, for instance, if a learner has to attend initiation for a period of six months while also expected to attend the school, he misses classes and ends up repeating the grade. This degrades the school's reputation. Thus I have to negotiate a viable solution with their parents.

4.3 NARRATIVE OF MBALI

I named the second participant Mbali for anonymity reasons. Mbali is 50 years old and is a deputy principal in a school named Zombili Secondary school (ZSS) again for anonymity reasons. She has 23 years of teaching experience and she has been to three schools before joining Zombili Secondary school in year 2010. In 2014 she assumed the deputy principalship position at this school and have held this position since then. Hence, she has nine years of

experience as the deputy principal. Zombili Secondary school is a public secondary school situated at Maphumulo in the KwaZulu- Natal province in the iLembe District. The school is ranked at Quintile 1; its current learner enrolment is 593 learners. Mbali describes her roles and responsibilities as more or less the same as those of a principal owing to her main role of supporting the principal. Apart from supporting the principal she plays several roles to ensure optimum school functionality. Below I present her narrative which is presented in five plots; before the first plot is presented, a storyboard is presented.



4.3.1 RAISED BY A DOMESTIC WORKER NOW A SCHOOL LEADER

My name is Mbali, I was born in 1972 in Maphumulo. Maphumulo is a rural area situated in the province of KwaZulu- Natal in the iLembe District. My upbringing in this area was not that bad. Reason being that I was raised by a very caring mother who was a single parent. My mother worked as a domestic worker in Stanger, an area which is approximately 59km away from Maphumulo. With little money she received from her work she could put bread on the table and provided for our needs. Apart from catering for our needs, my mother always encouraged me and my brothers to love and care for one another as we grew up; we took her

advice into consideration. Now my brothers have their own families and I too have my own, nonetheless, we still care for one another. My mother's teachings are not helping me in my own family only, also as I am leading in a challenging context and I get to demonstrate the same love and care to my learners who are stressed by their family backgrounds. These learners extremely need love and care more than anything. This is due to the fact that most homes are child headed and some learners are orphans and nobody is demonstrating love and care to them.

4.3.2 THE MAINSTREAM ROLES OF MY OFFICE AS THE DEPUTY PRINCIPAL

In the first place, my duty is to support the principal. Hence I can roughly say that my roles and responsibilities are more or less the same as that of a principal. This becomes more evident when the principal is absent from school. I, therefore, take full charge of the school by carrying out all his duties and responsibilities. I further represent him in cases where department of education officials visit our school. When the principal comes back, I then provide him with full reports concerning all that happened in his absence. Apart from supporting the principal, I monitor and maintain hygiene in the school by encouraging educators to develop cleaning timetables in their respective classes and observe that the schoolyard is kept clean all the time. Moreover, I am responsible for monitoring the following: late coming of learners, period registers and class registers, class timetables and examination timetables (internal and external), departmental heads' work, communication (both internal and external) with various stakeholders, learner discipline, pre-moderation and post-moderation of internal exams and tests. In addition, I develop staff by applying soft skills that promote collaboration in order to achieve the same goal which is teaching and learning, planning and organizing matric intervention programmes.

4.3.3 LEADING IN AN ABNORMAL ENVIRONMENT

My school is abnormal, this abnormality is evident from the moment you enter the school premises. Buildings are dilapidated and insufficient to accommodate all of our learners. Also, these buildings are overcrowded and the teacher-learner ratio policy 1:30 as stipulated, is neglected. Under normal circumstances, overcrowding of classes is minimised through the employment of educators and through the building of new classes. However, in this abnormal condition, qualified educators are reluctant to work here. This results from poor service

delivery in a rural setting and a multitude of uncondusive contextual dynamics. One of the greatest issues we have here is human resources, we lack qualified educators. For this reason, I end up having to teach more classes and this becomes a challenge because I find it hard to focus on my deputy principalship duties. I also find it hard to focus on professional development such as training post-level one and post-level two educators. As a result of the paucity of qualified educators in our school, I end up having to teach more classes despite that I am deputy principal. This extra teaching jeopardises my deputy principalship functionality as it leaves me with minimal or no time to carry out administrative and management duties. I have got a lot of paperwork to do, attend management meetings and also have to focus on teaching which has got its own paperwork as well such as lesson planning. Moreover, we are struggling in terms of infrastructure. We do not have enough classes to accommodate our learners and we cannot afford to extend classes due to limited funds. We have requested the department to assist us by building more classes but there has been no positive response. We also lack teaching resources such as textbooks and this makes teaching and learning difficult as we rely mostly on chalkboards and we cannot make more copies since we lack photocopying paper and we only have two photocopying machines for the entire school. These issues make my leadership position difficult as I deal with these issues and educators present them to me on daily basis. Moreover, here in rural areas we also have poor internet connection, if I want to research something or I want my learners to do research. I can't do that because there's no network. So, as the deputy principal together with the SMT we organise networking programmes with nearby schools which have some of the resources that we lack especially when there's an urgent assessment that needs to be done like practical assessments; we organise and send our learners there with the subject teacher so that teaching and learning can continue and learners get quality education in spite of the issue of resources in our school. Furthermore, another challenge we face in my school is that the community around the school is rooted in cultural activities. For example, parents easily absent their learners for ploughing purposes. Moreover, male learners are animal herders and if the cattle are missing they are compelled to go and search for cattle instead of going to school.

4.3.4 RESPONDING TO THE DEMANDS OF RURALITY

In response to the difficulties and demands of our context, I consider parental involvement as key to problematizing our disparities. We establish a rapport with them which in turn works to our benefit, so as to bring them on board and encourage them to take full responsibility for the education of their children. Being in charge of communicating with external stakeholders, I make requests to parents to meet us halfway as a school. Although some parents respond positively, the majority of them have a perception that teachers are the ones who are solely responsible for learners' academic life. These parents further complain about their financial constraints.

With regards to learners that are heading their homes and those without parents, I play a mother figure role to them. This role allows me to enlighten learners about the values of life and prevent them from falling under the rural status quo such as dropping out and teenage pregnancy. I do this because the main aim is help them acquire education that will help them change their lives and the lives of their families. Given the nature of the context characterised by low standard of living, I'm compelled to be sympathetic and understand that some of the learners come from critically disadvantaged families. Such families cannot afford to provide for their children, especially with the issue of uniforms. Hence in severe situations, I end up assisting from my personal pocket. In one way or the other, this minimises the level of dropout and stress on my learners. I further exercise a mother figure role to my colleagues who look up to me. I nurture and contribute to their professional development through advising and monitoring their work. Moreover, by nature, a rural area is highly demanding, therefore as I am leading here I know that you need to work very hard, you need to work SMART... SMART means that whatever I do has to be Specific, Measureable, Attainable and Time Bound. You need to get out of the comfort zone because here things do not just happen, as a deputy principal, I work extraordinarily in undertaking all duties assigned to me and those that the principal delegates to me. Sometimes I am compelled to remain behind after school to ensure that I have completed the tasks of the day and vigorously prepare for the next day. All of this has now become a norm to me because to some extent I have adapted to the demands and challenges of this context.

4.3.5 MAINTAINING OPTIMISM IN DIRE SITUATIONS

I highlighted earlier that our context is overwhelmed with countless hurdles that are mentally and physically exhausting. Therefore, one entity that has been bearing fruits for me, it is training my mind to be positive against all odds. I do this by making affirmations on daily basis. This assists me to execute my leadership roles with calmness, neglecting the negative energy of our environment but rather hoping for the attainment of positive end results. My positive energy permeates the entire school creating a positive working environment; thus we achieve a positive end goal.

4.4 NARRATIVE OF CHRIS

For anonymity concerns, the third participant is named Chris (pseudonym). Chris is between 48 to 55 of years and he is a deputy principal in a rural school named Phokophela Secondary school (PSS) also for anonymity concerns. He has 19 years of teaching experience.

Phokopshela Secondary school is a public school situated at Maphumulo, a rural area in the KwaZulu- Natal province in the iLembe district. The school is ranked at Quintile 1; With a current learner enrolment of 693 learners. By virtue of being a teacher himself, Chris experiences the very challenges faced by post level 1 and post level 2 educators; this affords him an opportunity to figure out effective solutions. Below I present his narrative which is presented in six plots; before the first plot is presented, a storyboard is presented.



4.4.1 MY FAMILY IS A BLESSING IN DISGUISE

I am delighted to God for blessing me with my small family; my wife and three kids, two boys and one girl. My firstborn is already in high school and the other two kids are in primary. My family mean the world to me; their support is immeasurable, especially my wife is a very supportive woman. My family is a pillar of strength, in times of distress when I am drained by and exhausted by my work they comfort me and give me hope. My wife's sweet and encouraging words have built my character. This character comprises significant values namely, commitment, positivity, trustworthiness and integrity. With regards to commitment, I am very committed to my work at school, and to caring and giving love to my family. While positivity helps me adapt to the environment I am working in and to think positively.

4.4.2 MY DUTIES AND RESPONSIBILITIES IN THE WORKPLACE

At the onset my responsibility is to monitor the late coming of learners and learner absenteeism.

Furthermore, I'm in charge of monitoring morning classes and after-school classes for grade 12 learners which begin at 07:00AM to 08:00 AM just before the normal classes commence. In so doing, I keep a record of learners who consistently come late to school and those that frequently absent themselves. These records assist me when I'm having a meeting with

parents providing accounts of their learners' conduct and performances. My ultimate aim is to gain an understanding from parents whose learners consistently come late. This action is useful because it minimises the level of learner late coming and learner absenteeism. Although sometimes parents themselves explain to me and the principal about distances travelled by learners to school that they come very far and they can't afford transport costs. It is at this level where I negotiate with parents a possible solution to help their children.

Again, as the deputy principal I further supervise the work of Departmental Heads (DHs), amid this supervision, my focus is solely centred on checking whether or not their lesson plans are in line with Annual Teaching Plan (ATP) and the actual work administered to learners. I carry out this role to determine whether the teacher is ahead or behind the syllabus. In cases where the teacher is done with the syllabus, I then suggest that the teacher develops a revision plan and a catch-up plan for learners who might have not grasped the content covered. Furthermore, I afford an opportunity for the DHs to share their faculty difficulties, thereafter, I intervene where necessary. I further monitor extra-classes because in our school we have made extra-classes compulsory due to the fact that some of the teaching time is lost during the week due to certain school activities. These activities includes sports whereby every Thursday is a sport day which compels us to shorten teaching and learning duration. Therefore, to ensure curriculum coverage we use extra-classes which occurs even during weekends. This affords teachers and learners enough quality teaching and learning time. Therefore, I formulate timetable, attendance register for both teachers and learners for these extra-classes and physically avail myself during these extra-classes although I may not go directly to classes.

Being an educator myself, I am responsible for teaching and this allows me to experience the very challenges faced by post-level 1 and post-level 2 educators. By virtue of this, I find it easy to figure out feasible solutions to the problems encountered. Nevertheless, sometimes it is hard to strike a balance between teaching and management due to loads of paperwork from both sides. Sometimes we are compelled to teach more than we should because qualified teachers are reluctant to teach in rural areas.

Other challenges that I experience include teachers who do not go to class on time. Therefore, it is my responsibility to ensure that teachers respect the class timetable. This is attained by moving around the school with an intention of checking if all teachers are in class on time.

4.4.3 ADDITIONAL PREDICAMENTS JEOPERDAZING MY OPERATION

Communication is another prevalent hurdle that impedes my functioning as the deputy principal. This is due to the poor connectivity in our area. As a result, I find it difficult to communicate with parents about school matters. In urgent situations we struggle to get hold of parents, alternatively, we then paste the communicate at the Spaza shops to reach the parents' attention easily.

In this community, I work with less motivated learners which is another indirect contributor to absenteeism and dropout of learners. In line with this difficulty, I motivate learners in school from time to time about the importance of attaining education and to an extent I even share some career opportunities available for various streams. Not only do I motivate learners verbally, through leading my life very well and becoming a role model to others. To others, I become a father figure and inspire them.

In my school, conflicts among male learners are prevalent. At times these cases escalate to an uncontrollable manner. In such cases, we therefore involve superiors and leaders from the community who come to our rescue and resolve the issues by talking to learners. These include among others the police officers, traditional leaders and ward counsellors.

Moreover, another challenge we face is that most of our learners participate in ceremonial practices, like traditional wedding rehearsals. Which can take up to two months. Subsequently, during these periods learners hardly find time to study and do their homework. Some of them end up with poor academic performance. The most popular thing in this community is that our female learners are victims of abduction. Learners constantly go missing only to find that she has been abducted for a marriage arrangement and end up dropping out of school. So, from time to time, I have to deal with absenteeism and level of dropout; this further compromises the academic progress of learners in the school.

4.4.4 SITUATIONS AS DETERMNTANTS OF LEADERSHIP STYLE

In my workspace I do not practice one leadership style; this is because I don't believe that there is one size fit all kind of leadership. The kind of leadership I carry out solely depends on the matter and situation at hand. Although we normally make decisions collectively as a school, there are situations that compel me to employ a collegiality leadership style. For instance, when I see a need to involve other staff members, with approval from the principal

I summon a meeting. Collegiality allows an opportunity to delegate some duties to other staff members such as departmental heads and even the post-level one educators to ensure that things are done timeously. This kind of leadership creates unity among our staff members as they feel a sense of ownership of the results decisions taken and feel included in the running of the school. Thus, we have improved learner performance in spite of the contextual difficulties we face as the school.

Collegiality is also observed in instances where I work with the community to minimise difficulties I face in school, with an intention of allowing pooling of ideas and thereafter collective decision making. Moreover, there are certain circumstances that push me to employ an autocratic leadership style. In those situations, I give instruction to both educators and learners with an interest to achieve a given end goal. This may be in a case where I want to instil a particular discipline or conduct that will enable learners to behave accordingly. It is fundamental to interlink these leadership styles because they provide precise instructions and procedures for dealing with various challenges. In addition, I succeed in this context given its challenges through aligning my leadership to its standard, in other words, I adapt to the factors playing out in this context and utilize them to my benefit. For example, I am actively involved in community activities such as sports and recreation. This works to my benefit as I get to socialise with community members and get to understand them better. Furthermore, this act establishes a rapport as they too find it easy to approach me when they need help, be it school or the education of their children.

4.4.5 THE LACK OF RESOURCES IS A DOUBLE DILEMMA IN MY SCHOOL

Apart from understanding that I am serving in a marginalised context, the paucity of resources worsens the conditions. Being located in poor economic background prohibits or disempowers the department of education to inject monies that can afford us an opportunity to resolve all the challenges we battle with. The allocated funds can only address some challenges in my school. For instance, when I distribute stationery I find myself having to choose the significant items to purchase. Unfortunately, this creates an unevenness amongst certain subjects; for instance, on the one hand Science subjects are prioritised, while on the other hand subjects such as those from humanities and service streams are neglected. In an endeavour of trying to resolve this challenge, I and the principal encourage educators to organise educational excursions across their subjects. Alternatively, we seek assistance from

nearby resource centres. We try our level best to ensure that we get assistance, so that we provide quality education to the learners, with the hope that in future they will become leaders and prominent people in their communities and transform the standard of their lives.

4.4.6 A DIRE NEED FOR PROFESSIONAL DEVELOPMENT FOR RURAL SCHOOL LEADERS

I personally find leading in a rural school worrisome, challenging, and stressful. Adapting to the environment is good for effective leadership and successful school operation. I, however, feel that I need intense professional development that can train me to deal with challenges of this nature. This need is on the basis that a rural setting` is psychologically draining. Most of the time I find myself overthinking school issues even during my personal time. This, therefore, interferes with my personal space and time. Hence, I feel the need for professional development that is specific to us as rural school leaders. Such developments would capacitate me professionally, psychologically, also in emotional intelligence.

4.5 CHAPTER SUMMARY

This chapter presented the narratives of the three participants' lived experiences of leading in schools located in a rural setting. The narratives captured the personal as well as professional experiences of the participants. Storyboarding was utilised to identify plots which I then used to present the narratives of the participants.

In the following chapter, I will present the second level of analysis (analysis of narratives); to this end, themes that emerged from the narratives of participants are presented

CHAPTER FIVE

ANALYSIS OF NARRATIVES

5.1 INTRODUCTION

The preceding chapter presented the narratives of three participating deputy principals leading schools in a rural setting. The narratives encapsulated the lived experiences of these deputy principals. The current chapter presents the second level of analysis, known as analysis of narratives. The analysis of narratives enabled me to deconstruct the narratives of deputy principals leading in schools located in a rural setting; through this method, I was able to identify similar and dissimilar themes. This process was informed by the research puzzles that the inquiry intended to respond to. Fourteen themes were identified; these themes are presented in accordance with the research puzzles they reply to. I begin by discussing the answers to the first research puzzle: *“What are deputy principals' experiences of leading schools in a rural context?”* Then I move on to provide answers to the second research puzzle: *What meanings are shaping deputy principals' leadership practices in schools located in a rural setting?* Lastly, I offer the answers to the third research puzzle: *How do deputy principals respond to the demands of rurality.*

5.2 DEPUTY PRINCIPALS' EXPERIENCES OF LEADING SCHOOLS IN A RURAL CONTEXT

The participating deputy principals provided accounts of their lived experiences of leading schools located in a rural setting. These experiences include; leading academic and administrative activities with minimal resources, dealing with cultural activities that intrude on teaching and learning, juggling between teaching and management, poor socio-economic background and parental support, and dealing with educators who do not comply with class timetables. These themes are discussed below:

5.2.1 LEADING AND TEACHING WITH MINIMAL RESOURCES

Deputy principals leading in schools located in a rural setting experience difficulties in leading and managing their schools. Among many other issues, the paucity of resources appears to be the major problem in rural contexts. The narratives of Paul, Mbali and Chris furnish us with enough evidence that this hurdle is prevalent in rural settings. Paul expounds that the issue of the lack of resources is key in his school and a great setback to his functionality since the execution of his several duties requires adequate resources. Below Paul explicates:

Amongst many challenges, the main one is the lack of resources. The lack of resources limits my effective functioning as the deputy principal. I am responsible for purchasing and distributing learners' stationery, and bookkeeping. However, this task is very challenging in my school because we do not have adequate financial resources. For example, in the case of distributing learner stationery, you only find that due to our high enrolment of learners the stationery does not cover all the learners, therefore it becomes hard to lead and manage with insufficient resources (see chapter 4, p. 46)

Similarly, Mbali is also affected by the issue of the paucity of resources in her school. Textbooks are the major issue in her school and limit their teaching and learning; due to the lack of textbooks, they rely mostly on teaching theory rather than balancing it with practical knowledge. Below Mbali explains:

One of the greatest issues we have here is human resources; we lack qualified educators. For this reason, I end up having to teach more classes and this becomes a challenge because I find it hard to focus on my deputy principalship duties. I also find it hard to focus on professional development such as training post-level one and post-level two educators. Moreover, we are struggling in terms of infrastructure. We do not have enough classes to accommodate our learners and we cannot afford to extend classes due to limited funds. We have requested the department to assist us by building more classes but there has been no positive response. We also lack teaching resources such as textbooks and this makes teaching and learning difficult as we rely mostly on chalkboards and we

cannot make more copies since we lack photocopying papers and we only have two photocopying machines for the entire school. These issues make my leadership position difficult as I deal with these issues and educators present them to me on daily basis. (See chapter 4, p. 50)

Likewise, Chris encounters the issue of the lack of resources in his school. His issue is mainly on financial resources. He expresses that they receive limited funds that cannot cover all their needs and poses a major challenge on his leadership and management position as he manages the school's funds and stationery. Below Chris explains:

Apart from understanding that I am serving in a marginalised context, the paucity of resources worsens the conditions. Being located in poor economic background prohibits or disempowers the department of education to inject monies that can afford us an opportunity to resolve all the challenges we battle with. The allocated funds can only cover so much challenges in my school. For instance, when I distribute stationery I find myself having to choose the significant items to purchase. Unfortunately, this creates an unevenness amongst certain subjects; for instance, on the one hand, Science subjects are prioritised, while on the other hand subjects from humanities and service streams are neglected (see chapter 4, p 58)

From the above excerpts, we are gaining insights that the lack of resources is a common issue affecting deputy principals to exercise their leadership roles effectively in rural schools. The participants in this study only identify the basic teaching resource "textbooks"; they do not even mention technological resources such as computers, whiteboards, etc. as these will be a luxury in a rural context. Echoing similar sentiments is Furlonger (2002) who highlights that there are narrow chances to find a computer or computer lab in rural schools. The dearth of financial resources also affects the functionality of deputy principals as Chris (one of the participants) alluded that the allocated funds only cover so much in his school. Furthermore, it appears in the discussion with participants that the issue of resources does not only affect deputy principals but rather distracts the whole process of teaching and learning in these schools. This corroborates with the findings of Mtsi and Maphosa (2016) who aver that some of the challenges such as lack of requisite infrastructure and resources are so fundamental in

rural schools. Msila (2010) expounds that majority of rural schools underperform due to a lack of physical resources.

Drawing from the generative theory of rurality, the experiences of Paul, Mbali and Chris reflect what this theory views as interconnectedness amongst forces, agencies and resources (Balfour et al., 2008). These entities are viewed in this theory as constituents and connotations for experiences, context, and social issues in rural settings (Balfour et al., 2008). The generative theory of rurality further looks at rurality as a construct, rather than a context (Du Plessis & Subramanien, 2014). Hence the rural factors faced by deputy principals in this study shape their thought processes. Nonetheless, deputy principals have the ability to be both subjects and agents of change in the rural context. The major element of this theory is the concern for rural people which considers "...ability of people in space and time to sustain themselves both as subjects and as agents able to resist or transform the environment, depending on the resources available" (Balfour et al., 2008, p. 4). This study reveals that deputy principals in rural settings are restricted by forces of rurality and lack of resources to exercise their leadership roles effectively. This is evident and common across the extracts of Paul, Mbali and Chris.

5.2.2 A STRUGGLE WITH CULTURAL ACTIVITIES AND A RURAL LIFESTYLE WHICH INTRUDE ON TEACHING AND LEARNING

Some of the contextual difficulties of leading and managing rural schools faced by deputy principals are cultural activities that intrude on teaching and learning. Learners from these communities actively participate in cultural activities, such as *umemulo* (21st birthday), *ukuthwasa* (initiation), and *ploughing*. Therefore, a number of learners in these communities miss classes due to these activities. Some female learners are even abducted on their way to school as Chris (*one of the participants*) explains below. Deputy principals are dealing with learners' attendance and other issues related to learners. Therefore, due to these cultural activities that intrude on teaching and learning, these leaders have to deal with cases related to learners missing classes and compile a report which details learner' absence due to cultural activities. This lays a burden on deputy principals as individuals who are assigned the role of dealing with learners in the schools. Paul explains:

...our learners partake in cultural activities namely umemulo (21st birthday), ukuthwasa (initiation) and so on. These activities collide with school operations since sometimes they take place during school days, for instance, if a learner has to attend initiation for a period of six months while also expected to attend school, he misses classes and ends up repeating the grade. This degrades the school's reputation. Thus, I have to negotiate a viable solution with their parents (See chapter 4, p. 48)

Likewise, Mbali faces a similar challenge of rural lifestyle; the community around Mbali's school is deeply rooted in cultural activities and parents value the culture and activities relating to their rural life over education. Below Mbali explains:

Another challenge we face in my school is that the community around the school is rooted in cultural activities. For example, parents easily absent their learners for ploughing purposes. Moreover, male learners are animal herders and if the cattle are missing they are compelled to go and search for cattle instead of going to school. (See chapter 4, p. 51)

Chris is also affected by the issue of cultural activities. Below Chris expounds:

...Most learners participate in ceremonial practices, like traditional wedding rehearsals, which can take up to two months. Subsequently, during these periods learners hardly find time to study and do their homework. Some of them end up with poor academic performance. The most popular thing in this community is that our female learners are victims of abduction. Learners constantly get missing only to find that she has been abducted for a marriage arrangement and end up dropping out of school. So, from time to time, I have to deal with absenteeism and level of dropout; this further compromises the academic progress of learners in the school. (See chapter 4, p. 55-56)

From the above extract, it is evident that rural communities are rooted in cultural activities, and activities relating to their rural life. These activities infiltrate schools and distract teaching and learning as some learners miss classes and drop out since they actively participate in the cultural activities. In this way, deputy principals find it difficult to lead and manage these schools because some of these activities are non-negotiable. Masinire et al., (2014) echo that rural contexts are significantly rich in terms of culture and entrenched with immeasurable

resources of underutilised indigenous knowledge systems. This is in line with the literature that the cultural context of rural settings influence education (Lemmer & Manyike, 2012; Lester, 2012; Surty, 2008). This is evident in the discussion with participants as their functionality is jeopardised by cultural activities that intrude on teaching and learning. Due to cultural activities, deputy principals in these settings have to deal with a high absenteeism and dropout rate. Deputy principals highlight that educational progress is compromised. Nkambule et al.

(2011) corroborate this notion by affirming that there is slow pace of progress in rural schools.

Drawing from the generative theory of rurality, Balfour et al. (2008) outline that rural Communities should begin by identifying and naming specific predicaments and difficulties.... In this study, it appears that deputy principals acknowledge that they are leading in cultural contexts with cultural systems and identify challenges that are due to cultures, and find accommodative ways to deal with them. This is because deputy principals acknowledge the place in which they are leading and managing. Therefore, they employ ways that recognise the interrelatedness between the school and the place. This resonates with Balfour et al. (2008, p.100) who assert that a place refers to behaviours such as “connectedness, development of identity culture, interdependency with the land, spirituality, ideology and politics, and activism and engagement.”

5.2.3 JUGGLING BETWEEN TEACHING AND MANAGEMENT

Apart from dealing with leadership and management roles in the school, deputy principals are also assigned the role of teaching. This means that they too have to go to class and teach. However, their duty load is reduced compared to their teachers below their rank (Departmental Heads and Post level one educators). According to Personnel Administrative Measures (PAM), the teaching workload of deputy principals is 60% DBE (Republic of South Africa. Department of Basic Education) (2016). However, deputy principals in rural settings seem to exceed this workload owing to contextual factors such as the lack of qualified teachers. Mbali expounds:

As a result, of the paucity of qualified educators in our school, I end up having to teach more classes despite that I am deputy principal. This extra teaching jeopardises my deputy principalship functionality as it leaves me with minimal or no time to carry out administrative and

management duties. I have got a lot of paperwork to do, attend management meetings and also have to focus on teaching which has got its own paperwork as well such as lesson planning. (See chapter 4, p. 51)

Again, Chris teaches in his school, firstly, he views teaching positively since it affords him an opportunity to experience clear-cut challenges encountered by other educators. Hence it becomes easy to resolve certain issues as he understands them first-hand. Secondly, Chris views teaching as a challenge especially when he has to balance it with management duties. He provides an account that both duties have a volume of paperwork. Chris has this to say:

Being an educator myself, I am responsible for teaching and this allows me to experience the very challenges faced by post-level 1 and post-level 2 educators. By this virtue, I find it easy to figure out feasible solutions to the problems encountered. Nevertheless, sometimes it is hard to strike a balance between teaching and management due to loads of paperwork from both sides. Sometimes we are compelled to teach more than we should because qualified teachers are reluctant to teach in rural areas. (See chapter 4, p. 55)

The above excerpts reveal that deputy principals leading in rural settings face a challenge in balancing teaching and management. Mbali highlights that due to an overload of teaching she ends up with minimal time to carry out her deputy principalship duties. This is due to the fact that her teaching exceeds the normal workload stipulated in the PAM document DBE (Republic of South Africa. Department of Basic Education) (2016). Mbali and Chris share similar sentiments that their schools lack qualified educators as they are reluctant to come and work in their schools in a rural setting. This resonates with Masinire (2015) who indicates that qualified teachers are reluctant to go to rural schools because of the assumed social and professional myriad of challenges linked to working in rural settings. DoE (2005) highlights that teacher shortage remains a major problem in South African rural schools. Furthermore, the shortage of teachers in South African rural schools has been recently highlighted by the Department of Basic Education (DBE) in a recently drafted Rural Education policy which aims to advance education's accessibility and quality education for all schools in rural settings (DBE, Republic of South Africa, 2017). The discussion above shows that the issue of teacher shortage is a serious concern in rural schools and it lays a burden on deputy principals and other SMT members who find themselves having to teach more than they should. Therefore,

it becomes a challenge for them to juggle between teaching and management since both the roles are demanding and have a lot of paperwork as the participants have stated.

5.2.4 POOR SOCIO-ECONOMIC BACKGROUND AND LACK OF PARENTAL SUPPORT

The poor socio-economic background of learners and the lack of parental support is another prevalent predicament faced by deputy principals leading in rural settings. Du Plessis and Mestry (2019) highlight that learners in rural settings are disadvantaged due to their destitute parents' socio-economic status. The majority of these parents are living from hand to mouth. Therefore, they find it hard to financially support their children. This is evident in the stories narrated by the participating deputy principals in this study. Mbali explains:

Being in charge of communicating with external stakeholders I make requests to parents to meet us halfway as a school. Although some parents respond positively, the majority of them have a perception that teachers are the ones who are solely responsible for learners' academic life. These parents further complain about their financial constraints... Given the nature of the context characterised by a low standard of living, I'm compelled to be sympathetic and understand that some of the learners come from critically disadvantaged families. Such families cannot afford to provide for their children, especially with the issue of uniforms. Hence in severe situations, I end up assisting from my personal pocket. In one way or the other, this minimises the level of dropout and stress on my learners (See chapter 4, p. 51-52)

Again, the financial constrain of parents affect children in Paul's school. Due to this issue, children are involved in child labour which distracts them from schooling. Thus exacerbating the level of school dropout in this rural setting. Parents do not only fail to support their children financially, but they also fail to involve themselves in the entire education of their children such as encouraging them, checking school work progress. Below Paul explains:

... Due to financial constrain some learners are compelled to participate in child labour in an endeavour to alleviate poverty. As a result, they drop out of school in search of jobs. This is most prevalent among male

learners. There is a great lack of parental involvement here and we as leaders and educators find ourselves dealing with disciplinary cases because parents are failing to play their roles. Parents are also failing to support their children's academics (See chapter 4, p. 47)

Looking at the extracts above, we are learning that the socio-economic background of learners and lack of parental support is daunting for deputy principalship. This is because deputy principals are professionally and personally affected by these rural factors. The participating deputy principals become sympathetic to the extent that they use their own funds to mitigate the impact of socio-economic issues, learner stress and parental burden. This corroborates with Du Plessis and Mestry (2019, p. 2) who indicate that “parents in rural South Africa mostly do menial work, have a lower level of education, and usually do not attach much value to schooling. As such, these parents cannot afford additional items that teachers require, which impacts negatively on teaching and learning in these schools.”

Drawing from context responsive leadership theory, deputy principals' actions reflect practical wisdom in action by lessening the impact of the socio-economic background of learners and parental involvement. This reveals deputy principals as leaders who embody complex mixed “knowledge, skills and dispositions appropriately deployed in fluid conversations with dynamic situational variables” (Bredeson et al., 2011, p. 20). This approach displays deputy principals as effective leaders in a rural setting. It pays particular attention to how the context influences the behaviours and practices of leaders when they are engaging in a multitude of leadership processes in order to attain organisational desired ends (Bredeson et al., 2011). In this study, the participants' leadership practices are influenced by the rural contexts, but then these participants show a great understanding of their context, thus knowing which leadership practice needs to be exerted and when it should be exerted. Hence Mbali (one of the participants) highlights that she ends up using her funds because she understands that some learners come from severely poor backgrounds.

5.3 MEANINGS SHAPING DEPUTY PRINCIPALS' LEADERSHIP PRACTICES IN SCHOOLS LOCATED IN A RURAL SETTING

The above discussion provided insight into the experiences of deputy principals leading in schools located in a rural setting. The present discussion aims to provide insight into the meanings shaping deputy principals' leadership practices in schools located in a rural setting.

These meanings are *rurality is not a comfort zone, it is demanding; striving to capacitate learners to change their lives, love and care shaping leadership practices.*

5.3.1 RURALITY IS NOT A COMFORT ZONE IT IS DEMANDING

Earlier, this study showed that deputy principals leading in a rural setting experience daunting challenges. Nevertheless, these leaders have developed a level of understanding of their context and utilise leadership skills and knowledge to effectively respond to challenges that torment them in their daily work. One of the meanings that shape the practices of these deputy principals is that they understand that their context is not a comfort zone. According to the participants, the rural context is highly demanding and congested with unprecedented challenges every single day. Therefore, in an endeavour to mitigate the challenges, these deputy principals, work hard with commitment and dedication. They understand that they need to be a few steps ahead with critical thinking and be innovative. Paul expresses that he does proper planning for each and every single day. Paul propound:

One thing that keeps me going is that I understand and wish that every deputy principal leading in contexts like this one may understand that we are not leading from a comfort zone. At all times we need to work to the best of our abilities, we need to be two or three steps ahead, be creative and think critically if we are to achieve our school goals. We need to remember that we are not working in space, we are serving the rural communities. I always do a proper planning and reflect on the successes and failures of each day. Then I seek ways to improve those shortfalls. There's no man that can run the school alone since the school is a huge organisation, therefore, as the leader, whether you are the principal of the school, or deputy principal you need to distribute work, and delegate work to other staff members. In order to succeed in this context as a school leader, you need to adjust to the environment you are working in, and adapt to this environment in a beneficial way just like working with the traditional leaders in ensuring that the school operates successfully. (See chapter, p. 44)

Similar sentiments were shared by Mbali who mentioned that by nature a rural place is extremely demanding... When you are leading in a rural setting you need to get out of your

comfort zone. Mbali further articulated that she works SMART to get things to happen in her school. At times she is compelled to stay at school even after school hours to complete certain tasks and prepare for the next day. Below Mbali explains:

By nature, a rural area is highly demanding, therefore as I am leading here I know that need to work very hard, you need to work SMART... SMART means that whatever I do has to be Specific, Measureable, Attainable and Time Bound. You need to get out of the comfort zone because here things do not just happen. As a deputy principal, I work extraordinarily in undertaking all duties assigned to me and those that the principal delegate to me. Sometimes I am compelled to remain behind after school to ensure that I have completed the tasks of the day and vigorously prepare for the next day. All of this has now become a norm to me because to some extent I have adapted to the demands and challenges of this context. (See chapter 4, p. 52)

Emerging from the above excerpts is that the practice of deputy principals are shaped by the fact that these leaders understand that their context is highly demanding. Therefore they work very hard to ensure that they achieve their school goals, both the short-term and long-term goals. They employ their leadership skills and knowledge to resolve challenges they encounter on a daily basis. One of the participants articulated that working after school hours has become her norm, therefore this means that deputy principals go an extra mile to ensure improved schools' functionality and improved learner performance. This finding is parallel to the sentiments shared by Barley and Beesley (2007) that successful rural school leaders work tirelessly and are critical thinkers. In line with the context-responsive leadership theory, deputy principals in this study seem to be responsive to variations in their context and also have the capacity to shape various contexts in their daily work (Bredeson et al., 2011, p. 18). They do this to ensure quality education in their schools and improved learner performance.

5.3.2 STRIVING TO CAPACITATE LEARNERS TO CHANGE THEIR LIVES

Surfacing from this study is that deputy principals' leadership practices are shaped by their comprehension of the societal issues proliferating in a rural setting. Moreover, they understand that most of their learners come from unpleasant backgrounds. Therefore, through

education, they strive to provide a quality education that will help these learners change families together with their communities. Hence they do not compromise their leadership. Paul propounds:

Thriving for quality education in our school means having a common goal of educating an African child; this is what drives me forward in my leadership that whatever I do is not about me but rather it's about the learners we are teaching. These kids have to be taught in such a way that tomorrow they can change their communities. We have to teach them and give them quality education regardless of the lack of resources and other challenges we encounter as rural schools. The fact that we lack resources does not mean we should be cry babies and fold our arms. A leader is a way maker, a leader does not fold arms, and a leader seeks help and goes the extra mile to ensure that teaching and learning take place in school. In times of crisis that's when a leader's capability is seen. In our context, we face crises daily and have to excise our leadership skills effectively and resolve issues in our schools. (See chapter, p. 47)

In an endeavour of striving to capacitate learners to change their lives, Mbali plays a mother figure to learners in her school. Through this practice, she does not only teach them curriculum related matters, but she also teaches them about significant values of life. Below Mbali propounds:

I play a mother figure role to them. This role allows me to enlighten learners about the values of life and prevent them from falling under the rural status quo such as dropping out and teenage pregnancy. I do this because the main purpose is to help them acquire the education that will subsequently help them change their lives and the lives of their families. (See chapter, p. 52)

Chris shares similar sentiments as he asserts that they too try by all means to provide learners with quality education in spite of the limited resources in his school. Their actions are triggered by the hope that education is one of the key elements that can help learners change the standard of living in their communities. Below Chris laments:

...We try our level best to ensure that we get assistance, so that we provide quality education to the learners, with the hope that in the future they will

become leaders and prominent people in their communities and transform the standard of their lives. (See chapter 4, p. 57)

What emerges from this discussion is that the deputy principals' leadership practices are shaped by their level of sympathy for the poor conditions of their learners as they come from disadvantaged backgrounds. Therefore, they work tirelessly to provide quality education to their learners hoping that through education, the standard of living can be transformed in rural areas. These deputy principals prepare themselves for contextual challenges and try to figure out amicable solutions to ensure quality education. This corroborates Hildreth et al. (2018) who advocate that rural school leaders have to inimitably prepare to face challenges and nuances of their context that are specifically prevalent in a rural setting. Therefore, deputy principals in this study seem to have come to the knowledges of the nuances and challenges of their rural setting and they juggle around them and find ways to resolve them. In so doing, they deny themselves and focus on the objective of educating an African child as Paul (one of the participants) expounded above.

Context-responsive theory pays particular attention to how the context influences the behaviours and practices of leaders when they are engaging in a multitude of various leadership processes in order to attain organisational desired ends (Bredeson et al., 2011). Therefore, deputy principals in this study are shaped by their rural context to sympathise with the conditions of their learners. They however do not let context confine them, they break through against the odds of rural context and find ways to lead effectively.

5.3.3 LOVE AND CARE SHAPING LEADERSHIP PRACTICES

Deputy principals in this study seem to carry some personal meanings emanating from personal identities which shape their leadership practices and work positively in the workplace. Love and care is one the meanings shaping deputy principals' leadership practices. Mbali lamented that some of the learners in her school come from child-headed families and others are orphans. Therefore, for one to lead and teach such learners must show love and care to restore hope and encourage them. Mbali laments:

...Apart from catering for our needs, my mother always encouraged me and my brothers to love and care for one another as we grew up; we took her advice into consideration. Now my brothers have their own families

and I too have my own, nonetheless, we still care for one another. My mother's teachings are not helping me in my own family only, but also as I am leading in a challenging context, I get to demonstrate the same love and care to my learners who are stressed by their family backgrounds. These learners extremely need love and care more than anything. This is due to the fact that most homes are child headed and some learners are orphans and nobody is demonstrating love and care to them. Moreover, our learners lacks encouragement for education. Therefore, it becomes one of my responsibilities to motivate and encourage them to acquire education which in turn will afford them an opportunity to change the standard of living. (See chapter 4, p. 49)

Again, Paul laments that they are dealing with helpless and hopeless learners, therefore, one of the ways his leadership is also shaped by love and care attribute. He understands the unconducive conditions that their learners are coming from which are characterised by stress and discouragement. Therefore, the first thing is to show love and care to these kids to prepare to help them grasp valuable education. Paul explains:

Leading in a rural school requires one to have care and love attributes because we are dealing with helpless and hopeless learners. We are their only hope as educators and leaders of their schools. At times we need to understand the conditions they come from back at home and not be harsh to them; treat them as if they are your own children. When they notice that you show love and care to them, they begin to love school, attend classes not absent themselves for no reason. (See chapter 4, p. 47)

The discussion above shows that the participating deputy principals understand the schools they are leading that they are highly disadvantaged, hence the learners attending these schools are also coming from poor standards of living. Therefore, to ensure that teaching and learning occur effectively, these deputy principals employ leadership skills that cater for their hopeless learners. They do so by demonstrating love and care towards their learners. Madhlangobe and Gordon (2012) assert that care can assist learners to have an affinity for the school and also to care for others. Therefore, leadership of care in turn brings hope to the future of the learners and hence they work hard to improve their results. The practices of these deputy principals show that despite the challenges that rural schools are faced with, leaders in these schools work hard to study their context and employ leadership skills that work effectively to improve

learner performance. As leaders in a rural school where the level of dropouts and lack of motivation is high, deputy principals understand that they are the epitome of hope to their learners. Thus, they establish a rapport with them and show love and care towards them. This practice reflects the sentiment of Blose and Naicker (2018, p. 180) that in order to demonstrate care, school leaders in deprived contexts need to put policies aside so that they can address issues of learners in a manner that take into consideration the deprived context in which they work. Therefore, the leadership of care is of utmost importance and effective leadership practice in a rural setting whereby most of the learners do not live with their biological parents to experience love and care at home. Therefore, in the school environment, love and care can work to gain trust from learners and not only learners but to the school staff at large. This resonates with Blose and Naicker (2018, p. 179) who assert that “in instances where learners hail from traumatised, unhappy and vulnerable environments, care becomes a crucial ingredient in turning learner attitudes around”. This is evident in the narrative of Paul and Mbali who demonstrated care to their learners and in turn, learners began to like the school.

Drawing from the generative theory of rurality, Balfour et al. (2008, p. 8) argue that “rurality is an actively constituted constellation of forces, agencies, and resources that are evident in lived experience and social processes in which teachers and community workers are changed”. Therefore, the psychosocial characteristic of deputy principals in this study has been shaped in a way that they need to demonstrate care and love in order to enhance school effectiveness and learner progress. Blommaert (2002, p. 20 as cited in Balfour et al., 2008, p. 8) outlines that education should be understood as a “placed resource” denoting that “resources that are functional in one particular place... can become dysfunctional as soon as they are moved into other places”. Hence, the effectiveness of the practices of the deputy principals in this study may be only limited to the rural context. Again, in light of context-responsive theory deputy principals take into account the enabling and constraining elements of their contexts (Bredeson et al., 2011). Hence, they employ leadership practices (such as the leadership of care) that respond to their schools’ context (Ylimaki & Jacobson, 2013).

5.4. DEPUTY PRINCIPALS' RESPONSES TO THE DEMANDS OF THE CONTEXT OF RURALITY

In the above discussion, it is evident that deputy principals leading in a rural setting face numerous challenges owing to the remoteness and deprivation nature of rural contexts. The discussion above has also provided meanings shaping leadership practices of these deputy principals seemingly confined and limited by the context of rurality. Nevertheless, these deputy principals stretch out their wings and employ various techniques to respond to the demands of rurality in an endeavour to ensure quality education for their learners. These responses include among others; leading adjacent to the community and its local traditional leaders, leading selflessly, networking with surrounding schools, employing collegial leadership and teamwork to maximize effectiveness of schools, leading by example to encourage other colleagues to work effectively and promotion and monitoring of extra classes to ensure learner excellence in rural schools.

5.4.1 LEADING ADJACENT TO THE COMMUNITY AND ITS LOCAL TRADITIONAL LEADERS

In response to the demands of rurality, the participating deputy principals establish a rapport with the community members, particularly the local traditional leaders in an endeavour to ensure the harmonious functioning of schools. This is because deputy principals recognise and acknowledge that traditional leaders have the upper hand in rural schools' operations since these schools are built on their land. They further understand that schools exist to serve the community. Below Paul explicates:

Our school is in a rural setting in the land of a Chief, therefore the voice of traditional leaders is also loud in school leadership though they may not be present on school premises. They need to understand the school operations, they need to be involved especially because they are leaders themselves. They become of great help, especially when we speak of discipline in school. There was a time when there were different groups of boys in our school who were fighting uncontrollably, the fight was beyond the school's control because these learners would bring different sorts of dangerous weapons. They would fight on school premises and outside after school. The matter was escalated to the chief who came to

school and spoke to learners and warned them that if they continued they would be deported together with their families. After such words from the chief, the fight between the learners was called off and peace was restored...In order to succeed in this context as a school leader, you need to adjust to the environment you are working in and adapt to this environment in a beneficial way just like working with the traditional leaders in ensuring that the school operates successfully. (See chapter 4, p. 44)

Similarly, Chris experienced the issue of conflicts among learners and among other significant community authorities, traditional leaders come to the rescue. Chris expounds.

In my school, conflicts among male learners are prevalent. At times these cases escalate to an uncontrollable quarrel. In such cases, we involve superiors and leaders from the community who come to our rescue and resolve the issues by talking to learners. These include among others the police officers, traditional leaders and ward counsellors. (See chapter 4, p.55)

We are gaining insights from the discussion above that leading and managing a rural school can be a great challenge for deputy principals. This is because there are vast outside stakeholders that have an influence in the operation of a rural school. Among others, traditional leaders are prominent local leaders that have a great influence on the school operations. Therefore, the participating deputy principals cooperate with these leaders to their benefit because their voices are loud in the community at large as well as in the school community. The partnership between school leaders and traditional leaders has long been advocated by Ms Conje who was the MEC for education in KwaZulu-Natal in 2004 (Mbokazi & Bhengu, 2008). In addition, Mbokazi (2015) highlights that the traditional leaders are well-positioned to carry out a significant role in governance in rural school community settings. This study reveals that working with indigenous or traditional leaders can be an amicable solution to leading rural schools effectively.

Drawing from the context-responsive leadership theory, Bredeson et al. (2011, p. 18) posit that

“superintendents must be responsive to variations in context, they also have the capacity to shape various contexts in their daily work.” Hence in this study, deputy principals seem to

respond to the demands of the context by establishing a close relationship with traditional leaders. Working with traditional leaders has borne fruits for the schools studied.

5.4.2 NETWORKING WITH SURROUNDING SCHOOLS

Networking is defined by Gibson, Hardy III and Buckley (2014, p. 3) as goal-directed conduct which happens both internally and externally in an organisation, “focussed on creating, cultivating, and utilizing interpersonal relationships.” Networking emerges as a pivotal tool in assisting rural schools to achieve their school goals, provide quality education and thus improve learner performance. Deputy Principals are the prominent role players in networking procedures as they play a liaison role in their schools. This is evident in the narratives of Paul and Mbali. Paul asserts that as a school they lean not only on their own, but also on the network with neighbouring schools to ensure the provision of quality education to their learners. Paul has this to say:

Working collaboratively does not mean we only rely on our own capabilities as a school, but it means we also seek help from outside through networking with neighbouring schools; I create a channel of communication as the deputy principal and play a liaison role for the school. I communicate with leaders of other schools as delegated by the principal and provide feedback to the principal who further updates the school at large. (See chapter 4, p. 44)

Again, Mbali expressed that as the deputy principal she works with the SMT to organise networking programmes with the surrounding schools to access resources they lack in their school. Mbali explains below:

So, as the deputy principal together with the SMT we organise networking programmes with nearby schools which have some of the resources that we lack, especially when there's an urgent assessment that needs to be done like practical assessments, we organise and send our learners there with the subject teacher so that teaching and learning can continue and learners get quality education in spite of the issue of resources in our school. (See chapter 4, p. 51)

The discussion above shows that networking is a significant instrument in ensuring improved learner performance in deprived and marginalised settings, namely rural. Deputy principals in rural schools play a key role in creating networks with their surrounding schools with an intention of providing quality education to their disadvantaged learners in their deprived contexts. Hilliard and Newsome (2013) call for principals to encourage deputy principals to show up at Board of education monthly conferences to learn from other school leaders from various contexts and also network with them. Similarly, Muijs (2015) highlights that networking allows organisations to utilise other actors' resources and escalate the course of information in a network. In this study, deputy principals create networks with nearby schools in dire need to alleviate the poor performance of learners. This is in line with the suggestion of Muijs (2015) that both collaboration and networking may be of chief value for schools in rural settings, resources accessibility and addressing the poor performance in some rural communities. While networking appears to be useful, especially for rural schools, the study however shows that this process is not free from challenges. Participants express that sometimes it is not always a smooth process as some schools may be reluctant to share their resources with other schools.

According to context-responsive theory, leaders act to shape their context of practice and respond to hurdles accordingly (Bredeson et al., 2011). Thus, the deputy principals in the study are the agents in a rural setting which tries to shape them in a certain way, however, these leaders are aware of the challenges of their context. Hence, they act to shape it and become successful in their leadership which in turn brings effectiveness in the school at large. Again, the generative theory of rurality suggests that rural communities should begin by identifying and naming specific predicaments and difficulties... (Moreover, Balfour et al., 2008). The participating deputy principals in this study seem to have identified challenges playing in their contexts such as the lack of resources, hence they work hard to find ways to alleviate this hurdle like networking with other schools which in turn seem to yield good results. Therefore, this practice should be encouraged not only in rural settings but even in other contexts where resources are insufficient to accommodate the number of learners. This can ensure improved learner performance and improve teaching and learning as a whole.

5.4.3 EMPLOYING COLLEGIAL LEADERSHIP AND TEAMWORK TO MAXIMIZE EFFECTIVENESS IN RURAL SCHOOLS

Don and Raman (2019) view teamwork as involving more than one individual in the course of attaining a specific goal. In teamwork, individuals bring together their distinct ideas and skills for a mutual goal. Leading through teams comes as an important tool in leading rural schools to mitigate challenges encountered by these schools. This is evident in Paul's narrative. He believes that it is impossible for one man to lead a rural school alone, therefore, in his school they build teams that work together to achieve desired ends. He further describes teamwork as one of the pillars of their school. Paul explains:

In this context, in order to succeed we have to build teams and work together. Joining hands in leading a rural school is very important. Teamwork allows members of the staff to come up with different ideas that become very useful when making decisions and solving critical issues faced by the school. Teamwork saves time and allows more work to be done effectively over a short space of time. Moreover, it is highly impossible to lead a rural school alone. It is for this reason, that myself and my principal work closely as a team almost in everything and through this collaboration and teamwork we achieve a lot. We also receive support from our colleagues who also work in teams in dealing with academic activities and non academic activities such as conducting extra classes, entertainment activities, learner discipline issues etc. All these teams come handy when tackling a problem that concerns a school at large. These teams convene in a meeting and views emerging from them are tabled, and the best ones are voted for and taken into further consideration. Thus, championing the problem collectively and collegially and the school continues to function optimally. Therefore, in our school teamwork is one the pillars of the school. (See chapter 4, p. 43-44)

Chris on the other hand, employs a collegiality leadership style. This practice comes in handy when different opinions are needed in solving a specific issue in his school that seems difficult to be resolved by one man. He extends this leadership practice to collaborating with community stakeholders. Chris expounds:

There are situations that compel me to employ a collegiality leadership style. For instance when I see a need to involve other staff members, with

approval from the principal I summon a meeting. Collegiality allows an opportunity to delegate some duties to other staff members such as departmental heads and even the post-level one educators to ensure that things are done timeously. This kind of leadership creates unity among our staff members as they feel a sense of ownership of the results decisions taken and feel included in the running of the school. Thus, we have improved learner performance in spite of the contextual difficulties we face as the school... Collegiality is also observed in instances where I work with the community to minimise difficulties I face in school. With an intention of allowing the pooling of ideas and thereafter collective decision-making is undertaken. (See chapter 4, p. 57)

Emerging from this theme is that deputy principals in rural schools lead through teams and collegial leadership styles. Through teamwork, the participating deputy principals collaborate with staff members and undertake school activities collectively in an endeavour to attain school goals. They create a shared school vision and allow collective decision making which in turn allows educators to feel included in the leadership of the school. Supporting this finding are Preston and Barnes (2017) who highlight that leaders in rural schools create grounds for collaboration between and together with staff members through teams to achieve school goals. Preston and Barnes (2017, p. 10) further put an emphasis on the significance of interaction and partnership of rural school leaders and community stakeholders. This is evident in the finding above as Chris (one the participants) alluded that he works closely with the community to mitigate some difficulties they face in school. Furthermore, the above finding shows that collaboration through teamwork among rural school leaders and staff members, and the community ensures the effectiveness of the school functioning and leads to improved learner performance.

The collegial effort of deputy principals in this study to attain school goals is parallel to the views of the context-responsive leadership concept. This theory highlights that variations in a context encompass both limitations and opportunities to one's ability to encourage and engage others in a collegial effort to attain organisational goals (Bredeson et al., 2011). These rural deputy principals encourage collaboration and collegiality across all school levels, thus achieving desired ends. In so doing, deputy principals shape their contexts in their daily work

(Bredeson et al., 2011, p. 18), regardless of the challenges such as lack of resources, they work collegially with the school staff to improve learner performance and school functionality.

5.4.4 LEADING BY EXAMPLE TO ENCOURAGE OTHER COLLEAGUES TO WORK EFFECTIVELY

This study has found that one of the ways deputy principals respond to challenges they face is to lead by example. This leadership practice allows deputy principals to show their subordinates the direction through action rather than mere instructions. Paul (one of the participants) expressed that one of the ways to ensure quality education in a rural school is to lead by example. Paul further outlines that as an exemplary leader, he does things first, and by so doing, his subordinates get inspired and follow in his footsteps. They also get an inspiration that regardless of the contextual hurdles, certain things are possible in a rural school. The practice of Paul corroborates the claim by Kouzes and Posner (2006) that “exemplary leaders go first...they go first by setting the example through their daily actions that demonstrate they are deeply committed to their beliefs” (p. 74). Below Paul explains:

Ensuring quality education in a rural school means that you must lead by example. This means doing the right things all the time, be in school first and on time always. I practice what I preach and do things first, this inspires others to follow in my foot steps and do the right things. When I do things, others get to see that even though we are in a rural context but certain things are possible, they then do them as well and stop limiting themselves based on the contextual challenges. Moreover, as an exemplary leader, I go to class on time, participate in all school activities including extra mural activities, and move around the school ensuring that teaching and learning is occurring effectively. Furthermore, I honour my due dates and submit things on time, be it to the principal or to department officials. When you do so, even your subordinate will carry out their tasks on time because you inspire them as a leader. Furthermore, as a leader, I show other staff members direction by being ahead of the day and planning for the next day. (See chapter 4, p. 46)

The above excerpt shows that deputy principals in rural schools ensure that things happen in their schools through leading by example. They get to the grassroots and show direction. This is parallel to Posner's (2015) argument that leaders must display the behaviour they anticipate of followers. Deputy principals in this study achieve this through their actions which influence others to follow on their footsteps. Influencing others and setting direction are among the functions of leadership (Leithwood, Harris & Hopkins, 2008). Moreover, the desire to ensure things happen and modify norms and create things never been envisaged, is the second exemplary practice (Kouzes & Posner, 2006. 75).

5.4.5 PROMOTION AND MONITORING OF EXTRA CLASSES TO ENSURE LEARNER EXCELLENCE IN RURAL SCHOOLS

One of the ways to improve learners' results in rural schools is by maximizing teaching and learning time. This is achieved by routinely conducting extra classes which take place during school day in the morning before school hours or normal classes commences and later after school and during weekends. A study by Blose and Naicker (2018) revealed that learner achievement can be improved by prolonging teaching and learning time. Hence they concluded that deputy principals may be engineers of school's success by serving as role models to learners and educators, among other things ensuring that optimal utility of time as a resource and partaking in leadership of care... (Blose & Naicker (2018). Deputy principals in this study ensure productive use of time by serving as the backbone of extra-classes since they physically avail themselves to monitor and ensure that everything is occurring accordingly. Paul articulates:

They even attend extra- classes because we also arrange extra classes in mornings, afternoons and weekends. These extra classes are very helpful in terms of recovering the lost teaching time during the week, especially since sometimes we get distracted by union meetings, other staff meetings, morning assemblies which sometimes take long. Although, the extra-classes were initially for grade 12 now we also arrange them for the whole FET phase across all subjects. Therefore, my duty is to ensure that everything goes well during these extra classes. I also ensure that learners are provided with food since these extra classes start from the morning till afternoon (See chapter 4, p. 47)

Maximising teaching and learning time appears to be a common thing in rural schools. Chris also shares that they use extra classes to recover the lost teaching time. While using extra classes may be voluntary, whereby each educator may decide to conduct them according to their needs, Chris expressed that in his school they have made them compulsory. They do this with the objective of recovering teaching and learning time and also ensure that learners have adequate time for learning. Again, Chris who is the deputy principal is the key role player as he formulates timetables, and attendance registers for both teachers and learners for these extra classes. He also monitors these extra-classes. Chris explains below:

I further monitor extra-classes because in our school we have made extraclasses compulsory due to the fact that some of the teaching time is lost during the week due to certain school activities. We also do this allow learners extra learning time. These activities include sports whereby every Thursday is a sports day which compels us to shorten teaching and learning duration. Therefore, to ensure curriculum coverage we use extra classes which occur even during weekends. This affords teachers and learners enough time for teaching and learning. Therefore, I formulate timetables, attendance registers for both teachers and learners for these extra-classes and physically avail myself during these extra classes although I may not go directly to classes. (See chapter 4, p. 54-55)

The insights we are gaining from the above narratives is that although rural schools are faced with various challenges, they, however, find ways to ensure that they provide quality education to their learners. One of the strategies they employ is conducting extra classes which afford learners with added time for learning. Deputy principals appear as the cornerstone to the success of these extra classes. The participating deputy principals expressed that they manage and lead these extra classes through the provision of resources and monitoring them. While Nowosad (2011) outlines that extra classes are conducted mainly for improving learners' performance and the attainment of high marks, the participants expressed that they use them to recover lost teaching time for due to other school programmes and to maximise teaching and learning. Both ways seem to lead to a common goal because when learners are afforded extra learning time they can attain high marks in their subjects. Therefore, this study shows that extra

classes are one of the effective ways to improve learners' performance and managers such as deputy principals are significant role players that need to play their roles optimally for the success of extra classes.

5.6 CHAPTER SUMMARY

The chapter presented the second level of analysis referred to as analysis of narratives. The discussion of findings in this chapter were guided by the research puzzles. Narratives of participants were examined and analysed which led to the identification of similar and dissimilar themes. The subsequent chapter brings the study to the end. Thus, the chapter presents the summary of the study, conclusions as drawn from findings, recommendations emerging from the study and lastly the chapter presents the implications of the study.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The preceding chapter provided the findings of the study. The findings were presented according to the research puzzles they responded to. Thus, three main themes namely, deputy principals, experiences of leading in a rural setting, meanings shaping deputy principals' leadership practices in a school located in a rural setting and deputy principals' responses to the demands of the context of rurality were presented. The present and final chapter concludes the study. To achieve this, I present four aspects, namely, the study summary, conclusions drawn from findings, the study recommendations and the implications of the study.

6.2 SUMMARY OF THE STUDY

Chapter one presented the background and orientation of the study. In this chapter, I introduced issues around the leadership and management of deputy principals in rural settings. I then presented the problem statement, rationale and motivation to the study, research puzzles and clarification of key terms were presented. Finally, I presented an outline of the chapters.

Chapter two presented the review of both national and international literature around deputy principals. Furthermore, the chapter presented two theories that constituted the theoretical framework of this study, namely, the context-responsive leadership theory (Bredeson et al., 2008) and the theory of rurality (Balfour et al., 2008).

Chapter three presented the methodological processes underlying the study. At the onset, I discussed interpretivism, a paradigm that underpinned this study. Secondly, I discussed qualitative design which was adopted to engage with the lived experiences of deputy principals. Thirdly, the narrative inquiry methodology which I employed in this study was explored in depth. Fourthly, I moved on and discussed research methods which include sampling, data generating methods, and data analysis methods. I further discussed how I committed myself to the methodology used in this study. Lastly, I discussed the issues of trustworthiness and ethical considerations observed in this study.

Chapter four provides the first level of analysis, namely, narrative analysis, this level captured the lived experiences of deputy principals who participated in the study. I presented personal and professional experiences of the deputy principals to gain insights into their daily work. I drew the narratives of deputy principals from three sources; namely narrative interview, collage inquiry and photovoice.

Chapter five presented the second level of analysis; namely, the analysis of narratives. At this level, I deconstructed the deputy principals' narratives by scrutinising and analysing them to identify emerging similar and dissimilar themes. Thus, I presented the findings in a thematic form. These themes were presented in relation to research puzzles they responded to.

6.3 CONCLUSIONS DRAWN FROM FINDINGS

In the section below, I present the conclusions drawn from the findings of the study. These conclusions are drawn in relation to each research puzzle. Below I restated the research puzzles to remind the reader:

1. What are deputy principals' experiences of leading schools in a rural context?
2. What meanings shape deputy principals' leadership practices in schools located in a rural setting?
3. How do deputy principals respond to the demands of the context of rurality?

6.3.1 THE DEPUTY PRINCIPALS' EXPERIENCES OF LEADING SCHOOLS IN A RURAL CONTEXT

The findings emerging from this study revealed that deputy principals leading in a rural setting have exasperating experiences. This inquiry identified four main experiences, namely, leading and teaching with minimal resources, a struggle with cultural activities that intrude on teaching and learning, juggling between teaching and management, poor socio-economic background and lack of parental support. Firstly, deputy principals leading in a school located in a rural setting experience a daunting challenge due to limited resources. This makes their leadership and management roles very challenging. The participants mentioned basic resources such as limited funds, and a lack of teaching resources. Deputy principals find it

difficult to lead and manage with these issues as they are assigned the task of distributing learners' stationery.

Secondly, deputy principals in a rural setting experience a great challenge with cultural activities that intrude on teaching and learning. These cultural activities interrupt the leadership of deputy principals as some of the cultural activities are non-negotiable. Therefore, instead of focusing on their leadership and managerial role that propels the school forward, deputy principals are compelled to face cases of rampant absenteeism and dropout. Thirdly, the study revealed that due to shortage of qualified educators in rural settings, deputy principals are congested with unbearable workload constituted by both teaching and management roles. Therefore, deputy principals find it difficult to strike a balance between teaching and management as they have extra teaching. Lastly, socio-economic background of learners and lack of parental support is daunting for deputy principalship. This is because deputy principals are professionally and personally affected by these rural factors. The participating deputy principals become sympathetic to the extent that they use their own funds to mitigate the impact of socio-economic issues, learner stress and parental burden.

In light of the generative theory of rurality, there is interconnectedness amongst forces, agencies and resources as constituents and connotations for experiences, context and social issues in rural settings (Balfour et al., 2008). Deputy principals who participated in this study are affected by the aforementioned rural context variables. Balfour et al. (2008, p. 100) refer to place and time; they go on to explain that space refers to the occupied space and the area in which movement takes place... which lead to "identity formulation or renegotiation". In this study we find the rural context having its unique identity (rich in cultural activities) which plays out and affects education, specifically the leadership of deputy principals. Secondly, place refers to "connectedness, development of identity culture, interdependency with the land, spirituality, ideology and politics, and activism and engagement" (Balfour et al., 2008, p. 100). Again, the development of the identity culture of a rural context and ideologies affect the leadership of deputy principals in a rural context. With regards to resources, Balfour et al. (2008) refer to the availability and use of resources which are material and psychological. The study revealed the lack of resources as a daunting challenge for deputy principals since it limits their leadership and management efforts.

6.3.2 MEANINGS SHAPING DEPUTY PRINCIPALS' LEADERSHIP PRACTICES IN SCHOOLS LOCATED IN A RURAL SETTING

The findings of this study reveal that the leadership practices of deputy principals are shaped by the meanings they construct in relation to the rural context. These meanings are namely, rurality is not a comfort zone rather it is demanding, striving to capacitate learners to change their lives, love and care shaping leadership practices. Firstly, the deputy principals' leadership practices are fuelled by their understanding that their context is unique and highly demanding. Therefore, they work extra-ordinarily to ensure the achievement of school goals and to bring about effectiveness in their schools. Participants expressed working extra hours as their norm. Secondly, in an endeavour to capacitate learners to change their lives, deputy principals show a great sense of sympathy for the uncondusive conditions their learners live under and they work very hard to ensure the provision of quality education to their learners. They do this to locate their learners at the best possible position to have a brighter future and change their lives through education. Thirdly, deputy principals demonstrate leadership of care by showing love and care to their learners and staff. The practice of demonstrating care in this study assists learners to like school and also to work hard to obtain impressive marks and to improve their school performance at large. Moreover, not only does this practice improve learners' results but rather it creates a conducive environment for teaching and learning and a good relationship between teachers, learners and school leaders, which in turn results in successful attainment of school goals. These leadership practices are in line with the context-responsive leadership approach which outlines that leaders consider the enabling and constraining elements of their contexts (Bredeson et al., 2011). In this study we find deputy principals employing leadership practices that respond to issues of their schools' context (Ylimaki & Jacobson, 2013). This contributes to the effective functioning of the school.

6.3.3 DEPUTY PRINCIPALS' RESPONSES TO THE DEMANDS OF THE CONTEXT OF RURALITY

The findings emerging from this study have shown that deputy principals' experiences of leading in a rural setting triggered the leadership practices they exerted for effectiveness and to respond to the demands of rurality. These leadership practices include leading adjacent to the community and its local traditional leaders, networking with surrounding schools,

employing collegial leadership and teamwork to maximize effectiveness in rural schools, leading by example to encourage other colleagues to work effectively, promoting and monitoring of extra classes to ensure learner excellence in rural schools. Firstly, this study found out that deputy principals find it difficult to lead and manage the school owing to great influence from outside stakeholders. Therefore, to create harmony in their school, they work with local community leaders such as traditional leaders to resolve some school challenges. Establishing such a rapport has yielded good results for these deputy principals together with their schools. Secondly, the study found out that in order to champion the issue of the lack of resources, deputy principals created networks with their surrounding schools who have got the resources. This practice assisted in ensuring improved learner performance. Thirdly, the study revealed that deputy principals in rural schools lead through teams and collegial leadership styles. Through teamwork, the participating deputy principals collaborate with staff members and undertake school activities collectively in an endeavour to attain school goals. The conclusion drawn from this study is that collaboration through teamwork among rural school leaders and staff members, and the community may lead to the effective functioning of a school and to improved learner performance. Fourthly, another finding emerged from this study is that deputy principals lead by example to get things done. These leaders achieved this by modeling the behaviors they anticipated from their followers and showing direction. Lastly, deputy principals in this study were found to conduct extra classes to maximize teaching and learning which in turn resulted in improved learning and the attainment of improved learner performance. Bredeson et al. (2011) articulate that context-responsive leaders are knowledgeable of when, where, why, and how to beat back or mould features of context with the intention to provide a more conducive workplace for attaining goals. In this study we find deputy principals acting to shape context of practice in their rural setting by employing the abovementioned leadership practices which counteract the issues they face.

6.4 RECOMMENDATIONS

Informed by the findings and conclusions provided above, I developed the following recommendations.

6.4.1.1 Provision of resources by the Department of Basic Education

This study revealed that deputy principals in rural settings struggle to lead and teach owing to the lack of adequate resources which include human resources (qualified educators). Therefore, I recommend that the Department of Basic Education must take a closer look at this hurdle and provide sufficient resources to rural school including funds which will ensure enough resources needed by the school. Furthermore, I recommend to the Department of Basic Education to provide rural schools with qualified educators to lessen the burden carried by deputy principals in these schools and to ensure a manageable workload is allocated to school leaders at large.

6.4.1.2 Programmes to negotiate solutions for cultural activities that interrupt teaching and learning

This study further revealed that cultural activities in rural communities interrupt teaching and learning and exacerbate absenteeism and result in high dropouts. I, therefore, recommend to the Department of Basic Education to establish programmes for rural communities that will enlighten them of the importance of educating their children. In such programmes, the Department of Basic Education may find ways to negotiate with parents and local leaders the proper age range or time (during holidays/ after they complete matric) to allow their children to partake in those cultural activities which will not interrupt teaching and learning.

6.4.2 Recommendation to school principals of rural schools

This study further revealed that deputy principal are congested with unbearable workload and struggle to balance teaching management duties. Therefore, I recommend that rural school principals should work with department officials to ensure that they have adequate number of educators in their schools in relation to learner enrolment to ensure manageable distribution of work especially to school leaders such as deputy principals. I further, recommend that they consult documents such as PAM document to maintain the prescribed workload according to post levels.

6.4.3 Recommendation to parents of learners in rural settings

This study spotlighted that deputy principals in rural contexts are personally and professionally affected by socio-economic background and lack of parental support for their learners. The socio-economic background of learners may not be changed overnight. However, I recommend parents establish good relationships with their children and support their education. They may not afford to support financially, nevertheless, they can show care for the education of their children through other means which may include psychological and emotional support as studying may be stressful sometimes.

6.4 IMPLICATIONS FOR FURTHER RESEARCH

This was a small-scale study which explored the lived experiences of three deputy principals in three secondary schools located in a rural setting in the iLembe District. Therefore, findings of this study do not reflect the entire conditions of schools in South Africa. As a result, the experiences of deputy principals in these three secondary schools cannot be generalised to all schools across South Africa. I employed narrative inquiry methodology with an intention to gain insights into the lived experiences of deputy principals leading in schools located in a rural setting. Therefore, since this was a small-scale study, I believe that there is a dire need for further exploration of deputy principals' leadership experiences since this position is under-researched.

6.5 CHAPTER SUMMARY

This study focused on the lived experiences of deputy principals leading in schools located in a rural setting. The direction of this study was triggered by three research puzzles. This study employed a narrative inquiry methodology and selected three participants. The study revealed four main experiences of deputy principals, namely, leading and teaching with minimal resources, a struggle with cultural activities that intrude on teaching and learning, juggling between teaching and management, poor socio-economic background and lack of parental support. Additionally, the study found three meanings shaping leadership practices of deputy principals, namely, rurality is not a comfort zone rather it is demanding, striving to capacitate learners to change their lives, love and care shaping leadership practices. Finally, the study revealed five ways in which deputy principals respond to the demands of rurality,

these include leading adjacent to the community and its local traditional leaders, networking with surrounding schools, employing collegial leadership and teamwork to maximize effectiveness in rural schools, leading by example to encourage other colleagues to work effectively, promotion and monitoring of extra classes to ensure learner excellence in rural schools.

References

- Abd-Kadir, J., & Hardman, F. (2007). The discourse of whole class teaching: A comparative study of Kenyan and Nigerian primary English lessons. *Language and Education*, 21(1), 1-15.
- Adams, S., Savahl, S., Carels, C., Isaacs, S., Brown, Q., Malinga, M., ... & Zozulya, M. (2014). Alcohol consumption and risky sexual behaviour amongst young adults in a low-income community in Cape Town. *Journal of Substance Use*, 19(1-2), 118-124. <https://doi.org/10.3109/14659891.2012.754059>.
- Alekseev, A. I. (1990). *Multifaceted Village. Mysl, Moscow*.
- Ali, W. (2017). A Review of Situational Leadership Theory and Relevant Leadership Styles: Options for Educational Leaders in the 21st Century. *Journal of Advances in Social Science and Humanities*, 3(11), 36401-36431. <https://doi.org/10.15520/jassh311263>
- Alvesson, M., & Sköldböck, K. (2009). *Reflexive methodology: New vistas for qualitative research* (2nd ed.). Thousand Oaks, CA: Sage.
- Anderson, C., & Kirkpatrick, S. (2016). Narrative interviewing. *International journal of clinical pharmacy*, 38(3), 631-634.
- Anney, V. N. (2014). Ensuring the quality of the findings of qualitative research: Looking at trustworthiness criteria. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)*, 5(2), 272-281.
- Arar, K. (2014). Deputy-principals in Arab schools in Israel: an era of reform. *International Journal of Educational Management*, 28(1), 96-113.
- Balfour, R. J., Mitchell, C., & Moletsane, R. (2008). Troubling contexts: Toward a generative theory of rurality as education research. *Journal of rural and community development*, 3(3).
- Balfour, R.J. (2012). Rurality research and rural education: Exploratory and explanatory power. *Perspectives in Education* 30(1), 9-19.
- Barley, Z. A., & Beesley, A. D. (2007). Rural school success: What can we learn. *Journal of research in rural education*, 22(1), 1-16.

- Basson, P., & Mestry, R. (2019). Collaboration between school management teams and governing bodies in effectively managing public primary school finances. *South African Journal of Education*, 39(2) 1–11. <http://dx.doi.10.15700/saje.v39n2a1688>
- Baxter, J., & Eyles, J. (1997). Evaluating “rigour” in interview analysis: Establishing qualitative research in social geography. *Transactions of the Institute of British Geography*, 22(4), 505-525.
- Bernard, H. R., & Bernard, R. H. (2002). *Research Methods in Anthropology: Qualitative and quantitative methods*. Altamira press.
- Bitsch, V. (2005). Qualitative research: A grounded theory example and evaluation criteria. *Journal of agribusiness*, 23(345-2016-15096), 75-91.
- Blose, S. (2019). Personal identity and leadership: learning from deputy principals’ lived experiences. *International Journal of Leadership in Education*, 1-15.
- Blose, S., & Naicker, I. (2018). Learning from the Narratives of Deputy Principals: A discussion of their work in deprived contexts. In V. Chikoko (Ed.), *Leadership that works in deprived school contexts of South Africa* (pp. 161 – 184). Nova Publishers.
- Bredeson, P. V., Klar, H. W., & Johansson, O. (2008). Context-responsive leadership: How superintendents understand, take action and shape the context of their work. In *Preparing Democratic Leaders for Quality Teaching and Student Success: A Time for Action*. Orlando, FL: University Council for Educational Administration Convention.
- Bredeson, P. V., Klar, H. W., & Johansson, O. (2011). Context-Responsive Leadership: Examining Superintendent Leadership in Context. *education policy analysis archives*, 19, 18.
- Bredeson, P., Klar, H., & Johansson, O. (2011). Context-responsive leadership: Examining superintendent leadership in context. *Education Policy Analysis Archives*, 19(18), 1-28.
- Brown, G., & Irby, B. (1997). *The principal portfolio*. Thousand Oaks, CA: Corwin Press.
- Butler-Kisber, L. (2008). Collage as inquiry. *Handbook of the arts in qualitative research*, 265-276.

- Bush, T. (2013). Instructional leadership and leadership for learning: Global and South African perspectives. *Education as change*, 17(sup1), S5-S20.
- Bush, T., & Glover, D. (2016). School leadership and management in South Africa. *International journal of educational management*, 30(2), 211-231.
- Butler-Kisber, L., & Poldma, T. (2010). The power of visual approaches in qualitative inquiry: The use of collage making and concept mapping in experiential research. *Journal of Research Practice*, 6(2), M18-M18. CA: Sage Publications.
- Caine, V., Estefan, A., & Clandinin, D. J. (2013). A Return to Methodological Commitment: Reflection Narrative Inquiry. *Scandinavian Journal of Educational Research*, 57(6), 574- 586.
- Caine, V., Murphy, M. S., Estefan, A., Clandinin, D. J., Steeves, P., & Huber, J. (2017). Exploring the purposes of fictionalization in narrative inquiry. *Qualitative Inquiry*, 23(3), 215-221.
- Candy, L., & Edmonds, E. (2010). *The role of the artefact and frameworks for practice-based research*. Sage Publications.
- Cele, N. (2016). Memories within memories: the dynamics of Zwelibomvu's memories of violence of the 1980s. *Transformation: Critical Perspectives on Southern Africa*, 90(1), 1-27.
- Celik, K. 2013. The effect of role ambiguity and role conflict on performance of vice principals: The mediating role of burnout. *Egitim, Arastirmalari-eurasian Journal of Educational Research*, 51: 195-214.
- Celikten, M. (2001), "The instructional leadership tasks of high school assistant principals", *Journal of Educational Administration*, 39 (1), 67-76.
- Chikoko V. (2018) The nature of the deprived school context. In: Chikoko V (ed.) *Leadership That Works in Deprived School Contexts of South Africa*. New York: NOVA Science, p.1–10.
- Chimentao, L. K., & Reis, S. (2019). Beyond bureaucratic ethics in qualitative research involving human beings. *Alfa: Revista de Linguística (São José do Rio Preto)*, 63, 691-710.

- Chimentão, L. K., & Reis, S. (2019). Beyond bureaucratic ethics in qualitative research involving human beings. *Alfa: Revista de Linguística*, 63(3), 697-715.
- Chitamba, N. (2019). *The role and experiences of deputy principals with instructional leadership in Zimbabwe* (Doctoral dissertation, University of the Free State).
- Clandinin, D. J. (2013). *Engaging in narrative inquiry*. Walnut Creek, CA: Left Coast Press,
- Clandinin, D. J., Huber, J., Huber, M., Murphy, M. S., Murray Orr, A., Pearce, M., et al. (2006). *Composing diverse identities: Narrative inquiries into the interwoven lives of children and teachers*. London: Routledge.
- Clandinin, D. J., Pushor, D., & Orr, A. M. (2007). Navigating sites for narrative inquiry. *Journal of teacher education*, 58(1), 21-35.
- Clandinin, J. D. (2014). *Engaging in Narrative Inquiry*. USA: Life Coast Press.
- Clandinin, J., Caine, V., Lessard, S., & Huber, J. (2016). *Engaging in narrative inquiries with children and youth*. Routledge.
- Clarke, S., & Stevens, E. (2009). Sustainable leadership in small rural schools: Selected Australian vignettes. *Journal of Educational Change*, 10(4), 277.
- Cloke, P., Marsden, T., & Mooney, P.H. (2006). *Handbook of rural studies*. London: Sage.
- Connelly, F. M., & Clandinin, D. J. (1990). Stories of experience and narrative inquiry. *Educational researcher*, 19(5), 2-14.
- Costantino, T. E. (2008). Teacher as mediator: A teacher's influence on students' experiences visiting an art museum. *Journal of aesthetic education*, 42(4), 45-61.
- Craig, C. (1992). *Coming to know in the professional knowledge context: Beginning teachers' experiences*. Unpublished doctoral dissertation, University of Alberta, Edmonton
- Clandinin, D. J., & Caine, V. (2013). Narrative inquiry. In *Reviewing qualitative research in the social sciences*, 166-179. Routledge.
- Cranston, N. (2009). Middle-level school leaders: Understanding their roles and aspirations. In N. C. Cranston & L. C. Ehrich (Eds.), *Australian school leadership today* p. 217-241, Australian Academic Press.

- Cranston, N. C. (2009). Middle-level school leaders: Understanding their roles and aspirations. *Australian school leadership today*, 217.
- Cranston, N., Tromans, C., & Reugebrink, M. (2004). Forgotten leaders: what do we know about the deputy principalship in secondary schools?. *International Journal of Leadership in Education*, 7(3), 225-242.
- Cresswell, J. W. (Ed.). (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (3rd ed.), Sage.
- Creswell, J. W. (2009). *Research designs: Qualitative, quantitative, and mixed methods approaches*. California: Sage.
- Creswell, J. W. (2014). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (4th ed.). Essex, UK: Pearson
- Daresh, J. and Arrowsmith, T. (2003), *A Practical Guide for New School Leaders*, Paul Chapman Publishing.
- Davis, D. (2008). Memoir, fantasy, media analysis: A collage-informed body of experience. In *Annual Meeting of the American Educational Research Association*. New York.
- de Gialdino, I. V. (2009). Ontological and Epistemological Foundations of Qualitative Research. *Forum: Qualitative Social Research*, 10(20), 1438-5627.
- de Gialdino, I. V. (2009, May). Ontological and epistemological foundations of qualitative research. In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* (Vol. 10, No. 2).
- Denzin, N. K., & Lincoln, Y. S. (2005). *The Sage handbook of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.
- Department of Basic Education, Republic of South Africa 2017. Rural Education Draft Policy. *Government Gazette*, 630(41321), December 15.
- Department of Basic Education, Republic of South Africa 2017. Rural Education Draft Policy. *Government Gazette*, 630(41321), December 15.

- Department of Education. (2005, May). *Report of the Ministerial Committee on Rural Education, A new vision for rural schooling*. Republic of South Africa.
- DBE (Republic of South Africa. Department of Basic Education). 2016. Personnel administrative measures (PAM). Government Gazette No. 39684. Pretoria: Department of Basic Education Policy, Department of Basic Education.
- Y. Don (2019) School management and leadership: *Teamwork in schools, Multidisciplinary Journal of Instruction* 1(2) 14-36.
- Dörnyei, Z. (2007) *Research methods in applied linguistics*, New York: Oxford University Press
- Du Plessis, P. (2014). Problems and complexities in rural schools: Challenges of education and social development. *Mediterranean Journal of Social Sciences*, 5(20), 1109-1109.
- Du Plessis, P., & Mestry, R. (2019). Teachers for rural schools—a challenge for South Africa. *South African Journal of Education*, 39.
- Education Queensland (2001, August 23). *Position description: Deputy principal*
http://iwww.qed.qld.gov.au/workdept/hr/pd_wp/schools/dpb67_pd.htm
- Eisner, E. W. (1998). *The enlightened eye: Qualitative inquiry and the enhancement of educational practice*. Upper Saddle River, NJ: Prentice Hall.
- Eisner, E. W. (2001). Concerns and aspirations for qualitative research in the new millennium. *Qualitative Research*, 1(2), 135-145.
- Elliott, R., Fischer, C. T., & Rennie, D. L. (1999). Evolving guidelines for publications of qualitative research studies in psychology and related fields. *The British Journal of Clinical Psychology*, 38(3), 215-229.
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American journal of theoretical and applied statistics*, 5(1), 1-4.
- Farnham, A. (2009). A portrait of the deputy principal in the New Zealand secondary school. Unpublished Research Project. UNITEC.
- Fiedler, F. E. (1978). The contingency model and the dynamics of the leadership process. In *Advances in experimental social psychology*, 11, p. 59-112. Academic Press.

- Fine, C., & Raack, L. (1995). Professional development: Changing times. North Central Regional Educational Laboratory Policy Briefs. Retrieved March 1, 2005, from <http://www.ncrel.org/sdrs/pbriefs/94/94-over.htm>
- Fossey, E., Harvey, C., McDermott, F., & Davidson, L. (2002). Understanding and evaluating qualitative research. *Australian & New Zealand journal of psychiatry*, 36(6), 717-732.
- Furlonger, D. (2002). Rally to read. <http://www.freefinancialmail.co.za/rallytoread/rally.htm>
- Gabela RV 2006. Unpublished Opening Remarks at the 2nd KwaZulu-Natal Department of Education Teacher Development Conference. University of KwaZulu-Natal: Pinetown
- Garrett, V. & McGeachie, B. (1999). Preparation for headship? The role of the deputy head in the primary school. *School Leadership and Management*, 19(1), 67-81.
- Gasa, A. N. (2016). Exploring Instructional Leadership Practices Within the Context of Multi grade Teaching: Experiences of Principals and Teachers (Doctoral dissertation, University of KwaZulu-Natal, Edgewood).
- Gibson, C., Hardy III, J. H., & Buckley, M. R. (2014). Understanding the role of networking in organizations. *Career Development International*.
- Goleman, D. (1995). *Emotional Intelligence: Why it can matter more than IQ* Bantam Books.
- Goleman, D. (2003). What makes a leader. *Organizational influence processes*, 82, 229-241.
- Goleman, D., Boyatzis, R. and McKee, A. (2002), *The New Leaders – Transforming the Art of Leadership into the Science of Results*, Time-Warner, London.
- Grant D. (2013). Becoming a primary school principal in Ireland: Deputy-principalship as preparation. Unpublished Doctor of Education thesis, Centre for Educational Research and Development, University of Lincoln
- Greene, J. C. (2010). Knowledge accumulation: Three views on the nature and role of knowledge in social science. *Qualitative educational research: Readings in reflexive methodology and transformative practice*, 63-77.

- Griffith, J. (2004), "Relation of principal transformational leadership to school staff job satisfaction, staff turnover, and school performance", *Journal of Educational Administration*, 42(3), 333-356.
- Gronn, P. (2011). Hybrid configurations of leadership. *The SAGE handbook of leadership*, 437-454.
- Hackman, M. Z., & Johnson, C. E. (2013). *Leadership: A communication perspective*. Waveland Press.
- Hall, K. and Giese, S. (2009), Addressing quality through school fees and school funding. In S. Pendlebury, L. Lake and C. Smith (eds), *South African Child Gauge 2008/2009*, Cape Town: University of Cape Town/Children's Institute
- Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of education*, 33(3), 329-352.
- Hallinger, P. (2011). A review of three decades of doctoral studies using the Principal Instructional Management Rating Scale: A lens on methodological progress in educational leadership. *Educational Administration Quarterly*, 47(2), 271–306.
- Hallinger, P. (2018). Bringing context out of the shadows of leadership. *Educational management administration & leadership*, 46(1), 5-24.
- Hallinger, P., & Heck, R. H. (2010). Leadership for learning: Does collaborative leadership make a difference in school improvement?. *Educational management administration & leadership*, 38(6), 654-678.
- Hallinger, P., Leithwood, K. and Heck, R.H. (2010), "Leadership: instructional", in Peterson, P., Baker, E. and McGaw, B. (Eds), *International Encyclopedia of Education*, 1st ed., Elsevier, Amsterdam, pp. 18-25.
- Hallinger, P. (2015). *Assessing Instructional Leadership with the Principal Instructional Management Rating Scale With Chia-Wen Chen and Dongyu Li*. Springer.
- Hammersley, M. (2004). Some reflections on ethnography and validity. In C. Seale (Ed.), *Social research methods: A reader* (pp. 241-245). London, UK: Routledge.

- Haq, S. (2011). Ethics and leadership skills in the public service. *Procedia-Social and Behavioral Sciences*, 15, 2792-2796.
- Harris A (2008) Distributed leadership: According to the evidence. *Journal of Educational Administration*, 46(2), 172–188.
- Harris, A., & Spillane, J. (2008). Distributed leadership through the looking glass. *Management in education*, 22(1), 31-34.
- Harris, A., Muijs, D., & Crawford, M. (2003). *Deputy and assistant heads: Building leadership potential*. Full report. Nottingham, UK: National College for School Leadership.
- Harvey, M. (1994a). Empowering the primary school deputy principal. *Educational Management and Administration*, 22(1), 26-38.
- Harvey, M. J. (1994) The deputy principalship: Retrospect and prospect. *International Journal of Educational Management*, 8, 15–25.
- Hassenpflug, A. (1991). Commentary: What is the role of the assistant principal. *NASSP AP Special Newsletter*, 7(1), 7-14.
- Hatch, J. A., & Wisniewski, R. (1995). Life history and narrative: Questions, issues, and exemplary works. *Life history and narrative*, 113-135.
- Hatcher, A. M., Stöckl, H., McBride, R. S., Khumalo, M., & Christofides, N. (2019). Pathways from food insecurity to intimate partner violence perpetration among peri urban men in South Africa. *American journal of preventive medicine*, 56(5), 765- 772.
- Hausman, C., Nebeker, A., McCreary, J. and Donaldson, G. Jr (2002), “The worklife of the assistant principal”, *Journal of Educational Administration*, 40(2), p. 136-57.
- Herselman, M. E. (2003). ICT in rural areas in South Africa: various case studies. *Informing Science Proceedings*, 945-955.
- Hersey, P., & Blanchard, K. H. (1969). Life cycle theory of leadership. *Training & Development Journal*, 28 (2), 22-37.
- Hersey, P., & Blanchard, K. H. (1974). So you want to know your leadership style? *Training and Development Journal*, 1969, 23 (2), 26-34.

- Hersey, P., & Blanchard, K. H. (1982). *Management of organization behavior. Utilizing human resources*. 4th ed. Englewood Cliffs, N. J.: Prentice Hall.
- Hersey, P., & Blanchard, K. H. (1997). Situational leadership. In *Dean's Forum*, 12(2), 5.
- Hildreth, D., Rogers, R. R., & Crouse, T. (2018). Ready, Set, Grow! Preparing and Equipping the Rural School Leader for Success. *Alabama Journal of Educational Leadership*, 5, 39-52.
- Hilliard, A. T., & Newsome, S. S. (2013). Value added: Best practices for the utilization of assistant principals' skills and knowledge in schools. *Journal of College Teaching & Learning (TLC)*, 10(2), 153-158.
- Hlalele, D. (2012). Social justice and rural education in South Africa. *Perspectives in Education*, 30(1), 111-118.
- Howard-Schwind, M. (2010). *Instructional leadership responsibilities of assistant principals in large Texas high schools*. University of North Texas.
- Hulpia, H., Devos, G., & Van Keer, H. (2011). The relation between school leadership from a distributed perspective and teachers' organizational commitment: Examining the source of the leadership function. *Educational Administration Quarterly*, 47(5), 728-771.
- Jenkins, D. M., & Dugan, J. P. (2013). Context matters: An interdisciplinary studies interpretation of the national leadership education research agenda. *Journal of leadership education*, 12(3), 15-29.
- Johnson, S. M., Kraft, M. A., & Papay, J. P. (2012). How context matters in high-need schools: The effects of teachers' working conditions on their professional satisfaction and their students' achievement. *Teachers College Record*, 114(10), 1-39.
- Jovchelovitch, S., & Bauer, M. W. (2000). Narrative interviewing. *Qualitative researching with text, image and sound*, 57-74.
- Jovchelovitch, S., & Bauer, M. W. (2000). Narrative interviewing. *Qualitative researching with text, image and sound*, 57-74.

- Katz, R. L. (1955). Skills of an effective administrator. *Harvard Business Review*, 33(1), 33-42.
- Katz, R. L. (2009). *Skills of an effective administrator* (Harvard Business Review Classics). MA: Harvard Business School Press.
- Kelley, E., & Kelloway, E. K. (2012). Context matters: Testing a model of remote leadership. *Journal of Leadership & organizational studies*, 19(4), 437-449.
- Khumalo, J. B., & Van der Vyver, C. P. (2020). Critical skills for deputy principals in South African secondary schools. *South African Journal of Education*, 40(3).
- Khumalo, J. B., Van Der Westhuizen, P., Van Vuuren, H., & van der Vyver, C. P. (2017). The Professional Development Needs Analysis Questionnaire for Deputy Principals. *Africa Education Review*, 14(2), 192-208.
- Khumalo, J. B., Van Der Westhuizen, P., Van Vuuren, H., & van der Vyver, C. P. (2017). The Professional Development Needs Analysis Questionnaire for Deputy Principals. *Africa Education Review*, 14(2), 192-208.
- Khumalo, J. B., Van Vuuren, H. J., Van der Westhuizen, P. C., & Van der Vyver, C. P. (2018). Problems experienced by secondary school deputy principals in diverse contexts: a South African study. *Problems and Perspectives in Management*, 16(2), 190.
- Khuzwayo, N.Q. (2018). *Leading fellow teachers: narratives of three subject head educators in three secondary schools* (unpublished master's thesis). University of KwaZulu Natal, South Africa.
- Klar, H. W., & Brewer, C. A. (2014). Successful leadership in a rural, high-poverty school: The case of County Line Middle School. *Journal of Educational Administration*, 52, 422-445. <http://doi:10.1108/JEA-04-2013-0056>.
- Kouzes, J. M., & Posner, B. Z. (2006). *The leadership challenge* (Vol. 3). John Wiley & Sons.
- Kovach, M. (2010). Conversation method in Indigenous research. *First peoples child & family review: An interdisciplinary journal honouring the voices, perspectives, and knowledges of first peoples through research, critical analyses, stories, standpoints and media reviews*, 5(1), 40- 48.

- Krauss, S. E. (2005). *Research Paradigms and Meaning Making. The Qualitative Report* , 10(2), 758- 770.
- Krefting, L. (1991). Rigor in qualitative research: The assessment of trustworthiness. *The American Journal of Occupational Therapy*, 43(3), 214.
- Kruse, K., 2013. What Is Leadership? Forbes Magazine. [online] Available at: <http://www.forbes.com/sites/kevinkruse/2013/04/09/what-is-leadership/> [Accessed on 11 My 2018].
- Lamkin, M. (2006). Challenges and changes faced by rural superintendents. *The Rural Educator*, 28(1), 17–25.
- Lanier, D. A. (2021). *Exploring Academic Leadership in Higher Education through the Lens of Leader- to-Member Exchange (LMX) Theory* (Doctoral dissertation, Nova South eastern University).
- Leaf, A., & Odhiambo, G. (2017). The deputy principal instructional leadership role and professional learning: Perceptions of secondary principals, deputies and teachers. *Journal of Educational Administration*, 55(1), 33–48.
- Le Roux, S., & Hendrikz, F. (2021, October). Rendering a comprehensive school and community library service to remote rural communities in South Africa by forging partnerships. In *IASL Annual Conference Proceedings*.
- Leggat, S.G. (2007). Effective healthcare teams require effective team members: defining teamwork competencies. *BMC Health Services Research* 7 (1), 17.
- Leithwood, K., Harris, A., & Hopkins, D. (2008). Seven strong claims about successful school leadership. *School leadership and management*, 28(1), 27-42.
- Leithwood, K., Jantzi, D., & Steinbach, R. (1999). *Changing leadership for changing times*. McGraw- Hill Education (UK).
- Lemmer, E. M., & Manyike, T. V. (2012). Far from the city lights: English reading performance of ESL learners in different types of rural primary school. *A Journal of Language Learning*, 28(1), 16- 35.
- Lester, L. (2012). Putting rural readers on the map: Strategies for rural literacy. *The Reading Teacher*, 65(6), 407-415.

- Li, Y., Long, H., & Liu, Y. (2015). Spatio-temporal pattern of China's rural development: A rurality index perspective. *Journal of Rural Studies*, 38, 12-26.
- Lim, L., & Pollock, K. (2019). Secondary Principals' Perspectives on the Impact of Work Intensification on the Secondary Vice-Principal Role. *Leading and Managing*, 2(25), 80.
- Lincon, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, California: SAGE Publication.
- Loh, J. (2013). Inquiry into Issues of Trustworthiness and Quality in Narrative Studies: A Perspective. *Qualitative Report*, 18(33).
- Louis, K. S., Leithwood, K., Wahlstrom, K.L., & Anderson, S. E. (2010). *Learning from leadership: Investigating the links to improved student learning*. Center for Applied Research and Educational Improvement, University of Minnesota.
- Madhlangobe, L. & Gordon, S. P. (2012). Culturally responsive leadership in a diverse school: A case study of a high school leader. *NASSP Bulletin*, 96(3), 177-202.
- Mafora, P. (2013). Why leading for transformation in South African township secondary schools fails: Views from deputy principals. *Mediterranean Journal of Social Sciences*, 4(3), 687-687.
- Mafora, P. (2013). Why leading for transformation in South African township secondary schools fails: Views from deputy principals. *Mediterranean Journal of Social Sciences*, 4(3), 687-687.
- Manz, C.C. (2015), "Taking the self-leadership high road: smooth surface or potholes ahead", *Academy of Management Perspectives*, 29 (1), 132-151.
- Marshall, C., & Hooley, R. M. (2006). *The assistant principal: Leadership choices and challenges*. Corwin Press.
- Masinire, A. (2015). Recruiting and retaining teachers in rural schools in South Africa: Insights from a rural teaching experience programme. *Australian and International Journal of Rural Education*, 25(1), 1.
- Masinire, A., Maringe, F., & Nkambule, T. (2014). Education for rural development:

- Embedding rural dimensions in initial teacher preparation. *Perspectives in Education*, 32(3), 146-158.
- Masuku, S. (2011). *The instructional leadership role of the high school head in creating a culture of teaching and learning in Zimbabwe* (Doctoral dissertation, University of South Africa).
- Mbibia, B., & Huchzermeyer, M. (2002). Contentious development: Peri-urban studies in sub Saharan Africa. *Progress in Development Studies*, 2(2), 113–131.
- Mbokazi, S. S. (2015). *The role of traditional leaders in school governance: learning from two communities in KwaZulu-Natal* (Doctoral dissertation).
- Mbokazi, S., & Bhengu, T. (2008). An unexplored partnership: The influence of traditional leaders on schooling. *Journal of education*, 44, 49-66.
- Mckenzie, K. B., & Locke, L. A. (2014). Distributed Leadership: A Good Theory but what if Leaders Won't, Don't Know How, or Can't Lead?. *Journal of School Leadership*, 24(1), 164-188.
- McQueen, M. (2002). Language and power in profit/nonprofit relationships: A grounded Theory of inter-sectoral collaboration.
http://au.geocities.com/dr_meryl_mcqueen/phd/mcqueen3.htm *methods approaches* (3rd ed). Thousand Oaks, CA: Sage Publications
- Mestry, R., Moonsammy-Koopasammy, I., & Schmidt, M. (2013). The instructional leadership role of primary school principals. *Education as Change*, 17(sup1), S49-S64.
- Mishna, F., Antle, B. J., & Regehr, C. (2004). Tapping the perspectives of children: Emerging ethical issues in qualitative research. *Qualitative Social Work*, 3(4), 449-468.
- Mohangi, K., Krog, S., Stephens, O., & Nel, N. (2016). Contextual challenges in early literacy teaching and learning in grade R rural schools in South Africa. *A Journal of Language Learning*, 32(1), 71-87.
- Morris, R. C., & Potter, L. (1999). Personnel and human resource functions in the rural school district: Some insights and directions. *Leadership for rural schools: Lessons for all educators*, 95-110.

- Morton, D., Bird-Naytowhow, K., Pearl, T., & Hatala, A. R. (2020). "Just because they aren't human doesn't mean they aren't alive": The methodological potential of photovoice to examine human-nature relations as a source of resilience and health among urban Indigenous youth. *Health & Place*, 102268.
- Msila, V. (2010). Rural school principals' quest for effectiveness: Lessons from the field. *Journal of Education*, 48(1), 169-189.
- Mtsi, N., & Maphosa, C. (2016). Challenges encountered in the teaching and learning of the natural sciences in rural schools in South Africa. *Journal of Social Sciences*, 47(1), 58-67.
- Muijs, D. (2015). Collaboration and networking among rural schools: Can it work and when? Evidence from England. *Peabody Journal of Education*, 90(2), 294-305.
- Mukeredzi, T. G. (2013). Professional Development Through Teacher Roles: Conceptions of Professionally Unqualified Teachers in Rural South Africa and Zimbabwe. *Journal of Research in Rural Education*, 28(11).
- Mumford, M. D., Zaccaro, S. J., Harding, F. D., Jacobs, T. O., & Fleishman, E. A. (2000). Leadership skills for a changing world: Solving complex social problems. *The Leadership Quarterly*, 11(1), 11-35.
- Myende, P., & Chikoko, V. (2014). School-university partnership in a South African rural context: Possibilities for an asset-based approach. *Journal of Human Ecology*, 46(3), 249- 259.
- Ndebele, C., Muhuro, P., & Nkonki, V. (2016). Rurality and the professional development of university teachers. *South African Journal of Higher Education*, 30(6), 127-145.
- Ndebele, C., Muhuro, P., & Nkonki, V. (2016). Rurality and the professional development of university teachers. *South African Journal of Higher Education*, 30(6), 127-145.
- Ngcobo, T., & Tikly, L. P. (2010). Key dimensions of effective leadership for change: A focus on township and rural schools in South Africa. *Educational Management Administration & Leadership*, 38(2), 202-228.
- Nieuwenhuizen, L. M. (2011). *Understanding the complex role of the assistant principal in secondary schools* (Doctoral dissertation, University of Missouri--Columbia).

- Nkambule, T., Balfour, R. J., Pillay, G., & Moletsane, R. (2011). Rurality and rural education: Discourses underpinning rurality and rural education research in South African postgraduate education research 1994-2004. *South African Journal of Higher Education*, 25(2), 341-357.
- Norton, M. S. (2015). *The assistant principal's guide: New strategies for new responsibilities*, Routledge.
- Nowosad, I. Extra-curricular classes as a space for the development of creativity and innovation in the past and contemporary school reality. In *International Forum for Education* (p. 35).
- O'Connor, S. (2010), "Reconceptualising the role of deputy principal", *Independence*, 35(1), 56-58.
- Oc, B. (2018). Contextual leadership: A systematic review of how contextual factors shape leadership and its outcomes. *The Leadership Quarterly*, 29(1), 218-235.
- Oleszewski, A., Shoho, A., & Barnett, B. (2012). The development of assistant principals: A literature review. *Journal of educational administration*, 50(3) p. 264-286.
- Oliver, R. (2005). Assistant Principal Professional Growth and Development: A Matter that Cannot Be Left to Chance. *Educational Leadership and Administration: Teaching and Program Development*, 17, 89-100.
- Olson, M. (1993). *Narrative authority in (teacher) education*. Unpublished doctoral dissertation, University of Alberta, Edmonton
- Orb, A., Eisenhauer, L., & Wynaden, D. (2001). Ethics in qualitative research. *Journal of nursing scholarship*, 33(1), 93-96.
- Owen-Fitzgerald, V. (2010), "Effective components of professional development for assistant principals", unpublished doctoral dissertation, California State University, Fullerton, CA
- Paokong, J. C., & Rosiek, J. (2003). Anti-colonialist antinomies in a biology lesson: A sonata-form case study of cultural conflict in a science classroom. *Curriculum Inquiry*, 33(3), 251-290.
- Pascale, C. (2011). *Cartographies of knowledge: Exploring qualitative epistemologies*. Thousand Oaks, CA: Sage.

- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed). Thousand Oaks, CA: Sage.
- Penslar, R. L. (1993). *Protecting human research subjects*. For sale by the USGPO, Supt. of Docs..
- Pérez–Mayo, J. (2005). Identifying deprivation profiles in Spain: a new approach. *Applied Economics*, 37(8), 943-955.
- Petrides, L., Jimes, C., & Karaglani, A. (2014). Assistant principal leadership development: A narrative capture study. *Journal of Educational Administration*, 52(2), 173-192.
- Pinnegar, S., & Daynes, J. G. (2007). Locating narrative inquiry historically. *Handbook of narrative inquiry: Mapping a methodology*, 3-34.
- Polkinghorne, D. E. (1988). *Narrative knowing and the human sciences*. Albany: State University of New York Press.
- Polkinghorne, D. E. (1995). Narrative configuration in qualitative analysis. *International journal of qualitative studies in education*, 8(1), 5-23.
- Polkinghorne, D. E. (1995). Narrative configuration in qualitative analysis. In J. Amos Hatch & R Wisniewski (Eds.), *Life history and narrative* (pp.5-23). London: Falmer Press
- Posner, B. Z. (2015). An investigation into the leadership practices of volunteer leaders. *Leadership & Organization Development Journal*.
- Potrac, P., Jones, R. L., & Nelson, L. (2014). Interpretivism. In *Research methods in sports coaching* (pp. 31-41). Routledge.
- Pounder, D. and Crow, G. (2005), “Sustaining the pipeline of school administrators”, *Educational Leadership*, 62(8), 56-60.
- Preston, J., & Barnes, K. E. (2017). Successful leadership in rural schools: Cultivating collaboration. *The Rural Educator*, 38(1), 6-15.
- Republic of South Africa (2003). *Traditional Leadership and Governance Framework Amendment Act No. 41 of 2003*. Government Printers.
- Republic of South Africa. (1996a). Constitution of the Republic of South Africa, Act 108 of 1996.

- Republic of South Africa. (1996b). South African Schools Act, Act 84 of 1996.
- Riessman, C. K. (2008). *Narrative methods for the human sciences*. Thousand Oaks, CA:
- Rintoul, H., & Bishop, P. (2019). Principals and vice-principals: exploring the history of leading and managing public schools in Ontario, Canada. *Journal of educational administration and history*, 51(1), 15-26.
- Robinson, V. (2011). *Student-centered leadership*. San Francisco, CA: Jossey-Bass.
- Rye, J. F. (2006). Rural youths' images of the rural. *Journal of Rural Studies*, 22(4), 409-421. Sage Publications.
- Saloojee, G., Phohole, M., Saloojee, H., & IJsselmuiden, C. (2007). Unmet health, welfare and educational needs of disabled children in an impoverished South African peri urban township. *Child: care, health and development*, 33(3), 230-235.
- Searby, L., Browne-Ferrigno, T., & Wang, C. H. (2017). Assistant principals: Their readiness as instructional leaders. *Leadership and Policy in Schools*, 16(3), 397-430.
- Sergiovanni, T. J. (1992). *Moral leadership: Getting to the heart of school improvement*. Jossey-Bass, San Francisco, CA.
- Shaked, H. (2019). Boundaries of Israeli Assistant Principals' Instructional Leadership. *Leadership and Policy in Schools*, 1-15.
- Shaked, H. (2020). Boundaries of Israeli assistant principals' instructional leadership. *Leadership and Policy in Schools*, 19(3), 497-511.
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for information*, 22(2), 63-75.
- Shore, K. (2015). Career assistant/deputy principals: Asleep at the wheel or motivated drivers in education. *Unpublished EdD thesis, Palmerston North, New Zealand: Massey University*.
- Shore, K., & Walshaw, M. (2018). Assistant/deputy principals: what are their perceptions of their role?. *International Journal of Leadership in Education*, 21(3), 310-326.

- Showry, M., & Manasa, K. V. L. (2014). Self-awareness-key to effective leadership. *IUP Journal of Soft Skills*, 8(1), 15.
- Shubin, S. (2006). The changing nature of rurality and rural studies in Russia. *Journal of Rural Studies*, 22(4), 422-440.
- Sibanda, L. (2018). Distributed leadership in three diverse public schools: Perceptions of deputy principals in Johannesburg. *Issues in Educational Research*, 28(3), 781-796.
- Singh, P. (2014). Intervention of transformational collegial leadership to develop human resources. *International Business & Economics Research Journal (IBER)*, 13(1), 53-68.
- Smit, B. (2017). A narrative inquiry into rural school leadership in South Africa. *Qualitative Research in Education*, 6(1), 1-21.
- Southworth, G. (2002). Lessons from successful leadership in small schools. In *Second international handbook of educational leadership and administration*, p. 451-483. Springer,,Dordrecht.
- Sebastian, J., & Allensworth, E. (2012). The influence of principal leadership on classroom instruction and student learning: A student of mediated pathways to learning. *Educational Administration Quarterly*, 48(4), 626–663.
- Spillane, J. P., & Diamond, J. B. (Eds.). (2007). *Distributed leadership in practice*. New York, NY: Teachers College, Columbia University.
- Sulla, V., & Zikhali, P. (2018). *Overcoming poverty and inequality in South Africa: An assessment of drivers, constraints and opportunities* (English). Washington, DC: World Bank Group.
- Surty, E. (2011). Quality education for rural schools in South Africa: Challenges and solutions. *South African Rural Educator*, 1(9), 8-15.
- Sutton-Brown, C. A. (2014). Photovoice: A methodological guide. *Photography and Culture*, 7(2), 169-185.
- Taole, M. J. (2013). Exploring principals' role in providing instructional leadership in rural high schools in South Africa. *Studies of Tribes and Tribals*, 11(1), 75-82.

- Timperley, H. S. (2005). Distributed leadership: Developing theory from practice. *Journal of curriculum studies*, 37(4), 395-420.
- Tobin, G. A., & Begley, C. M. (2004). Methodological rigour within a qualitative framework. *Journal of advanced nursing*, 48(4), 388-396.
- Tongco, M. D. C. (2007). Purposive sampling as a tool for informant selection. *Ethnobotany Research and applications*, 5, 147-158.
- Tschannen-Moran, M., Salloum, S. J., & Goddard, R. D. (2014). Context matters: The influence of collective beliefs and shared norms. *International handbook of research on teachers' beliefs*, 301-316.
- Van Der Riet, M., & Knoetze, J. (2004). Help seeking patterns in urban and rural youth in two South African provinces: A socio-contextual view. *School Psychology International*, 25(2), 223-240.
- Van der Vyver, C. P., Kok, T., & Conley, L. N. (2020). The relationship between teachers' professional wellbeing and principals' leadership styles. *Perspectives in Education*, 38(2), 86-102.
- Van Wyk, J. M., Naidoo, S. S., & Esterhuizen, T. M. (2010). Will graduating medical students prefer to practise in rural communities?. *South African Family Practice*, 52(2), 149-153.
- Walker, A., & Kwan, P. (2009). Linking professional, school, demographic, and motivational factors to desire for principalship. *Educational Administration Quarterly*, 45(4), 590-615.
- Watton, E. L., & Parry, K. (2016, December). Leadership identity: using artefacts (and storytelling) to discover new insights. In *Australian and New Zealand Academy of Management Conference*.
- Willis, J. W. (2007). *Foundations of qualitative research: interpretive and critical approaches*. London: Sage.
- Yanow, D., & Schwartz-Shea, P. (2011). *Interpretive approaches to research design: Concepts and processes*. Taylor & amp.

Ylimaki, R., & Jacobson, S. (2013). School leadership practice and preparation: Comparative perspectives on organizational learning (OL), instructional leadership (IL) and culturally responsive practices (CRP). *Journal of Educational Administration*, 51(1), 6-23.

Yukl, G. (2002). *Leadership in Organizations*. (5th ed.). Upper Saddle River, NJ: Prentice Hall.

Yukl, G. (2011). Contingency theories of effective leadership. *The SAGE handbook of leadership*, 24(1), 286-298.

Zondi, N. B. (2008). *Bahlabelelani: why do they sing?: gender and power in contemporary women's songs* (Doctoral dissertation).

Zuze, T. L., & Juan, A. (2020). School leadership and local learning contexts in South Africa. *Educational Management Administration & Leadership*, 48(3), 459-477.

DATA GENERATION TOOL/PLAN

Field texts (Data) will be generated using three methods, namely, narrative interviews, collage inquiry and photo-voice inquiry. Three data generation sessions over two days will be scheduled with each participant. All data in this inquiry will be generated remotely owing to corona virus pandemic.

Session one: Through narrative interviews that will be conducted on a zoom meeting platform and recorded, participants will be requested to relate their stories of experience as deputy principals in schools located in a rural setting. This may include:

- Their day-to-day leadership experiences as deputy principal in schools located in a rural setting.
- Meanings shaping their leadership in a rural setting.
- The demands of rurality and the impact thereof on their leadership.
- What leadership practices they exert to respond to the demands of rurality.

Session two: Participants will be requested to develop a collage relating to their stories as deputy principals leading in school in a rural setting. Since data will be generated remotely, participants will be provided with financial resource so they can purchase resources that will be needed for this project. Resources will include: scissors, magazines, charts, and glue stick.

- An overview of what the collage stands to achieve will be provided to participants as to give them a picture of what kind magazines they can purchase.
- Participants will be required to relate stories of their leadership experiences triggered by pictures in the collage.
- Guide on how to develop the collage will be provided prior to participants via communication through WhatsApp.

- Participants will be allowed to do this project at their homes and requested to send a full picture of the collage via WhatsApp upon their completion, for use in the research report.

Session three: Photovoice will be used to elicit more stories of leadership experiences. This will be done as follows:

- Using their mobile devices, participants will be requested to take pictures of their working environment which may include, their office space and school environment.
- Participants will be required to relate stories triggered by pictures.
- Pictures may be accompanied by a caption or short message.
- Compiled pictures will be sent via WhatsApp for use in the research report.

ETHICAL CLEARANCE CERTIFICATE



17 December 2020

Mr Ayanda Mbatha (215007768)
School Of Education
Edgerwood Campus

Dear Mr Mbatha,

Protocol reference number: HSSREC/00002166/2020

Project title: Leadership and rurality: Deputy Principals' leadership experiences in secondary schools in a rural context.

Degree: Masters

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 24 November 2020 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted FULL APPROVAL on the following condition:

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

This approval is valid until 17 December 2021.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

All research conducted during the COVID-19 period must adhere to the national and UKZN guidelines.

HSSREC is registered with the South African National Research Ethics Council (REC-040414-040).

Yours sincerely,



Professor Dipane Hlalele (Chair)

/dd

Humanities and Social Sciences Research Ethics Committee

Postal Address: Private Bag X54001, Durban, 4000, South Africa

Telephone: +27 1031 260 8350/4557/3587 Email: hssrec@ukzn.ac.za Website: <http://research.ukzn.ac.za/research-ethics>

Funding Centres: Edgerwood Howard College Medical School Pietermaritzburg Westville

INSPIRING GREATNESS

DEPARTMENT OF EDUCATION CLEARANCE



KWAZULU-NATAL PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE HEAD OF DEPARTMENT

Private Bag X9137, PIETERMARITZBURG, 3200
Anton Lembede Building, 247 Burger Street, Pietermaritzburg, 3201
Tel: 033 3921062 / 033-392 1051

Email: Phindile.duma@kzndoe.gov.za
Buyi.ntuli@kzndoe.gov.za

Enquiries: Phindile Duma/Buyi Ntuli

Ref: 214/87040

Mr Ayanda Mbatsha
384 6th Street
CLERNAVILLE
3610

Dear Mr Mbatsha

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "LEADERSHIP AND RURALITY: DEPUTY PRINCIPALS' LEADERSHIP EXPERIENCES IN SECONDARY SCHOOLS IN A RURAL CONTEXT", in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 03 November 2020 to 10 January 2023.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma/Mrs Buyi Ntuli at the contact numbers above.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.


Dr. EV Nzama
Head of Department: Education
Date: 03 November 2020

GROWING KWAZULU-NATAL TOGETHER

LETTER TO GATEKEEPERS (PRINCIPALS)

384 6th street
Clermont
3610

The Principal

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL

I am Ayanda Mbatha and I am conducting research as a requirement of the University of KwaZulu-Natal towards a Degree of Master of Education (M.Ed.). The title of the research study is “**Leadership and rurality: Deputy Principals’ leadership experiences in secondary schools in a rural context**”.

I would like to use your school as one of the research sites, and this letter intends to request your permission. The study focuses on school leaders we hear less about, namely: deputy principals. The study seeks to explore their experiences of leading in schools located in a rural setting and also to understand the practices they exert to respond to the demands of a rural context. Therefore, I would like to request your deputy principal to participate in the study. Should permission be granted, the interviews with the deputy principal will be scheduled for dates and times that are convenient for *him or her*. Care will be taken that no disruption is caused during such interviews. Please also note that the participation in this study is voluntary, and the participant has the right to withdraw from the study at any time without any negative consequence. In addition, you are assured that details of the school and the participant will be kept confidential, and your identity will never be disclosed to anyone.

For more information and questions about the study, you may contact the researcher or the research supervisor on the following details:

Name of researcher: Ayanda Mbatha

; email: 215007768@stu.ukzn.ac.za

Supervisor: Dr S.B Blose: Tel No.: (031) 260 1870; Email: Bloses@ukzn.ac.za

You may also contact the Research Office through:

P. Mohun

HSSREC Research Office,

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

Thanking you in advance.

Yours in Education

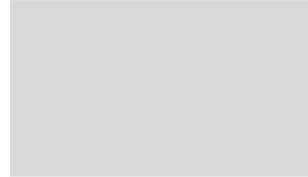
_____signature

Mr A. Mbatha

APPENDIX E

PERMISSION FROM GATEKEEPER (PRINCIPAL)

School letterhead



Dear Ayanda Mbatha

**PERMISSION TO CONDUCT RESEARCH
SECONDARY**

Your letter titled "Request to conduct research at [redacted] school" has reference. Please be informed that you are granted a permission to conduct your research at the above mentioned school.

Yours sincerely



Name of Principal



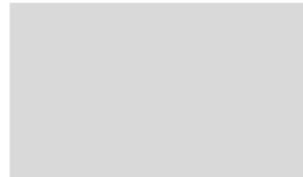
School contact details

Tel: 0

Email: [redacted]

PERMISSION FROM GATEKEEPER (PRINCIPAL)

School letterhead



Dear Ayanda Mbatha

PERMISSION TO CONDUCT RESEARCH AT



Your letter titled "Request to conduct research at reference. Please be informed that you are granted a permission to conduct your research at the above mentioned school.

Yours sincerely



Name of Principal



School contact details

Tel:

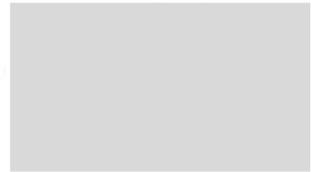
Email



APPENDIX E

PERMISSION FROM GATEKEEPER (PRINCIPAL)

School letterhead



Dear Ayanda Mbatha

**PERMISSION TO CONDUCT RESEARCH AT AMAPHUPHESIZWE
SECONDARY**

Your letter titled "Request to conduct research at [redacted] School" has reference. Please be informed that you are granted a permission to conduct your research at the above mentioned school.

Yours sincerely



Name of Principal



School contact details

Tel: [redacted]

Email: [redacted]

LETTER TO PARTICIPANTS

384 6th street Clermont

3610

10/09/2020

Deputy principal

REQUEST FOR PARTICIPATION IN THE RESEARCH

I am Ayanda Mbatha and I am conducting research as a requirement at the University of KwaZuluNatal towards a Degree of Master of Education (M.Ed). The title of the research is **“Leadership and rurality: Deputy Principals’ leadership experiences in secondary schools in a rural context”**. The objectives of the study are:

- To explore deputy principals' experiences of leading schools in a rural context.
- To explore the meanings shaping deputy principals' leadership practices in schools located in a rural setting.
- To understand how deputy principals respond to the demands of the context of rurality.

The study will focus on school leaders we hear less about, namely: deputy principals. The study seeks to explore their experiences of leading in schools located in a rural setting and also to understand the practices they exert to respond to the demands of a rural context. This letter intends to elucidate the purpose of the study and to request your participation in the study.

Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- The interview may last for about 1 hour and may be split into two parts depending on your preference.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.

INFORMED CONSENT FROM PARTICIPANTS

DECLARATION

PLEASE COMPLETE THE FOLLOWING SECTION FOR CONSENT OF PARTICIPATION:

I _____ (Full names of participant) hereby confirm that I understand the nature and purpose of the study entitled: Leadership and rurality: deputy principals’ leadership experiences in secondary schools in a rural context I agree to participate in the study. I am also fully aware that I have the right to withdraw from the study at any point should I wish to do so, without any negative or undesirable consequence. I am also aware that there are neither any foreseeable direct benefits nor direct risks associated with my participation in this study. I therefore understand the contents of this letter fully and I do **GIVE CONSENT / DO NOT GIVE CONSENT** for the interviews to be digitally recorded.

Signature

Date



TURN-IT-IN CERTIFICATE

Mr A. Mbatha

by Ayanda Mbatha

Submission date: 25-Jul-2022 05:44AM (UTC+0200)

Submission ID: 1874799263

File name: Mr_A_Mbatha.docx (742.94K)

Word count: 33022

Character count: 180668

CHAPTER ONE

BACKGROUND AND ORIENTSTION TO THE STUDY

1.1 INTRODUCTION

The study reported in this dissertation sought to explore Deputy Principals' leadership experiences in secondary schools located in a rural setting. The present chapter serves to

Mr A. Mbatha

ORIGINALITY REPORT

16%
SIMILARITY INDEX

13%
INTERNET SOURCES

6%
PUBLICATIONS

10%
STUDENT PAPERS

PRIMARY SOURCES

1	researchspace.ukzn.ac.za Internet Source	3%
2	Submitted to University of KwaZulu-Natal Student Paper	3%
3	sajournalofeducation.co.za Internet Source	1%
4	www.jrcd.ca Internet Source	1%
5	hdl.handle.net Internet Source	<1%
6	digitalcommons.liberty.edu Internet Source	<1%
7	www.tandfonline.com Internet Source	<1%
8	Submitted to University of the Free State Student Paper	<1%
9	Submitted to University of Pretoria Student Paper	<1%

LANGUAGE CLEARANCE CERTIFICATE

25 Maple Cresoent
Circle Park
KLOOF
3810

Phone 031 – 7075912
0823757722
Fax 031 - 7110458
E-mail:
dr.sathsgovender@telkomza.net
sathsgovender4@gmail.com

Dr Saths Govender

3 AUGUST 2022

TO WHOM IT MAY CONCERN

LANGUAGE CLEARANCE CERTIFICATE

This serves to inform that I have read the final version of the dissertation titled:

**LEADERSHIP AND RURALITY: DEPUTY PRINCIPALS' LEADERSHIP
EXPERIENCES IN SECONDARY SCHOOLS IN A RURAL CONTEXT**
by AYANDA MBATHA, student no.215007768.

To the best of my knowledge, all the proposed amendments have been effected and the work is free of spelling and grammatical errors. I am of the view that the quality of language used meets generally accepted academic standards.

Yours faithfully



DR S. GOVENDER
B Ed. (Arts) (Hons), B Ed.
Cambridge Certificate for English Medium Teachers
MPA, D. Admin.