UNIVERSITY OF KWAZULU - NATAL

EXPLORING MANAGEMENT EXPERIENCES OF BLACK AFRICAN PRINCIPALS IN FORMER WHITE SCHOOLS: A MULTIPLE CASE STUDY OF SIX PRINCIPALS IN DURBAN

BY

ZAMOKUHLE KHUZWAYO

Full Dissertation submitted in fulfilment of the requirements for a Master of Education (M.Ed.) Degree in the Discipline Educational Leadership and Management and Policy, School of Education, College of Humanities, University of KwaZulu-Natal.

DATE: March 2014

SUPERVISOR: PROFESSOR V.CHIKOKO

CHAPTER ONE

Setting the scene

> The KwaZulu – Natal Department of Education and Culture hereby acknowledges the existence of inequality, imbalances, prejudices and injustices as a consequence of the past discriminatory policies and practices. It is therefore necessary to introduce corrective steps in order to ensure that those who have been historically disadvantaged by unfair discrimination are able to derive full benefit from an equitable employment environment. (Affirmative Action Policy for Educators in KwaZulu-Natal, 2006, p.1)

1.1 Background and orientation to the study

This study was informed by the general tendency by some people in South Africa and in other countries of looking down upon black Africans. Fredrickson (2006) is of the opinion that such contempt started during the European involvement in the Sub-Saharan African trade in slaves. Fredrickson further states that black Africans have been perceived by some whites as being cursed by God, as destined by God to be "...hewers of wood and carriers of water," semi-civilised, innately incompetent, primitive, backward, irredeemably pre-modern, an unprogressive race, sullen people, half-devil, half-child, subhuman, and incapable of improvement beyond a kind of taming and or domestication, and people with intellectual shortcomings. Fredrickson insists that with all these beliefs, some whites have been fully convinced that the colour of their skin made them natural masters of Africans and intellectually superior.

According to Welsh (2009) this racial domination rested not only on its political, economic, educational and social pillars, but also on what Steve Biko was to call 'colonisation of the mind'. Welsh further reports that Anton Lembede (the former ANC Youth League President in 1944) once confirmed that this colonisation of the mind had been instilled in such a way that it resulted in the phenomenon which he called the 'psychological enslavement' and a 'Ja Baas' (yes – Master), submissive mentality of most Africans. This is how Anton Lembede (2006, 14) has been cited by Welsh (2009) describing this phenomenon:

> …the African people have been told time and again that they are babies, that they are an inferior race, that they cannot achieve anything worthwhile by themselves or without a white man as their 'trustee' or leader. This insidious has poisoned their

minds and has resulted in a pathological state of mind. Consequently, the African has lost or is losing the sterling qualities of self - respect, self-confidence and self-reliance".

Looking at the statements issued by Steve Biko and Anton Lembede it appears that some Africans ended up doubting themselves and were convinced that they were naturally inferior.

De Wet (2008) confirms that even during the times of colonisation, imperialism and apartheid such tendency still dominated where Africans were perceived as incompetent people. De Wet (2008) further observes that former South African Prime Minister, James Barry Hertzog, categorised labour in terms of "civilised and uncivilised" which referred to white and black people respectively. Davenport (1993) reveals that during the apartheid era in South Africa, a number of laws were introduced to intensify segregation. The Population Registration Act No 30 of 1950 was introduced to classify races. The Group Areas Act No.41 of 1950 stipulated where each race could live and own property. The Bantu Education Act No. 47 of 1953 was introduced in order to have direct control of black children.

According to Christie (2006) the direct control of education was done in the following manner:

- ➢ The Bantu Education Act gave wide powers to the Minister of Native Affairs.

- ➢ All schools had to register with the government.

- ➢ The Act put a number of measures which made it extremely difficult for missionary and private schools to remain open and independent.

- ➢ School courses were prescribed and strictly controlled.

- ➢ Pressure was placed on teacher training institutions, whereas previously, teacher training was an important activity of mission schools.

- ➢ The government stipulated that the teacher training could only take place in Department training centres. Teachers who trained elsewhere would not have their qualifications recognised by the Department.

- ➢ The Act promoted white supremacy and black inferiority.

> The Act was underpinned by an ideology that sought to emphasise the 'otherness' of Africans.

Smith (1996) states that in 1959 the South African government also applied apartheid discriminatory laws at universities by setting up separate universities for different races and prevented black students from studying at universities classified as white. Welsh (2009) points out how the universities operated when the apartheid principle was extended to universities:

The white universities

- White universities could no longer invoke autonomy to admit qualified students of all colours.

- Institutions such as the University of Natal, Durban admitted black students but they were mostly taught in a separate venue.

- None of the Afrikaans - medium universities admitted blacks.

- No white university could admit black students except by official permit.

The black universities

- African universities were structured along ethnic lines.

- They were under tight control of the relevant Minister, who appointed rectors, and council members, and oversaw the appointment and dismissal of staff.

- Students` activities were carefully controlled.

- The councils and senates were to be exclusively white established for blacks.

- The rectors were apartheid supporters.

- Teaching and administrative staff were preponderantly Afrikaans speakers.

- In many cases the lecturers were either former school teachers or graduates from the Afrikaans – medium universities.

According to Christie (2006), these black universities were fully staffed by mostly apartheid supporters who provided inferior education to Africans while whites had quality education.

Christie further insists that apartheid government leaders used education to indoctrinate South Africans that blacks would always be under white supervision. Christie confirms that this indoctrination had been internalised even by some black South Africans who believe that anything associated with black Africans is inferior while that which is associated with whites is superior.

Welsh (2009) argues that there was a paradigm shift of the whole of South African history when former President F.W. de Klerk took over government in 1989. He unbanned all political parties and invited them to negotiations and discussions about new methods and policies to the full realisation of full democracy, and the introduction of new laws. Welsh (2009) further reports that one of these new laws was to allow black African children to be enrolled in former white schools. According to wa Kivuli (2006) many black children moved from township and rural area schools to former white schools. Some of the reasons stated by wa Kivuli (2006) include that former white schools were better resourced with qualified staff providing quality education.

1.2 Policy frameworks

1.2.1 The Constitution of South Africa and the Labour Relations Act, 1995

Joubert and Prinsloo (2001) define a Constitution as a document that sets out the rules for running the country. According to them the Constitution protects democratic principles and the rights of citizens. They further highlight that on the 8th May 1996, the final Constitution was adopted in South Africa (Joubert & Prinsloo, 2001, p.15).

The adoption of the Constitution as the supreme law of the Republic has been highly stressed in the Constitution of South Africa (2006, Act 108, p.1). The purpose of having a new Constitution was to:

- ➢ Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- ➢ Lay the foundation for the democratic and open society in which government is based on the will of the people and every citizen is equally protected by the law;
- ➢ Improve the quality of life of all citizens and free the potential of each person; and
- ➢ Build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

In short it is a blueprint for running the country Shaba, Campher, & du Press, 2003) confirm that it is regarded as the supreme law of South Africa, which is totally against any form of discrimination, but encourages equality among South Africans. "No person may unfairly discriminate directly or indirectly against anyone on grounds including race, gender, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth (The Constitution of the Republic of South Africa, 1996, p.7)".

Surty (2006) indicates that some former white schools "were using all tactics to exclude those who do not speak their language …." This shows that black African educators were still subjected to unfair labour practice (Gina, 2006, p.24). It is clear that some former white schools failed to adhere to the requirement of the constitution. The KZN education officials, as part of South Africa, with the responsibility of transforming KZN education sector, had to face this monster of racism and discrimination.

1.2.2 The recognition of black South Africans as equal to white people in South Africa

The Constitution of South Africa (Act 108 of 1996) was a very important document in terms of democratisation of South Africa. This is because it was the first document that placed all races on equal footing (Davidson, 2008). According to van Aswegen (1990), ever since the arrival of whites in South Africa, until the end of apartheid, some whites had looked down upon black Africans as a race, their culture, religion, colour, beliefs. Whites were presented as a superior race, while black Africans have been portrayed as inferior race (Frederikse, 2004 and Christie, 2006). Hence white supremacy was institutionalised and internalised to all South Africans. Their vocal Afrikaaner leaders actually stated openly that whites were always superior.

> When I have control over native education, I will reform it so that the natives will be taught from childhood that equality with European is not for them (Christie, 2006, p.1).

The introduction of the democratic constitution brought about a paradigm shift in South Africa where all discriminatory laws (including those in education sectors) were repealed. Frederikse (2004) and Christie (2006) further confirm that South African schools just like all organisations had their different school cultures.

Hence, the following Acts which were within the legal framework especially, the constitution of the country were utilised to solidify and enhance transformation:

1.2.3 Employment of Educators Act (EEA) No. 76 of 1998 and important changes

According to Shaba, *et al*., (2003) the EEA of 1998 replaced the EEA No 138 of 1994. This Acts provides for employment conditions of educators and applies to educators employed in Public schools, further education and training institutions, departmental offices and adult basic education centres.

Shaba, *et al* (2003) state that there were some vital changes to the EEA of 1998, which were brought by the Education Laws Amendment Act of 1997, 1999 and 2000. These changes are stipulated as follow:

> ➢ *Section 15(a) (now Section 3(a) of the EEA, 1998) compels governing body and council of FET Colleges to make recommendation from candidate in excess, because of operational requirement and who are suitable for the post concerned.*
> ➢ *Section 15(b) now Section 3(d) of the EEA, 1998, compels the governing body of a public school or the council to make recommendation for the appointment or the promotion or transfer of an educator within two months from the date on which a governing body or council of FET College was requested to make recommendation, failing which the HOD may make appointment or effect the promotion without such recommendation.*

The question of black management experiences constantly arises. The researcher wanted to find out what were their management experiences in working with staff members who were fully aware that their SGB members were compelled to absorb most of these African educators who were transferred to their schools due to redeployment and ended up being principals in these former white schools.

1.2.4 Employment Equity Act 55 of 1998

The Employment Equity Act No 55 was introduced in 1998. Shaba *et al*., (2003) indicate that the introduction of this Act was to achieve equity in the workplace. It is stated that this equity was going to be achieved by:

- ❖ Promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination.
- ❖ Giving effect to all provisions of the Constitution and international conventions on equality to which South Africa is signatory in respect of employment and education.

The first bullet of Employment Act No 55 of 1998 speaks about "promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination". This is against of what H.F.Verwoerd wanted, when he introduced and legalised Bantu Education. Bickford – Smith *et al* (1996) quoted his speech when he said the following:

> *The Bantu must be guided to serve his own community in all respects. There is no place for him in the European community above certain levels of labour.*

Oosthuizen (2010) has cited Denton and Vloeberghs (2003); Leonard and Grobler, (2006) as stating that part of the transformation agenda for South Africa after 1994 elections was the transformation of all organisations to make them representative of all South African citizens.

This chapter will afford us an opportunity to know the black management experiences in working and managing colleagues who had been brought up to believe that they would never have a colleague from other race, let alone an African as their manager or principal.

Black African principals will also share with us in chapter Four their management experiences of being principals of schools where some staff members or perhaps themselves used to believe that there is no place for them. "Most black African teachers and school leaders began their teaching careers under the apartheid regime where they were required to practice in racially prescribed settings" (Mattison and Harley, 2002, p. 285).

Looking at the discussion on page five held by the black African principals managing former white schools, it appeared that all of them became principals of these schools after 1998, the year when the Employment Equity Act was passed.

1.2.5 The South African Schools Act 84 of 1996

There are so many laws that had been introduced as indicated above, to redress the imbalances of the past and to fight discrimination. Education sector too introduced its law known as the South African Schools Act. According to Brunton and Associates (2003) the preamble of this Act, stipulates clearly that the objectives of the Education Department are as follows:

> WHEREAS the achievement of democracy in South Africa has consigned to history the past system of education which was based on racial inequality; and WHEREAS this country requires a new national system for schools which will

redress past injustices in educational provision, provide an education of progressively high quality for all learners and in so doing lay a strong foundation for the development of all our people` talents and capabilities, advance the democratic transformation of society, combat racism and sexism and all other forms of unfair discrimination and intolerance ….

Shaba, *et al.,* (2003) concur with Bruton and his Associates by stating that the SASA of 1996 repealed all the following laws and attempted to undo all racial discrimination in education: The Bantu Education Act No 47 of 1953, The National Policy for General Education Affairs No 10 of 1986, the Education Affairs Act No 70 of 1988 and the Training Act No 70 of 1979.

Smith and Battan (1996) explain that as soon as the first democratically elected President, Mr Mandela took over, his government made sure that new laws were passed in order to redress the imbalances of the past. Chapter 2 of the Constitution abolishes all forms of discrimination. According to the Education Labour Relations Council (2003), the South African Schools Act 84 of 1996 was introduced with the purpose of advancing the democratic transformation of society and combating racism and all other forms of unfair discrimination and intolerance. The Employment of Educators Act 76 of 1998, according to Education Labour Relations Council (ELRC) (2003) was passed in order to achieve broad representation at schools through employment of educators under one Department. According to Brunton and Associates (2003) the Employment of Educators Act of 76 of 1988, did not fully address the issue of workforce representation. Therefore, the Employment Equity Act 55 of 1998 was passed in order to promote the constitutional rights of all South Africans, and to ensure the implementation of employment equity and diversity. The introduction of this Act meant that black African educators would be staff members, and also managers in former white schools, as one of the objectives of this Act was to make it certain that black African learners and staff were equitably represented in all occupational categories and levels in the workforce as per requirement of this Act.

Chudnovisky (1998) points out that to consolidate and strengthen all the above-mentioned Acts, in 1996, the South African Education Department introduced a Redeployment Policy which is defined thus:

> as applied to the teaching fraternity as transformation and restructuring process, which refers to the shifting of educators from schools that have no vacancies to schools where there are vacancies (ELRC, 1998, p.1).

This policy was expected to be implemented by all provinces. Different Teacher Unions such as the South African Democratic Union supported the redeployment policy (SADTU News, 1996). The Redeployment Policy meant that the Department of Education had to identify all surplus educators (most were black Africans whose schools lost many learners to former white schools). The second process was to identify all vacant posts (mostly in former white schools which kept on receiving learners from the rural and township schools). Thereafter, educators (including Heads of Department, Deputy Principals and principals) who were identified as surplus were redeployed to schools with vacant posts of the levels they were currently occupying. That was how many black African educators moved to former white schools (Umlazi District Task Team, 2008).

1.3 Resistance to change and movement of black African educators to former white schools to teach isiZulu

According to Ngema (2009) the Department of Education in KwaZulu-Natal realised that despite its emphasis on broad representation of educators from all races in the multi-racial schools, due to the large numbers of African learners enrolled in former white schools, there was no change regarding staffing in most of these former white schools. Staff remained white with a few Indian educators. The Department of Education passed several laws to promote broad representation, but apparently the goal was not achieved because of some resistance to change. According to the Education Labour Relations Council (2005), the Department of Education made it compulsory for all schools in KwaZulu-Natal to offer isiZulu. That meant that former white schools too were obligated to do so.

Robertson (2008) reveals that most schools used white and Indian teachers to teach isiZulu. Again the problem was not resolved, because of resistance to change. The Department responded by offering all those schools which were not offering isiZulu, transformational posts, which had to be filled by qualified isiZulu educators.

As more and more black African learners enrolled in former white schools, most schools in the rural areas and townships were negatively affected in terms of the Post Provisioning Norms (allocation of posts as per the number of learners enrolled at a school). Some educators (including school managers) became redundant and were regarded as surplus, whereas in the former white schools more posts were created. According to ELRC (2006) KwaZulu-Natal Department of Education used the Collective Agreement No 3 of 2006 to redeploy many black African educators to former white schools where posts were available. I

was one of them. In 2002, I was promoted to become Deputy Principal at a Primary school in a township, but in 2006 the school no longer qualified to have a deputy because many learners had left for former white schools. In 2007, I was redeployed to a former white school. According to the Umlazi District Task Team Report (2010), 2007 was the year when, for the first time since the beginning of the redeployment process, there were many black school principals occupying management positions in former white schools.

1.4 Forum of Black African principals managing former white schools

The black African school principals selected for this study and myself used to meet at alternate venues on a monthly basis to share their daily school management experiences with a view to discuss and support each other regarding matters that seemed to impose difficulties in managing these schools effectively. Mostly, it was about empowering each other. At our first meeting held on 8th February 2012, it emerged that participants (black African principals) found themselves managing former white schools through different circumstances as follows: One of them applied through an Open Gazette and was appointed as Principal as per the recommendation of the School Governing Body and as per the requirements of the South African Schools Act (2006). The second one was similarly appointed as Deputy Principal. On the following day, after his arrival, the former white principal resigned to take up a position at a private school. The same black African principal acted from 2008 until 2012 when he was officially appointed as principal. The third one came through redeployment as Deputy Principal. Within a month of her arrival, the white principal resigned. In the fourth case, a black African Head of Department again came through redeployment. The former principal retired at the age of 55. According to senior staff member (2010), this surprised all staff members, because the principal who out of the blue took early retirement, kept on telling staff that he would work until he reached 65 years. According to the senior staff members, when the principal was asked, he stated that he was not happy about all the changes that were forced on them. In the fifth case, a black African was appointed as deputy principal, but unfortunately, his former white principal passed away. He became Acting Principal in 2011 and was appointed to the post of Principal in 2012. In the sixth case, a principal came through redeployment. After serving four years as deputy principal, the former white principal resigned and took up a position in a private school. In 2011, he became Acting Principal and was appointed as Principal in 2012. Therefore, black African principals have taken over as the next managers of these schools.

The very same black African principals, who managed former white schools in the area, neither studied nor taught or let alone did Teaching Practice in former white schools (Montwood Principals Meeting discussion, 2011). Their experiences are those of teaching and managing township schools, from where many parents removed their children (wa-Kivuli, 2006; Frederikse, 1992). These were black African principals whom, as soon as they arrived to serve under white principals' supervision as deputy principals, had previous white principals resigning for private schools. Therefore, most of them did not have the opportunity to have a clear understanding of these former white schools, yet they were expected to take them forward.

1.5 Purpose and Rationale for the study

Black African principals` managing of former white schools is not uncommon amongst the schools of today, yet little is known about their management experiences. With this in mind, the purpose of this study is to explore how black African principals experience managing former white schools for which they had no prior background.

1.6 Statement of the problem

Given all these changes and resistance, I was interested in exploring what management experiences these black African principals in the former white schools which were totally new environments for them to adapt to. Furthermore, the study intended to explore what their management experiences were in managing schools which are mostly dominated by white staff, who had never been managed by a black principal. I assumed that the principals might have experienced some resistance, or it could happen that they brought their own biases. That is why I was interested in exploring how the interaction impacted on their management performances.

While the policy framework in post apartheid South Africa had dismantled the racial divisions in schools, there is not enough knowledge about black African principals` experiences managing former white schools. Hence, this study focused on the management experiences of black African principals in such a context in a selected area in Durban.

In my experience as a school principal interacting with other principals, I have leant that in some former white schools managed by black African principals the following problems have arisen: some staff members boycott classes; sometimes both parents and learners expressing their unhappiness, about drop in standards, human relations, use of corporal punishment,

mismanagement of funds, not showing interests in learners, educators, and parents welfare. They then demand for the removal of the principals, accusing him or her of mismanagement. The interesting part is that according to senior staff members, it appears that incidents of this nature had never happened to the previous white principals.

The current study seeks to address the following critical questions:

1.7 Research questions

1. How do black African principals experience managing former white schools?
2. What do black African principals see as key factors influencing their management experiences?
3. How do black African principal respond to management experiences they encounter on daily basis?
4. What can we learn from the principals` management experiences, regarding principals` transition from one context to another?

1.8 Significance of the study

A study of this nature is likely to assist the Departmental officials to be in a position to assess to what extent they achieve their desired goals such as:

❖ Redressing imbalances of the past in the educational sector.
❖ Addressing the issue of staff transformation.
❖ Making Department personnel aware of the management experience encountered by black African principals in the former white schools on daily basis. The Department`s officials tasked with this responsibility would have a clear understanding of all the challenges encountered by black African principals. This would help them to come with strategies and methods that would enhance transformation.
❖ To provide professional assistance to the black African principals in the former white schools.

Hopefully, a study of this nature will encourage other researchers to conduct further research which will benefit the country as a whole.

1.9 Assumptions

The development of black African principals managing the former white schools was like a dream. I assumed that black African principals would be willing to share their management experiences with me. Another assumption was that these selected six former white schools were typical of most former white schools managed by black African principals in KwaZulu-Natal. The nature and aim of this study focuses on these selected schools in a certain area, but the implications from the findings are assumed would be of some relevance to other schools managed by the black African principals in South Africa. I also assumed that the management of the former white schools by black African principals warrants research, as I have indicated above, in order to contribute constructively to the transformation of schools in South Africa.

1.10 Limitations and delimitations of the study

1.10.1 Limitation of the study

The study confines itself to interviewing only black African principals, managing former white schools in Durban. The black African Deputies, black African Heads of Department and African educators in the former white schools are not part of this study. They perhaps could have been part of the study since they also too manage multi-racial staff in their phases or classes. More knowledge could have come about, had the study included also included them other than the school principals.

1.10.1.1 Delimitations

This study specifically investigates six selected black African school principals` experiences. These principals head schools within one geographical area of Durban. The experiences are time - framed.

1.11 Definition of key terms

Principal means an educator appointed or acting as the head of a school (Education Law and Policy, 2008, 2A4 – 2A5).

Constitution means the Constitution of the Republic of South Africa, 1996 (Act No 108 0f 1996)

Governing Body refers to the body composed of parents, educators, non- educators, co-opted members of the community, learners (in case the school has grade 8 and above) and principal as an ex-officio member elected by the school community to govern the school (SASA in Section16 (i).

School means a public school or an independent school which enrols learners in one or more grades from grade R (Reception) to grade twelve (Education Law and Policy Handbook, Service 8, 2008, 2A-5).

Black African is a person from Africa, especially a black person (Oxford Advance Dictionary, 2011).

Former white school are schools in South Africa which were specifically reserved for the white learners under apartheid era (Oxford Advance Dictionary, 2011).

1.12 Organisation of the report

Chapter one consists of the setting of scene and an introduction to the study which forms the theoretical framework of the study.

Chapter two reviews literature pertaining to the management and leadership, transformational leadership, school culture and organisational culture.

Chapter three describes the methodology of the study. Research design and instruments are also discussed.

Chapter four revolves around the presentation and discussion of data obtained through open - ended interviews and examination of documents on the management experiences of black African principals in former white schools.

Chapter five provides a summary of the study, draws conclusions from the findings, and suggests recommendations in response to conclusions.

1.13 Conclusion

This chapter concludes by highlighting the organisation of the report where we get the gist of the contents of all chapters.

The next chapter will explore the role played by literature and theories locally, nationally and internationally in areas such as management, leadership and culture.

CHAPTER TWO:
LITERATURE REVIEW AND THEORETICAL FRAMEWORKS

2.1 Introduction

This chapter reviews literature related to management experiences of black African principals in former white schools. The chapter unfolds through eight themes. Firstly, I examine management tasks that are crucial to every manager. Secondly, I move on to examine the Mintzburg`s model which is also important to every manager. This is followed by the theory of experience, as the study is about the management experiences of black African principals in former white schools. Fourthly, the theory of leadership also forms part of this chapter, because these principals are both managers and leaders. The chapter also looks at the importance of induction programmes in ensuring that all new staff members adapt themselves to the new environment. Seventh, is the management`s experiences of black principals, internationally, continentally and nationally. Thereafter, Change Management Theory follows as the main theory and the Transformational Leadership theory as the supporting theory. Finally, the chapter closes with the emerging issues.

2.2 Management tasks

Deventer and Kruger (2005) indicate that all managers are required to exercise four basic management tasks, which are planning, organising, leading and controlling. Deventer and Kruger further indicate these four tasks involve the following:

2.2.1 Planning

Planning involves the setting of a vision, mission, aims and outcomes, as well as problem solving, decision-making and policy making. Planning is one of the most important skills to be mastered in order to become a successful principal (Deventer & Kruger, 2005, p.79). Looking at what the above authors mentioned, this means that these black African principals would have to come up with a vision, mission, aims and outcomes which would embrace all races in all matters related to learners, staff, parents and communities as a whole. If it happens that a problem arises, black African principals would have to resolve the problem amicably in a way that will promote unity and stability. They would have to look at facts regardless of staff member`s skin colour. Maturity of this nature would mean that at their

institutions, problems are dealt with in a professional manner. Furthermore, black African principals would have to use mechanism of encouraging staff to be part and parcel of policy-making. This promotes staff to be involved and also develop a sense of ownership. This kind of task ownership encourages team work and sharing of ideas. Deventer and Kruger (2005) further indicate that if planning is mastered there would be coordination.

Hence, black African principals would have to master their planning which covers all terms (daily, weekly, monthly, quarterly and annually). Apparently, for black African principals to manage former white schools effectively and efficiently, they would have to do forward thinking and decide on priorities. This arises because planning is an intellectual activity that should take a fair amount of time, which requires thinking that would involve visualising the future of their schools within the broader context of the South African school system (Ibid.,79). If such planning is in place, there would be proper coordination, because everybody would know what to do and when to do it.

2.2.2 Organising

According to Westhuizen (1997) 'organising' includes establishing of organisational culture, delegation and co-ordinating. The black African principals have a responsibility of ensuring that their schools` culture which has existed for years, are now accommodative of all races. This has to be done in a way that will not compromise the standard, which had been admired by their fellow-Africans, who removed their children from township schools. Therefore, organisational culture should be the one which is democratic and guided by the constitution of the country. Delegation of duties would have to be done in a way that would create a sense of trust and confidence in all races across the boarder. Learners who are monitors would have to be chosen from all races. Staff duties such as Grade Heads, Subject Heads, Chairpersons of committees would have to show a broader representation of all staff.

2.2.3 Leading

Westhuizen (1997) confirms that this management task is also known as guiding. Westhuizen also indicates that authors such as Kootns (1964); and De Wet (1981) refer to this management task as directing, and commanding respectively. Looking at this task assigned to the managers under, means black African principals in former white schools are expected to provide direction and command their schools. Therefore, they are expected to show confidence in leading and guiding staff.

Westhuizen (1991) highlights the importance of leading / guiding by emphasising that in the management tasks of planning and organising, the activities of people were the focus, while in guiding, the interaction is with people. In guiding, the emphasis shifts to the interactions between the educational leader and the people involved through which tasks are initiated and kept in motion.

Looking at the above statement it is clear that for black African principals to be successful in managing former white schools they would have to work with all staff members cooperatively, so that team work and team spirit would be spread among members. This would also ensure that the desired tasks are achieved. The black African principals, as managers entrusted to lead the former white schools, would have to make sure that they give direction to the common activity of people by executing the tasks to achieve the set goals. They would have to allow people to operate effectively. While black African principals are leading these schools, they would have to do so, through guiding, promote voluntary co-operation and be able to build a good relationship among the staff. In Bishoff`s report (1979) it has been emphasised that it is important for all educational managers to place the building of relationship at the top of the list. This is important because it determines the contentment and work satisfaction of the various people at school. This is very true considering the fact that black African principals are managing people from all races with different backgrounds, that used to encourage division among South Africans. These black African principals would have to ensure that the building of relationship is not only applied to educators, but to all staff members as they too experienced racial division promulgated by apartheid. Westhuizen (1991) has quoted Deep (1978) stating that 'the task of educational leader is to ensure that sound relationships are established between himself and the staff, between the staff and their profession as well as between the staff and learners of the school.

It would be necessary for the black African principals to consider the feelings of people and more importantly, to direct their feeling to effect education and teaching. Therefore, in order for black African principals to execute this management task, a certain climate may be created in a school in which these black African principals and their staff members are best able to serve the cause of education in a relaxed and happy atmosphere or environment. The black African principals in former white schools need to deal professionally and intelligently with the issue of dynamism of management, the sensitivity of human relationships, provision of proper guidance to staff as managers, the utilisation of the innermost of people and clear, unequivocal commands.

Black African principals managing former white schools would have to make sure that staff motivation is emphasised among the staff. According to Westhuizen (1997) motivation has the following implications for educational managers:

> **Motivation ensures participation.**

> Staff participation is what black African principals managing former white schools need. Everybody will feel being part of the institutions which values ideas from all staff members, regardless of their colour or historical background. In short this will promote unity among staff members. This will also encourage staff members who perhaps feel discouraged about changes in this country. Some are perhaps not even happy about the presence of these black African principals in these former white schools. On the other side, non-white staff members who are also part of these former white schools need motivation in order to participate in all activities with confidence.

> Motivation gives recognition of staff:

> The fact that all staff members would be encouraged to participate in all school`s activities, this will encourage them, because they will feel that their talents, abilities and competencies are recognised. Therefore, giving recognition to staff, black African principals will be allowing people to feel useful and equal.

Communication is another aspect of the management task that is important "No management can take place without communication". Communication is the mutual exchange of ideas and interpretation of messages (Van Schoor, 1977,p.13). Pitner and Ogawa (1981) have been cited by Westhuizen as stating that leaders spend 80 percent of their time each day in situations of interactive communication.

Communication has been portrayed as the mutual exchange of ideas. This is very important, because black African principals are managing institutions with staff members who still have to learn from each other by exchanging ideas. These principals are also expected to communicate in a way that would benefit the school, in terms of the following:

- ❖ To ensure flow of information by conveying messages.

- ❖ To publicise planning and objectives.

- ❖ To ensure the effective functioning of the school.

❖ To inform people about what should be done, how it should be done and when it should be done, to ensure effective delegation.

❖ To ensure the effective co-ordination of various tasks.

❖ To bring about mutual contact between people and tasks.

❖ To facilitate guiding.

❖ To ensure an effective control structure.

Leading involves communication, motivation, conflict management and negotiation. The last management task is controlling, which involves assessment, the taking of corrective action, supervision and disciplining.

2.2.4   Controlling

Control is one of the management tasks ensuring that all planned goals and objectives are attained. Control is centred on achieving a common goal, the realisation of teaching and education. Control is thus necessary because an educational leader can never really be certain that matters will take place (ibid, p.232). Thus control entails planning, order (organising) and guidance.

Westhuizen (1991) keeps on emphasising (as indicated above) that it is important for all principals as managers to accomplish all management tasks. Black African principals likewise are expected to cover these management tasks, so that their schools would be managed smoothly. On the other hand Bishoff (1991) concurred with Westhuizen but recommended that management tasks such as planning, organising, leading and controlling and other functions had to be improved.

2.3 The value of Mintzburg Management Theory in this study

This study is about the management experiences of Black African principals in former White schools. The importance and relevance of the theory of management experience has been highlighted in this study. The Management Theory of Henry Mintzburg's Management Theory adds to the value of this study as this study is not talking about any random experience but focuses on the management skills and experiences of managers which according to Mintzburg "…cannot be taught in a classroom, but can only be enhanced through authentic experiences." This directly applies to black African principals managing

former White schools. They do not attend any class to be taught about their new working environments but rather acquire new management skills through the management experiences they encounter as they manage their new staff and new school environments.

Westhuizen reports that authors such as Van Buuren (1979) and Moolman (1978) all agree that Mintzburg was one of the authors who expounded on these management tasks. Furthermore, Van Buuren *et al.,* confirmed that the educational leaders` management roles fit into Mintzburg`s model. This is because the manager has the authority which provides him/ her with a certain status, which leads to personal contact and relationships with the staff. This authority also gives the manager access to information which helps him to make certain decisions. All these managerial roles are classified in the following manner.

2.3.1 The manager and an interpersonal role

There are three roles that are expected to be fulfilled by the principal of any institution to ensure that there are harmonious relationships among staff. The black African principals as managers of former white schools were expected to keep this amicable relationship working. This encouraged teamwork and tolerance among staff members who were previously separated (Cf.1).

Mintzburg outlines three interpersonal roles that come from the formal authority and status of the manager: Figurehead, leader, and liaison person.

2.3.2 The manager as a figurehead

The fact that managers have formal authority and status means they play a figurehead role, and they are the ceremonial heads of their organisations. Therefore, they perform in ceremonies like assemblies and prize - giving. They receive visitors, sign documents, and give speeches (Naicker and Waddy, (2002). The black African principals need not be intimidated by the fact that they had been brought up to believe that they are inferior or they are new in these former white schools. They need to tell themselves that history is not an obstruction to their managerial success. They need to internalise the fact that they are now in charge and they are expected by the stakeholders to perform. They need to develop and build trust and confidence from parents, staff, community and learners. They can not keep on blaming apartheid after twenty years of democracy.

2.3.3 The manager as a leader

Westhuizen (1991) has cited Mintzberg (1973) defining leadership as entailing the interpersonal relationships between the educational leader and his staff and pupils. Westhuizen further states that teachers and learners look up to the educational leader for direction and motivation. The black African principals managing former white schools with multi-racial staff are to provide direction to the staff, parents and learners. They must always make sure that when dealing with critical and burning issues they apply their minds not anger. This would have to be done in a way that is some sort of motivation in order to keep staff united. They would have to counsel staff if things go wrong. The black African principals as managers and leaders would have to make sure their schools function effectively and efficiently, by providing the following characteristics of leadership:

- **Managers as leaders provide direction to the staff, parents and learners**

  As leaders and managers, agents of change, black African principals have to provide direction. This type of direction could only be achieved if all staff members are encouraged to adhere to the principles of the Constitution of South Africa, the South African Schools Act, and Employment Equity Act (cf.1). The black African principals are also expected to provide direction to academic work and extra mural activities**.**

- **Managers offer inspiration to the staff**

  Black African principals are to inspire by articulating ideas and thoughts that motivate others.

- **Managers build teamwork among the staff**

  Spending time building and encouraging collaboration efforts are what is also expected from the black African principals. This team building and collaboration would enhance and peace, which would result in harmony among staff.

- **Managers set an example to the staff**

  Every leader is expected to set an example, so that staff members would follow suit. Despite the fact that the black African principals are managing schools which are totally different (academically and resource wise as stated in chapter one) from the

schools in township and rural areas, they have to work hard to learn and to lead by example by displaying professionalism-where they can excel.

- **Managers gain acceptance among the staff**

  The black African principals need to lead and manage these former white schools in such a way that all stakeholders are convinced that they are leaders whom they can be proud of. The fact that some of them came to these former white schools as Heads of Department and redeployed deputy principals, but ended up being appointed as principals, shows that even if there were hiccups in their arrivals, they eventually gained acceptance. This acceptance perhaps was because they prove themselves capable. Therefore, black African principals need to keep on excelling and show that they are capable of managing and leading these former white schools, by working with diverse staff harmoniously and progressively.

- **Managers as a servant leaders**

  According to Deventer and Kruger (2005) it is important for the leader to empower others by working with them. This motivates staff. If the need arises for the black African principals to teach, they should do so. It is also crucial for them to be involved in extra mural activities. Male principals can avail themselves in coaching soccer, or female principals in coaching netball. This would help them to deal with learners directly in terms of discipline. Furthermore, working with other staff members by assisting them may also help them in the understanding of sports which were not part of their previous schools. This will give them a 'know how'.

The black African principals as leaders have a responsibility to integrate individual needs and organisational objectives.

- **Managers play a liaison role**

  Westhuizen (1991) defines the liaison role as the network of meaningful relationships which an educational leader has with innumerable individuals and groups within and outside his school.

  Naicker and Waddy (2002) concur with them. I agree with these authors, the black African principals too, as managers, need to be in full control of what is happening inside the school. But this is not enough, because these principals also to need

communicate with other stakeholders so that they would benefit from their knowledge and experience. They need to liaise and network with other principals managing former white schools regardless of their colour. They also need to work co-operatively with the district officials who would perhaps provide professional guidance. They are also expected to promote a harmonious relationship with teacher unions. The black African principals need to always keep in mind that they are managing staff members who belong to different unions. The schools that are managed by black African principals are known for providing quality education, because they are well resourced (cf.1). Therefore, black African principals need to establish links with businesses, NGOs and other organisations, so that their schools continue receiving sponsors and funds which would enhance quality education and also to keep extra –mural activities going. The black African principals are also expected to establish and maintain links with parents. The black African principals in former white schools would have to work very hard to convince parents that they are good managers. The majority of learners in the former white schools managed by these black African principals are black. It had been indicated in chapter one that some of the parents of these black African learners were removed from schools in townships and rural areas because of poor education and lack of resources. They would have to make sure that they keep the expected standards, by involving parents in all spheres regarding school learners` performance, extra – mural activities and all developments.

Therefore, the black African principals managing former white schools have to realise they have to keep liaising with other stakeholders for their schools to be successful. This liaison between the environment and these former white schools, timeously obtaining important information, and the establishing of contacts with important institutions outside their schools would form a central aspect of their jobs.

The next role that needs to be performed by the managers is the informational role.

➢ **School principals play an informational role**

Westhuizen (1991) and Naicker &Waddy (2002) are in agreement that under the information role the manager has to be a monitor, disseminator and spokesperson. The black African principals as managers are also required to play these roles.

➢ **The managers perform a monitoring role**

It has been mentioned above that all managers have to liaise with external organisation. Getting information and processing it is the key part of the manager's job. (Naicker & Waddy, 2002). The black African principals in former white schools can use different means to get information. This information can be received through formal sources such as circulars from the department of education. Information can also be received from informal sources –including gossip. This also applies to black African principals managing former white schools. They would also be aware that this information is important for change and problem identification. Therefore, as managers managing diverse staff, they would have to sift through this information, determine its reliability and importance and establish which tendencies   (if any) emerge. They must also evaluate information which reaches them through official channels. Information of this nature may be distributed by means of staff meetings and circular letters.

➢ **The principals play a disseminating role**

Westhuizen (1991) emphasises that it is important for every manager to make sure that information is distributed internally within the school. Naicker and Waddy concur with Westhuizen but highlight that some information must be kept confidential. This also applies to Black African principals in former white schools. They need to decide who should receive which information. They also have a duty to make sure that the information has been received by the intended person. I agree with Naicker and Waddy (2002) when stating that information should be disseminated in regular and systematic way by discussing with the management team first, thereafter sending around a communication book or conducting weekly meetings. This would prevent a situation whereby some staff members do not get information.

➢ **The principals as spokespersons of their schools**

It has been indicated above that principals are not only managers but they have that formal authority and status which allows them to play a figurehead role. Naicker and Waddy (2002) confirm that because of their positions as principals and managers, they are also permitted to speak on behalf of their schools as spokesperson. Therefore, it is important for the black African principals managing former schools to always

remember that they are the mirrors of their schools. Every time that they would have to display professionalism to all public members at all levels. Anything they say may improve or dent the image of their schools. This constantly arises because if the officials or media people who want to know about what is happening at school recently, they would speak to the principals (if the principal is not available they will speak to the deputy principal).

In short, it is the responsibility of these black African principals as managers and leaders to transfer information to their staff, the School Governing bodies, the unions, and certain interest groups in the environment, and the public at large. They have this responsibility because the outside world sees them as managers and leaders in matters which affect the school, and as people who are knowledgeable about the task at the schools.

> **The principals play the decisional roles.**

Principals are to play major role in facilitating decision-making in their schools. The black African principals managing former white schools are expected to make sound decisions that will maintain the smooth functioning of their schools. They need to use their formal authority and status to make decisions. There are four decisional roles: disturbance handler role, negotiator role, allocator of resources role and entrepreneur`s role.

> **The principals` disturbance handler role**

According to Westhuizen, (1991) this role focuses on the handling of unexpected changes which are partially, or beyond the educational leader`s control. Westhuizen further reveals that Mintberg (1973) distinguished three types of disturbances: conflict between subordinates (staff and learners), conflict with other organisations (liaison); and the loss or threatening loss of resources. The principals as managers have a huge responsibility to resolve situations to everyone`s satisfaction.

It is notable that in Mintberg`s disturbance handler role, there is no mention of handling conflicts among staff themselves. Part of the reason is that his theory was written in 1973, which was the time where nobody thought that educators from all races could work together, as educators were separated according to their races (cf.1). The black African principals are now managing some former white schools as

principals and managers. They now have a responsibility to enhance unity while addressing the issue of change in these schools. Therefore, black African principals in former white schools should not spend time dealing with problems that can be dealt with by the Senior Management Teams or educators. They should build the confidence and authority of educators to deal with problems.

➢ **The principals as negotiators of their schools**

It is important for principals as managers of school to promote a `sense of ownership` among staff. This can only be attained if managers spend a lot of time in negotiations of all sorts. Principals and SMT need to negotiate teaching responsibilities with staff. They need to negotiate grievances. They need to negotiate policies with the SGBs and the school community. The motive behind this constant negotiation is to promote co-operation from staff. The room for negotiations is allowed, but at the end of the day, principals will not negotiate forever, they must end with decisions. The black African principals as managers are to make their independent decisions which are not influenced by decisions made by the previous principals, some of whom managed these schools during the apartheid times. Black African principals need to always remember that they are perceived as the agents of change. Therefore, they have to make sure that anything they do or negotiate is in line with the Constitution of South Africa, South African Schools Act, Labour Relations Act and Employment Equity Act.

➢ **The role of principals as Resource allocators**

The manager is responsible for ensuring that the school has adequate resources. The principals managing the former white schools have to make sure resources are allocated accordingly. Naicker and Waddy (2002) indicate that the manager is responsible to decide 'who gets what and when'. Mintzburg has been cited as saying that the most important resource managers are to allocate is their time. Teachers and learners need to be provided with teaching and learning materials. It would be important for black African principals to always be mindful that part of the reasons for black African parents removing their children from township and rural schools is lack of resources (cf.1). They have to make sure that under their management and leadership these resources do not disappear, failing which parents from all corners

would criticise them. Some of the areas where black African principals as managers could allocate resources are:

When drawing time tables, resource (time) must be allocated.

- When allocating classrooms, space will have to be allocated.

- When budgeting for their schools, money must be allocated.

- Allocation of resources based on the curriculum needs.

According to Westhuizen (1991) the educational leader has to decide which subjects or activities are to be extended or phased out, which new projects are to be started. Deventer and Kruger (2005); Deventer and Kruger (1991) are speaking about the phasing out or introducing new projects. This had already tested the management and leadership of black African principals managing former white schools. In 2011, the KwaZulu-Natal Education Department issued Circular No. 31 of 2011. According to this Circular the former white schools had to continue offering English as the main language. The First Additional Language had to be chosen between Afrikaans and isiZulu. If a Second Additional Language was offered, that had to be done after hours. A survey was conducted, 80% of parents from all schools which are under the management of these black African principals chose isiZulu as the First Additional Language. That meant that, for the first time in history the Afrikaans Language had to be phased out after the decision was taken. Principals in former white schools had to allocate resources for the newly introduced learning area, which was no longer offered at a third language level, but at a second language level. Furthermore, human resources had to be allocated so that more black African qualified educators had to be employed to offer isiZulu as the First Additional Language.

✓ **Allocation of resources to diversify the extra – mural activities**

The fact that black African learners were the majority in these former white schools meant that black African principals had to include extra – curricular activities which would cater for the need of the African learners who were the majority in these schools. Therefore, activities such as traditional dance were introduced. Soccer and netball were intensified. The introduction of these new activities meant new allocation of resources.

The allocation of these resources is an important job, and it needs to be managed carefully.

➢ **The principals and their entrepreneurial role**

This role is about marketing of the organisation in order to improve. The managers are always on the look-out for good ideas. They start new developments and projects (which they often delegate to others). The schools are not the same as businesses because they are not profit driven. But it is important for the black African principals managing former white schools to equip themselves with entrepreneurial skills. This would help them to look-out for opportunities to make money for their children.

2.4 The Theory of Experience

The study is about black African principals` experiences therefore, Dewey's Theory of experience is useful.

> Dewey's theory is that experience arises from interaction of two principles: continuity and interaction. Continuity is that each experience a person has will influence his/ her future, for better or for worse (Neill, 2005, p.1).

2.4.1 Continuity of Black African management`s experience

Black African principals managing former white schools had totally different backgrounds of the way their schools were managed (Christie, 2006 & Welsh, 2009). The experiences they had was that of managing schools with all black African educators and hundred percent black African learners. But things had changed then, as they were managing staff and learners from all races. In this new environment black learners were the majority, while black African staff members were the minority.

Looking at the fact that black African principals had the previous experience from another environment, it is interesting to see how their previous experience would help them to deal with the new working environment, as the majority of learners and parents are black Africans whom they have dealt with in their previous schools. Will this experience work to their advantage in addressing certain management issues? Neill (2005) states that each experience a person has will influence his/ her future for better or for worse. The previous experience which is portrayed as also important to contribute to the new management experience brings us to the second principle known as interaction which forms part of the Theory of Experience.

2.4.2 The principle of interaction and black African management experience

According to Neill (2005) interaction refers to the situational influence on one`s experience. In other words, one`s present is a function of the interaction between one`s past experience and the present. Therefore, this means that black African principals had no reason to throw away their previous experiences but to utilise it as their strength if necessary to the new environment in the former white schools. The fact that they deal with some staff, majority of learners and parents with similar previous background, this might work to their advantage in terms of managing these former white schools, provided that the correct and appropriate approach is used. The black African principals experiences might help them to open up, rather than shut down, gave them access to future growth experiences, and thereby expanding their contribution in promoting interaction with staff members from other races.

This theory is very relevant because black African Principals` past experiences would be interacted with the experiences of entire staff presently working in these former white schools. Conrad (2009), when highlighting lessons from Dewey`s Theory of Experience, emphasises that for every experience to be an educational experience, it must live in future experiences. He further reveals that it is not just that true education requires experience, but is the fact that everything depends on the quality of one`s experiences. The most important of it is the ability for one`s experience to influence a later experience.

2.5 Selected Theories of Management

Apart from exploring black African Principals' experiences in former white schools, the very same principals were managers of schools whom, according to Mintzberg (1973), are managers who have formal authority and status, therefore, they have to play an interpersonal role as leaders, figureheads, and liaison people. They were also expected to play an information role such as being monitors, disseminators of information, and Departmental spokespersons.

He further insists that they were also expected to play decision-making roles as entrepreneurs, disturbance handlers, negotiators and allocators of resources. Therefore, the following selected Management theories which are known as: Formal model, Collegial model, Political model, Subjective model, Ambiguity model and Cultural model will be reviewed. The very same models have been defined by Westhuizen (1991) as follows:

The formal model emphasises the official and strict elements of organisations. The Collegial model includes all those theories that emphasise that power and decision-making should be shared among some or all members of the organisations. The Political model embraces all theories that characterise decision-making as bargaining processes. The Subjective model focuses on the individual within organisations rather than the total institutions or its subunits. The Ambiguity model stresses the uncertainty and unpredictability in organisations. The last one is the Cultural model which assumes the beliefs, values, and ideology are at the heart of organisations.

2.6 Theories of Leadership

Cherry (2010) categorically states, that there are Eight Major Leadership Theories. These theories play a vital role in the smooth running, leadership and management of schools. He has listed them as follows:

The Great Man Theories, Trait Theories, Contingency Theories, Situational Theories, Behavioural Theories, Participative Theories, Management Theories and Relationship Theories. Cherry has attached the following definitions to these Eight Leadership Theories. The Great Man Theories assume that the capacity for leadership is inherent - that great leaders are born not made.

The Trait Theories assumes that people possess certain inherent qualities and traits that make them better suited to leadership. Contingency Theories focus on particular variables related to the environment that might determine which particular style is best in all situations. The Situational Theories propose that leaders choose the best course of action based upon the situation. The Behavioural Theories are based upon the belief that great leaders are made not born. People can learn to become leaders through teaching and observation. Bush (2003) and Cherry (2010) share the very same sentiment that in the Participative Theories leaders encourage participation and contributions from group members and help group members feel more relevant and committed to the decision-process. The Management Theories are also known as Transactional Theories. They focus on the role of supervision, organization and group performance. The last one is the Relationship Theories which according to Cherry (2010) are also known as Transformational Theories which focus upon the connections formed between leaders and followers. Bush, (2003, 2009) and Cherry (2010) are in agreement that transformational leaders motivate and inspire people by helping group members see the importance and higher good of the task. Cherry insists that leaders with this

style often have high ethical and moral standards. One message behind all the theories is that leaders should learn something from each one of them. These theories will therefore be reviewed with this in mind.

2.7 The role played by management and leadership skills in strengthening principals` skills

If one looks at the theories of both management and leadership, it is clear that the duties of a manager are also expected to be performed by the leader. Peterson (2007) in his presentation, when he conducted workshops with principals in Durban, highlighted that management and leadership are inextricably linked. He stressed that the core of the principal`s job is leading and managing the delivery of curriculum. This can only be attained if management and leadership skills are combined.

Peterson further stated that there are six areas that defined knowledge and skills that principals need: These are:

2.7.1   Leading the learning school

Deventer and Kruger (2005) believe that the manager needs to lead the learning school. Black African principals are also expected to lead the learning in these former white schools by adhering to the following process as:

- ❖ Create a vision of how things could be done better.

- ❖ Turning visions into workable agendas or projects.

- ❖ Communicate agendas so as to generate excitement and commitment in others.

- ❖ Creating a climate of problem solving and learning around the agenda.

The black African principals are to be equipped with knowledge and skills of the following:

2.7.1.2 Managing the Learning school

- ❖ Setting goals and objectives.

- ❖ Developing clear work programmes.

❖ Facilitating the execution of work programmes.

❖ Managing and monitoring adjustments.

❖ Rewarding performance.

This area is very important because, the nature of the school tells you if the school is a learning school or not. It is indicated in chapter one that some parents removed their children from some township and rural area schools, because in some schools, there is no culture of learning. The black African principals are managing former white schools which had been known as learning schools, because they were led and managed properly. Therefore, black African principals in former white schools have to make sure that their schools display the characteristics of schools with a sound culture of learning and teaching. This can be attained if there is a positive school climate, sound classroom environment, sound home relations, effective leadership, management and administration, neat buildings and facilities, availability of resources, high professional standards, healthy relationships between all role players, order and discipline, effective instructional leadership and a shared sense of purpose (Deventer & Kruger, 2005).

In short, black African principals working with their Senior Management Teams have a responsibility of promoting a successful learning culture within the school and to develop as learning organisation. At the heart of their role as principals is the fundamental responsibility for the management of the curriculum, the enhancement of quality teaching and learning and the raising of levels of learner achievement. While every area within is directed at the promotion of quality teaching and learning; the leadership and management of a learning school focuses directly on the principals` responsibility for the creation and maintenance of a learning culture for all learners and staff.

2.7.2. **Shaping the direction and development of the school**

It is stipulated in the South African Schools Act (1996) that at schools level there should be a broad representation of all stakeholders. This broad representation meant the inclusion of black African teachers in former white schools. According to Christie (2006), this had never happened before in these former white schools (cf.1). This broad representation was a great change to the former white schools staff.

2.7.2.1 Shaping the direction of the former white schools

Therefore, the presence of these black African principals meant that as managers, they had to shape these former white schools to operate in a way that embraces all South Africans.

The black African principals in former white schools have to come up with programmes that will benefit the staff and the school as a whole. These types of programmes should be the one that promote harmonious relationships among staff in terms of relevant educational Acts, team work, tolerance, provision of quality teaching and learning.

The black African principals as managers and leaders of former white schools are expected to work with the School Governing Body, the School Management Teams and others in the school community to create a shared vision, mission and strategic plan to inspire and motivate all who work in the school and to provide direction for their schools` ongoing development. The vision and mission encapsulate the core educational values and the values and beliefs of the school`s community. This is because the strategic planning is fundamental for shaping and sustaining school improvement and for empowering the school to be active and effective holistically.

2.7.2.2 Assuring quality and securing accountability

The management function of control is the fourth element in the management process. (cf.2). Control is an going process in which present performances are compared with pre-established standards (Morrison cited in Meyer *et al*, 2004,p.132).

Nowadays quality is a key concept in all organisations. Schools are judged mainly by the quality of education they provide. Therefore, it is the responsibility of black African principals managing former white schools to maintain quality education, which for years had been admired by most non-white parents who some of them sent their children to these schools.

Naicker and Waddy (2002) state that for assuring quality, principals working together with management members (Deputy principals, and Head of Departments), would have to make sure that they make judgements and report on the effectiveness of categories:

❖ Educators` planning and schemes of work or work programme knowledge.

❖ Educators` expectations of the learners.

- ❖ The educator`s learning area knowledge.

- ❖ The teaching strategy for educators use.

- ❖ Educators` use of resources, including books, equipment, accommodation and time.

- ❖ The way educators control and manage learners.

- ❖ The arrangements made by educators for learners of different abilities, especially, the most able and those with learning difficulties.

- ❖ The methods used by educators to assess learners` progress and levels of achievements.

- ❖ The use of homework.

- ❖ The methods educators use to gauge the success of their lessons and what they do as a result of their findings.

I agree with Naicker and Waddy, the black African principals too have a responsibility to make sure that all the above – mentioned requirements are met. This is because if they adhere to them, there would be that assurance of quality education. The black African principals as custodians of democracy and transformation, therefore, they have to make judgements and report on the effectiveness of the following:

- ❖ The balance between the national and local curriculum.

- ❖ The structure of the curriculum.

- ❖ The planning process.

- ❖ How suitable the curriculum is for learners of different ages and different abilities.

- ❖ The school assessment policies and practices and their relevance to the curriculum.

- ❖ The provision for extra-curricular activities.

The black African principals have to ensure that they play the following several roles in quality assurance:

- ❖ They need to internalise the concepts of quality assurance so that it becomes part of the ethos in their schools.

❖ They need to spread the message of ongoing quality assurance amongst all the schools` stakeholders.

❖ The black African principals together with their SMT members need to give proper recognition where quality work is being done. This would encourage staff to put in more effort.

❖ It would be important for black African principals managing former white schools, to develop an open, collaborative style when dealing with the staff.

❖ The black African principals would benefit from integrating quality assurance into their school`s planning.

The Department of Education realised that it was necessary to assist the schools with an instrument that would help them to deal with quality assurance area. Hence, the Integrated Quality Management System known as (IQMS) was introduced for educators. Steyn and Niekerk define (2007) IQMS system as an integrated quality management system that consists of three programmes aimed at improving and monitoring performance in the development of the school.

These three programmes are:

1. Developmental appraisal system (DAS) and performance measurement (PM)

   Developmental appraisal system is defined by Waddy and Naicker (2002) as a process where an employee`s work performance is evaluated, judged, assessed, or reviewed. It refers to the process of identifying the strength and weakness of a person`s performance on the job.

2. Whole school development (WSE)

Looking at the way DAS and WSE work, shows that if black African principals are to perform and follow all the requirements, the former white schools they are managing would maintain quality assurance at all levels. Part of the reasons is that there is that emphasis on doing the process by adhering to the following principles: open, transparent and developmental approach, designed and intended to entrench strength, develop potential and overcome weaknesses. Furthermore, it is also the system that highlights the importance of involving relevant management staff, be inclusive of stakeholders, and the process of

appraisal to be conducted by trained staff. In short the process should be done in a fair way so that all members would feel being part of it.

It is the responsibility of black African principals managing former white schools to encourage their staff to be appraised, because it enhances quality assurance.

According to Steyn and van Niekerk (2007), staff appraisal is a very important aspect in developing and empowering staff in term of ensuring quality. This is because it offers educators:

- ❖ An identification of staff members` strengths.

- ❖ Recognition for effective work.

- ❖ Greater role clarity

- ❖ Better understanding of the requirements of the job.

- ❖ Support in work-related issues.

- ❖ Improving communication by giving staff the opportunity to talk about their ideas and expectations and how well they are progressing.

The black African principals are expected to implement correctly the processes of the IQMS in order to ascertain quality assurance. Steyn and Van Niekerk are of the opinion that even if these processes are implemented correctly, it is important for the principals as managers and leaders to have induction programmes, involving staff in the IQMS. Therefore, I am now reviewing the importance of the establishment of the induction and development programmes by black African principals managing former white schools.

(a) Staff induction programme

Castetter (1996) has been quoted by Steyn and Van Niekerk as saying that Staff induction is defined as the organisation`s effort to enable and assist various categories of new staff members to adjust effectively to their new work environment with the minimum of disruption and as quickly as possible, so that the organisation`s functioning can proceed as effectively as possible. Emerson and Goddard (1993) concur with Castetter by indicating that induction is the familiarisation process of all staff who take up a post in a new school or a responsibility at the same school. Naicker and Waddy (2003) highlight the importance of `induction` by

saying that it helps in introducing members of staff to the goals of the staff, the school`s policies and procedures, fellow members of staff (so as to establish relationships with subordinates as well as with senior members of staff) and in tasks, duties, roles and responsibilities.

Black African principals, just like all principals, are expected to have induction programmes in place. But the fact that they are managing staff with diverse historical and divided education educational system, they have a responsibility of designing induction programmes that would cater for all staff members so that new members who had never taught in former white schools would not be intimidated by the new environment. Staff induction programmes would also be helpful to staff who had been at the former white schools, so that they do not perceive changes as a threat to them.

This is important in a way that even if these schools recruit, select and appoint staff, it would be unfair to expect newly appointed staff from universities or their previous schools to produce their best and achieve the objectives of the school until they have completely adjusted to the work they must do, the environment in which they are expected to work, and the colleagues they have to work with. In order for this programme to be a success, it would be advisable for them to work with management members, especially those who have been working in the schools for years.

(b) The need for staff development

Staff development refers to concepts such as in-service training, professional growth, continuing education, on the job training, human resource development and personal development. Staff development places emphasis on the extension and enhancement of personal strength rather than on remediation of weakness (Naicker &Waddy, 2003, p.60). They further point out that it is the responsibility of the educational manager to ensure the continuous improvement and development of staff (educators and non-educators), the SGB and themselves. The motive behind this is to enable all individuals to contribute to their full potential, and to develop the organisation as a whole. In fact, black African principals managing former white schools have a responsibility to develop their staff members, because of the following reasons:

They are managing staff members who have been deeply divided before 1994, and taught and trained at different institutions, and perceived differently by communities in terms of delivery

(black African educators as providers of poor education, and white educators as providers of quality education). Therefore, to make sure that they provide quality education, which is an expectation from all parents - especially white parents and black parents, who opted to remove their children from township and rural schools, they have to make sure that development programmes such as planning, developing people, managing people and working together are in place so that these programmes would be a success.

(c) Planning

The black African principals have to ensure that their schools have the right people in the right positions, doing the kind of work that is needed. They would have to understand the profiles of the people that their schools need, and to work out the best ways to develop those skills (including in-service training).

(d) Developing people

An aspect of this nature needs to be dealt with because it is about improving staff members` personal effectiveness and the effectiveness of the organisation as a whole. This includes the opportunities for staff development and the upgrading of skills through in-service training. It also includes career counselling.

(e) Managing people and working together

Staff development is also crucial, because it improves individual and team performance so that teaching and learning in the school is maximised. It also recognises inter-dependence within the school community. This involves good working relationships, increased staff participation and effective leadership.

In short, the black African principals working together with their School Management Teams and others are responsible for assuring the quality of teaching and learning in their schools. They must establish and maintain effective quality assurance systems and procedures within their schools. This would ensure ongoing evaluation and review of all aspects of the schools` operation and which promote collective responsibility for these. The black African principals have overall responsibility for the promotion of quality assurance and are accountable ultimately to a wide range of stakeholders for all aspects of the performance and its continuing improvement. These stakeholders include national and provincial department of

education, learners, staff, parents, school governing bodies and the wider community (Naicker & Waddy, 2002).

2.7.3 Working with and for the community

The study is about management experiences of black African principals managing former white schools. Although the study focuses on the management area, the experiences they encounter from parents may impact on their management and leading procedures of these schools.

South African Schools Act (SASA), 1996, in its preamble states that parents and schools should accept joint responsibility for organisation, governance and funding of schools in partnership with the state. Chapter 16(1) provides the formation of the School Governing Bodies (SGBs) that promotes acceptance and responsibility of parents to govern schools (DoE, 1996). With this legislation the South African government put in place a strategy to encourage and guarantee parents school citizens status (Sayed,1997). Chapter 20(1) (a) and 1(h) empowered governing bodies to rally their communities to render voluntary services to the school and to ensure provision of quality education for all learners (DoE, 1996). It went further to Chapter 20(1) (g) to say that school – community should set out to improve the school property, determine extra- mural activities and raise funds (DoE,1996).

Mncube (2005) reveals that although the Department of Education encourages parents and communities to play meaningful roles in schools, there is a lack of black African parents` participation. Mncube highlights the following reasons as causes of the lack of participation.

2.7.3.1 Some of the causes of the lack of participation by black African parents in former white schools

- Low level of education

A Chairman of the Governing Body and a teacher, both from Melbourne have been cited by Mncube (2005) as saying that:

➢ Parental participation depends entirely on their educational level which plays a major role in their contributions, together with their personal abilities.

The black African principals in former white schools have a responsibility to ensure that they provide training to SGB members, in order to capacitate them.

➢ New educational changes and challenges make them passive participants.

The black African principals in former white schools would have to ensure that newly elected SGB members attend workshops provided by the Department. These principals would have to make an effort to invite officials from department of education or from other non-governmental organisation to train SGB members. If they fail to do so, that would mean their management roles would be affected, because they would be surrounded by incompetent SGB members.

➢ Illiterate parents are unable to keep abreast of new challenges in education.

It is clear that most problems are from illiterate parents, therefore, black African principals in former white schools would have to use the skill and knowledge of those who understand what to do, to assist those who encounter difficulties.

▪ Lack of education on parental involvement.

➢ Former white schools are still run in the same way as they had been run before 1994.

Black African principals have a responsibility to transform these schools. This would help to accommodate all parents, because these schools belong to the public (SASA, 2006). To bring about changes, black African principals as managers would have to ensure that there is broad representation on human resources. Staff members would have to be fully involved in decision – making and staff participation would have to be encouraged.

▪ A fear of academic victimisation of their children.

➢ Parents are afraid to challenge the status quo.

The parents indicated during the interviews that they are afraid to challenge the status quo of the school because they feared victimisation (failing) of their children (Mncube, 2005,p.8).

Black African Principals would have to keep on reminding parents that under no circumstances would their children be victimised just because of their active participation. They would have to emphasise to them that it is their right as parents to play a meaningful role in their children`s education, and there would be no victimisation from anyone.

- Language barrier

➢ The use of only English in governing body meetings has a negative effect on participation of some members (ibid, p.8).

The use of English when conducting parents` meetings sometimes becomes a barrier, because the majority of learners in some former white schools are Africans. Some of their parents cannot speak or understand English at all.

To ensure full participation and clear understanding, black African principals would have to be very conscious about the type of parents` language proficiency and their understanding of English. Based on the Survey about choosing Afrikaans or isiZulu as the First Additional Language (2011), black African parents are the majority. Therefore, black African principals would have to ensure that perhaps parents are grouped according to their understanding of the languages.

- Difficulty in attending meetings

➢ Meetings are deliberately held at night

Lotter, of KwaZulu-Natal Department of Education (2003) has been cited by Mncube when stating that many former white schools continue to hold meeting at night, which make African parents not to attend because:

- They have to travel long distances, (Find evening meetings difficult to attend).

- When holding meetings during the day, these black parents have to obtain permission to attend these meetings. In most cases their employers refuse to give them time off.

Looking at this reality, black African principals managing former white schools, if they really want to manage and lead schools where parents are fully involved, will have to do a survey about days and times of meeting. If the majority prefers for instance, Sundays during day time, that would have to be an option. Failing which they would have problems in managing and leading these former white schools, because the majority of parents would feel excluded. This feeling of exclusion might be detrimental to the smooth managing and leading of these schools. Black African

principals would have to justify to some parents in terms of changing times, because they have been used to attending meeting at nights.

Peterson is supported by the Education Task Team which was assigned to look at the way the South African schools were managed. The Task Team findings concur with Peterson by indicating "The core purpose of principalship is to promote management and leadership in all areas of the school to enable the creation and support of conditions under which high quality teaching and learning take place and which promote the highest standard of learner achievement" (Leading and Managing South African Schools in the 21st Century, 2006, p.6)

By looking at the above-mentioned statements it is clear that principals managing former white schools need to possess management and leadership skills. The principal is not the only person running the school, but school governing body members are also to play an important role. The researcher continued looking at the governance of the school.

2.8 The international and national experiences of some black principals in England and some black African principals in South Africa

It is important to look at other countries which have undergone the transformation process in education, where blacks occupied leadership position in former white schools. Bush and Moloi (2006) conducted a survey regarding black principals in England and South Africa. Both authors conducted this study collectively. Bush focused on the experiences of black Principals (known as Black Management Ethnic people - BME). Moloi shares with us the experiences of black principals in the country.

2.8.1   Some black principals` management experiences in England

When asked about their experiences in former white schools in England. Their responses can be summed up through one of the responses as follows:

> I have been asked whether I am the cleaner or a teaching assistant – people do   not expect to see black senior staff. It baffles me that the head and all senior   teachers are white (Bush and Moloi, 2006, p.4).

Powney, Wilson, and Hall, (2003), agree with the interviewee by confirming that statistics in England show that BME are much less likely to be promoted to leadership positions than white teachers.

> White staff in a predominantly white school initially questioned every decision taken by a black head ` with an accent`(the way some black principals spoke was being ridiculed) (Echols, 2004).

Powney, *et al.,*(2003) present evidence of `hidden curriculum` for teachers securing promotion in England. The interviewee`s comments indicated that BME educators were "treated with suspicion, experiencing outright discrimination and working with `difficult` superiors":

> I kept trying and finally got appointed deputy head in a language school. The headmaster of this school challenged my appointment, saying that it was based on favouritism. He repeatedly requested that I should be re-interviewed and unjustly treated. My disgruntled headmaster made my life unbearable by asking other staff not to cooperate with me.

The above responses clearly show that some white principals perceived the presence of black African management as mistakes. The quotations suggest that there was always that feeling that the process of interview and her/his appointment would have to be re-done, if the post was held by an African. In Chapter one it has been indicated that in Durban, South Africa, some previous white principals did not want to sign IMPI to absorb to black African educators who were CTTed to their schools to occupy ordinary posts or senior positions. The predecessors insisted that these posts had to be advertised in an "Open Gazette" so that they too would have an opportunity to apply.

2.8.2 *Some African - American principals` management experiences in America*

America is one of the countries abroad that have undergone the transformation process. African – Americans had to occupy senior positions in schools which were known as former white schools. Echols (2004, p.7) presents the experiences of black American principals in former white schools as follows:

❖ They were encountering pressure from subordinates, superiors and community to act in a way consistent with their expectations.

- ❖ Some white colleagues refused to help them as people who had experience of working in these schools, "there was no training, we had to learn by practice".

- ❖ All principals who worked in predominantly white schools districts responded that there was a concern about "fitting-in".

- ❖ Most African – American principals were left with intense feelings of isolation and loneliness as they were surrounded by many white staff.

- ❖ They had to know and understand the history, beliefs, norms and values of the dominant culture, so that their self worth and esteem is not dictated by individuals who do share or at least respect their paradigm.

- ❖ Subordinates react differently to their supervisor depending upon the supervisor`s race.

- ❖ Black principals` experienced health problems such as high blood pressure, cardiovascular disease and diabetics.

"All administrators face challenges in acquiring success. The challenges associated with the principalship of black principals often a unique set of challenges associated with race, attitudes, organisational structure, and policies" (Echols. C., 2004, p.1).

Bush, *et al.,* (2006) and Echols (2004) have shared with us the responses of the African – American principals they interviewed and black principals experiences which they encountered at the former white schools in England and America. As these countries are both abroad, it is important now to look at a country in Southern Africa, to see if black African principals in former white schools had similar or different management experiences in the former white schools in Zimbabwe.

2.8.3 Some black African principals` management experiences in Zimbabwe

Frederikse (1992) interviewed Leadus Madzima and Kenneth Msora who were both Headmistress and Headmaster in former white schools in Zimbabwe. Frederikse has started by providing their backgrounds respectively:

It has been pointed out that black children and parents took heart when black teachers and administrative staff began getting jobs in the former white schools. Leadus Madzima was one of the first women to study at the University of Rhodesia in the 1970`s earning Honours and then a Masters`s degree. Frederikse further reveals that soon after independence she became the first black English teacher at a formerly all-white school. She was promoted to

deputy head-mistress, and then named the first black head of a newly-integrated girls` secondary school (Frederikse,1992, p.17).

It is interesting to know that the educator who was appointed as the Headmistress in the former white school had all the qualifications:

➢ Went to the University of Rhodesia, a University respected all over the world).
➢ Had an English as one of her majors.
➢ First black English teacher at the former white school.
➢ Promoted to be the deputy head mistress and,
➢ The first black head of a newly integrated girls` secondary school.

Looking at her background, it is clear that she had undergone all stages that perhaps are needed for one to be the principal of an institution. As a black female principal in a former white school in Zimbabwe, this was how she shared her management experiences as recorded by Frederikse:

> It was soon after independence and my situation was quite trying. I was working with people who had been in their school for almost thirty years. The first question that I was asked `Are you going to teach Shona?` I said, `No I have come to teach English. I did English Honours`. And the resistance that I got! I found myself completely isolated. The staff was against me, my students were against me.
>
> There was a trickle of black students who had come into the school in about 1979. The enrolment of blacks was up to the parents` management council. So when I came there were just a few. And the few blacks, who I thought would probably welcome me. Even the black men who were working as cleaners were saying, Good God! How does a black woman come to teach at our school? (Frederikse, J.1992,p.17)

Leudus continued saying that the whole year was an uphill struggle. The following despicable behaviours were used to undermine her authority as deputy headmistress:

▪ There were bad reports about her not managing properly.
▪ Her administration was actually removed from her desk and given to heads of departments.

- Everybody was told not to go to her office, they were told to go to so-and-so.

Leudus further explained about insufficient support from the Department of Education officials. She expressed her disappointment with the lack of understanding from officials, regarding transformation. "The personnel at the regional office were not used to having black women in schools that had been completely white". Their initial reaction was, ` Let`s put her in an all – black school.` And I said, `No, leave me where I am. If I`m failing, I will come to tell you. But I am doing the best I can do,` I was looking at myself as a guinea-pig (Frederikse,1992,p.18).

She encountered similar problems, even when she was the Headmistress. It is not surprising because she was still working with the same people who were undermining her when she was deputy headmistress. She thanks God that she was so brave in a way that she was looking at herself as a guinea-pig. This is what she says " I knew that if I failed, no black woman would ever get into my position. I just had to win" (ibid, p.18).

It is motivating and inspiring to see that although there were issues which Leadus had to overcome, her patience, courage, bravery and determination saw her facing and responding to these experiences successfully. She herself confirms that despite all the challenges that she encountered while she was deputy headmistress and headmistress, she did her job as professionally as she could. "I remember when I first came in, people were saying, ` Oh, she had a chip on her shoulder because she is black. ` But before the end of the term they had realised that I was just doing a job as professionally as I could. They never saw me thinking black or white; they saw me thinking as an administrator".

Therefore, it is clear that Leadus faced several management experiences from all spheres which demanded her attention. Despite her educational qualifications and having majored in English, she was only perceived as someone who came to teach Shona. It is embarrassing and disappointing to find that her management and leadership competency was questioned by cleaners, learners, some parents, some educators and her principal while she was deputy head mistress. Frederikse confirms that the black African principals who took over the management and leadership of former white schools after independence faced greater challenges than their predecessors.

Kenneth Msora was the headmaster of a big township school that expanded rapidly after independence. In the late 1980s he was appointed head of a boys` secondary school in one of

the low-density suburbs. He was then transferred to a former white school. He shares with us his working management experience with ordinary parents in the former white schools, comparing them with parents from his previous high-density school.

> Before I came to this school, I tended to think the former white schools were ivory towers. When I was transferred to such a school, I found it interesting, for example, I was used to working in an environment where very few people questioned what I did. On transfer I found it quite different. The parents questioned quite a lot of things-even things they had no knowledge of. Whereas at the other school, very few parents challenged the head`s decision (Frederikse, p. 20).

2.8.4. Black African principals` management experiences at national level - South Africa

Bush and Moloi (2006) conducted a study regarding management experiences of black principals in the former white schools. Bush and Moloi in their survey which was a collective work between the two authors, confirm that in South Africa, discrimination is common for black leaders working in the former white schools.

Bush and Moloi (2006) cite one of the participants stating that ` black educators are not respected. They are regarded as not well informed and skilled to teach. They are undermined and regarded as less educated and they are seen as not having sufficient leadership skills. Booysen (2003) has been cited by Bush and Moloi (2006) concurring with them that there is a general view that white people are ` better` teachers and school leaders. As a result one interviewee states that some white educators `label` blacks as being *laissez – faire*.

According to Bush and Moloi (2006), Booysen further states that there are numerous challenges presented by cultural diversity, including language, religion, race, and gender, that pose problems in the workplace and impact on the style of management. "There is this marginalisation of black leaders in the former white schools. This marginalisation often surfaces in the form of conflict, condescension, superiority complex, disrespect, misunderstanding, prejudices, stereotyping, and inflexibility" (Moloi p.67)

According to Bush and Moloi (2006) several black South African leaders such as Mr Khumalo is Durban South - Sadtu Education Desk, and Mr Chonco - Chairperson of the Governing bodies) demonstrate clearly that racism is a major issue in many previously ` whites only` schools. One South African middle manager taught in primary school, who

ended up being the principal, experienced more or less the same discriminatory situation encountered by Leadus in Zimbabwe. This was what she had experienced while she was the deputy principal.

- The [white] principal would not take advice from a black person.
- She was never invited to SMT meetings (which she was entitled to attend).
- The white educators [for whom she was responsible] would defy her.
- White managers and educators ` displayed selfishness, racism and hatred`.

Frederikse (1992), Bush and Moloi (2006) provide the following descriptions of similar problems in their surveys:

`*Change is highly resisted by white educators;*

`*It will take a long time before White discrimination and racism are addressed;*

`*White educators are disrespectful because of race;*

`*There are enormous problems concerning racial issues in my school;*

Donaldson (1997) cited by Bush and Moloi (2006) indicates that BME leaders may experience isolation as token blacks and face lack of acceptance by professional colleagues. This does not happen in England only but it has been highlighted that black African principals in former white schools in countries such as America, Zimbabwe and South Africa still experience isolation. They have to struggle and show determination for them to survive. Despite the management experiences of black African principals managing former white schools, it is inspiring to note that most of them coped by applying what is written below:

- It is difficult and if I was not strong I would have long ago left the school.
- I survive because I am persuasive, confrontational and determined to succeed.
- If you are black you have to be exceptionally good if you want to progress.
- Very few black people have managed to achieve … without working two/three times as hard as their counterparts.

Graph 1: Composite lessons from these stories, about management experiences of black principals in former white schools in the following countries:

2.10.1. Some questions associated with contempt and inferiority			
ENGLAND	AMERICA	ZIMBABWE	SOUTH AFRICA
The black principal in the former white school was asked if he was a cleaner or a teaching assistant (Bush &Moloi,2006)	The black principal was asked so many questions such as `do not you think it will be difficult for you to manage this former white school`? (Echols, 2004).	Leudas Madzima, the first black African principal to manage a former white school was welcomed with the following question ' are you here to teach Shona?` According to Frederikse (1992), Shona was perceived as the inferior Language.	One of the black African principals, when he arrived through redeployment was told by his previous principal she had to go back to Umlazi schools, because the medium of instruction in the new school was English (Principals` meeting, 2008)
2.10.2. Lessons from these stories about a black person is perceived			
The lesson from these stories is that, this kind of treatment towards black principals is associated with race and inferiority. The fact that the presence of them in the former white schools is associated with people who are suitable to do unprofessional and inferior work, confirm with what Fredrickson (1992), when he said black people are perceived as ''people with intellectual shortcomings'' and some whites strongly believe that their skin colour made them natural masters of Africans and intellectually superior.			

The message

The message is that black principals are associated with lower positions. In fact, in all of these four countries, in separate continents, not even one black principal is being perceived as someone in authority. They were not even welcomed, instead there were so many questions asked whether they would be able to "fit-in". The contradictory part is that white educators as well as managers transferred to black schools were

received with warm welcome. (Frederikse; 1992, Echols, 2004 & Bush & Moloi, 2006).

"I have not experienced any racial tensions and this made my leadership enjoyable" said the white principal in England. "Being white has enabled me to be accepted by black staff"

Msora who was the principal at the former white school had a different experience where parents were questioning his decisions. This means that for black African principals to survive they should perceive this as personal attack, but as for them working in a new environment where parents invest a lot of money in their children`s education. Therefore, they should look at this as a motivating factor for them to be always clued-up and always do what is right.

2.8.4.1 Some possible ways to deal with these challenges

The black African principals need to tell themselves that they are now in charge. Furthermore, they are the agents of change. This includes the changing of the mindsets of their colleagues to all strive for peace, unity and tolerance. Black African principals would have to ensure that democratic policies, where staff members have been part of, are in place. They also need to believe in themselves, not to be intimidated by the new environment so that staff would trust and have confidence in them. They need to tell themselves that they are managers and leaders not because of their colour, but because of the competence. They need to tell themselves that they are qualified just like their colleagues. They need to be assertive just like Leudas Madzima who was not scared to voice out her opinion.

Graph 2: Feelings of isolation of black African principals

1. Feeling of isolation among black principals			
Bush and Moloi (2006) reveals how a principal who was not not happy to have a black man as his deputy principal '' my disgruntled headmaster made my life unbearable by asking other staff not to cooperate with me''	Most African-American principals were left with intense feeling as they were surrounded by white colleagues (Echols,2004).	Leudas felt that she was isolated by black African members serving in the school management board, cleaners, school principals while she was deputy principal, and the Personnel from regional office. (Frederikse,1992)	I was not even involved in decision-making. I was made to feel as if I was an ordinary teacher while I was the deputy principal, said the black African principal

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- **Relevance of these stories to this study**

Lessons from these questions asked on their arrivals, clearly shows that management experiences affect black principals in most countries Echols (2004) has indicated the effects are associated with race, attitude, organisational structure and policies. These stories provide important information which one learns from. The literature of this nature helps in understanding what the participants were responding regarding their genuine management experiences. There is that correlations of management experiences of black principals in the above-mentioned countries and black African principals in South Africa, both serving under white supervision. The way black principals in the four countries dealt with these management experiences as black South African principals we can learn a lot from their skills and knowledge in tackling these issues.

2.9 The role of black African principals in improving harmonious relationships among staff

Black African principals as they are now in charge, moreover, some of them know very well how painful it is to be isolated, need to have programmes in place that would promote unity, co-operation, and team-work. The programmes of this nature should be co-ordinated by capable, transformative and democratic staff members from all races. Definitely, staff induction would form part of these programmes.

Black African principals management experiences –regarding defiance globally			
England	America	Zimbabwe	South Africa
''white staff in a predominantly white school initially questioned every decision taken by a black head'' (Bush &Moloi, 2008).	Subordinates react differently to their supervisor` race. Black principals` decisions were questioned and scrutinised.	…and the resistance that I got when I became Principal in a white school, I found myself completely isolated.	One of the participants in the study conducted by Bush and Moloi(2008) stated openly that '' black educators are not respected. They are undermined and regarded as less educated and they are viewed as not having sufficient leadership skills. As a result some staff members tend to defy them.

The black African principals need to do their work with confidence. If it happens that their decisions are being questioned with the intention of testing their competence and knowledge, they would have to address such questions in a more professional and convincing way. The more they do that, staff members would gradually, gain confidence and trust in them. The black African principals need not view that negatively, but as part of democracy. They do not have to be so quick in jumping into conclusion that it is done to them because they are black. They need to be mindful that they are dealing with learners, staff members, and parents, some of them who have been brought up in the belief that they have to ask if they need clarity. Black African principals need to be like Msora from Zimbabwe who was eventually used to have his decisions being questioned. Initially he was shocked while he was the principal at the former white school that staff and parents asked the Principal some questions that have never been asked in his previous black African school.

2.9.1 Features to be displayed by black African principals

Looking at the stories from four countries, it is clear that the black African principals need to:

- ❖ be assertive to show staff members that black African principals can do the work assigned to them.
- ❖ be motivated by seeing themselves in a pioneering role, notably in being role models for other black African educators who might aspire to be the future black African principals in former white schools.
- ❖ see themselves as "exceptional people" rather than a representative. This is because despite the barriers they have succeeded.
- ❖ see themselves as pioneering agents of change, who promoted tolerance, acceptance and accommodating diversity.
- ❖ tell themselves that they are principals because of their own talents and hard-work justified it (just like Madzima from Zimbabwe).

This can only be possible if black African principals display the following features:

- Determination, hard-work and courage.
- Drive, commitment and confidence.

- Thorough preparation and confidence.

- Resilience.

- Respect for other cultures.

- Building positive relationship.

- Professionalism (meeting targets and dressing properly and talking with eloquence).

2.10. Culture

Bush and Bell (2003) indicate that culture forms the context in which school leadership is exercised. According to them it exerts a considerable influence on how and why school leaders think and act as they do. Hofstede (1991) differentiates between societal culture and organisational culture. He states that organisational culture is managed and changed.

Therefore, the school is regarded as an organisation. Just like all organisations, it has its own culture. This clearly shows that no matter how long the cultures in former white schools existed, they can be managed and changed to integrate cultures which are brought in by black African principals and educators. This will promote cultural tolerance in these schools. This is supported by Dimmond and Walker (1998) who emphasise the interrelationship between school leaders and organisational culture.

They insist that school leaders, influence and in turn are influenced by, the organisational culture. In this context, Reitz (1992) believes that the management style of the principal will be influenced by the organisational culture, but the opposite is also true.

According to Van Westhuizen (1991), every organisation has a unique culture which is created by the participants in that organisation. He further highlights that every school, as a specific organisation has a unique culture. Owens and Steinhoff (1988) agree with Van Westhuizen when they indicate that each school has its own culture, which according to them has a powerful influence on the teaching corps of the school. Olie (1995) describes the culture of organisation as follows:

> Culture is a collection of individuals who share common values, beliefs, ideas, etc. Each group has ways of thinking, behaving and perceiving common to all its members or category but which differ from those of other groups.

"Culture can and does influence how teachers and pupils work together by establishing conventions such as teaching styles, how correct attitudes and 'good' work are rewarded and how the symbolic rituals such as speech- days, etc are used to influence the moral, spiritual and cultural development of pupils" (Smith, 1995, p.7).

It had been highlighted that culture influences what individuals think, believe, and value as well as how they behave, and perceive themselves and others. Therefore, the role of culture was explored in terms of the role it played regarding black African principals managing and leading former white schools. Stone (1991) is of the opinion that the cultural historical basis for the existence and creation of the school is based on the fact that it came into being in a specific cultural environment. This was done by organising educative teaching which was undertaken by interested persons. Therefore, culture plays a very important role in schools' operations. The fact that it came into being through the organising actions of society, Kock (1975) refers to schools as organisations of professional educators. Hill (2005) indicates that the presence of people, with the aim to learn, teach, manage and lead makes a school an organisation with its own culture which is different from a business organisational culture. Westhuizen (2003) defines organisational culture as a set of common assumptions, meanings and values, which form the background for all behaviour in the school.

Berens and Potenza (1992) believe that " a school culture reflects a blend of that school`s past and present. It is defined by its values, its traditions, its staff, students, and parents body, and its current practices (both formal and hidden). A school culture should not be viewed as something which stays the same. It changes constantly as its community changes and as the world within which exists changes".

2.10.1 Factors influencing culture

According to van Westhuizen (1991), the culture of an organisation is influenced by norms and assumptions. The norms are divided into two. The first group of norms are informal and unwritten norms. These type of norms evoke spontaneous obedience from members. The second norms are formal and written norms. These types of norms are attached to the offices of formal bodies of authority.

"The principal, as an instructional leader has an important role to play as far as the organisational culture of the school is concerned. By means of the principal`s instructional leadership task he can influence the organisational culture of the school through the aspects

such as staff development programmes, involving educators in decision making, providing resources, supervision, and protecting instructional time" (Deventer & Kruger, 2005,p.6). Therefore, the role of culture was explored in terms of the role it played regarding black African principals managing and leading former white schools.

Barens, Patenza, and Versfeld, (1992) state that a school culture reflects a blend of that school`s past and present. It is defined by its values, its traditions, its staff, students, and parent body, and its current practices (both formal and informal). A school`s culture should not be viewed as something which stays the same. It changes as its community changes and the world within which it exists changes. Hence the exploration of the role of culture was also influenced by enthusiasm to know what were the management`s experiences of black African principals in terms of managing staff from different cultural backgrounds.

2.11 Theoretical frameworks

This study is about black African principals managing former white schools. The words ''former white schools'' concludes everything in terms of clarifying who was allowed to attend, learn and manage these schools. Therefore, the presence of black African principals managing these schools was a symbol of great change in the South African schooling system. This change was confirmed by Umlazi Task Team (cf.1), where it was stated that for the first time in history, these former white schools were managed by black African principals. Looking at this drastic change which was to be facilitated by black African principals, Change Management Theory had been chosen as the main theory featured in this study. These black African principals managing former white schools were expected to transform these schools as a requirement of the Constitution of South Africa (1996) and the South African Schools Act (1996). Hence, the Transformational Leadership Theory also formed part of this study as the supporting theory.

2.11.1 Definition of Change Management Theory

Linmann (2011) defines Change Management Theory as a theory that is aimed at helping employees, managers and by extension the business itself, to adapt readily to beneficial changes. This can be a difficult task if staff members do not personally feel a change is worthwhile. Change theory seeks to align an organisation`s interests of all its members. Change management theory promotes communication strategies training programmes and consultations as a means to overcome staff doubts and fears. One of the key change

management principles is that all members of staff be kept informed and made to feel a part of decisions regarding change.

Macdonald (2008) in his definition presents Change Management Theory as a systematic approach dealing with change, both from the perspective of an organisation and on an individual level. Change management has at least three different aspects, including adapting to change, controlling change, and affecting change. A proactive approach to dealing with change is at the core of all three aspects.

Terry (2011) defines Change Management Theory as a theory that is aimed at helping employees, managers and by extension the business itself to adapt readily to beneficial changes.

2.11.2 The contribution of Change Management Theory to the study

Kercher (2009) believes that it is important for each and every manager dealing with change in the multi-racial staff, to cover the following aspects carefully and constructively. These aspects are *information, fear and expectations.*

2.11.2.1 Provision of information to staff members

According to Keicher (2009), change management theory requires a leadership to provide information to those affected by the change. Leaders and supervisors must provide a reason for the change to help workers cope with fear and appreciation. Kercher further insists that while some workers may not agree with an organisational change, providing information can help workers understand the need for change. I agree with Kercher, that black African principals managing former white schools, have a responsibility of changing the status quo, beliefs and structures which some members had been brought up to believe in. Therefore, black African principals as leaders and managers should provide realistic information, as it has been highlighted in the management tasks that managers are expected to play an informational role. In this case, black African principals as change agents should cover the pros and cons of changes affecting their schools. Kercher *(ibid)* strongly believes that if managers can provide realistic information appropriately this would enhance change in a way that might be supported by most staff members if not all. Kercher (2008) in his change management theory concurs with Westhuizen (1991); Naicker and Waddy (2002) that the best way providing realistic information is through communication which could benefit black African principals managing former white schools.

The change management theory provides great assistance to managers tasked to deal with change as applied to black African principals managing former white schools, as how to manage it. There are some areas that have been highlighted by the following authors:

2.11.2.2 Dealing with fear among the staff

The arrival of black African principals in former white schools which was a change in itself might have caused fear among existing staff and to themselves. Kercher further indicates that to avoid such fear among staff, black African principals would have to apply the change management theory. This theory is recommended as the one that could help black African principals, because it provides some ideas of how to manage and lead the diverse staff. One of the fundamental ideas that has to be applied by black African principals is to ensure that they bring everybody on board by being open and inclusive in designing and implementing change programmes. They would have to always be mindful that among their staff, some would prefer stability and can respond to a proposed change with resistance and hostility. Deventer and Kruger (2006) suggest that some fundamental principles that can be used by black African principals to develop their staff members, and to ensure that their staff members are part of the change, the black African principals are to:

- ➢ ensure job satisfaction.

- ➢ make people feel valued in the job they do.

- ➢ build new skills among staff members in the school.

- ➢ ensure career progress that could help staff members grow in a way consistent with their career plans.

- ➢ build expectations for change and help to foster new attitudes.

- ➢ increase individual productivity by developing skills that an educator may not previously have had.

- ➢ effectively, replace outdated teaching strategies and techniques.

This will benefit black African principals in terms of managing and leading schools which promote unity in diversity.

2.11.2.3 Staff expectations

Kercher (2009) in his change management theory reveals that staff members always have expectations from their principal. There might be those staff members who expect changes to take place drastically. On the other side, they might have some educators who expect changes to take place slowly. To manage this situation, Kercher keeps on emphasising that change must be communicated realistically to workers to help transition. He has suggested a scenario that `when a proposed change does not meet the expectation of a worker, the individual will respond with anger and dissatisfaction. When the changes exceed the expectations of the workers, individuals will respond with satisfaction and happiness. The lesson one learns from change management theory is that managers need to make sure that any change that is introduced should be done in a way that would not cause division among the staff. Black African principals managing former white schools need to ensure all processes are done honestly and fairly. Furthermore, they should not promise things to staff members that are beyond their powers.

The contribution made by Kercher when emphasising that change must be communicated realistically to help transition is appreciated and valued. This is because it provides more clarity on how to deal with change. The contribution of this nature is very relevant to this study because it assists and equips black African principals managing former white schools. Professional assistance of this nature is needed.

2.11.3 Change Management and Models

While appreciating contribution made by Kercher, Prosci (2006) also looked at the change management theories by focusing on the following three models of change; ADKAR Model, Kaisen Model and PDSA Model. The first model is the one which was dissected, because of its relevance to this study.

2.11.3.1 The ADKAR Model

According to Prosci (2006) ADKAR Model focuses on employees, success with change plan is likely as the staff members feel involved and have interest in the process. ADKAR Model is designed to focus on specific activities that will impact results. The benefit for this model includes: evaluating employees resistance. This model would help black African principals to be in a position to know and prepare programmes to deal with resistance so that there would be enhancement of unity. Furthermore, ADKAR also:

- help transition through the process

  Black African principals have a responsibility to assist staff members to strive for change and transformation.

- creates employee specific action plans

  Black principals as managers should encourage openness and creativity among staff members.

- develop a change management plan with staff

  The best way to combat frustration is to communicate with the employees the potential benefits of the new system and to develop an atmosphere of positive change. '' an atmosphere of openness, good communications, clear vision, leadership and training engenders good change management. Consultation, transparency and informality minimising fear and suspicion; staff resent the sense that changes are imposed on them and that they are powerless – they need to be involved. They need to understand the rationale behind decisions which are being made, even if they do agree with them (Edwards and Walton, 2000)''.

I share the same sentiments with Kercher (2009) and Prosci (2006) if black African principals managing former white schools can adhere to the change management theory and its principles, surely, resistance, division, fear and frustration would not be experienced by their staff as a whole. But this does not mean that there would be no resistance at all.

2.11.3.2 The Fisher`s Change Model

Fisher (2008) in his Change Model confirms that people generally react badly to change in the first instance. They are anxious and in shock. They follow this by expressing a degree of happiness or relief about the situation, glad that something is happening at last. Then fear sets in. If there is a healthy amount of two way communication (as emphasised by previous authors such as Kercher (2009); Prosci (2006) and (Westhuizen (1971) and Van Deventer and Kruger (2006) at the happiness stage, then the degree of fear may be reduced, but sometimes it will always be present. Therefore, black African principals should accept that people will always resist change, afraid of what lies ahead and how it might affect them in a negative way. As change agents, it is for them to accept that this resistance is a perfectly normal reaction and they should not be deterred by it. Furthermore, it would help black African

principals as indicated above, to implement change when it is the right time, so that everybody would benefit out of that implementation phase. Black African principals managing former white schools would have to listen to staff and attempt to understand where they are at that moment. The discussion should ideally move to an action stage when they are ready for it. As long as they are ahead of their staff members on the curve, they can guide them forward at the right time.

2.12 The Change Management Theory as the main theory for the study

The change management theory is very relevant to this study, because the black African principals were managing former white schools which had been in existence for more than fifty years (Principals Discussion, 2008). It was for the first time in history for these former white schools to be managed by black African principals. The majority of staff was whites some of whom had been brought up with the apartheid ideology of separating South Africans according to their races (Christie, 2006). The fact that, these former white schools are being managed by black Africans for the first time in history, itself was a great change, which perhaps some senior staff members found difficult to accept. Terry (2011) indicates that in some cases, people are simply intimidated by changes, fearing that they would not be able to keep up, and that a new way of doing something might be more difficult. Keicher (2010) concurs with Terry by confirming that organisational change can cause fear and appreciation in those affected by changes. The leaders and management in the organisation must prepare to deal with the reactions to change as well as implementing a new process or change.

2.13 How do black African principals benefit from the study?

❖ It reminds black African principals as managers and leaders about the importance of promoting communication strategies, training programs and consultations to be used as a means to overcome staff doubts and fear. This could be attained if the Heads of Department conduct meetings with educators in their phases or Learning Areas on a regular basis. These black African principals would have to make sure that management members (such as deputy principals and heads of departments) are trained to handle sensitive aspects of schools` management change on conveying meaning and understanding. Black African principals are to ensure that their deputies and heads of departments are encouraged to communicate face to face with educators in their phases in managing an organisational change.

❖ It suggests black African principals be guided by the principles of democracy. This is to ensure that the all staff members are fully involved in the process of change, so that the process would be co-owned by all staff members. Terry (2011) agrees by emphasising that Change Management Theory seeks to align an organisation`s interest in change with the interest of all its members. Therefore, black African principals in former white schools have to ensure that they bring everybody on board while dealing with change. Change Management Theory conscientises Black African principals managing former white schools that they need to always remember that change management entails thoughtful planning and sensitive implementation, of the people such as educators, parents and learners affected by change. Black African principals need to check that people affected by change agree with, or at least understand the need for change, and have a chance to decide how the change will be managed, and to be involved in planning and implementation. This would create a sense of ownership and familiarity among the people affected. Goswell (2006) agrees with Terry (2011) by confirming that Change Management Theory recommends that if managers introduce change, new structures, policies, targets, acquisitions, disposals, re-locations, which all create new systems and environments, need to be explained to people as early as possible, so that people`s involvement in validating and refining the changes themselves can be obtained.

❖ The Change Management Theory assists black African principals managing former white schools in ensuring that change is understood and managed in a way that people can cope effectively with it. This would help these principals as managers logically, to be the settling influence.

❖ The Change Management Theory encourages managers to understand more about people`s personalities, and how different people react to change. Looking at this statement, this theory is very relevant to the black African principals managing former white schools. This is because as principals and managers, they are expected to thoroughly understand the personalities of their staff, since they are managing staff members, learners and dealing with parents from all races with different beliefs. If black African principals understand the staff personalities, this might help them to get to an understanding of the way they perceive changes, and they would come with intervention strategies to assist staff members to understand the necessity of change. Change Management Theory by understanding staff personalities would help them to

realise that change does not affect only perhaps white staff who had been working in these schools for years, but it also affect staff members from other races. It can affect staff members who had joined these former white schools, yet they had never thought that one day they would teach in these schools (as it had been indicated in chapter one). On the other hand, these black African principals might be encountering a situation whereby some staff members feel that change excludes them. Therefore, I agree with Change Management Theory that black African principals managing former white schools need to understand their staff`s personalities.

❖ According to Terry, Change Management Theory emphasises the importance of using workshops and staff development (as it had been highlighted above) not only to the management members but also to staff as a whole because this achieves understanding, involvement, plans, measurable aims, actions and commitments.

The Change Management Theory equips black African principals to always remember that they are managing diverse staff at their schools, who actually look at how they manage these former schools, as public institutions, which are part of the country which is undergoing the process of change. The Change Management Theory also empowers black African principals managing former white schools, to introduce change in a way that would encourage all staff members to strive for change, because it has been communicated to them and they had been fully involved in the whole process. In short, Change Management Theory encourages black African principals to always treat staff members with humanity and respect as they will reciprocate. In fact, humanity and respect as enshrined in the Constitution of South Africa (1996) and the South African Schools Act (1996) have been presented as the most powerful tools to promote unity, peace and stability among staff members.

It has been highlighted that the Change Management Theory has been opted for, as the main theory, because the presence of black African principals managing former white schools was a big change in the management of the South African former white schools   (see above). These black African principals managing former white schools were not only expected to implement change, but also to transform these former white schools in a manner that would be in line with the principles of democracy and transformation. This transformation would have to characterise broad representation of all races (SASA, 1996). Therefore, considering the fact that a manager is also a leader (Deventer & Kruger, 2006), Transformational Leadership Theory is used as a supporting theory.

2.14 Transformational Leadership Theory as supporting theory

Kanugo (1998) defines transformational leadership as the process of influencing major changes in the attitudes and assumptions of organization members and building commitment for major changes in the organisation`s objectives and strategies. Kanugo continues by saying that transformational leadership involves influence by a leader over subordinates, but the effect of the influence is to empower subordinates who also become leaders in the process of transforming the organisation. Thus transformation is usually viewed as a process, involving the actions of leaders at different and in different subunits. I concur with Kanuga, black African principals, as it has been highlighted in the Change Management Theory are expected to transform former white schools by involving, empowering, motivating, communicating with all staff members to be part and parcel of the transforming process, so that they would see the necessity of transformation.

Bass (1998) in his definition of transformational leadership agrees with Kanuga (1998) by confirming that leaders have a responsibility to transform followers by making them more aware of the importance and value of task outcomes and by inducing them to transcend self – interest for the sake of the organisation. As a result of this influence, subordinates feel trust and respect toward the leader and they are motivated to do more than they are originally expected to do.

This is very true and applicable to black African principals. They need to always make sure that the importance and the reason of transformation is highly emphasised to all stakeholders for the benefit of their schools. Black African principals managing former white schools work very hard to keep on motivating staff. Even if it means they go the extra mile by attending courses about motivating staff or by inviting external experts to motivate staff, this would be beneficial to their schools. To ensure that they are honest, fair, trustworthy, reliable, confidential in dealing with staff members, so that they would be trusted and respected by staff members of all races. Furthermore, black African principals need to do more with colleagues and subordinates than set up simple exchange or agreements.

Looking at the above explanation about Transformational Leadership, I am tempted to conclude that black African principals managing former white schools need to fulfil the following responsibilities, therefore they are expected to:

- behave in ways that make them role models for their follower. If they do so, they would be admired, respected, and trusted.

- behave in ways that motivate and inspire those around them by providing meaningful duties and challenging tasks to the educators` work. Black African principals have to ensure that staff members are involved. This would be possible if black African principals create clearly communicated expectations that staff members want to meet.

- stimulate staff members` efforts to be innovative and creative by questioning assumptions, reframing problems and approaching old situations in new ways. This would result in new ideas and creative problem solutions which are solicited from the staff members, who are included in the process of addressing problems and finding solutions.

- pay special attention to each individual staff members` needs for advancement and growth by acting as a coach or mentor to all staff members regardless of their race.

2.14.1 Theoretical and conceptual frameworks

The study is about `management` experiences of black African principals in former white schools. In short, it is about management. But for these principals to manage successful, they need to possess leadership qualities. Westhuizen (1991), Deventer and Kruger (2005), Peterson (2007), Bush (2009), and Cherry (2010) are all in agreement that management and leadership are inextricably linked. They all stress that the core of the job of the principal is managing and leading the delivery of the curriculum. According to them this can be attained if management and leadership skills are combined.

It has been mentioned in the previous chapter that it was for the first time in history, these former white schools to be managed and led by black African principals. Oosthuizen (2003) strongly believes that this was part of the fulfilment of the South African transformational agenda. Oosthuhuizen has cited Denton and Vloebergs (2003); Learnard and Grobler (2006) who state that part of the transformational agenda for South Africa after the 1994 elections was the transformation of all organisations *(in this case including former white schools)* to make them representative of all South African citizens.

Looking at the fact that these former white schools had never been led or managed by black African principals, I am tempted to concur with the Debatewise (2009) that they are products

of transformation. They are also expected to be agents of change by transforming these former white schools (Chikoko & Jorgensen, 2012). Apart from being managers of former white schools, they are also leaders, not only ordinary leaders but leaders who have to transform structures, policies, norms, culture that had been in existence for years.

The Transformational Leadership Theory had been opted for. It was because the same black African principals were expected to apply their leadership skills to transform these former white schools. Hence, this section deals specifically with Transformational Leadership Theory, national and international approaches that can be used in enhancing transformation.

2.14.2 National approaches that can be used in enhancing transformational leadership

Avery in Chikoko and Jorgensen (2012) suggests that principals leading and managing diversity in schools need to adopt the following approaches, which according to him will help them in the management challenges that may arise:

2.14.2.1 Capabilities Approach

The black African principals are managing and leading former white schools, because of various existing Acts and policies which promote equality and diversity, under the umbrella of the Constitution (2006) of South Africa. Therefore, for them to be successful, they have to make sure that a distributed ''leadership'' transformation is owned by all stakeholders. According to Avery (ibid, 2012) the theoretical underpinning of the capabilities approach are not necessarily in conflict with the distributed approach. The challenge of this approach is for school leaders to move their thinking away from the dichotomy of `same` or `different` and the limitations and prejudice this inevitably leads to. It has been stated in Chikoko & Jorgensen (2012) that the capabilities approach has the potential to create this shift in thinking, and in practice to work towards `equality through diversity`. It has also been highlighted that teacher leadership and distributed leadership are explicit in education policy in this country with a clear focus on collegiality, teamwork and shared management.

2.14.2.2. Integrated Approach

The black African principals managing former white schools have a responsibility to unify their multi-racial staff by using an integration approach. The Integrated approach is based on a `community of practice framework, models of teacher leadership, a capabilities approach

and a transformational discourse. It has a potential to facilitate change in thinking (Chikoko and Jorgensen, 2012, p.48).

2.14.3 International approaches that can be used in enhancing transformational leadership

It is commendable that the recent study presented by Chikoko and Jorgensen (2012) provides both national and international approaches that can help principals managing multi-racial staff to promote transformation. In Chikoko and Jorgensen (2012), Gunter (2006) has been quoted indicating that there are three approaches known as Liberal Tradition, Radical Tradition and Managing Diversity. The Liberal Tradition and Management Diversity approaches have been opted because of their relevance to the study. The relevance of these approaches is explained as follows:

2.14.3.1 Liberal Tradition

It is an approach based on the principles of equality of opportunity aimed at eradicating disadvantage. This can be very helpful to African principals who are expected to transform former white schools. `` This is evident in policies entrenching, supporting and encouraging, recruitment procedure to eliminate discrimination, monitoring of activity and specific training (ibid,p.43).

2.14.3.2 Managing Diversity

Managing diversity favours the recognition and maximisation of individual potential so that the diversity adds value to the organisation. There is a focus on vision statements, development plans for which organisations are accountable, and structured cultural change.

This approach is needed by African black principals who are managing former white schools. It is because they have a responsibility to encourage all staff members to contribute to the growth of these schools. I commend the authors who came up with these suggestions. I am sure if these approaches can be adopted and applied correctly, principals leading and managing diversity in school staff members, will find their job enjoyable and achievable.

2.15 Emerging issues

The literature review featured many aspects of management experiences of black African principals in former white schools, (locally, nationally and internationally). Looking at what

have emerged from studies conducted by Frederikse (1997), Donaldson (1997), Booysen (2003), Echols (2004), Bush and Moloi (2006), and Christie (2006), it is clear that more still needs to be done. This is about the elimination of discrimination, racism, bigotry, inequity, contempt, and cultural intolerance among the diverse staff in South African schools.

Towards the conclusion of this chapter, we shall look at the approaches that can be used by principals managing former white schools, in order to lead and manage these schools effectively. These approaches have been suggested by Chikoko and Jorgensen (2012).

I now turn to the theoretical aspect of the study which provided a framework to understand better how to read the situation which I encountered during my research into the management experiences of black African principals in former white schools.

2.16. Conclusion

All literature works that have been covered show that more work still needs to be done in terms of tolerance, acceptance, democracy, respect, cultural change, etcetera. It is also apparent that these black African principals need to be empowered in order to be in a position to manage former white schools effectively and successfully. The unfortunate thing that some of them seem to not have adequate training in this respect. Avery (2012) in Chikoko and Jorgensen (2012) has openly stated that in his opinion, stating that `` South African school leaders and managers have not been well trained to effect and manage racial change and diversity staffrooms (or managing multiracial staff).

Bush and Oduro (2006) cited by Avery (2012) confirm that the majority have no training whatsoever for their complex and demanding job. The only frame of reference such leaders have is what they have themselves experienced and what they see around them. I fully agree with Bush and Oduro (2006). As I indicated in the previous chapter, I was one of the educators who were redeployed to a former white school in the post of deputy principal. A letter was issued to me to report to the school. No training or support was provided for me to be able to face the totally new environment I was being deployed to. I was on my own, I felt like I was thrown in the deep end and it was sink or swim. Although, it was a daunting experience, I was left with no choice but to rise to the challenge, I survived. What concerns me though it is that some of my black African peers buckled under the pressure because they lacked support and training.

The next chapter deals with the research design and methodology.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The chapter addresses the content of the research methodology adopted in this study. The chapter starts by explaining that this study is divided into two parts. The first part highlights that the study is located in the interpretive paradigm. This is followed by a research design where there is an explanation for choosing the multiple case studies under the qualitative research, to elicit data regarding the experiences of black African principals in former white schools. The second part deals with the nature of participants, reasons behind choosing them, data collection instruments, data transcribing and data analysis. The ethical issues, trustworthiness and limitations are the last aspects to be discussed in this chapter.

3.2 Interpretive paradigm

The study was located within the interpretive paradigm. Cohen, Manion and Morrison (2012) explain that the interpretive paradigm helps to understand the subjective world of human experience. They further elaborate that "interpretive researchers begin with individuals and set to understand their interpretation of the world around them" (Cohen, L .*et al.*, 2012, p.25). Qualitative research just like the interpretive paradigm also talks about getting an in-depth understanding of the phenomenon. Therefore, the interpretive paradigm was suitable for this study, because the aim was to explore management experiences of black African principals.

3.3 Research design

Cohen, *et al.,* (2012) confirm that the case study investigates and reports the real-life, complex dynamic and unfolding interactions of events, human relationships and other factors in a unique instance. House (1991) describes a research design as a flexible set of guidelines that connect theoretical paradigm to strategies of enquiry and methods for collecting empirical materials. Similarly, Lather (1991) defines it as a way a researcher plans and structures the research process. Hence, it could be argued that research design, is an arrangement of procedures and methods of a research project, which includes sampling, data collection, analysis of data and interpretation. This study is about six different schools, in the same geographical location, managed by black African principals. Their experiences can be comparable, therefore, the study was a multi- case study of six former white schools managed

and led by the black African principals in former white schools. According to Henning et al (2004) case studies are intensive descriptions and analysis of a single unit or bounded system such as an individual, a program, event, group intervention or community.   This type of case study had been opted for, because of the uniqueness of these schools. Furthermore, each individual school principal was to be a significant source of data, hence the multiple site design. In short, a case study of this nature was employed to gain an in-depth understanding of the management experiences of black African principals managing former white schools. Henning, Van Rensburg and Smith (2004) have been cited by Khuzwayo (2006) emphasising the usefulness of the case studies. They argue that case studies provide opportunities for delving into things in more detail and discovering things that might not have been apparent through superficial research. Case studies therefore provide the opportunity to obtain first hand information. Some of the strengths of the case studies are that ` results are immediately understood by the wider audience because it reports on a reality; offers insights and illuminates meaning; reality is foregrounded; interpretation of similar cases is made easier with its insights; a single researcher can undertake the study; it plays a pivotal role in advancing knowledge in a particular field (Cohen, et, al. 2007; Merriam,1998). Khanare and Wheeldon (2010) cited by Naicker (2012) emphasise the importance of data gathering through multiple means by saying that ` gathering data through multiple, interactive means via the human instrument as opposed to impersonal questionnaires and survey presents experiences as a whole, not separate variables.   The black African principals were selected to be the participants because first hand information was needed, so that there would be clear understanding of their management experiences in the former white schools. This information was used to do in-depth analysis regarding their management experiences. The case study approach was therefore appropriate.

3.3.1 The qualitative approach

Looking at the nature of the study, which is exploring the management experiences of black African principals in former white schools, the study was therefore, located in the class of qualitative approach.

According to Cresswell (2009) qualitative research allows the researcher to understand a particular situation or events through an ongoing interactive process by the researcher experiencing firsthand the everyday life of setting of the central phenomenon being explored

in the study. The qualitative approach was perceived as the most suitable for this type of enquiry, based on the reasons stated by the following authors:

> Denzin and Lincoln (1998) are of the opinion that the qualitative researchers are concerned with the interpretive understanding of human experience of the phenomena. On the other hand, Maree (2007) shares the same sentiment with Denzil and Lincoln (1998) by confirming that qualitative approach allows for immersion of the researcher into the focus area to elicit data and experiences.

De Vos (1998) and Cohen, Manion, and Morrison (2012) are all in agreement that the qualitative approach aims to understand reality by discovering the meaning that people attach to it. De Vos (1998) shares the same sentiment by confirming that the qualitative approach is an approach that aims to understand social life and the meaning that people attach to everyday life. The qualitative researchers therefore are concerned with the interpretative understanding of human experiences of the phenomena (Denzin and Lincoln, 1998). This interpretive understanding of black African principals in former white schools was in the form of words rather than numbers. Nemutandani (2003) has cited Neuman (1997) as emphasising that, this collection of data through words is one of the strengths of the qualitative research.

Khuzwayo (2006) has quoted Henning, Van Renburg (2004) explaining that in qualitative approach the researcher collects data as whole entities; which are forthcoming from the participants in a much freer and less controlled way with much of it occurring naturally.

Schumacher and McMillan (1993) maintain that qualitative research is based on a naturalistic phenomenological philosophy that views reality as multilayered, interactive and a shared social experience. The qualitative research is more relevant because the reality of black African principals` management experiences were from different individuals sharing a similar experience. Schumacher and McMillan further assert that in the qualitative research data is empirical i.e it involves documenting real events and recording what people say (with words, gestures and tone).

Based on the above-mentioned justification for using qualitative research and the personal contact of the researcher with the participants in the interviews, the qualitative approach was used, because it was adopted as the most appropriate. Hoberg (2005) highlights the

importance of qualitative research study by saying that qualitative researchers focus on individuals` social, beliefs, thoughts and perception.

3.4 Sampling

The next task was to identify the primary source of information – the participants, who would be crucial. Sayre (2001) indicates that finding participants is not an easy task and is time consuming in qualitative research. Furthermore, Sayre adds that in qualitative research, researchers look for people who are willing to share their thoughts to help illuminate, interpret, and understand the phenomena better. In this study there were six black African Principals managing former white schools in the Durban South area of KwaZulu-Natal, who were chosen as the participants (cf. chapter one).

McMillan and Schumacher (2006, p.319) point out that "purposive sampling was used for selecting information cases for in-depth information when one wants to understand something about those cases without reading or desiring to generalise all such cases …" The researcher then searches for information-rich key informants, likely to be knowledgeable and purposive sampling is suitable and appropriate for this study. Maree (2007) suggests that purposive sampling allows the researcher to handpick his participants for a specific purpose. Cohen, *et al.* (2007) concur with Maree (2007) by stating that people who are knowledgeable about particular issues and by virtue of their role are better able to give information are usually chosen in a purposive sample. The participants were selected on the basis of commonalities in them. The selected principals were the first black African principals to manage and lead these former white schools. Moreover, it was very rare to see former white schools being managed by black African principals in the whole of KwaZulu-Natal (Department of Education-Transformation Task Team, (2009). Hence, the above participants were chosen by means of purposive sampling strategy. As Schumacher and McMillan indicated above that purposive sampling refers to the process of selecting information rich-cases for the study in depth. Thus the researcher attempted to choose participants who were knowledgeable and informative about the management experiences of black African principals managing former white schools. Lastly, my experience through informal discussions with colleagues (cf. chapter one), suggested that these black African principals were experiencing common challenges regarding managing former white schools. Based on these facts, these selected participants with their knowledge and skills were the only

principals to share that knowledge and skills with the researcher regarding their management experiences in the former white schools.

3.5 Data generation

In this study the researcher used two types of data generation instruments namely semi-structured interviews (included in an interview schedule) and document search to elicit data from the black African principals. However, the schedule did not rigidly dictate the way in which the interview progressed and participants were allowed to raise issues or comment on aspects when they felt the need to do so. According to Merriam (1998) interviews are a primary source of data in qualitative research. The use of different data collection methods in the same study is called methodological triangulation. Cohen (2007) confirms that triangulation involves the use of more than one method in the pursuit of a given objective. Semi - structured interviews were the first one, to be conducted. Basically, the individual interviews were used, where all participants were recorded as per agreement. The main aim was to get an understanding of the participants feeling, views, and perceptions. Murray and Beglar had been cited by Naicker (2010) recommending the importance of using interviews in the study and also involving other instruments. This helped a lot because during the time I was doing the second session I had a clear picture of the black African principals` management experiences in former white schools.

3.5.1 Semi-structured interviews

Cresswell (1998) is of the opinion that semi – structured interviews are useful for understanding how participants view their worlds. Smith explains that if participants are not dictated to, they are likely to introduce issues which the researcher was not aware of. That was why when some of the participants in the first session, requested that they answer questions in their spare time, they were afforded this opportunity. This helped in providing more information regarding their management experiences at former white schools. During the second session more probing was involved. Cohen and Manion (2012) confirm that semi-structured interviews make it possible to probe deeply and analyze intensely the issues that are being investigated. The freedom given by the researcher to the participants was one of the motivating factors to encourage the black African principals to provide more information, because they had enough time during the July holidays to think and write about their management experiences. The semi-structured interviews allow participants to present unique information as they see the world and is not formally constructed (Cohen, *et al*., 2007). It

allows a greater sense of freedom and flexibility to explore the social world of the participant (Smith, 1995).

3.5.2 Observation of documents

According to Cohen *et al.,* (2000) data collection from non-human sources includes documents and records. The analysis of documents was done at the final stage of the second session. The researcher requested the participants to be present, so that they would assist when there were clarities needed or probing questions asked. The following school documents were studied to enhance an understanding of management experiences of black African principals, based on documents and records.

To collect data, documents related to the interview processes in some schools were assessed. Some of these documents were the followings:

❖ minute books of the management meetings,

❖ minute books of staff meetings,

❖ minute books of SGB meetings,

❖ minutes of parents meetings,

❖ log book,

❖ timetables allocated to these black African principals when joining these former white schools, some of them as deputy principals,

❖ leave registers and,

❖ admission and transfer books,

❖ time books.

The data collection and scrutiny of the above-mentioned supporting documents was done at the final stage of the second session. According to Cohen, et al (2007), data collection from non-human sources includes documents and records. Prior (2003) has been quoted by Naicker (2012) stating that documents are a useful way to understand better the phenomena being studied. The above-mentioned documents were a great help in terms of providing better understanding of data collected by the researcher at the second stage.

3.6 Data analysis

McMillalan and Schumacher (1998) define qualitative data analysis as an inductive process of organising the data into categories and identifying patterns (relationships) among categories. Data analysis entails that the analysts break down data into constituent parts to obtain answers to the research question (De Vos, 1998). According to Vithal and Jansen (2006) the purpose of data analysis is to make sense of the data collected after the fieldwork. Gay and Airasian (2000) concur with Vithal and Jansen (2006) by asserting that qualitative data analysis is the process of understanding and interpreting the contents of the qualitative data and finding commonalities in it. Seale (1999) states that data analysis is the process of bringing order, structure, and meaning to the mass collected data. In order for researchers to make links they need to analyse and interpret data, they need to repeatedly read the data until they really know and live their data. The process of analysing and interpreting can be tedious, time consuming and necessarily iterative.

On the other hand, Cohen (2007) points out that in qualitative research, data analysis is done by three methods that involve cleaning the data, organising it and explaining or re-presenting it. In the first step, data are read and checked for inaccuracies and trends identified to facilitate meaning grouping of data. Organising data during the second step allows the researcher to arrange it in manageable form to make sense of it; explaining or re-presenting that data as a third step allows the data to be interpreted and theorised.

In order to establish connections needed to analyse and interpret data, the researcher read data now and again, for the purpose of trying to understand his data. Tapes were played several times, to internalise the contents, at the same time identifying themes.

Since analysis of qualitative data occurs simultaneously with data collection, the first step of data analysis is to manage the data so that they can be studied. To manage data, the researcher organised his collected data by ensuring that he dated, organised, and sequenced field notes, recorded tapes, opened computer files and transcribed interview responses. He then continued with memoing until the final writing. Miles and Huberman (1994) advise that memoing should begin as soon as the field data start coming in and should continue right up to the production of the final report.

In this study, data was analysed according to the following eight steps of Tech`s approach quoted by Nemutandani (2005) from Schulze`s (2000) description.

- Read through all transcripts to get a sense of the whole. In support of this Seale(1999) adds that when analyzing data the researcher reads and rereads the data in order to become familiar with that data in intimate ways.

- Select one interview and think about the underlying meaning of information.

- Do this for several interviews and then make a list of all topics. Cluster similar topics together in categories.

- Return to data. Topics are abbreviated as codes and written next to the appropriate text. See if new categories or codes emerge.

- Try to reduce the number of categories. Show interrelationships between categories.

- Make the final decision on the abbreviation of categories and alphabetize codes.

- Assemble the material for each category together.

- Writing the report.

In short, data were grouped according to the views of the black African principals managing former white schools. The participants` responses were grouped into themes and analysed according to such themes.

3.7 Ethical issues and trustworthiness

Permission to interview the participants was granted by the Department of Education and the six identified black African principals. Principals were informed of the nature of the whole study. The request included important issues such as:

➢ Their rights to privacy.
  ▪ Have the right not to be interviewed.
➢ Their right to anonymity and confidentiality. Their names to be kept secret, and the information gathered from them was to be strictly confidential.
➢ The right to full disclosure about the research.
➢ Their right not to be harmed in any manner (physically or emotionally).
➢ They were also assured that the information was going to be used solely for the research purposes and would be destroyed after use.

It was important to ensure that the above-mentioned steps were followed as Murray and Beglar (2009) strongly believe that `the work and behaviour of a researcher has to subscribe to some ethical code`. Cohen, *et al.* (2007) concur with Beglar(2009) by confirming that it becomes necessary for researchers to try to balance the search for the truth with the need to protect the participants` rights and values to avoid any instances of embarrassments. Being honest, keeping participants informed about the purpose of the use of data received from them and the handling of confidential information are important to ensure a `clean` study (Gibbs, 1997). Maree (2007) emphasises that in a qualitative study, it is important for the researcher to produce an ethical research design.

The following procedural ethical considerations were applied and consistently maintained:

- ➤ Research clearance from the Department of Education was obtained.
- ➤ Ethical clearance approval from the University of KwaZulu-Natal was granted.
- ➤ Signed consent forms were obtained from all participants.
- ➤ Confidentiality and anonymity was consistently monitored and maintained.
- ➤ Participants were made aware of every step of the process they were involved in.

3.7.1 Trustworthiness

Naicker (2008) defines trustworthiness as the ability to show that the findings are valid. He further indicates that researchers approach this aspect of a study from various perspectives with competing claims as to what is a good quality piece of work. To ensure trustworthiness, this study dealt with validity and reliability by checking all the results.

3.7.1.1 Validity in qualitative research

When qualitative researchers speak of validity, they are usually referring to qualitative research that is plausible, credible, trustworthy, and therefore defensible (Johnson & Christensen, 2008). Kvale (1996) describes validity as the truth and correctness of the study. Macmillan and Schumacher (2006) are of the opinion that validity is the degree to which the interpretations have mutual meanings between the participants and the

researcher. On the other hand, Vithal & Jansen, (2008); and Smith, (1995) have been cited by Naicker (2012) as explaining that validity is an attempt to establish whether the study has interpreted the meaning of the phenomenon accurately and to what degree it has explored what it set out to explore. It is the kind of study to find out if it was right. Validity in this study was addressed by following the guidelines provided by Cohen*, et al.,* (2007) to report honestly, ensure quality of participants interviewed, provide an in-depth reporting, ensure rich, thick data is collected and remain objective throughout the study. Cohen *et al.,* have been quoted by Naicker (2012), warning that the study can not be 100 percent valid. This study however, tried to be as close as possible by employing Johnson and Christensen (2008) strategies used to promote qualitative research validity. The strategy that was used was the `participant feedback`. The feedback and discussion of my interpretations and conclusions with actual participants was conducted with the purpose of verification and insights. This sharing of my interpretation and the participants was done to clear up areas of miscommunication.

Smith (1995) recommends this idea by suggesting the importance of returning a draft of the interview to the participants to check if the social constructs portrayed by the researcher correspond with what they had said. This aspect was covered in the study during the time when the participants were afforded that opportunity.

According to Peterson (2009) the following types of validities form part of the research: Descriptive validity – which refers to the factual accuracy of the account as reported by the researcher. The second one is the interpretive validity-which refers to accurately portraying the meaning attached by participants to what is being studied by the researcher. The third one is theoretical validity which refers to the degree to which a theoretical explanation developed from a research study fits the data and is therefore, credible and defensible. The fourth one is internal validity, which refers to the degree to which a researcher is justified in concluding the observed relationship is casual. The fifth and the last one in qualitative research is external validity, which is about generalising from a set of findings to other people, setting, times, treatment, and outcomes.

3.7.1.1.1 Interpretive validity

Looking at all the validities described and defined above, interpretive description had been adopted. The reason for choosing it is the fact that the nature of the study required more information regarding the management experiences of black African principals managing former white schools. This was a paradigm shift where, for the first time in history, black African principals became managers in these former white schools. Therefore, interpretive validity was opted for because the researcher had to ensure that their viewpoints were accurately understood, so that black African principals` management experiences are known nationally and internationally. Johnson and Christensen (2008) refer to the interpretive validity as the degree to which the participant`s viewpoints, thoughts, feelings, intentions, and experiences are accurately understood by the qualitative researcher. They further state that an important part of the qualitative research is understanding research participants` "inner world".

This study attempted to present the black African principals inner worlds. This was done by getting inside the participants` heads; looked through the participants` eyes, and see and feel what they felt and saw. In this way I was able to understand things from their perspectives, with the intention of providing a valid account of their perspectives.

3.2.1.1.2. Reliability

Cohen, *et al.* (2007) and Smith, (1995) regard reliability as the fit between what the research records as data and what actually occurs in the area under the study. To ensure reliability, this study used various methods to collect data. Smith (1995) confirms that using multiple methods of data collection is recommended. Cohen *et al*., (2007) concur with Smith by highlighting the point that providing detail, reporting honestly and presenting an in-depth response will ensure reliability. Therefore, the researcher had presented data collected from the participants as they were.

3.8. Limitations

According to Vithal and Jansen (2006), all studies are limited by time, resources, access, availability of data and the credibility of data. This is an in-depth study that took place in five

Durban south suburbs, where these former white schools managed by black African principals were situated. The findings may not be applicable to different context.

The study is limited to six black African principals. It had been highlighted in the study in chapter one that these black African principals had a forum where they shared some experiences without any problems to disclose their challenges. But it appeared that when some of them realised that they were being formally interviewed, some of their management experiences which were mentioned at the principals` forums were not disclosed in detail.

3.8.1   Disclosure of full information

During the interview process, I learnt from some participants through body language, and facial expressions that they were not providing their full management experiences. Yet as indicated above, some of them shared with us their management experiences prior to the interviews. I think the fact that, I was one of the principals managing a former white school, contributed to this non-full disclosure of information. Martins (2008) states that there are people who perceive sharing their management challenges as amounting to failure on their side. They end up not sharing their experiences truthfully.

3.8.2 Accessibility of participants

I agree with Martins, because I actually encountered some problems with my identified participants. Although my aim was to interview six participants, I had identified nine participants in order to be on the safe side. Three of them did not honour our appointments despite several reminders. I ended up being left with six participants. There were no particular reason stated, even when we met, there was no explanation. I decided not to bother them, because it was not compulsory for them to participate in the study.

Therefore, it emerged that although black African principals met to share their management experiences, there was still this element of somehow competing in terms of their management capability in their schools. Principal A was not keen to let Principal B know about his/her management challenges. This shows that as much they `shared ideas` they did not trust each other (Principals Forum, 2013)

3.8.3 Time and availability of participants

The agreement with the participants was that there would be two sessions of interviews. The first session of interviews was scheduled to take place in May and June 2013. I encountered

some problems with the first session because three of the participants requested to take questions home, so that they would answer them in their spare time, due to the fact that they were very busy. There was a consensus that probing questions from the second session were going to be answered at the time of the second session.

Considering the fact, that the researcher was the one requesting information from the black African principals, and three out of nine identified participants did not respond to his request, he was left with six participants, three of whom preferred to answer questions in their free time as indicated above. The researcher had to be flexible, to heed to their request. Khuzwayo (2006) in his research has quoted Cohen, *et al.,* (2007) indicating that the qualitative researcher can be flexible if the need arises.

3.8.4 Conclusion

This chapter has presented research design and methodology which have been supported by various theories appropriate to this context. Having thoroughly dealt with these aspects, this brings to an end of this chapter.

The following chapter provides the presentation and discussion of data obtained by means of interviews and documentation analysis.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.1 Introduction

In the previous chapter I outlined the research design and methodology adopted in this study. The purpose of this chapter is to present and discuss the findings. Data were generated through interviews and documents reviews.

Data were generated from six black African principals managing former white schools in the south Durban area. I begin the chapter by providing background information of the participants. The motive behind this is to give an insight into the nature of black African principals managing former white schools. Each of the six participants was allocated pseudo-names such as Mr Mlebuka, Mr Maphumulo, Mr Ndlovu, Mr Khambule, Ms Mngenge and Mrs Cira for identification purposes. This is followed by a section on the experiences of black African principals on their arrival at former white schools. Next will be a section on the black African management experiences when they were acting principals. This is important because it was a transition period experienced by these participating principals. Mr Maphumulo will not form part of this discussion because he came to occupy a principal post. After this I move on to present and discuss data regarding their experiences as current principals.

4.2 Background information of the participants

In the first part of this section I address the reactions of the four selected principals when they were compulsorily temporarily transferred to former white schools. In terms of the South African Schools Act (SASA), 84 of 1996, the provincial Department of Education may transfer educators to where their services are needed. The second part presents the reaction of the two principals who applied to go to the former white schools as deputy principal and principals respectively and were recommended by the SGB and the Department of Education as stipulated in the SASA.

Of the six participants in the study, four were excess in their original schools (above the Post Provisional Norms -PPN, which is defined in the Policy handbook for educators (1997) as the number of posts allocated to each school. According to the four participating principals: Mr Ndlovu, Mr Khambule, Ms Mngcenge and Mrs Cira their previous schools lost learners, therefore, no longer qualified to have deputy principals. The Department of Education applied the Collective Agreement 2 of 2007 to transfer these previous deputy principals to the

schools where their services were needed. This type of transfer is known as Compulsory Temporary Transfer. These deputy principals were then transferred (CTTed) to former white schools. The other two participants joined the former white schools voluntarily, because they applied for the deputy and principal posts respectively and were recommended by the School Governing Body and appointed by the Department of Education as per requirement of the South African Schools Act. Table 4.provides a detailed background of all the participants:

Table 4: Background information of the participants

Principals` codes	Nature of arrival at the former white school	Period of work experience serving under white principal	Work experience in former white school, before becoming principal	GENDER	QUALIFICATION	EXPERIENCE AS PRINCIPALS IN FORMER WHITE SCHOOLS
Mr Mlebuka	Interviewed and recommended by the SGB, as deputy principal	Four months, thereafter former principal resigned for private school	Four years	Male	B.Ed Honours (Management)	Three years
Mr Maphumulo	Interviewed and recommended by the SGB, as the principal	Nil – I took up the post to be the principal	Nil	Male	B.Ed. Honours (ABET)	Two years
Mrs Ndlovu	Sent by the Dept of Education-CTTed, to be the deputy principal	Two years, the principal committed suicide	Two years	Female	B.Ed. Honours (Management)	Three years
Mr Khambule	Sent by the Dept of Education-CTTed, to be the deputy principal	5 years, then resigned for private school	5 years	Male	B.Ed. Honours (Management)	Three years
Ms Mngcenge	Sent by the Dept of Education, CTTed to be the deputy principal	Nine Months	1 year	Female	Post Graduate Diploma in Management and Leadership	Two years
Mrs Cira	Sent by the Dept of Education-CTTed to be the deputy principal	One year	Two years	Female	Honours in Labour Studies	One year

4.3 Black Africans SMT members mixed feelings - regarding serving in former white schools

In my interviews with Mrs Ndlovu, Mr Khambule, Ms Mngcenge and Mrs Cira all reported that to be transferred to former white schools brought fear, anger, unhappiness and doubt about their future. Mrs Ndlovu had this to say in this regard:

> I had been teaching at my previous school for seventeen years. I started teaching there as a post level one. I was then promoted to Head of Department. Thereafter, I became deputy principal. The thought of leaving the school, going to a former white school made me sick. I thought of bad things I had read from history books, and I concluded that my life was going to be miserable. To be honest, I did not want to come to this school, if I had a choice I would have said no. But my transfer was compulsory.

Mr Khambule echoed the same sentiments by confirming that there was no way he would be accepted to go to a former white school. He shared his experience as follows:

> It was the year 2005, the two of us, an Indian lady from Chatsworth and myself were CTTed to a former white school. She was transferred to occupy a Head of Department post, and I was sent there for the deputy principal`s post. The white principal told us that he was not told anything by the Department, regarding our arrival. He gave us courteous advice to go back to the Education Office. The school was going to take the Department to court by applying section 20 (1) (i) of the South African Schools Act, which stipulates that the SGB members have power to recommend to the Department the appointment of an educator. We reported the matter, and we were transferred to other former white schools.

These responses suggest that these four participants were emotionally affected by being compulsory transferred to the former white schools. It was not only compulsory for them to go to the newly identified schools, but according to HRM No.72 of 2007, it is clearly stated that ` The Department will take disciplinary action against educators that do not comply with this instruction`. The term `Temporary Transfer` created more fear, because it appeared that the School Governing Bodies would either recommend or not recommend the CTTed educators to be absorbed as stipulated in the South African Schools` Act (1996). Thus from the four participants` perspective they had reasons to be uncertain about their future.

Participating principals Mrs Ndlovu, Mr Khambule, Ms Mngcenge and Mrs Cira were not prepared to go to the former white schools. This came as a shock to them. They were not ready for this change. This resonates with Fisher`s (2008) change model, where he argues that people generally react badly to change. It brings anxiety, worry, and shock.

Seemingly, principals of former white schools who received black African deputy principals also found it very difficult to accept it. Again this was a big organisational change on the side of these former white schools. Keicher (2010) confirms that organisational change can cause fear and anger in those affected by change. This indicates that both parties were not prepared to work together harmoniously, yet they were both unhappy about this compulsory teacher transfer system, which according to the responses both the transferred deputy principals and the principals of the receiving schools were to comply with the Department`s directive.

On the other hand, both principals Mr Mlebuka and Mr Maphumulo as indicated in Table 1, voluntarily applied for promotional posts, and were recommended by the SGB and appointed by the Department. I also asked them about how they felt when they received letters to report for duty in the former white schools. They both gave similar responses.

This is what Mr Mlebuka had to say:

> A deputy post was advertised. I applied for it because I felt that I was competent enough. When I was invited for an interview, I went there full of confidence. It was only after two months that I received an appointment letter to assume duty. I was happy and ready for the job.

Mr Maphumulo reported in this fashion:

> As a South African Teachers Union (SADTU) leader, I had to act on the union`s call, to change and transform former white schools. I had to lead by example. When the principal`s post was advertised I applied for it. I felt that it was high time for black African teachers to infiltrate former white schools, in order to transform them. I was happy to receive the news of being appointed as principal in the former white school. It was history in the making because it was the first time the school had appointed a black African principal.

It is interesting to find that although some black African school managers perceived it as something difficult to serve in former white schools. Both participants (Mr Mlebuka and Mr

Maphumulo) took the initiative to ensure that they applied at these former white schools. They perceived themselves as `agents of change`. They were leaders who wanted to make certain that these former white schools were part of the changes happening in South Africa.

The determination of Mr Mlebuka and Mr Maphumulo to introduce change suggests that they were ready to transform these former white schools, regardless of the challenges they were to encounter. Bush, Bell and Cherry (2010) argue that a transformational leader is proactive about organisational vision and mission. Leithwood (1993) insists that transformational leadership is essential for effective school change.

4.4 The arrival of black African principals in former white schools

The four participants (Mrs Ndlovu, Mr Khambule, Ms Mgcenge & Mrs Cira) who were CTTed to former white schools echoed the same sentiments that they experienced various forms of rejection on their arrival. This rejection came from various people such as principals, School Governing Bodies, Senior Management Teams and some educators.

Two of the four participants (Mrs Ndlovu and Mr Khambule) indicated that the type of rejection they encountered was characterised by instilling self doubt, fear and an inferiority complex in them in terms of their capabilities to cope in these former white schools. Mr Khambule had this to say:

> When I reported for duty, I was asked whether I would be able to fit in because this was an English medium school. I was told that previously the Department of Education had twice sent deputy principals, both of whom did not cope. They were coming from a totally different environment and there were problems with staff. They had to go back to the District office. I was advised to do the same by reporting to the officials that I was not going to fit in at the school. Furthermore, I was told that the School Governing Body was not going to recommend me to be absorbed into the staff establishment.

Similarly Mrs Ndlovu reported that she was asked if she thought she was going to fit in at her new school. She reported:

> I think the previous principals at former white schools who were sent surplus deputy principals used to meet somewhere to discuss and strategise about dealing with this situation. I am saying this because when I was rejected, I went to the District Office to

report the matter. I was shocked to find that there were many black African educators who had been temporary transferred to former white schools, but had come back. In our discussion it came out that we were all experiencing the same rejection from previous white principals, school governing bodies, SMT members and some staff members.

The responses above suggest that the former white schools` previous principals were fully aware that they could not openly tell the black compulsory temporary transferred educators that they were not needed at their schools, instead self doubt, fear and an inferiority complex were seemingly indirectly instilled in them. The story given about previous black African deputy principals who succumbed to their tactics must have been told in order for them to go to the District Office voluntarily to report that they were not going to "fit in at these schools".

Participating principals Ms Mngcenge and Mrs Cira agreed with Mrs Ndlovu and Mr Khambule, that there was a forceful campaign to get rid of them. They both indicated that the reaction of the School Governing Bodies at their schools shocked them. Principal E reported:

> The fact that I did not get a warm welcome from the principal, my immediate senior, who asked me so many humiliating questions on my arrival, saying that he was not told by anyone about my coming. This frustrated me. The SGB chairperson arrived and also stated clearly that as SGB members of the school, they were not going to absorb me, because they wanted the deputy post I came to occupy to be advertised in   an open gazette, so that the SGB could appoint a candidate of their choice. This   worried me because it was very clear that I was not wanted at this school.

Based on the responses from Mrs Ndlovu, Mr Khambule and Ms Mncenge it seems that they found the former white schools to be managed by principals and governed by SGB members who were not willing to change.

In contrast, Mrs Cira expressed the following view:

> I did not experience many problems. I think, the fact that the school governing body chairperson was an African man (whom I knew well), and moreover, the branch chairperson of the South African Democratic Teachers Union (SADTU), all these worked to my advantage. I was received with a warm welcome from the principal, SGB and most of the staff.

Mrs Cira`s response suggests that any suspected behind – the-scenes connivance by the former white principals to find ways of rejecting these black African deputy principals did not work in the school she was sent to as deputy principal. It looks like the presence of the SADTU chairperson played a major role in changing the mindset of some former white principals in terms of staff representation and of transforming former white schools. Mrs Cira reported that:

> The SGB Chairperson was a very powerful SADTU leader. He occupied the following positions: SADTU Regional Chairperson, School Principal at Siyafunda High School (pseudo-name) – one the schools in the participants` Ward, Treasurer of KwaZulu-Natal black African Governing Bodies Association and co-ordinator of former white schools transformation campaign. He was highly respected by both black and white principals.

Coming to the remaining participants (Mr Mlebuka and Mr Maphumulo) who were recommended by the school governing bodies at their schools as principal and deputy principal respectively, both reported that they were very active SADTU members, but gave varied responses regarding their arrivals. On this Mr Mlebuka had this to say:

> It had been my dream to teach in a former white school. When I received an appointment letter to report to this former white school as deputy principal, I was over the moon. But on my arrival things were not to be what I had expected. The previous principal seemed to be unhappy about my arrival. When we were at the SMT meeting she kept on saying she was not happy about the `forced changes` introduced by the Department. I was not treated like a deputy principal but like a post level one (ordinary teacher). Decisions were taken behind my back. After four months she resigned for a post at a private school.

Participant B`s case was very different from other Participants. This was perhaps because he arrived at the former white school to be the principal, where he was recommended by the school governing body. When I interviewed him about his experience on his arrival, he had the following to say:

> There were some elements of rejection from certain individuals: Some negative things were said about me. All these did not bother me, instead it made me realise the

hardship that was encountered by our members, who complained about rejection they had received from the principals and SGB members of the former white schools.

Overall findings show that participating principals Mrs Ndlovu, Mr Khambule and Ms Mngcenge, were severely rejected by key stakeholders, such as receiving principals and SGBs. The fact that these SGBs and principals stated clearly that they were not going to recommend the CTTed deputy principals to be absorbed, and they wanted the deputy posts they occupied to be advertised in an open gazette, was a clear message that they were not welcome. On the other hand, the rejection received by Mr Mlebuka, Mr Maphumula and Mrs Cira was not that severe compared to the one received by the other principals. It looks like the presence of the SADTU Regional Chairperson helped Mrs Cira. Seemingly, the active involvement of Mr Mlebuka and Mr Maphumulo in SADTU made things better.

I then asked Mr Maphumulo who was the KwaZulu-Natal Provincial Treasurer as to why black African principals who were active members of SADTU or who were influential SADTU SGB members seemed to experience less challenges compared to the schools where principals were ordinary members. He responded as follows:

> SATDU is a revolutionary, influential, and democratic union which is very clued up
> on Labour relations issues, and is not afraid to take any department officials, or
> principals to task or court and always won the cases. Our aim is to enhance
> representation and transformation. We do this by deploying powerful union
> members, through infiltrating Schools Governing Bodies to ensure that there are
> active members who will promote our union`s agenda when they are appointed to be
> part of the SMTs in these former white schools.

4.5 Experiences from other Senior Management Team members

Participants reported varied experiences regarding their interactions with other members of the School Management Teams namely Heads of Department and Deputy Principals. Mr Mlebuka reported that apart from being rejected by the principal, some SMT members were not that happy about his appointment. In this regard he reported:

> In the first management meeting which I was invited to be part of, to show gratitude
> and appreciation, I thanked the principal and the Interview Committee (IC) in absentia
> for recommending me. Unexpectedly, the former principal told me not to thank her
> but Mr Dumisa (pseudo-surname) the SGB chairperson who forced the IC to

recommend me. He further stated that this was causing lots of unhappiness, because a senior HoD had also applied, but was not recommended. One of the HoDs agreed with him and insisted that she was not happy about my appointment and she was not prepared to assist me.

Mrs Ndlovu, Mr Khambule and Ms Mngcenge reportedly experienced more challenges compared to Mr Mlebuka, Mr Maphumulo and Mrs Cira. Mrs Ndlovu shared her first experiences when she was introduced to her fellow SMT members.

> When the principal introduced me, the situation was very tense as if someone had passed away. The principal paused, nobody said anything until a lady out of the blue, said `she was irritated by the department, because the department kept on sending the people (rejects) who had failed to manage their schools. They were then sent to their schools to destroy them`.

Similarly Mr Khambule had this to say:

> There were some remarks from some SMT members and some educators, who were somehow bitter about my arrival. When I walked past the HoD`s office who was with another HoD, I heard one of them saying black African teachers come from `townships schools with very poor educational background, they lose learners, because most teachers there, do not have work ethics, there is no way that this school will have a black deputy principal. Otherwise, this school will go down the drain just like most township schools`.

Ms Mngcenge reported that he encountered a mixed attitude from SMT members. This is how he had explained:

> Some SMT members looked at me at break and on the corridors when we met as if I was nothing. There was however, a Head of Department (white lady) who was very co-operative, as a result kept on telling me secretly not to go anywhere. When we were alone, she greeted me as a comrade.

This suggests that it was not only black African newly arrived managers who were willing to challenge the status quo. This suggests that there were some white teachers, who were also willing to contribute to change, either overtly or covertly. According to Kouzes and Posner`s

(2009) model in Transformational Leadership "challenging the process is a way of life for transformational leaders".

The responses from the participants suggest that it is the responsibility of everybody to change and transform former white schools, as it had been proven by the some SADTU active leaders, some black African principals, who did not give up and SMT members like the white HOD in Ms Mngcenge`s school.

In short this indicates that ordinarily some of educators wanted transformation. The arrival of black deputy principals was like a symbol of hope. The newly arrived deputy principals` role was to accept to be the `change agents`, and to enhance transformation as stipulated in the preamble of the South African Schools Act.

The findings showed that from all upper levels (principal, SGB and SMT levels) all participants did encounter some experiences. It is interesting to realise that at the lower level, some educators were happy about the presence of the participants, to such an extent that they encouraged them not to give up just like some other deputy principals who were sent before had done. This suggests that as much as a few individuals may resist change, there would be some people who would need it so that they would be represented by the people of their own colour. In short, this may suggest that despite the experiences such as contempt, bigotry, and vanity, these newly arrived black African deputy principals could have been the only hope for African people to bring about change. Their role was to accept the responsibility assigned to them of being agents of change.

Mrs Cira gave a totally different version where she expressed appreciation regarding the support she received from the SMT. This is what she had reported:

> I came to occupy a deputy principal post where the most experienced HoD was acting. My experience with the SMT was that I had a good working relationship with all of them. They kept on telling me that if I needed any help I must shout, which I did, and got much support.

4.6 Experiences regarding induction

Emerson and Gaddard (1993) cited by Steyn and van Niekerk (2007) define induction as familiarisation of all staff who take up a post in a new school or new responsibility at the same school. Castetter (1996) defines induction as the organisation`s effort to enable and

assist various categories of new staff members and adjust effectively to their new work environment with the minimum of disruption as quickly as possible.

I asked the participants about their experiences regarding induction to which they provided varied responses. Although Mr Mlebuka and Mr Maphumulo were recommended by their respective SGBs, there were still some elements of abandoning them to be on their own. This is how Mr Mlebuka explained his situation:

> I was on my own, I had to find out things by myself, which I found very strange. When asking my previous principal, I was told that I had to use my own management knowledge. I was not officially introduced to the staff, nobody took me on a tour to familiarise me with the school. Duties, school policy, school rules, procedures and other important matters, information such as record keeping, location of resources, school discipline policy and school activities were not explained to me.

Similarly Mr Khambule reported that he did not get any support regarding induction:

> The principal referred me to the HOD, because he had so many departmental meetings to attend. The HOD I was referred too, after the principal had left told me he was busy and said, I should approach the Department of Education to provide an induction programme, because I was sent by it.

From these responses it appears that some principals were not keen to introduce induction programmes in order to cater for the newly CTTed deputy principals. They did not see it as their responsibility to provide induction programmes, yet as managers representing the Department of Education, they should have these programmes in place. Linmann (2011) in his change management theory states that it is the responsibility of managers to manage change ` by promoting communication strategies, training programmes and consultation as a means to overcome staff doubt and fears. Linmann (2011) further cautions managers that it becomes difficult if managers do not personally believe in change. According to him this is an unfortunate part, because if the manager does not want to change, change will change him. The best to be done by the managers is to adapt readily to beneficial change, which does not seem to be happening with principals of the CTTed black deputy principals as some of them were not prepared to have induction programmes in place.

Mr Maphumulo reported the following:

> I came to be the principal in a school which was totally different from my previous school. The deputy principal also applied for the post I came to occupy. The lady was very co-operative and supportive. She expressed her happiness at my arrival and indicated that she had difficulty in the last eight months when she was acting principal. She orientated and inducted me with everything. I enjoy working with her.

The situation was reported to be different for the deputy principals who came through Compulsory Temporary Transfer. According to Mr Khambule, he experienced the following:

> There was no induction. Nobody explained anything to me, regarding matters such as beginning, break, and home times, duties, sports and managerial procedures, term calendar, days for Assemblies, SMT, Staff, Phase and Grade meetings. I was on my own. I was not even given an office or place to keep my bag. I had to sit in the staffroom for the next weeks just like a vase.

I probed further to find out how he survived since there was no induction. This is how he responded:

> The SMT members seemed to be restless and unhappy when I asked for help. As a result I ended up asking some individuals whom some of them were not keen to help. The worst part was when I was told to conduct an assembly without any orientation, because for the past three weeks I was made to sit in the staffroom and not participate in any school activity. I was not provided with a story book. When I asked one of the HoDs she said that it was her personal book. To avoid being perceived as a failure I did conduct the assembly through improvisation, using the method used at my previous school.

The response from Mr Khambule suggests that black African principals in former white schools learnt the hard way. People who were supposed to orientate, mentor them and to provide induction programmes were not willing to share such information with them. They still wanted to see them being seen as failures to other teachers, parents and learners as a whole.

Mr Khambule reported his induction experience as follows:

> My principal did not believe in me. He kept me at the arms length. The senior HoD was very close to him. He did not discuss anything with me. Even when he knew prior that he would have to go to a meeting, he would tell me at the eleventh hour that I had to conduct a staff meeting on his behalf. (I did not even know thoroughly about the agenda because it was never discussed thoroughly with me). When I went to staff, I looked like a fool, because there were issues that I was not aware of, yet the HoD had all the answers.

Again looking at the response reported by Mr Khambule , seemingly both Mrs Ndlovu and Mr Khambule` s dignity was destroyed as they were deliberately frustrated so that they would be seen as a disgrace and teachers began to lose confidence in them.

Evidence suggests that only Mr Khambule and Mngcenge took the initiative to familiarise themselves with their new schools. Ms Mngcenge gave the following explanation in this regard:

> On the second day of my arrival, I read the whole situation that I was not generally accepted by the principal, some SMT and SGB members, I told myself that I had to work very hard to prove myself. Despite the fact that there was no orientation from the principal or SMT member, I kept on asking question as much as I could to everyone (caretakers, Admin Staff, teachers, HoDs and Deputy). I wanted to familiarise myself with everything in the school. Gradually, the principal and the SMT began to involve me in all activities. They provided full support and orientated me in everything. The principal even commented that he was very impressed about my willingness to learn.

It is good to see that there were people like participant E who took the initiative and was prepared to learn, despite the lack of support from his principal, some SGB, and SMT. I am sure his willingness and the initiative he took painted a good picture of black African managers, to those who used to associate them with laziness and lack of work ethics.

Mrs Cira gave a very different version regarding his experience in working with the SMT:

> I came to occupy a deputy post where the most senior HoD was acting in it. To be honest I did not have any problem with the SMT members. When I was introduced

they gave me a warm welcome and worked with me harmoniously. The lady who was acting in the post told me that she was going to give me a hundred percent. The other SMT members also expressed their appreciation about my arrival.

Overall, findings suggest that most former white schools were unwilling to cater for new staff members from a totally different environment. This is based on the response from Mr Khambule. But it is commendable that, despite the fact that there were some principals and SMT members who were not prepared to share their knowledge and skills with the new staff members, some principals like the one for participant F and later of participant E seemed to be happy about the arrival of new black African deputy principals and offered their skills and knowledge.

The findings suggest that leadership and management qualities through perseverance, were fruitful at the end. The perseverance displayed by participant A, taking the initiative to apply at the former white school, as the deputy principal, and who experienced rejection from his previous principal who eventually resigned for a post at a private school, needs to be commended for his patience. Mr Mlebuka went on to become the acting principal. The courage shown by Mr Maphumulo to apply for a principal`s post at former white school, responding to the call of SADTU to infiltrate, change and transform former white schools shows quality leadership and management. Mrs Ndlovu, Mr Khambule and Ms Mngcenge, although they were CTTed to their respective former white schools, experienced severe rejection from their principals and SGB members, received some attitude and contempt from some SMT members and educators, did not give up. This perseverance worked to their advantage. It appeared from the interviews that all the previous white principals exited the system either by taking early retirement or resigning for private schools. Participant F`s principal, who has been portrayed as a leader and manager, worked harmoniously with the black African deputy principal, providing full support, then unfortunately committed suicide.

4.7 Participants immediate experiences after white principals` departure

All the participants - Mr Mlebuka, Mrs Ndlovu, Mr Khambule and Ms Mngcenge, except Mr Maphumulo and Mrs Cira were all in agreement that they had traumatic experiences, when they had to take over after the departure of the previous white principals. Mr Mlebuka whose principal resigned to take up a post at a private school had this to say:

Immediately, after his resignation, the Circuit Manager appointed me on the same day as the acting principal. The situation was very tense. Some staff members blamed me for his resignation, saying that had I not arrived, he would still have been at the school. This did not bother me. In fact it gave me more strength to fight against the injustices that had been taking place, since my arrival.

Mr Khambule had similar experience. This is how he reported his story:

My principal took early retirement but surprisingly I was blamed by the staff members who claimed that he had resigned because of the forced changes imposed on him. Otherwise, he would still have been at the school. The SMT members too were not happy and kept on saying that it was unfortunate because former white schools, which used to be managed properly, were losing good principals. All these comments did not worry me. In fact, with all the experiences of being rejected, excluded and alienated I took a decision that I was not going anywhere, that I wanted to be there to transform the school.

Similarly, Ms Mngcenge reported her experience in this fashion:

Some staff members especially SMT and SGB members accused me of being the main cause of the resignation of the my former principal and of division at school. When I asked how? I was told that ever since I arrived, he had been pressurised by the department to absorb me as part of the staff establishment, which was against his conscience. Hence, he opted to resign.

Mrs Cira who seemingly, received all the support from her previous principal who committed suicide, reported that:

I received all the support from my previous principal. His sudden death came as a surprise and shock to all of us. But more surprise came when I was blamed by some staff members accusing me of working with the SGB members turning them against him. The sad part was that his family believed that accusation to such an extent that as I was totally excluded by the family members, regarding his funeral arrangement.

The Log Book at West Primary school (headed by Mr Khambule) dated 2009 revealed that the last entry made by the previous principal, stated that one of the reasons for his resignation was because of the forced change, being deputised by someone who he did not choose.

The findings seem to suggest that they were not prepared to work with the above-mentioned deputy principals in such a way that they preferred to resign, take early retirement or commit suicide rather than working with them. Unfortunately, whatever decision that was taken, resulted in staff division as indicated in the participants` responses, that staff members ended up accusing each other.

Considering the fact that the participants were somehow accused for the departure of their previous principals, I then moved on and asked the following question: How was it like to work with staff members who were accusing you? They were all in agreement that it was a very nasty situation.

Ms Mngcenge had this to say:

> It was a traumatic experience knowing that your colleagues perceived you as someone who was the cause of your immediate senior`s resignation. This caused a divided staff, because some staff members perceive the presence of their   principal as their hope. His sudden departure caused anger, and as a result   some staff apathy.

Similarly, Mrs Cira reported that:

> The sudden death of my previous principal affected me a lot. My dignity was dented. The story was all over that he committed suicide because of stress and pressure from me and the SGB members. This covert accusation divided the staff and parents. To prove my innocence, I remember there was a time I   thought of not applying for this post. This caused division among the staff and SGB   members some of whom perceived me as a murderer.

The findings suggest that it was not a good start for black African principals to manage staff members who laid such accusation against them. Seemingly, these principals had to work very hard to unite staff members at their schools.

4.8 Management experiences as principals

This section presents a paradigm shift of management and leadership of former white schools. In this section we learn that for the first time in history, former white schools were managed and lead by black African principals. The black African principals interviewed were more or less in agreement that some of the management challenges they encountered were the following:

- ❖ Fear of sabotage.
- ❖ Some staff members did not believe in them.
- ❖ Had feeling of exclusion and alienation.
- ❖ Resistance to change.
- ❖ Undermining of their authorities.
- ❖ Powers shifted from principals offices to the deputy principals` offices.
- ❖ Resistance to do sports.
- ❖ Curriculum change.
- ❖ Pressure from stakeholders.

4.8.1 Fear of sabotage

All principals reported that because they were not warmly received, this resulted in them managing schools with fear of `sabotage and mistrust`. All participants shared the same sentiments as expresses by Mr Mlebuka:

> The first incident, was when I took over as acting principal, from the principal who did not involve me in managerial and administrative duties, but involved the HoD, an amount of R53 000 was declared missing from the safe. I was surprised just like everyone. I was then questioned about the money. When I indicated that I knew nothing about it, I was asked how could I say I knew nothing about it, because the key was hanging on the wall in my office? I did not know anything about the key. There was an intensive investigation, but eventually, I was found to be innocent. This created more fear and caused me not to trust anyone.

Mrs Ndlovu C echoed the same fear of sabotage in his report where SMT and SGB members encouraged him to authorise some money. This is what she reported:

There was an educator who had been working for years at the school. As soon I took over as principal, an educator who had been working at school for 25 years was retiring. I was expected to authorise a cheque of R20.000. I was filled with fear because my conscience told me that it was wrong to authorise such a cheque, because at the end I would be accountable as stated in the South African Schools Act. I refused to authorise such money. Part of the reason for my refusal, I did not know whether it was a set-up. Truly speaking I was managing a school under fear of sabotage. The matter was discussed at SMT meeting and SGB meeting. In both meetings I stood my ground – refusing to jeopardise my career. I stated openly that it was illegal to do so, because the teacher was going to be thanked by his employer for the service he had rendered. Furthermore, I highlighted that while working under my previous principals I was never involved in matters like this. This created tense atmosphere, some management members and SGB members encouraged me to authorise it, but I stood my ground.

It has been highlighted in the section about their arrival at former white schools that these black African principals especially those who were CTTed took over from previous principals most of whom had not involved them in decision-making, did not provide induction programmes, and not told about the safe key as it happened to Mr Mlebuka, although by right as the principal he was the custodian of the school fund. Thereafter, money disappeared, the matter went to court. He won the case. The school lost. The parents` money which should have been used to pay a SGB teacher was never recovered. The children suffered while Mr Mlebuka, experienced management challenges when there were learners without a teacher, because the school could not afford to pay this, yet R53 000 which could have been used to pay a teacher for five months was stolen. Therefore, he had cause to fear for sabotage, because seemingly someone was out to get him.

The same thing applied to Mrs Ndlovu perhaps if the previous principal had involved him in decision – making he would have known that at the school that there was a SGB approved policy, regarding the authorisation of such money, although that would have been against the South African Schools Act 7 (5) where it is stipulated that anyone using school money for benefiting himself or someone other than a learner would be charged of a Section 17 offence of serious misconduct, which is a dismissable offence. Both Mr Mlebuka and Mrs Ndlovu would have perhaps lost their jobs, for financial mismanagement.

Rosen (2005) defines sabotage as a situation where your co-worker is out to get you. Based on this definition it seems both Mr Mlebuka and Mrs Ndlovu were correct to fear sabotage. This is because the way they were not welcomed suggested scepticism. During the interviews the participants highlighted that they feared sabotage from all stakeholders such as SMT and educators. Mr Khambule reported what he experienced in working with his SMT members.

> Sometimes there was lots of sabotage that took place such as SMT members agreeing about certain issue, but when the matter was to reach the educators, SMT members disowned the decisions taken together.

Similarly, Ms Mngcenge reported the following:

> I found it very difficult to work with people who sometimes I doubt their support. I was once told by one of the staff members that a certain SMT member was instigating some members to abdicate duties of forming subject packaging. Again this matter was discussed thoroughly at SMT level and then taken to staff members who levelled accusations against me, but there was no support or any defence from SMT members.

Mrs Cira who had previously enjoyed the support of his former white principal reported that as soon as she took over as principal, one of the senior HoDs had to act as deputy principal. Mrs Cira stated that he had to strengthen his position, by persuading one educator to act as HoD. In his response, he pointed out that, this was the person who actually gave him more problems, otherwise other SMT members were very supportive and respectful. This is how he reported:

> The acting Head of Department who was always part of the management meetings, never commented, but when it was staff meeting, he sat with some staff members who were always contemptuously critical and questionable of each and everything. He sometimes tried to question some SMT members at staff meeting level yet he was part of the decision taken. Everything that was discussed at management meeting, he used to discuss it with his friend, who would come to the meeting with all information, to use it against the SMT, especially me. It appeared that their aim was to sabotage everything.

The data I obtained from the SGB minutes and Log book at North Primary School dated 2007 and 2008 respectively, revealed that an amount of R53000 disappeared. Participant A was charged in terms of Public Finance (Act 1 of 1999). According to the minutes it is stated that

after six months investigation, he was found not guilty. But according to him this incident traumatised him, dented his image and his dignity.

Mrs Ndlovu had a similar experience as it was written in the SMT minutes, SGB minutes and Log Book entries, that meetings were held, where the authorisation of R20 000 to pay the retiring educator was discussed. SMT and SGB minutes (dated 2011) state that the meetings lasted long, because there was no agreement on this issue. Thereafter, Mrs Ndlovu sought advice from the Circuit Manager who agreed with him that it would have been illegal to authorise that money. In fact, he would have been charged in terms of the SASA, section 17 (d).

The findings suggest that the black African principals managed schools under fear of sabotage from their colleagues who had experience of working with different principals. The lack of trust between these newly appointed principals, SMT members and staff was detrimental and destructive to the smooth running of the school. Regarding this matter, Mr Khambule reported as follows:

> After a long period of not being recognised as deputy principal, when I assigned to a task of dealing with discipline, I was a bit sceptical because I did not know whether it was a way of making me to be in trouble. The difficult part was that nobody provided me with school discipline policy.

Looking at this slight division among SMT members, participants were asked if they had experienced any form of change resistance from SMT and staff members as a whole.

The findings seems to suggest that the black African principals served under white principals, persevered and had experienced most of the above-highlighted situations, despite the challenges they had encountered, they persevered and were prepared to bring about change. ADKAR`s Change Management Model (2006) emphasises the following five points:

- Awareness of the need to change.
- Desire to participate and support the change.
- Knowledge of how to change (and what the change looks like).
- Ability to implement the change on a day-to-day basis.
- Reinforcement to keep the change in place.

In line with ADKAR`s Change Management model, the following two participants, Mr Mlebuka and Mr Maphumulo reported that they felt there was a need for change. This is how Mr Mlebuka put it:

> I applied to be the deputy principal, because I felt that there was a need to change the mentality that black African educators could not cope in the former white schools. But the rejection I experienced at my arrival, made me feel that there was more need for change. To achieve this change, I told myself that I had to be a role model by being an active participant to support the change at school level and outside school level.

Similarly, Mr Maphumulo reported the following:

> I was deployed by the SADTU to promote the union`s agenda. This is because we were fully aware that there was a need for change. The former white schools are public schools, but they operate as private schools. Therefore, the mandate from the structures was that they will encourage every staff member to participate and support change. With these structures in place, change was implemented on day - to-day basis.

4.8.2 Some staff members did not believe in them

Four participants (Mr Mlebuka, Mrs Ndlovu, Mr Khambule and Ms Mngenge) indicated that they were not fully recognised as deputy principals by their previous principals. This had a negative impact on these black African principals when they took over as principals. The fact that the previous white principals preferred to delegate deputy principals` duties to the white Heads of Department affected the staffs` mentality in terms of respect, trust and having confidence in black Africans managing former white schools. Mr Mlebuka had this to say:

> It has been very difficult for me to manage this school confidently. Some of the reasons were the fact that my arrival to occupy the deputy principal post caused a lot of unhappiness among the staff. This was due to the fact that there was someone acting in that post. Secondly, as I have stated above, I did not get any support from my previous principal who took early retirement three months after my arrival. The fact that I was not recognised as the deputy principal, this affected me and the staff mentality. Gradually, I lost confidence. Some staff members who sympathised with those who were affected by my arrival made the point that a clear message was sent that they did not believe in me.

Mrs Ndlovu and Mr Khambule who were CTTed had similar experience as participant A who was recommended by the SGB to be the deputy principal. The findings suggest that regardless of whether the black African principals came through CTT or recommended by the SGB, their immediate seniors (previous white principals) did not believe in them. This is what Mrs Ndlovu had to say:

> It was very traumatising to manage and lead people, some of whom did not believe in you, because the idea of being perceived as valueless and worthless had been instilled among staff members.

Ms Mngcenge echoed the same sentiment regarding the vote of no confidence from staff members and from some parents:

> It has been a struggle to make my voice heard and understood. Colleagues in SMT and some educators did not believe in me. Immediately, when I took over, three state-paid took transfer to private schools. Five SGB paid educators resigned, claiming to other staff members that they were uncertain about their future. This became a big problem, because I had to look for replacements, while looking for them, children were not learning. Parents complained and some stopped paying school fees. There were some comments that ever since a black African principal took over, things deteriorated.

According to staff minutes at North Primary School - dated May 2011) recorded that `this was the meeting where for the first time teachers did not pay attention while the principal was addressing them: Minutes revealed that most staff members were giggling while Mrs Ndlovu was talking.

However, despite the fact that the participants` previous principals tried by all means to frustrate them, and to show how valueless and worthless they were, by not recognising them as deputy principals, black African principals did not give up, as indicated in the background information that some of them were reluctant to go to the former white schools, while the Department of Education directed them to do. Part of the reasons for them to be reluctant was based on their personal experience of apartheid and on what they read from history books. Therefore, black African principals moving to former white schools because of compulsory temporary transfer knew very well that they had no option but to accept the transfer. This was because it was stated clearly that disciplinary actions were to be taken against those who

would refused to be transferred. Hence, for them to keep their jobs they had to accept the transfer. On the other hand, there were black African principals who voluntarily applied, because they felt that there was a need for change.

This finding seems to suggest that the participants had to work very hard to change this mentality. It looks like the legacy left by their predecessors who some of them were inculcating the idea of black African principals to be perceived as valueless was still working in some of the staff members` minds. I then asked the participants what did they do to assert their authority to send a clear message that they were in power? This is how Mrs Ndlovu reported:

> I started by familiarising myself with all the procedures in order to understand   the whole situation. During my observation, I realised that there was a need for staff development, so that all staff members would be in line with the Constitution of South Africa, South African Schools Act (1996) and Transformation Policy for KwaZulu-Natal (2006). Hence, staff members were developed regarding the contents in these documents**.**

Similarly, Mrs Cira explained how she used his knowledge in labour issues to stamp his authority:

> I used my labour studies to help staff members to be very clear that any form of discrimination is a serious crime that may lead to dismissal. I appealed to all staff members that we had to work together to change and transform our school   to be in line with Labour Relations Act (1996), the Constitution of our country and the South African Schools Act.

Mr Maphumulo reiterated what he said before, indicating that he had to promote the union`s mission and vision to transform these former white schools.

Hence, black African principals had to apply change management theory and transformational leadership principles. Kercher (2009) in his change management theory insists that provision of information by leaders to those affected by change is important. It might happen that those who were giggling perhaps to them was a great change which somehow involves fear, to be led and managed by a black African principal. Hence, Keicher insists that it is the responsibility of managers and leaders to provide a reason for change to help workers cope with fear.

Evidence from Mr Mlebuko indicates that part of the reason for starting with this kind of management experience as principal was the fact that, the previous principal did not involve him as deputy principal but all duties were delegated to the Senior Head of Department, during the four months since his arrival.

Ms Mngcenge had similar experiences. The principal deliberately excluded him from all the management and administrative matters, except the one of discipline - dealing with naughty and misbehaving learners while he was the deputy principal:

> Everything was delegated to the HoD. I was made to feel that although I was the deputy principal, but practically, I was a post level one teacher (an ordinary teacher) I was excluded from decision-making. There were always meeting between the principal and his three HoDs behind closed doors. Eventually, I ended up accepting that ` I was not employed by him to be the deputy principal, but I was CTTed by the Department of Education`. The fact that I was not regarded as deputy principal and my views were not valued, this affected me psychologically because I began to lose confidence. But I was clear that I was not going anywhere. I told myself that I was going to fight for my place to be recognised as officially appointed deputy principal. I lost confidence in management issues because I was excluded but this exclusion, alienation motivated me to fight for change and transformation.

Mrs Cira shared the very same sentiments that when her principal, who had excluded her, resigned, she did not have full confidence in herself. The staff too, did not have confidence in her, as a result six state-paid educators, and SGB-paid educators resigned.

Overall findings suggest that the black African principals managing former white schools began to manage these schools with a stigma created by their predecessors. Through this stigma they were perceived as valueless, worthless, incompetent, inferior and useless by their colleagues and parents.

The findings indicate that all the participants were aware of the need to change, because the stigma attached to them affected them psychologically and had a negative impact on their performance as managers. The fact that they all did not give up, this suggests that they also wanted to change it. Mr Maphumulo reported that:

As a leader of SADTU union, the principal, responding on the union`s call to transform former white schools, I was fully aware of what was happening in the former white schools. I was prepared to participate and support the change at school levels holistically. I am knowledgeable of change and the kind of change encouraged by our union. Our task as union is to implement the change on a day-to-day basis and to reinforce it. This is the only way to transform these former white schools.

Basically, what had been said by participant A applies to ADKAR `s change management models, which are the basis of change management theory.

4.8.3 Experiences regarding reaction of SMT members and educators to change

Data I gathered from the participants revealed that as much as black African principals were fearful of sabotage, staff members were also fearful of these new changes: such as being managed and led by black African principals for the first time in history. Staff members were from diverse racial backgrounds, brought up with the apartheid ideology of separating South Africans according to their race (Christie, 2006). For staff members to find themselves being managed by black African principals was a great change to them. Looking at the management experiences of black African principals ever since they arrived, seemingly staff members felt that this change was a threat to them. According to Mr Mlebuka, his major resistance came from some SMT members. This is what he had to say:

> Whenever, we were in an SMT meeting discussing issues, I found it difficult to raise my opinion. The SMT members kept on saying this was how they used to do things with the previous principals. This continuous reference to the previous principals irritated me. Even when I said look colleagues, we have to follow the policy. The answer was no, the school is functioning pretty well, we do not need that policy.

Mrs Ndlovu explained how sometimes his deputy principal was more respected than he was by some staff members: This is how he had reported:

> When I was the deputy principal, the previous principal never discussed anything with me. But everything was discussed with the HoD who is currently our deputy principal. As I am the principal of the school, the staff members mostly contact her for advice. Our policy states clearly that if the staff members would be absent or request to leave early, they need to contact me. Some staff members (including some

of our own black African staff still contact my deputy principal instead of me despite her constant advice to contact me. She always refers them to me. But I wish they had sufficient respect for me to apply to me directly.

These responses from both Mr Mlebuka and Mrs Ndlovu suggest that although they were now in power, they were not receiving same respect as previous white principals had done. The question that arises here is if other black members of staff do not show sufficient respect for the new black African principals, how could members of other races be expected to do so? This seems to suggest that some members of staff members still retained ideas of white supremacy. This made the task of black African principals difficult, knowing that staff members did not give them full respect.

Similarly, Mr Maphumulo, Ms Mngcenge and Mrs Cira pointed out that they had experienced racial division among SMT members and staff. Mr Maphumulo shared with me his management experience in this fashion:

> I came to be a principal in a school where an Indian lady was acting principal. All five SMT members were Indians. There were two African teachers teaching isiZulu, the rest were white staff, who received me with warm welcome. Both black and white staff members across the board were so happy, in such a way that the most senior white teacher told me that for the past five years, every post that was available especially, the management one, was given to Indians. The post was disputed by the previously acting principal and a HoD who had applied for it. But they lost the case. Life was difficult, because as new principal, I had to rely on them for certain management, unfortunately, sometimes they were very reluctant to offer help, because apparently, they were still aggrieved about my appointment.

This response suggests that the appointment of the principal was a great change for staff members, who had been enjoying the management positions. This is because of the fact that all management positions were occupied by teachers from the same race, seemingly the arrival of Mr Maphumulo was not received with warm welcome by all management members.

Ms Mngenge`s experience was similar to that of Mrs Ndlovu although Mr Maphumulo`s management experience was that of seeing white staff uniting, looking at the deputy principal as their hope:

Many white staff members seek protection from staff they know, with whom they have already been working. As a results some teachers are comfortable with the deputy principal, whereas, to some of them, perceive me as a stranger.

These black African principals like any other leader needed to earn the respect of staff members. This can be possible if they lead by example, and always display professionalism.

Mrs Cira had a similar experience:

I experience a situation whereby there is a tendency for members of different races to stick with their fellow – members instead of mixing freely with all members of staff.

All these racial division gatherings were most likely a sign of resistance to change. Gunhold (2007) in his Change Resistance Models has cites Schuler (2003) who identifies some reasons why people resist change. This is what he highlighted:

"People feel comfortable with people of their own race. People fear change. People fear being overwhelmed by these changes. They have a healthy scepticism and want to be sure new ideas are sound. People feel the proposed change threaten their notion of themselves. People anticipate a loss of status. People genuinely believe change is a bad idea".

The participants were then asked if they were experiencing any form of resistance from staff members. They indicated that there was a feeling of resistance from some SMT and staff members. Mr Mlebuka had this to say regarding this matter:

As a new member in the schools and in the SMT I feel that my colleagues found it very difficult in taking new ideas from me. I sometimes feel that I am being undermined as a black African principal, because whenever I suggest something, my SMT members keep on saying "this is the way we use to take decision in the past with the previous principals."

The response suggests that the SMT members` adhering to the old procedures of decision - making, was because of resistance to change or their lack of reading and of understanding the current Constitution and the South African Schools Act. Therefore, this suggests that black African principals and those among the staff who are willing to see democracy taking place, needs to organise some workshops about departmental policies, to develop staff members.

Looking at this slight division among SMT members, participants were asked if they had experienced any form of change resistance from SMT and staff members as a whole.

Schuler`s (2003) explanation of resistance to change prompted me to ask if there were other elements of resistance apart from staff grouping themselves along racial line.

All principals were of the same opinion that they were experiencing some management challenges in terms of sports. They all reported that when these former white schools were managed by white principals, all staff members used to do sports without complaint or were not expected to be paid extra money, but did it as part of their job description. According to the participating principals interviewed things changed ever since they took over. This is what Mr Maphumulo had this to say:

> Some staff members expressed their unhappiness about participating in sports activities on weekends, claiming that it was their time to be with their families. Three or four senior educators had been insisting that novice teachers needed to do more sports. Some staff members had brought doctors` certificates asking for them to be excluded from extra-mural activities but when the school was managed by white principals, all educators did sports activities, without complaining about their families or bringing doctors` letters. This was one of the management experiences I encountered as a black African principal.

In the documents review, I tried to find out if there were any minutes or entries stating that a teacher asked to be paid for doing extra-mural activities. This unhappiness and complaint raised some questions because there was no evidence that teachers were ever paid for extra mural activities. It was rather stated in all staff members` job descriptions that extra-mural activities were part of their duty.

Mr Khambule provided similar information to that one obtained from documents. This is how he reported his experience:

> While I worked as deputy principal, I asked one of the HoDs who was very supportive, if teachers were paid extra for doing extra – mural activities after school and on weekends. She told me they were not, because it was part of their job descriptions. I asked this question, because they were so committed.

But immediately, when I took over, some staff members started complaining, demanding to be paid for doing extra - mural activities.

This sudden lack of commitment and enthusiasm in doing extra – mural activities is contrary to the South African Constitution (1996), South African Schools Act (1996) and Labour Relations Act (1996), where all people are to be treated with the same respect regardless of their colour.

The failure of some staff members to show the enthusiasm in sport, as they had shown while these schools were managed by white principals is likely to have jeopardised the black African principals` management. This is because some people would say as soon as black African principals took over everything falls apart. This will cause some parents to be unhappy, as it is a known fact that most of them send their children to former white schools because of perceived good education and quality resources (including sports). This is one of the management experiences of the participating black African principals.

All participating principals reported that although they encountered some problems regarding sport from a few members of staff, but most of them are dedicated and always show work ethics. They all commended the hard work and commitment displayed by most staff members. Mrs Cira commended the white staff for their culture of working and of maintaining a high level in sports:

I must report that although there were some problems since my arrival, serving under a white principal, acting as principal and until I was officially appointed to be the principal, I never had a situation whereby our staff abandoned their academic or sports activities. White staff members prioritise these areas. I admire them for that commitment and work ethics. Comparing them with previous schools I worked for, I have noticed that there is total big difference in terms of commitment.

All black African principals highly praised staff members for the way they adhered to the management tasks: namely, planning, organising, leading and controlling. According to Mlebuka, these management tasks became part of his school (organisational culture), because they serve as guidelines on the smooth functioning of the school. I then asked the participants about their experience regarding organisational culture.

4.9 Experiences regarding organisational culture

The participating principals gave varied experiences**.** The black African principals who were products of the Bantu Education, which was perceived as an inferior education, were tasked to manage and lead schools which were known for providing quality education. The data suggests that they were not fully respected as principals of these schools. The findings also revealed the cultural clash. The staff members managed by these principals came from different schools separated by apartheid laws now abolished.

It appeared in our interviews that black African principals were very knowledgeable about soccer, while other staff members such as whites, Indians and Coloureds had some knowledge about other sporting codes. Again, the black African principals found themselves in a situation where they had to maintain the culture of the schools in sports, yet they were not altogether familiar with all these sport codes. Seemingly, that was why they had management experience where some staff members, were not that keen to do it, yet with the previous white principals they had done it without any complaint. This subtle resistance to do sports compromised the schools` culture.

The management experience they underwent: such as some staff members: "kept on referring to the previous white principals, saying this was how we used to do things, some staff members contacting the deputy principals instead of the black African principals, some staff members sought protection from some SMT members of their colour, some isiZulu educators congregating with the support staff, some Indian teachers created their own club where they sat at break time, all of this was a sign of the change of the existing culture, hence a new culture was needed to accommodate and unite all staff members. All principals agreed that as principals coming from single – race schools, this posed management difficulties. As a result new strategies were needed to address this matter amicably, progressively and constructively.

4.10 Management experiences in curriculum delivery

The participating principals reported that part of their management experiences was that they are expected by the Department of Education and some black African parents to transform these former white schools in terms of promoting curriculum that will cater for the majority of learners as stipulated in the South Africa Schools Act (1996). At the same time there was a section of parents who, as soon as black African principals took over, feared for the quality of curriculum that would be offered to their children.

According to all the participants, 2011 was the year when they started acting as principals. This was the same year the KwaZulu-Natal Department of Education issued KZN Circular No.31 of 2011(Implementation of Language Policy in all public schools). The content of **is** as follow:

"All learners from Grades 1 to 3 shall offer one language as a Home Language. A Second Official Language shall be offered at First Additional Language level. No Foundation Phase class may use a third at any level"(DoE, 2011).

The participating principals revealed that a survey had to be conducted where parents had to choose between Afrikaans and isiZulu to be offered as the First Additional Language. The parents opted for isiZulu in all schools as First Additional Language (FAL). This resulted in management experiences, which according to four primary school principals was the most difficult time. All four reported that they all welcomed the introduction of isiZulu as the First Additional Language. I asked them why did they prefer isiZulu instead of Afrikaans? Mr Maphumulo had this to say:

> The majority of learners who are the majority at my school speak isiZulu at home as their First Language. This same isiZulu had been offered as the Third Language, with Afrikaans as the Second Language. After all their parents send them to my school solely to learn English, which they learn as the Language of teaching and learning. Afrikaans is also taught as the First Additional Language yet only 1% of learners are speaking Afrikaans as their home language. This does not make any sense.

Black African principal also pointed out that apart from their support to see isiZulu being offered as the First Additional Language, but they were also under pressure which they got from the following stakeholders: Department of Education officials and parents.

Similarly, Mrs Mdlovu reported as follows:

> This was the year 2011, when I was acting principal. I was caught in the middle, my employer the Department of Education, expected me to conform. On the other hand, I was not sure how the white dominated SGB, whom I was hoping to recommend me as the fully appointed principal would react to this directive. Therefore, I had to be very diplomatic in delivering the message, the Department of Education official clearly told us at the principals meeting.

Mr Khambule reported his experience regarding SGB response to change from Afrikaans to isiZulu:

> The SGB members were not happy about the changing from Afrikaans to isiZulu. They indicated that it would have been better if Afrikaans was continued being offered as the First Additional Language, so that they would be able to assist their children, because they did Afrikaans while they were at school.

This suggests that Mrs Ndlovu and Mr Khambule were unhappy. They had to comply with the directive from the Department of Education; at the same time the School Governing Body members who had to approve the decision of choosing isiZulu, were mostly whites who themselves did Afrikaans (as indicated below) while they were at schools. Moreover, these SGB members were the ones designated to recommend them for their appointment to be the official principals. Ms Mngcenge explained how it was to explain it to the SGB:

> Most of SGB members expressed their unhappiness about this news and the results of the survey. I was in a difficult situation, because as black African principal coming with this news, some perceived it as coming from me. It caused lots of tensions, but eventually, I told them I was the messenger, and at the same time the person to implement what my employer and the majority of the parents want.

The interviewed principals reported that they foresaw that the introduction of isiZulu was going to bring about some management issues for them, which had never occurred in the history of these former white schools.

The documents I reviewed such as SGB minutes, Log Books, and staff meeting minute books, regarding KZN Circular No.31 of 2011, revealed that all relevant stakeholders such as SMTs, SGBs, parents and teachers discussed the Language choice thoroughly, and a decision was to offer isiZulu as the First Additional Language.

According to the participants, apart from the pressure from the employer and parents, they experienced management problems such as: some staff members were uncertain about the future, poor performance from some staff members and resignation of some SGB paid non – isiZulu staff, SGBs had to hire isiZulu teachers and non-isiZulu teachers were sitting with many free periods:

All four participating principals for primary schools reported that this curriculum change, (the abolition of Afrikaans) caused uncertainty especially from white staff members who were worried about the future. Mr Khambule reported what one of his white educators said:

> I was once approach by non-isiZulu teachers saying that they were worried about the introduction of isiZulu replacing Afrikaans which used to be their strength. They indicated that this meant that young black African educators would replace them, and we would not have jobs.

This suggests that the introduction of isiZulu was not only a worry to the SGB, but also to some teachers who felt that this was a threat to their jobs.

Mrs Cira echoed that at her school some white staff members expressed their anger about all these changes that were happening in the Department of Education. She reported that she did encounter the above management experiences.

4.10.1 Resignation of some white educators for private schools

There was consensus from the participating principals that the change of curriculum involving dropping Afrikaans and introducing isiZulu as the First Additional Language, presented management challenges, such as the resignation of some white educators. They sought opportunities in private schools. This is what Ms Mngcenge reported:

> In a space of two years, six dedicated teachers resigned (two state – paid and four SGB paid). Part of the reason for state –paid educators` resignation was that with the dropping of Afrikaans their future was bleak. This was because every time there was a post available, black African educators who could teach isiZulu were employed.

Similarly, Mrs Cira said:

> The resignation of some white staff caused a great concern to me as principal of   a former white school. My worry stemmed from the fact that I was aware of the way parents always commended my teachers` commitment. I also feel that they are very dedicated to their work with work ethics.

When I asked her, why the resignation of some teachers worried him? Her response was that:

> As a black African principal in a former white school, we are facing a big challenge. Our school consists of 70% African learners who travel for more than twenty

kilometres to get to school. There are schools where they live. But many parents still prefer to send their children to our schools. Therefore, if white educators resign, this would upset some parents and those who can afford private school fees would end up removing their children, and following the white educators to private schools.

On the other hand, Mr Mlebuka explained how he was once accused of overcrowding learners by some parents at the parents` meeting:

There were complaints from parents who accused me of treating the former white school, as a township school with so many learners crowded in one class. The worst part was that most of the parents demanded the reinstatement of the SGB paid educators, so that the number of learners per class would be reduced. Some of them did not pay school fees. The statement that was frequently made by some parents was that ` the school received lots of money from the government`. Therefore, according to them, SGB educators had to be reinstated. Therefore, this resulted in the following management experiences: some white staff being uncertain about their future and resignation of some SGB –paid staff.

4.10.2 Employment of isiZulu educators and its financial implications

All black African principals reported that there were management challenges that they faced such as the unavailability of teachers to teach isiZulu.

Mr Khambule reported how the introduction of isiZulu negatively affected his school financially:

A huge amount of SGB money had to be used to pay these newly employed staff. To try to save SGB money, whenever, a state paid educator resigned, he/ she had to be replaced by black African educators to teach isiZulu, until all grades were covered.

Some black African principals revealed that the resignation of some white staff irritated some parents, especially those who were up- to- date with paying school fees. They perceived it as a sign that some black African principals would not be able to keep up the same standard used while these schools were managed by the previous white principals.

It also emerged that although the circular stated that schools were to choose either isiZulu or Afrikaans, principals were under pressure to opt for isiZulu. This was what Mrs Ndlovu had to say:

In all Departmental meetings where this matter was part of the agenda, it was put across as an instruction to offer isiZulu as a First Additional Language. We were always reminded that this is KwaZulu-Natal province where the majority of learners speak isiZulu as Home Language. Therefore, we had to be considerate, by choosing the language of the majority.

Mr Khambule revealed how difficult it was to reach this decision:

The introduction of isiZulu put me in a dilemma. I was acting principal who had to comply with my employer, who was not going to pay for isiZulu teachers. On other side as black African principal, I was under pressure from SADTU union officials, who were on the campaign to transform former white schools. Should I have tried to convince parents to opt for Afrikaans, because of financial implications I would have been perceived by my union`s leadership as anti – progressive.

This seems to suggest that black African principals experienced more management problems, which could have been avoided if the introduction of isiZulu was well structured by adding more posts to schools which favoured the idea. This would have resulted in staff being certain that their jobs were safe. This certainty would have resulted in good performance, as it used to be. They would have not been any resignation. SGBs would have saved money for other school activities rather than paying salaries for SGB paid staff teaching isiZulu. But nonetheless, isiZulu was introduced as part of curriculum. Black African principals` duty was to apply instructional leadership to ensure an academic excellence not only to this subject, but also to all other learning areas. This is in line with James Weber (2011) in his Instructional Leadership Model, where he indicates that academic excellence can only be achieved if principals become instructional leaders. According to him ` a principal who is an instructional leader, provides guidance for the school programmes, sets academic objectives, organises the instructional programme, and supervises and evaluates teachers` work.

4.11 Experience regarding learners` transfers from participants` schools

Some black African principals managing former white schools were in agreement that as soon as they became principals, there were some doubts from certain parents as to whether these schools would still maintain the quality education they were known for. The responses

revealed that most well off parents (including some black African parents) removed their children to schools which were managed by white principals.

The participating participants reported that some well off parents transferred their children to schools managed by white principals. This suggests that such parents still did not have confidence in black African principals. They would rather pay a lot of money and take their children to schools which are managed by white principals, regardless of their performance.

Mr Khambule reported that this transfer of children from his school affected the school financially. As a result, he had to reduce a number of some SGB educators, because he could not afford to pay them:

> It became very difficult to run the school, because parents who were paying school fees removed their children. I received many complaints and accusations from parents who complained that there were so many learners in one class yet they were paying lots of money. They demanded the reinstatement of the SGB staff or they would remove their children, and they did so.

Mrs Cira reported her management experiences regarding the high number of parents who applied for subsidies:

> I also experienced the same situation where many parents who were paying school fees removed their children. That means our school was no longer in a position to provide adequate resources, so the number of teacher assistants had to be reduced. It also became very difficult to pay services such as water and lights.

Documents from five schools of the participating principals, revealed a shocking statistic that as from 2012, there were many transfer reports issued for learners who now enrolled at schools that were still headed by white principals.

4.12 Parents applying for subsidy

According to Christie (2006) former white schools known as Model C schools, were regarded as schools for people who were financially viable. As soon as the democratically elected government took over, there were so many laws that were introduced to promote equality and free education for all. The South African Schools` Act was introduced in 1996. Part of its content is to encourage parents who can not afford school fees to apply for school fees exemption. This means that black African principals took over schools which had to be kept,

maintained well, employ SGB staff members, acquire resources because there were parents who paid school fees. Unfortunately, when black African principals took over, they encountered some management challenges where the numbers of enrolled learners increased, yet they were very few parents who paid schools fees. The number of parents who applied for exemption kept on increasing.

> The most difficult part was that the same parents who were unable to pay school fees, complained that as soon as a black principal took over things fell apart. There were remarks such as; when the school was under white principals, the school provided quality education. This irritates me, because some parents do not want to pay, yet they still expect miracles.

The documentary review showed that while these schools were receiving learners who wanted to be enrolled, most of their parents were not in a position to pay school fees.

When they were asked about the financial support from the Department of Education, their responses were more or less the same. Mr Khambule and Ms Mngcenge responded by saying that their schools are classified as Quintile 5. Mrs Cira expressed her frustration as follows:

> We are under huge pressure from the Department of Education and parents. We   are expected to transform these schools, but as indicated above we do not have the ammunition.

> We were the champions persuading parents, to opt for isiZulu instead of Afrikaans, because we regarded ourselves as agents of change. The Afrikaans was dropped, but there were so many management and curriculum challenges:
> - Not enough textbooks for isiZulu.
> - Several complaints from parents regarding some isiZulu educators about them `hitting` children. They demanded these children be removed. Most white parents complained that there was no clearly structured work for isiZulu.
> - We are compelled to enrol learners regardless of whether their parents would be able to pay school fees or not.
> - We are expected to give learners school fees exemptions, at the same time parents and the Departments expect us to provide quality education. Every year we fill forms for re-imbursement, but we receive nothing.

- Our norms and standards (money from the Department) are a joke, they do not even cover six months water and electricity bills.

- We do not receive much support from the Works Department. We are classified as well off schools, we are always told that there are schools that are more needy than us, yet we enrol learners from all Durban South areas (including townships such as Lamontville, Umlazi, Merebank, Chatsworth, Folweni, and Umbumbulu). Therefore, when anything needs repairs we have to do it from the dwindling SGB money.

Seemingly, all these management experiences which appeared as problems, were beyond the black African principals` control; on the other hand, staff members from former white schools had encountered so many new things: such as new black African principals, new learners, new staff members from diverse racial background and change of curriculum with the introduction of isiZulu as First Additional language instead of Afrikaans, that for black African principals to unite these staff members and maintain academic excellence, they had to possess transformational leadership qualities. Northouse (2001) defines transformational leadership as the ability to get people to want to change, to improve and to be led. It involves influencing associates` motives, satisfying their needs and showing they value them. This is very true, black African principals managing former white schools need to value teachers` knowledge and skills, by realising that although they are principals their teachers can offer a lot, in terms of their understanding and experience in working in the former white schools. This would benefit these schools.

All black African principals agreed that working in former white schools with other races had helped them in realising the importance of certain areas that perhaps had not been prioritised before. They all admitted that their management skills and knowledge had improved in areas such as: managing one image, managing time, and managing ones attitude.

4.13 Managing image

Principals interviewed agreed that apart from hiccups when they arrived and when they were trying to establish themselves, working in former white schools had helped them improve their image and contributed to their smooth management of schools. Ms Mngcenge mentioned the following reason:

Working in former white school has equipped me with great ideas in terms of public image. The fact that many parents removed their children from other schools to bring

them to my school, itself, showed that they wanted a school where the principal as the head of the institution portrayed a positive image. In working with my SMT, I noticed that such a positive image was shown. In fact, we have encouraged each other formally, and informally that such image had always to be shown in our:

- Personal appearance – the way we dress.
- Posture –and movement as these are indications of our self image and self confidence.
- Manner of speaking – as principals I should display professionalism
- Quality of work – as we expect educators to produce quality work, as Principal and SMT have to lead by example

4.14 Managing time

According to Ngcobo (2008) there is a concept known as African time, where it is official for some African people not to adhere to the time agreed upon. All black African people interviewed admitted that they were affected by this belief. This was because when they arrived in former white schools, things were the other way round, most white people believe in punctuality. Therefore, black African principals managing former white schools perceived it as an embarrassment for them to arrive late while educators come as early as 06h30 in the morning. Mr Khambule reported as follows:

> I must admit that when I arrived at this school I did not understand why some staff members arrived as early as early as 06H00, while I was still waking up. I also noticed that with all documents needing to be submitted, were done timeously. Working in this school has developed me in terms of performing management tasks, such as planning, organising, leading and controlling. I have learnt to value time, knowing that time is money, punctuality is virtue, hence, I always utilise time effectively. This results in proper planning, organising, leading and control. In everything I do, I am always conscious and mindful of the value of time.

4.15 Managing attitude

The participating principals were asked how they changed the pessimistic attitude which was directed at them during their arrival, to becoming more optimistic, which eventually benefitted their schools?

The black African principals, who served as deputy principals under white principals, reported that although there was some rejection as indicated in 4.3.2., they learnt many good methods regarding management and leadership of these former white schools from the previous white principals and SMT members. Ms Mngcenge reported how her former principal (and current deputy principal) advised her when the day for his retirement was imminent:

> I am about to leave, I trust and have confidence that I am leaving the school in good hands. I understand that you are coming from a different environment, but working with Miss Q, who would be your acting deputy principal, there would be no problem, you would continue making a good team.

> Some words of advice, as a manager, you will have to face people, situations and circumstances that you would rather avoid, but please, you must always make sure that you maintain a positive frame of mind. This will benefit you and the school if you develop the skill of maintaining a positive outlook, even in the face of difficult circumstances.

Ms Mngcenge maintained that advice of this nature strengthened his management skills. This is because as she worked under her previous white principal, she was very impressed by her predecessor management and leadership style, the way the school was managed in all areas of management, including those tasked to the Heads of Department.

> When I took over to become the principal, I received full support from the HoDs, who worked with my previous principal. I must admit, as I had indicated above that when I arrived there were some differences, mistrust, rejection, exclusion, all that was water under the bridge. I think it was because when I arrived I maintained a positive frame of mind. This eventually, worked to benefit the school and the nation as a whole. I must complement my SMT and educators for the improved support they always give me, working together we managed to do some transformation at our school. I think part of the reasons for such wonderful support, was that I always develop the skill of maintaining a positive outlook, even in the face of difficult circumstances.

The other principals too, expressed their praise and admiration in terms of what they had learnt from their predecessors, deputy principals and heads of department, in supporting

school activities and dealing with educators in their departments. Black African principals also learnt from teachers in dealing with learners and fellow educators. Just like Mrs Mngcenge, black African principals learnt that a positive attitude goes a long way, in managing schools. Therefore, they learnt that it was important for them as principals to remain positive. What they had learnt from their colleagues can be summed up in the following manner:

> ➢ Always make sure that they have a positive vision and mission for their schools.
> ➢ Make sure they succeed in reaching their goals.
> ➢ Change difficult circumstances into challenges.
> ➢ Surround themselves with positive people.
> ➢ Do forward planning – be proactive and not reactive.
> ➢ Do not get upset by setbacks; transform them into challenges.
> ➢ Believe in what they are doing, and base their belief on knowledge and love.
> ➢ Become a good motivator.
> ➢ Become a good communicator.
> ➢ Take pride in their work.

The fact that black African principals adopted the strategy of using a positive image, means this strategy worked for them. This is because they all agreed that at the third phase, they worked well with their white colleagues serving in the management. All black African principals managing former white schools stated that they were all willing to learn and to adapt themselves to the new working environment.

4.15 Emerging issues

It emerged that participants were part of the group of the black African principals now managing former white schools. Two of them applied voluntarily while and were active members of the South African Democratic Union. Four of the remaining six principals were above PPN at their schools and thereafter CTTed to the former white schools. It emerged that the latter teachers were not keen to leave their schools, as they were compulsory temporary transferred to former white schools. They were joining former white schools but unhappy about the system.

It has also emerged that the CTTed principals were not warmly welcomed by the receiving schools (former white schools). The two participants who voluntarily applied and were

recommended by the SGB, also encountered some challenges, such as rejection, wondering whether they would fit in, being perceived as failures and incompetent managers, who lost learners from their schools to private schools.

It emerged that black African principals with management qualifications experienced less challenges compared to those who had qualification/s not related to management. This suggests that managers who develop themselves with management studies stand a better chance to withstand any challenge related to their career. It also emerged that apart from the role played by the qualifications in one`s personal development, active involvement of SADTU members whether as principals or SGB chairpersons somehow contributed to the transformation process of these schools.

It emerged that the arrival of black African principals in former white schools resulted in problems. Some principals resigned to take up posts in private schools, some took early retirement and one apparently mysteriously committed suicide. Similarly, some teachers felt uncertain about their future, hence, sought employment elsewhere.

It also emerged that the departure of white principals resulted in a paradoxical state, where black African deputy principals who were sent to serve under the former white principals ended up being school managers, at schools which had never been managed by a black African in the entire history of their existence. It emerged that although the departure of white principals presented the opportunity for black deputy principals to act, this opportunity was accepted with mixed feelings, based on the mistrust which resulted in the fear of sabotage. The feeling that most SMT and some staff members did not believe in them, undermining their authority, and showing more respect to their deputy principals.

It also emerged that despite the mistrust that seemed to exist in the first place, This mistrust gradually disappeared. Black African principals, SMTs and staff members, slowly began to realise that they had so much to offer each other. As a result, it emerged that most black African principals were fully supported by management and some staff in their appointment as principals. Black African principals also enjoyed working with most of their SMT members, and they too, made sure that the white deputy principals were recommended in the deputy posts they had vacated. The HoDs posts which were vacated by white deputy principals were offered to Indians. It emerged that this blending worked well for the betterment of the schools: staff commitment improved, and all SMT members from all four primary school were in favour of the introduction of isiZulu as the First Additional Language.

It emerged that black African principals commended SMT and some educators for their work ethics. They acknowledged that though they were principals they were also learning a lot from these former white schools, in terms of improving their management knowledge and skills.

The next chapter focuses on the summary, conclusion and recommendation of the study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.

5.1 Introduction

The preceding chapter presented and discussed the data generated from semi – structured interviews and documents review. This chapter addresses three issues: firstly it summarises the study, secondly, it draws conclusions from the findings, and thirdly it suggests recommendations in response to the conclusions.

5.2 Summary of the study

Chapter One set the scene. As a background, I reported that that the intention of the KwaZulu - Natal Department of Education is to ensure that educators who were historically discriminated against, are able to derive full benefit from an equitable employment environment. This is achieved through the legal frameworks mentioned-below. In the first chapter I further argued that there was a general tendency by some people to look down upon black Africans was explained. Based on this tendency, the study investigated management experiences of black African principals in former white schools. I examined the policy frameworks including the Constitution of South Africa (1998), Labour Relations Act (1996), Employment of Educators Act (1998) South African Schools Act (1996), and Employment Equity Act (1996). The purpose of the study, statement of the problem, research questions and significance of the study were stated. Lastly, I defined the key terms of the study.

In Chapter Two, I reviewed related literature from diverse local, continental and international works. In this chapter, I also discussed management tasks namely planning, organising, leading and controlling. This was followed by an examination of the theoretical frameworks of the study namely Change Management Theory and Transformational Leadership Theories.

In Chapter Three I described the research design and methodology of the study. Therein I reported that the study adopted a qualitative research approach involving a multi-site case research design. The qualitative research approach involved two data collection instruments namely; semi-structured interviews and documents analysis. Semi- structured interviews were conducted with six school principals. In this Chapter I described and justified the sampling, data generation and analysis procedures adopted. In the last sections of the chapter I described the ethical and trustworthiness procedures I followed.

In Chapter Four, I presented and discussed the data. The first section provided the background information of the participants. The second section was to do with the management experience of the selected black African principals on their arrival at former white schools. The third section was about management experiences when some of them were acting principals. The fourth section was about their current management experience as officially appointed principals. This chapter ended with emerging issues based on the responses.

Chapter Five is an overall reflection on each chapter of the entire research project. Key findings regarding the school principals were:

- ❖ Fear of the unknown.
- ❖ Feeling of exclusion.
- ❖ Feeling of sabotage.
- ❖ Resistance to change.
- ❖ Induction programme.
- ❖ Staff members` commitment.
- ❖ Staff blending and development of trust.

5.3 Conclusions

In my conclusions, I tackled the above-mentioned findings.

5.3.1 Fear of the unknown

I found that all the participant black African principals including those who applied voluntarily and those recommended by the SGBs and principals did have some diffidence, because their move from townships schools was a big change to them. Furthermore, the majority of these black African principals were not psychologically and mentally prepared, instead it was made very clear that their transfers, especially, the CTTed one were compulsory, failing which disciplinary action would be taken.

5.3.2 Feeling of exclusion and resistance to change

Regarding a feeling of exclusion, findings indicate that most of the participant black African principals were not warmly received in the schools they went to lead. They were subjected to rejection which made it very difficult for them to work collaboratively with staff members. They did not feel being part of the team, their previous principals did not (except Mr

Maphumulo and Mrs Cira) recognise them as their deputy principals. When they became acting and officially appointed principals, they encountered a situation where their SMT did not want to accept them as their as principals, instead they kept on referring to the previous principals by saying "*this is how we have been doing things with the previous principals*". This in itself seemed to be an indirect way of excluding them and their ideas. This caused division and mistrust among the SMT members. Hence, with all these divisions and alienation, caused by exclusion, seemingly black African principals operated under the fear of sabotage, because there was lots of mistrust.

5.3.3 Induction programme

It was evident from the participating principals (except Mrs Cira) that despite the exclusion they experienced, induction programmes to familiarise them with the schools` procedures were not offered. This indicates that black African principals were on their own, they had to sink or swim. This was not a good start for principals who were not used to the new system.

5.3.4. Challenges in curriculum change

The change of curriculum by introducing isiZulu as the First Additional Language replacing Afrikaans resulted in most white staff being uncertain about their future. Some of them resigned and sought employment in private schools. The findings also indicate that former white schools` SGBs had to pay lots of money, employing isiZulu teachers, which by right had to be employed by the Department of Education, because curriculum change was brought by it. The findings revealed that these resignations and transfers worried black African principals and some parents, who saw these schools becoming more and more dominated by non- white staff members. This was one hurdle that black African principals had to overcome as most parents removed their children from townships where usually most staff members are blacks.

In my conclusion, I draw from Makhanya`s (2013) conclusion, where he indicates that "experience, prior knowledge, and appropriate qualifications are not always a sufficient guide to equipping newly promoted principals with the expertise demanded by their mandated duties". I share the same sentiment with him, because this is similar to this study, black African principals whether they were CTTed or voluntarily applied to former white schools, seemingly, were not capacitated so that there would be a smooth transfer of happy and confident deputy principals and principal respectively, ready to join new staff and implement

management duties in the former white schools. Capacity-building would have been so important to equip them with knowledge and skills in order to be in a position to face and to overcome any challenge at the former white schools.

5.4 RECOMMENDATIONS

Based on the above conclusions, I propose the following recommendations.

5.4.1. The necessity of state of readiness workshop

The Department of Education is one of the government departments where major reforms are taking place to enhance transformation and equity. I recommend that once educators are identified that they are above the Post Provisional Norms (PPN) and are to be CTTed, especially to schools which are dominated by races other than theirs, be counselled by experts, in order to prepare them about what to expect and how to deal with unwelcome situations. These experts would counsel and prepare them through the Departmental induction programme that would be in place. I recommend that in order to achieve the departmental vision of ensuring transformation and representivity at school level as is stated in the preamble of the South African Schools Act, all schools should have induction programmes where both the CTTed and newly promoted management members and principals of the receiving schools are psychologically prepared for these changes. Apart from preparing teachers and principals, this Department of Education tasked with this induction programme, should also involve other stakeholders such as School Governing Bodies and unions. The Departmental officials would have to work closely with school principals or SMT educators tasked to deal with induction programmes.

5.4.1.1 Induction programme at school level

As indicated above, apart from an induction programme at Departmental level, it is also recommended that an induction programme at school level is in place. Suitable opportunities would be: staff and subject meetings, class visits, informal conversation, delegations with all the necessary powers to carry out the instructions, social functions and presentations to staff.

5.4.2. Feeling of exclusion and alienation

I propose that school principals facilitate the development of staff members about democratic principles, promotion of human relations, tolerance, importance of team work, instilling a sense of belonging, so that nobody would feel excluded in all spheres of school operations.

5.4.3. New policy formulation

The study`s findings show that some former white schools were still operating within the policies that existed prior to the democratic dispensation. To some staff members these policies seemed to be working perfectly well. On the other hand, newly joined staff members perceived these policies as totally not accommodative. Statements such as ***"This is how we have been doing things with the previous principals"***, seems to be problematic. With this in mind, it is highly recommended that the new black African principals should work with staff members to revisit their policies.

5.4.4. Networking with other public and private school principals

It was indicated in Chapter One that the black African principals, managing former white schools, have their own forum, where they discuss and share challenges they encounter on a daily basis. Having this forum is commended, because they are expected by all the stakeholders, to take these schools forward. Hence, it is recommended that they expand their networking, not only to black African principals managing former white schools, but also to other white school principals managing former white public and private schools. The motive behind this, they will have to share ideas on some issues such as: fundraising, in order to maintain SGB staff and to enhance commitment among staff, so that quality and excellent education is maintained.

5.4.5. Staff blending and development of trust

The findings have suggested that in schools where black African principals and white deputy principals are supporting each other, there is a harmonious relationship and trust. Hence, it is recommended that the Department of Education encourage this blending and team - work which filters through to other staff members. This is because all races feel comfortable when they see that a person of their own colour seems to be in a good working relationship with their principal, who is a black African person. It is further recommended that teachers from other races such as whites, Indians and Coloureds be also encouraged to take posts in townships and rural areas. This blending might help to stop mass movement of learners from townships to former white schools.

5.5. Recommendations for further study

The study has only explored the management experiences of six black African principals in former white schools. The findings cannot be generalised. I therefore suggest that further research should be conducted to include more black African principals managing former white schools. Furthermore, it would be of benefit to the Department of Education, if studies of this nature are conducted in other Districts.

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APPENDIX A

UNIVERSITY OF ™
KWAZULU-NATAL

INYUVESI
YAKWAZULU-NATALI

08 April 2013

Mr Zamokuhle Innocent Khuzwayo 9307182
School of Education Management and Leadership Policy
Edgewood Campus

Protocol reference number: HSS/0092/013M
Project title: Exploring the management experiences of black African principals in former white schools.

Dear Mr Khuzwayo
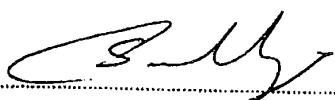
Expedited approval

This letter serves to notify you that your application in connection with the above has now been granted full approval.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach/Methods must be reviewed and approved through an 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 school/department for a period of 5 years

Best wishes for the successful completion of your research protocol.

Yours faithfully

....
Professor Steven Collings (Chair)

/px

cc Supervisor Professor Vitalis Chikoko
cc Academic leader Dr D Davids
cc School Administrator Ms Bongekile Bhengu

INSPIRING GREATNESS

APPENDIX B

kzn education

Department:
Education
KWAZULU-NATAL

| Enquiries: Sibusiso Alwar	Tel: 033 341 8610	Ref.:2/4/8/221
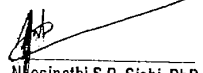
Mr Zamokuhle Innocent Khuzwayo
58 Haviland Close
Wiggins
4091

Dear Mr Khuzwayo

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **Exploring Black African Management Experiences in Former White Schools**, 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 01 July 2012 to 31 December 2013.
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 Mr. Alwar at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department   Please address it to The Director-Resources Planning, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to the following Schools and Institutions:
    a. Montclair Senior Primary
    b. Yellowood Park Primary
    c. Mowat High
    d. Khulangokwazi LSEN School
    e. Carrington Primary
    f. Hunt Road High
    g. Woodlands Primary
    h. Ningizimu LSEN

_____
N osinathi S.P. Sishi, PhD
Head of Department: Education

2012 | 07 | 20
Date

...dedicated to service and performance
beyond the call of duty.

A letter to the black African Principals in the former white schools

58 Haviland Close

Wiggins

4091

18 March 2013

Dear Sir/ Madam

REQUEST FOR PERMISSION TO CONDUCT A RESEARCH INTERVIEW

I kindly request to conduct an interview with you

I am currently registered student for the Master of Education (Education Management) at the University of KwaZulu Natal (UKZN). In order to meet the requirement of this degree, I am expected to conduct a research interview and submit a dissertation to this.

My topic is `` *Exploring management experiences of the black African Principals in former white schools*``. This research requires that I interview you as Principal of the formerly white school. You will decide the date and the suitable time. I also request that the interview be tape recorded to save time and to ensure that I do not miss useful information during our conversation.

I assure you complete anonymity and confidentiality of every response you make.

Should you need further information in the process of considering the request, please contact my Supervisor, Professor V. Chikoko, phone No: 031-2602639

I hope my request will be taken into consideration

Yours faithfully

Mr Zamokuhle Khuzwayo

Contact details   :   0832268143

 Email address principal@woodlandsps.co.za

APPENDIX D

Declaration of consent from the school principals

I …………………………………………………………………… (full name of the participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participate in the research project. I understand that I am at liberty to withdraw from the project at any time should I wish to do so.

Signature of Participant: ……………………………   Date: ……………………….

Thanking you in advance

Zamokuhle Innocent Khuzwayo

Percentage of African Educators in Schools that participated

Legend:
- Mr Khambule's school (green)
- Mr Mlebuka's school
- Mr Maphumulo's school (red)
- Ms Mngcenge's school (yellow)
- Mrs Ndlovu's school (orange)
- Mrs Cira's school (blue)

Values shown: 10, 9, 22, 30, 9, 95
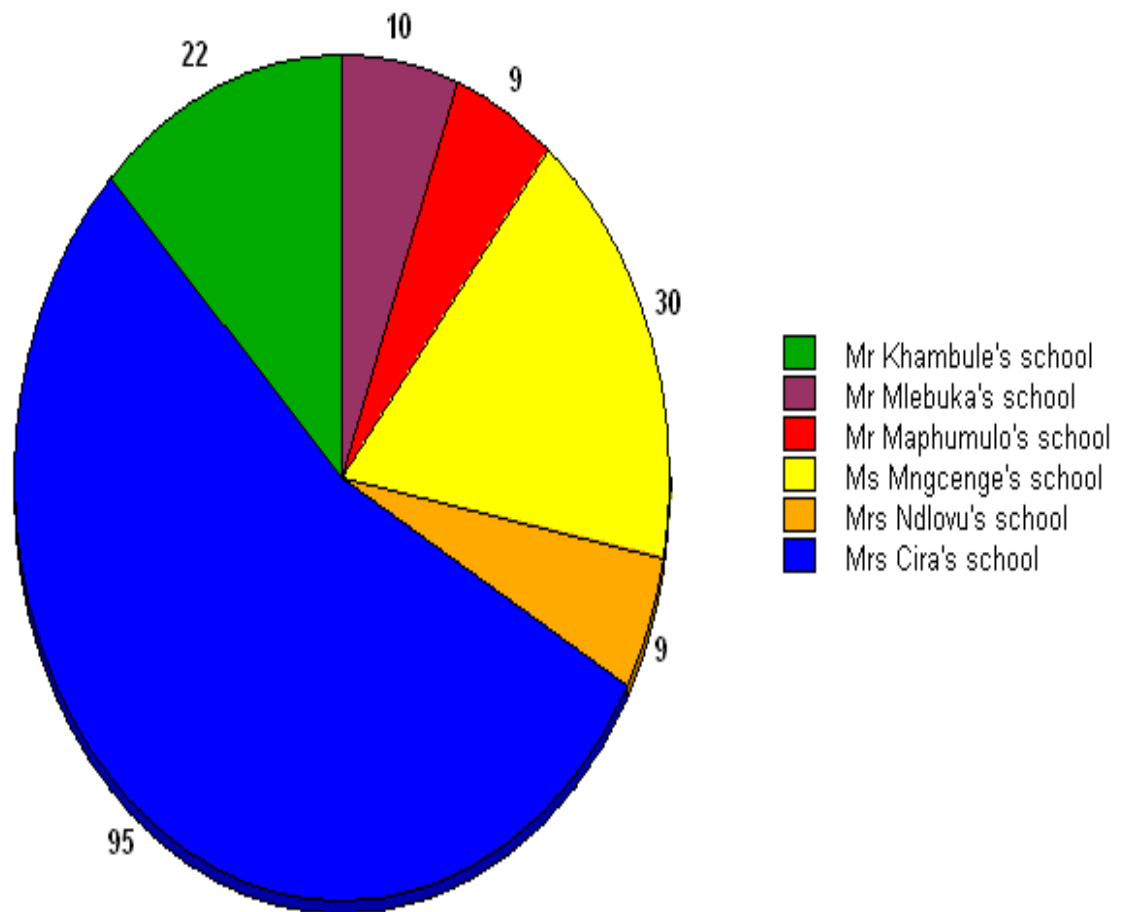
SMT Members in Mr Mlebuka 's school

33

0

17

50

Africans
Whites
Indians
Coloureds
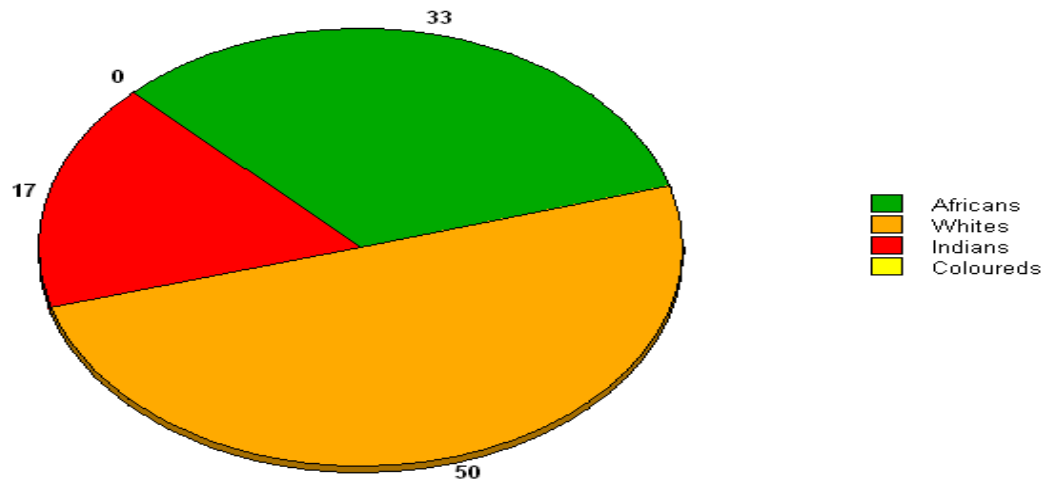
SMT Members in Mr Maphumulo 's school

33

0

17

50

Africans
Whites
Indians
Coloureds
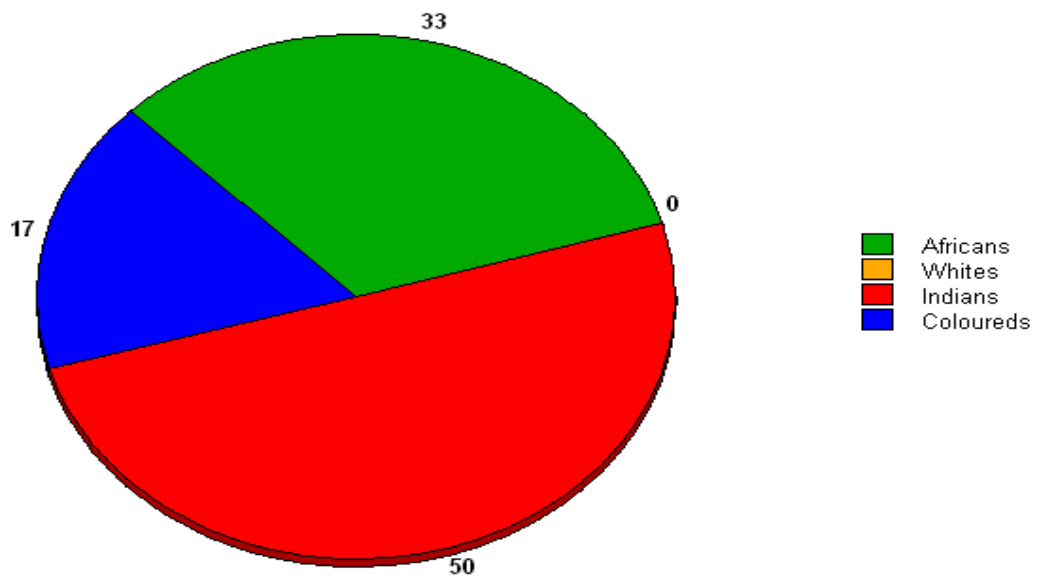
SMT Members in Mr Khambule 's school

20
0
40
40

Africans
Whites
Indians
Coloureds
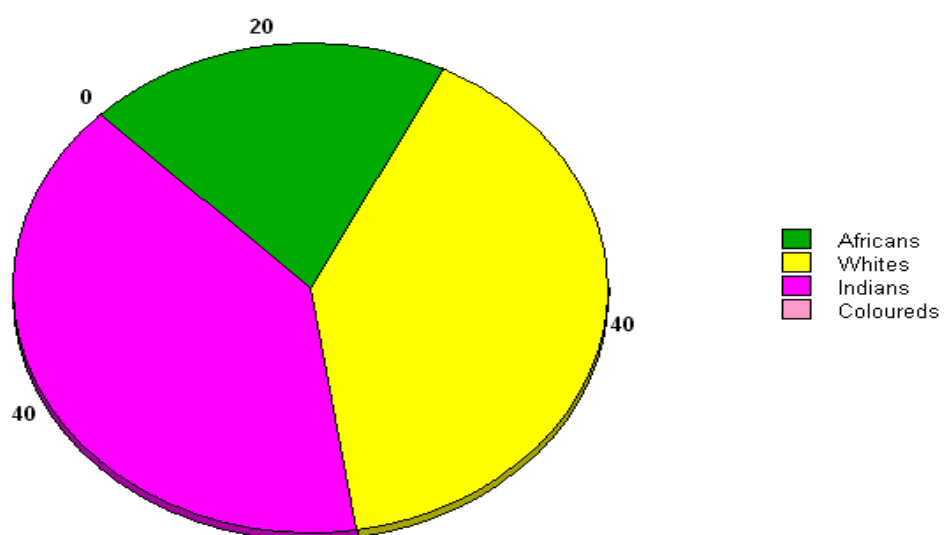
SMT Members in Ms Mngcenge 's school

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Africans
Whites
Indians
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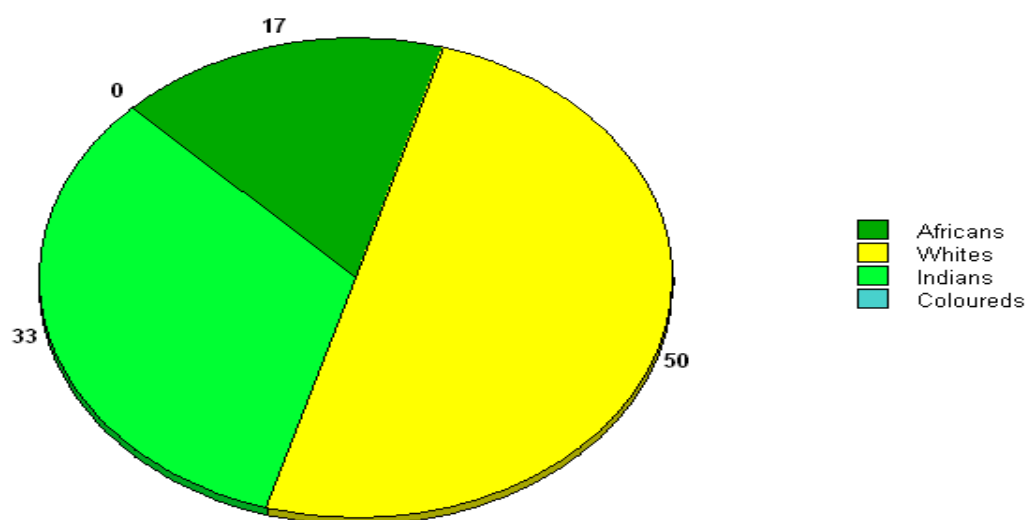
SMT Members in Mrs Ndlovu 's school

17

33

17

33

Africans
Whites
Indians
Coloureds

SMT Members in Mrs Cira 's school

17

0

33

50

Africans
Whites
Indians
Coloureds
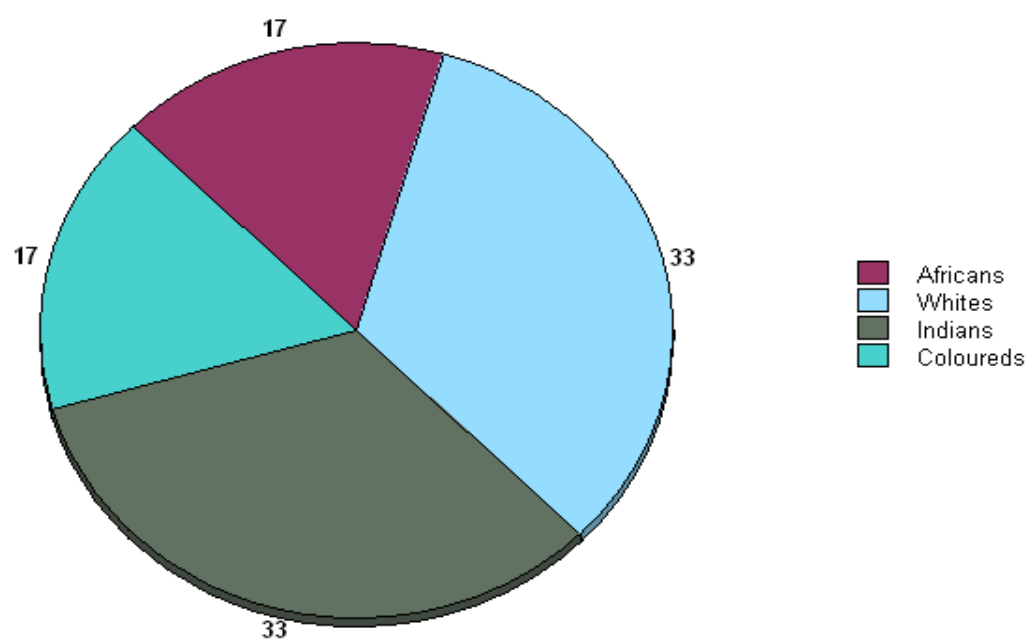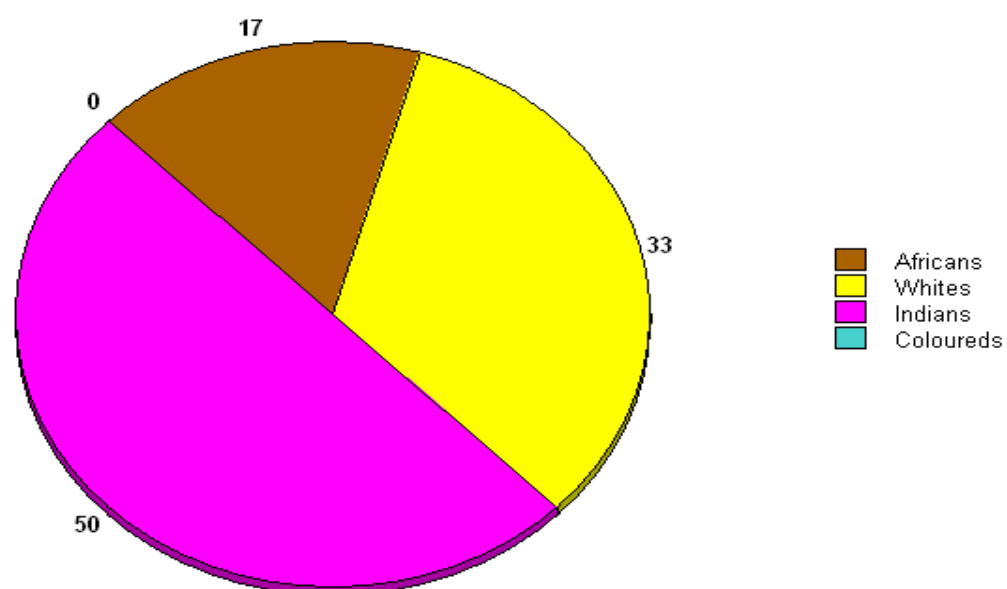
APPENDIX G

INTERVIEW SCHEDULE

INTERVIEW SCHEDULE FOR SCHOOL PRINCIPALS

Interview Schedule for School Principals

Introductory section A

Good morning, thank you for allowing me to interview you. I would like to remind you that this study is about " exploring the management experiences in former white schools". Your contributions to this research will be appreciated.

Can you please introduce yourself, in your introduction, please include your qualification/s and how and when you arrived at your school.

Introduction:

Name: _____ Surname _____

Qualification/s: _____

How and when did you arrive at this school?

_____

_____

_____

Section B: School's background

Please share with me a brief history of this school. Please state some highlights which you think are key issues from the time you started to date, and the learners and staff demography.

Section C - Main Question

What have been your experiences as black African principal managing former white school?

Section D: Management Tasks

➤ **Planning**

1. What are your experiences in the process of planning?

2. What have been your challenges?

3. What is your experience, regarding staff participation in the planning process and in decision making?

4. What are your management experiences in the allocation of resources?

➤ **Organising**

1. Describe the organisational structure of your school?

2. How useful are the committees at your school?

3. How do you co-ordinate school activities?

4. Does the culture of the school encourage delegation of duties or does everything revolve around certain individual staff members ?

➤ **Leading**

1. What is your approach to leading your staff?

2. What are your management experiences in conducting meetings with staff, School Governing Body and learners?

3. What are your experiences in communicating with parents and learners?

4. What are your experiences of the amount of conflict in the school?

➤ **Controlling/ evaluating**

1. What are your experiences in checking educators' files and learners' books?

2. What are your experiences with staff compliance with Departmental circulars and also about decisions taken by the school management team?

3. What control mechanisms exist in controlling and supervising academic work and absenteeism?

    3.1.   How do your staff members respond to these control mechanism?

4. What are your experiences in dealing with parents when you apply disciplinary measures to their children?

5. What are your management experiences in controlling financial matters?

SCHOOLS' DOCUMENTS ANALYSIS

LOG BOOKS
SGB MINUTES
STAFF MEETING MINUTES
SMT MINUTES
LEARNER TRANSFERS
LEARNER ADMISSIONS
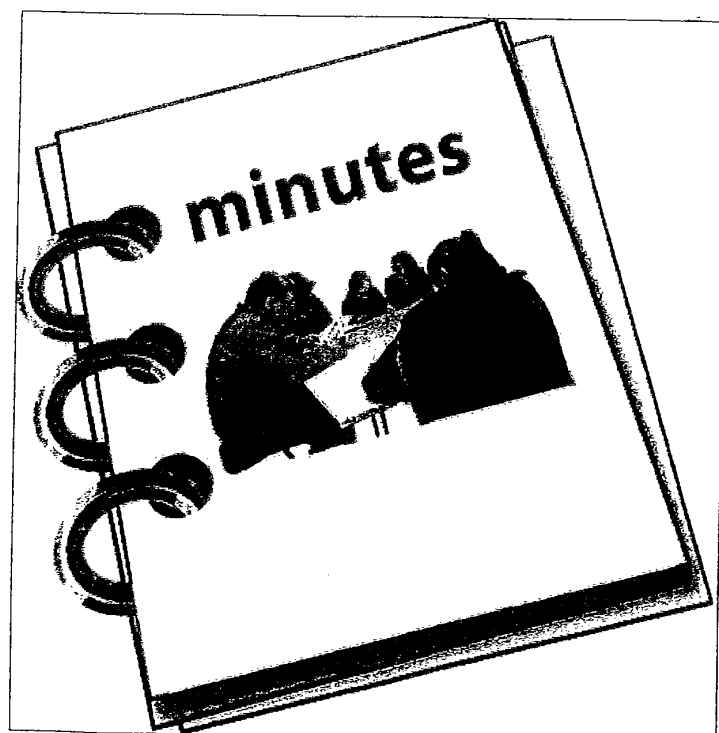
APPENDIX I

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LANGUAGE CERTIFICATE

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25 Maple Crescent	Phone 031 – 7075912
Circle Park	0823757722
KLOOF	Fax 031 - 7110458
3610	E-mail:
	wyebanksec@telkomsa.net

Dr Saths Govender

3 DECEMBER 2013

LANGUAGE CLEARANCE CERTIFICATE

TO WHOM IT MAY CONCERN

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

'Exploring the management experiences of black African principals in former white schools: a multiple case study of six principals in Durban' by Z. I. Khuzwayo.

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 Paed. (Arts), B.A. (Hons), B Ed.
Cambridge Certificate for English Medium Teachers
MPA, D Admin.

APPENDIX K

TURNITIN REPORT

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