

**EVALUATING THE IN-SERVICE SCHOOL LEADERSHIP TRAINING
OFFERED BY THE UNIVERSITY OF NAMIBIA TO PRINCIPALS IN
OSHANA REGION**

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION
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BY

CHARL MARTHINUS THERON

200237454

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SUPERVISOR: DR ALBERT ISAACS (UNIVERSITY OF NAMIBIA)

ABSTRACT

Many scholars have criticized leadership training approaches for concentrating too much on technological barriers and administrative skills while ignoring internship. It is, therefore, the purpose of this study to evaluate what the principals learn in the Diploma of Educational Management and Leadership training and what its impact is. The research design for this study is a mixed methods approach applied using a case study design. The researcher used an interview guide and questionnaire as instruments to collect data. The total population of the study was one hundred and thirty-seven (137) principals that were trained by UNAM. A random sampling technique was used to select principals that underwent the training in Oshana Region. Eight principals were randomly selected from those who completed the programme. Data were analysed by arranging responses according to the research questions, and applied an inductive approach. Findings from the study reported that principals in the Oshana region, Namibia, noted the relationship between what principals learned in the DEML and their leadership responsibilities in schools and some insights have been provided. In relation to their experience regarding the in-service training, the following suggestions are made: The programme should be more practical than theoretical, more contact sessions should be included, a post- evaluation of the programme should be done with participants to assess the practicality of the content learned, and the programme should include ministerial policies of MoEAC. All of these suggestions could substantially assist in educating principals and act as a learning process for educators.

Keywords: leadership, evaluate, in-service training, principals, learning

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LIST OF ACRONYMS AND ABBREVIATIONS

ACE- Advanced Certificate in Education

BETD- Basic Education Teachers Diploma

DNEA- Directorate of National Examination and Assessment

DEML- Diploma in Educational Management and Leadership

MoEAC – Ministry of Education Arts and Culture

UNAM – University of Namibia

MoEAC – Ministry of Education, Arts and Culture

DEDICATION

This research is dedicated to:

My Heavenly Father for the mercy and grace, and for guiding me with patience and perseverance throughout my study period;

My wife and pillar, Yolandy Elana Theron;

Our precious children, Lévardo George Theron, Charlana Marthiné Theron and Tesheeda Wilmari Keiana Theron;

And my parents, Karel Marthinus Theron and Wilhelmina Helena Theron.

I love you all so much; you are my greatest inspiration!

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DECLARATIONS

I, Charl Marthinus Theron, hereby declare that this study is my own work and is a true reflection of my research, and that this work, or any part thereof has not been submitted for a degree at any other institution. No part of this thesis/dissertation may be reproduced, stored in any retrieval system, or transmitted in any form, or by means (e.g. electronic, mechanical, photocopying, recording or otherwise) without the prior permission of the author, or The University of Namibia in that behalf.

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October 2023

Name of Student

Signature

Date

CHAPTER ONE

INTRODUCTION AND ORIENTATION OF THE STUDY

1.1 Introduction

This study aims to assess the impact of what principals learn during their training for the Diploma in Educational Management and Leadership. This chapter focus on keys aspects such as Statement of the problem, Research Questions; Significance of the study; Limitations of the study; Delimitations of the study; Definitions of terms and the Summary of the chapter. Every year the national statistics for the Directorate of National Examination and Assessment [DNEA] (MoEAC 2019) indicates the percentage of learners that qualify for admission to institutions of higher learning is very low. This is so because many schools around the country have high rates of failure, which can be traced back to poor school leadership styles in most cases (Hausiku 2015).

There is research evidence suggesting that the key element in improving learner performance is school leadership (Hockmeyer, 2015). Put differently, it is believed almost unanimously that the domain of school leadership is vital to improved learner achievement and school effectiveness (Ingersoll, Sirinides, & Dougherty, 2018). Consequently, it is interesting to note that effective school leadership is regarded as critical for effective promoting academic outcomes for learners (Day, Gu & Sammons, 2016). Therefore, the primary duty of the school leaders is to ensure that learner achievement is at its full potential (Karadağ, 2020). Above all, principals as school leaders are regarded as being responsible for enhancing the improvement of teaching and learning, and for the improved achievement of learners. Thus, they are responsible for setting high expectations, monitoring and evaluating the success of the learning

outcomes. Hockmeyer (2015) highlights that positive learning culture would allow learners to become effective, enthusiastic, autonomous learners dedicated to continuous learning.

Consequently, the school principal plays a very crucial role in the school and in education in terms of influencing and guiding teachers and learners to achieve successful outcomes. Maina (as cited in Kapur 2018) underpins this by stating that the key role of leadership aspects in influencing learners' academic outcomes is focused on the administration and management of the school, with proper regulations, policies and management being enforced in an effective manner, thus improving learners' academic performance. Additionally, Geleta (2015) argues that the principal must be a strong instructional leader in the field of education to improve the quality of education and learning by communicating a clear vision and mission to stakeholders, managing curriculum and instruction, establishing staff development, resource provisioning and promoting positive instructional climate. Accordingly, when school leaders take the lead in such manner, improvement is inevitable.

Moreover, the success of any school depends on the quality of teachers at that specific school (MoEAC, 2019). The core functions of teachers are to plan lessons and, teach, assess, manage learners when they learn. For teachers to carry out their functions successfully school leadership should put measures in place to ensure there is regular monitoring and supervision of teachers (MoEAC, 2016). Peurach and Marx (as cited in Wilson- Morgan, 2015) underscore that leadership and efficient management are necessary to uphold standards of excellence in classrooms. Conversely, Louis (2015) states that although leaders influence a range of academic outputs, their effect on learners' performance is largely indirect and relatively small in comparison with other factors. This highlights the fact that for various reasons, the connection between

leadership and academic achievement of learners is hard to determine because it is hard to define the direct and indirect effects of the school leader or leaders can have on learners (Choi, 2016). Equally important, Heaven and Bourne (2016) state that it is a common belief that leaders have a major impact on school quality and learners' achievement, hence developing effective leaders is expected and should be considered as a major priority.

As a result, the effectiveness of leaders is a crucial link in the consistency of the school atmosphere and its effects on learning for learners. There is disagreement among scholars on the effects of school leadership on the academic performance of learners (Spillane, Halverson, & Diamond, 2004; Witziers, Bosker, & Krüger, 2003).

Given the importance of school leadership as described in the preceding paragraphs, it is imperative that school principals have to undergo in-service training to acquire the necessary leadership skills.

In 2000, the Ministry of Education, Arts and Culture and the University of Namibia conducted a study in all of Namibia's regions to determine the need for a study programme that could address this problem (UNAM, 2020). Based on the findings of the study, UNAM introduced a level 6 in-service Diploma in Educational Management and Leadership.

While many professional programmes have internship, the school leadership programme is offered on distance only. The curriculum for the diploma provides students with comprehension of educational management concepts, theory and practice. Although the diploma is a professional qualification, students are not required to do internship. Moreover, there is a significant number of educational leaders that underwent the training across the country, yet, there is virtually no

evaluation of the impact of the educational leadership training offered to the educational leaders by UNAM.

1.2. Statement of the problem

Until the early 1970s, school leadership study was dominated by the "theory revolution," which aimed at establishing general laws for effective school principals with the intention of utilizing the knowledge as a foundation in the education of school leaders to evolve school leadership as a career distinct from teaching (Griffiths, 1988). Resultantly, many scholars have criticized this leadership training approach for concentrating too much on technological barriers and administrative skills while ignoring internship (Anjum, 2020; Jeske & Linehan, 2020). In the last two decades, however, research has shown a number of approaches to supporting the professional growth of school principals all over the world (Young & Crow, 2017). Morrison, Rha, and Helfman, (2003) argue that the “essence of leadership development traditionally has been the ability to first understand the theories and concepts of leadership and then apply them in real life scenarios”. On the contrary, these approaches include students doing internship, something which UNAM still has to do.

The interest from students in the programme offered by UNAM is not that high either. This can be alluded to the fact that, upon completion many graduates are not promoted or have a salary increase. Furthermore, to qualify for admission to the Diploma a candidate must meet the minimum requirements of Basic Education Teachers Diploma (BETD) (Level 6) or at least three years of teaching experience. As a result, there is a critical concern of whether higher education leadership development programs are customized to career advancement.

In the year 2021, only 6 students registered for this programme. The low student intake may be attributed to the fact that, UNAM seems to have realised the ineffectiveness of or the need to update its programmes, hence the university is in the process of transforming its programmes including this diploma.

What should therefore be done to determine the strengths and weaknesses of the leadership training offered by UNAM? What do students study throughout the programme and how do they study this programme? How are the learned skills applied? In essence how effective is this training offered by UNAM, with this programme offered only on distance learning?

The training for principals that has been offered by UNAM was never been evaluated to determine its impact on the performance of the graduates. It is, therefore, the purpose of this study to evaluate what the principals learn in the Diploma of Educational Management and Leadership training and what its impact is.

1.3. Research Questions

The following research questions will be addressed:

- a) What educational leadership skills do principals learn in the In-Service School Leadership Training Offered by the University of Namibia (Diploma in Educational Management and Leadership programme) to Principals in the Oshana Region, Namibia?
- b) How does the leadership skills the principals learn in the In-Service School Leadership Training Offered by the University of Namibia (Diploma in Educational Management and Leadership programme) help them improve their job performance?

c) What are the leadership responsibilities of school principals in schools in Oshana Region, Namibia?

d) What is the relationship between what the principals learn in this In-Service School Leadership Training Offered by the University of Namibia (Diploma in Educational Management and Leadership programme) and their leadership responsibilities in schools in Oshana Region, Namibia?

1.4. Significance of the study

This study is essential because there is no research evidence suggesting the effectiveness of the leadership training offered by UNAM to school leaders. The study might create rich opportunities for better understanding of the process of educational leadership development. Furthermore, it might inform the programme developers on establishing suitable strategies that may enable principals to improve their leadership skills and improve learner academic performance and education standards within the country.

1.5. Limitations of the study

Lack of pertinent research studies on the topic might serve as a limitation, as citing pertinent prior research studies may help to lay a foundation for understanding the research problem under investigation.

1.6. Delimitations of the study

This study was limited to principals who completed the Diploma of Educational Management and Leadership training offered by UNAM to principals in Oshana region. The study focused on the In-Service School Leadership Training Offered by the University of Namibia to Principals in the Oshana Region, Namibia. Therefore, the results can only be applied to Oshana Region.

1.7 Definition of terms

The following terms should be understood as defined in this section.

Administration is a process of systematically arranging and co-ordinating the human and material resources available to any organization for the main purpose of achieving stipulated goals of that organization. The basic aim of administration is the need to get things done for defined objectives to be accomplished (Amadi, 2008).

In Service Training is a task designed to improve abilities, knowledge, and attitudes regarding work (Norwani, 2017).

Leadership is the art of influencing others to their maximum performance to accomplish any task, objective or project (Cohen, 1990).

Management is exercising direction of a group or organization through executive, administrative, and supervisory positions (Katz, 1955).

1.8 Summary

The first chapter provided the background the study, statement of the problem and research questions. Furthermore, the significance of the study and the limitations that the researcher experienced while conducting the study were also presented in this chapter.

The next chapter reviewed the literature related to the topic under investigation and seeks to shed light on the concept around principal training and transformational leadership of school principals and the benefits thereof. Literature review places work in the perspective of its influence to appreciate the research problem being studied, identifying new methods to understand previous research.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter presents the reviews of the relevant literature and the theoretical framework that informs this study.

The purpose of this study is to evaluate the leadership training offered by UNAM to principals in Namibia. Therefore, it is necessary to zoom into the sections including training of principals, the elements of leadership and the need for training principals

2.2 Theoretical framework

This research will be informed by the constructivist theory as a basis for how principals learn, as well as a basis for how principals implement what they have learned. Constructivism is a learning theory found in psychology which expounds how individuals might obtain knowledge and learn (Elliott, Kratochwill, Littlefield Cook, & Travers, 2000). Constructivism, an epistemological perspective on the acquisition of knowledge, places special emphasis on four areas: 1) creation of knowledge as opposed to knowledge conveyance and the keeping of information provided by others, 2) Learning is strengthened by social contact, 3) New learning expands on past information, and 4) Effective learning occurs through actual tasks. The student's position is seen as one of creating and altering knowledge (Dagar & Yadav, 2016). It therefore has a direct application to education. Even though it is important for educators to comprehend constructivism, it is imperative to understand the effects this outlook of learning has for professional development (Tam, 2000). A key theme in the theoretical framework of Bruner is that gaining knowledge is an active method, in which participants construct new understanding primarily based on their present day

and past knowledge and experiences (Dagar and Yadav 2016). The theory proposes that individuals construct knowledge and sense from their experiences. Constructivism is based on the work of people such as Piaget, Dewey, Vygotsky, Ernst von Glaserfeld, Kant and Kuhn (Fosnot, 1996). It is fundamentally a theory which is grounded on observation and about how people learn (Bada & Olusegun, 2015). Its notion is that human learning is constructed. In the context of this study, the principals in the learning process, through the training, reflect on prior knowledge and construct their own views of how it is understood through experiences occurring in their physical and social environments. It guides that principals will build knowledge in their own minds through the regulation of their tutors. The constructivist theory points out that people (principals) create knowledge and establish new understanding based on experience and promotes the concept of learning as an active process (development/ training) in which principals can generate new insights based on the existing knowledge and their previous knowledge (Piaget and Inhelder, 1969). The constructivist theory is deemed suitable for this study, as it highlights the importance of emphasizing new and integrative approaches to leadership development, effectiveness and evaluation, focussing on how leaders see their roles, how they may derive meaning from their work and how they assess their development.

2.3 How principals are trained

Refining learner success requires robust school leadership. Principals have a lot to learn on how to oversee all these duties gainfully. Additionally, the effective principals shoulder a collection of responsibilities, comprising setting direction, developing individuals, reforming the organization, and steering instructions (Sutcher, Podolsky & Espinoza, 2016). Effective preparation and training programmes empower principals to recuperate teaching and learning (National Commission on Education,

1993). Furthermore, Muson says developing effective leadership competencies is important to the population (as cited in Hockmeyer, 2015). This is the same in Namibia as a need for effective leaders is much needed to improve teaching and learning (MoEAC, 2017). Two of the most vastly disputed areas in education are how to best prepare principals for a 21st century school and how to evaluate their effectiveness (Pannell, Peltier-Glaze, Haynes, Davis & Skelton, 2015). The improved credit of leadership's significance and the emergent body of evidence on what works in preparing leaders (Mitgang, 2012) and how they learn bid hope that defective training programmes will ultimately be substituted by ones that better mirror the new formations of school leadership and the challenges facing regions. Pannell et al. (2015) highlight that the detachment between how principals are trained and the actualities of today's leadership is compelling institutions, policy makers, and regions through a country to re-examine approaches to leadership training programmes. For example, it is common to find principals in Namibia trained (by UNAM) without any practice of what they have learned. Moreover, in Zimbabwe it is emphasized through the educational leadership training that leader development is inextricably linked to leadership practice, which improves school quality (Chinooneka, 2020).

Similarly, in South Africa, to advocate for training in terms of what principals need to apply in their work, the South African Ministry of Education established the Advanced Certificate in Education, School Management and Leadership (ACE) from 2007 to 2009. However, there were further challenges and setbacks to ensure this (Milonzo, & Seema, 2015). The Ministry of Education therefore considered rolling out such training programs to make them a permanent part of the South African educational scene (Milonzo, & Seema, 2015). Further, South African principals are of the opinion

that what they faced in their duties as principal was not the same as the theoretical underpinnings they had gained over the course of what they were taught (Sepuru & Mohlakwana, 2020). According to Sepuru and Mohlakwana, (2020), principals believed they would be trained and given resources to help them succeed. How effective is it to train school principals neglecting the actual practical application throughout the training process?

By the same token, principals in South Africa believe they lack leadership and managerial knowledge in areas such as curriculum, human resources, school finance, stakeholder relations, and legislative interpretation (Sepuru & Mohlakwana, 2020).

In contrast, countries like Botswana have introduced support programmes to enhance the qualifications of principals, (Bulawa & Mhlauli, 2019). Following the appointment of a principal, the Botswana government devised capacity-building measures for principals and SMTs (Senior Management Teams/School Management Teams) in schools, which included in-service training provided in the form of workshops/seminars, coaching, mentorship, and advisory services aimed at enhancing school leadership (Bulawa & Mhlauli, 2019).

In Zambia the Ministry of Education provides training to educational managers and supervisors so that they can properly carry out their duties. Principals were able to develop their leadership skills as a result of the training (Siamoongwa, 2016).

Hodges (2018) on the other hand, highlights that principals believe that training programmes should contemplate working on the emotional scopes of the work, in addition to developing time-management, self-efficacy and correlated fields. In line with this, most programmes underscore perceptions about things more than ability to do things.

Similarly, one current trend is the shift from “what” leadership training is delivered (the content) to “how” it is delivered (the process) (Bush, 2009). Anderson and Turnbull (2016) in their study indicate that principals surveyed in spring of 2015, did not rate professional development as a significant source of support. They labelled the professional development in their district as overloaded with information and not helpful or focused on addressing individual needs. Having said this, it is evident that what needs to be looked at is to evaluate the training given to principals. This will give a clear view of the experience of principals as they underwent the given training. Despite adequate knowledge of principal training, it is not known what Namibian principals learn, how they learn as well as how training impacts their performance.

2.4 What Principals learn in training programmes

While the proposed programmes for professional development differ greatly in their content and structure, most have a common purpose: to change the professional strategies, values and perception of school principals in order to achieve school objectives, namely to increase student learning (Mestry, 2017). Before we focus on any other explanations, it may be informative to know what trainers or professional developers of principals think principals should know and be able to do. Although it may not be easy to answer this question, we need to surmise whether the various training programmes can by itself explain what principals ought to learn through the given programmes. An investigation for an understanding is warranted.

In both Spain and Mexico, educational systems are now finding common difficulties in training and in communicating with the communities they attend. In the social sense of both systems, the vision of teaching is becoming increasingly relevant as well as the willingness to respond to it methodologically, not so much technical as the

transmission of completed and formal knowledge, but rather as knowledge in construction and not immutable (Gawlik, 2018).

Comparatively few programmes have had vigorous components of training: opportunities that enable future leaders to understand, in close partnership with highly trained seasoned leaders, the many aspects of their complex careers. Moreover, Peterson (as cited in Grissom, Mitani & Woo, 2019) argues that several programmes for professional development have been criticized as fractured, inconsistent, not maintained, missing academic rigour and not corresponding with national requirements for appropriate administrative practice. Additionally, Davis and Darling-Hammond (as cited in Tingle, Corrales & Peters, 2019) echo that concerns with principal effectiveness issues and the initiative to research and develop the principal training programmes are not new. Consequently, principals have also missed guidance in acquiring the skills they need to perform the tasks expected of them. This leaves one to ponder whether the same observation may be made of the training offered by UNAM.

Levine (as cited in Grissom, Mitani & Woo, 2019) states that principal training programmes have been criticized because the curriculum has not been tailored to what is actually needed to meet the needs of increasingly diverse education system. Critics charge that it is too disconnected from practice, though again, programmes vary. In line with the aforementioned, criticism for existing programmes imply that there is little reference to the context in which principals would work in the very basic training provided in most principal training programs. Instead, it imposes a 'one-size fits all strategy,' regardless of the needs expressed by the school leaders themselves (Brauckmann, Pashiardis & Ärlestig, 2019). Davis, Darling-Hammond, LaPointe, and Meyerson (as cited in Tingle, Corrales & Peters, 2019) go on to attest that principal

training programmes should represent current school leadership research and be related to the requirements of the education system. This illustrates the significance of effective and successful training of principals for their roles as representatives of schools.

Furthermore, such factors as 1) Inconsistency between the content of the curriculum and the need for principals; 2) Failure to align professional learning with the mission and needs of the school or region; 3) and uneven use of effective technologies for learning (Coffin, 1997) are elevated pertaining training programmes as being a cause of concern. These concerns in terms of what is learned suggests that the government may continue to spend time at one-shot trainings, rather than engaging in the design of ongoing assistance that will better match school activities with best practices and facilitate the key problem solving for principals.

There is a general agreement that ongoing support and growth for leadership, such as leadership training, should incorporate theories and practices, provide established mentors with contextualized learning experiences, provide opportunities to regularly build on leadership experiences, and promote peer networking (DeMatthews, Kotok & Serafini, 2019; Peterson, 2002). However, this preparation and development process is by no means fixed (Roupnel, Rinfret & Grenier, 2019). On the contrary, over the course of a whole lifetime, it continuously grows, in accordance with the unique path of each person and resulting in the discovery of his or her identity as a leader by an individual (Fortin, 2015).

In agreement with the aforementioned, practices must adapt to improve participation, build community, promote leadership and focus on innovative ways of working; through this knowledge of new ideas will play a key role in promoting leadership

preparation and development (Stockton, Morican, & Pastakia, 2016). These programmes must balance the needs of principals and their organizational background. They must also take the holistic dimension of leadership into account (De Beer, 2016). Therefore, principals need to learn more specialized skills that require specialized approaches to professional development, and different principals need various kinds of help based on their own backgrounds and past experiences, as well as the school contexts in which they work.

The critical aspect to be maintained, is that principal training should not only fulfil the needs of leaders at different career phases, but also take into account the various stages of growth in the different educational contexts in which these leaders work (Brauckmann, Pashiardis & Ärlestig, 2019). Thus, it is important to understand leadership training as an all-encompassing phenomenon (Turner, Baker, Schroeder, Johnson, & Chung, 2018). For that purpose, leadership training initiatives in their vision and actions need to encourage a holistic approach (Turner et al, 2018). Additionally, leadership training and preparation activities should be connected to anticipated outcomes, the process variables that contribute to learner success, and the context that facilitates higher academic performance (Brauckmann et al, 2019). The content and implementation of leadership development programmes must be focused on the strategic priorities of the school to ensure that training leads principals to achieve those goals (Heegeman, 2019). What content is therefore valuable to a leadership training course? Perhaps content based on the practical day-to-day operations of any given principal.

Findings imply that new principals believe they are unprepared to lead and manage schools during their first few years on the job (Sepuru & Mohlakhwana, 2020). Furthermore, according to Heystek (2016), the majority of South African principals

fall short of basic leadership and management preparation, regardless of the fact that so many teachers presume that after completing their bachelor's degrees, they are prepared to take on principal's responsibilities since they are unaware of the difficulties that come with the job. In South Africa, studies by Bush and Oduro (2006) and Heystek (2016) show that, there is a disconnect between principals' ideas (as per their training) of their jobs and what is required of a principal. The quantity of work that principals were asked to accomplish as school principals astounded them (Sepuru & Mohlakwana 2020). The results also show principals in South Africa believe they are unprepared to lead and manage schools. The principals believed that they lacked leadership and managerial experience in areas such as curriculum, human resources, school finance, stakeholder relations, and legislative interpretation (Sepuru & Mohlakwana 2020). Moreover, in Zimbabwe studies (Chivore, 1995; & Thenga, 2012) show that school principals lack understanding of financial management. School principals commonly find themselves on the wrong side of the law as a result of their lack of knowledge of education law. Furthermore, when challenged with law suits arising from school matters, principals should be able to defend themselves and their institutions, this is silent in the school management training in Zimbabwe (Moyo, 2002). Notwithstanding the above, lack of current studies on in-service training of educational leadership in Zimbabwe may be a matter of concern. Similarly, research shows that school leadership training in Zambia has not received scholarly attention (Kalabo, 2017). Likewise, some school principals in Botswana primary schools have had educational management training, whereas others have not (Bathuleng, 2015). As a result, the majority of these school principals lack the knowledge and abilities required to successfully manage schools, resulting in unsuccessful schools (Bathuleng, 2015). Despite the fact that the training appears to be systematic, (Eacott & Asuga,

2014) stated that much more effort is needed in Botswana to achieve effective leadership training. Is the perhaps the same case in Namibia?

The fact that in countries like Namibia, South Africa, Zimbabwe, Botswana and Zambia, no formal training is required for a principal, and teachers are appointed as principals solely on the basis of their teaching experience and required to be a Head of Department, has resulted in this unenviable position (Sepuru & Mohlakwa , 2020). However, it appears that little has been done to ameliorate the current state of affairs.

The training programme offered by UNAM is yet to be evaluated to determine exactly that.

2.5 Leadership skills principals learn to improve job performance

Implementation of skills learned during a training programme is not a one-time matter, such as building a home, but it is an ongoing process (Kapur, 2018). Meaning, by applying new knowledge and skills to incorporate the best practices in classrooms, trainees who engage in training programmes refresh and expand their knowledge and enhance their performance on the job (Şenol, 2019). However, on the contrary, a concern is that when trainees return to their schools, even well-trained and motivated individuals cannot apply their new knowledge and skills (Rowland, 2016). The biggest challenge may also be that the practice is a different aspect than theoretical readiness for the ones trained to implement what they have learned.

In the current environment of accountability and calls for improvement, principals are facing unceasing requests for new educational reforms learned in training programmes to be implemented (Acton, 2020). Moreover, do school principals feel prepared to enact these mandates though? Additionally, trainees seem to forget much of the

training programmes' sessions (Tingle, Corrales & Peters, 2019). Consequently, this may mean that such principals may not necessarily be able to apply what they have learned. Principals must understand what aspects to zoom in to when applying the newly acquired knowledge and skills. Therefore, they may fail to implement what they have learned successfully and effectively. It is necessary to create knowledge among staff about the organization, departments, objectives, staff and the performance of job duties while applying what they have learned. Improving the skills of the staff is a vital function of the leaders, so that they can make a successful contribution to achieving the set-out goals (Kapur, 2018).

Principals, in the Namibian context, should be energetic, passionate, and engaged in the school's day-to-day operations. They should also have good listening skills to hear what teachers have to say (Chaka, 2018). Whereas in South Africa it is imperative that principals are equipped with quick, firm decision-making skills which may include consultation, empathy, compassion, care and inclusion (De Bryun & Mestry, 2020).

Programmes may vary substantially in the quality of implementation of such methods or even whether they are used at all (Darling-Hammond, Flook, Cook-Harvey, Barron, & Osher, 2020). In line with this, principals in Namibia is expected to develop the skill of observing other schools in the area and implementing programs that have proven to be successful in other schools inside their own (Chaka, 2018). Therefore, the preparation of school principals should continue and be sustainable after they have been appointed to their schools. This will help school principals implement the skills and handle new improvements needed in education (Şenol, 2019). Furthermore, if the content of the training curriculum is complex, the trainers are expected to ensure that they provide the trainees with notes and other written materials so that they can

understand and be sufficiently able to implement what they have learned (Kapur, 2018).

Principals in Zambia are imparted with skills such as strategic planning, ethical decision-making, and problem-solving. This personality attribute is linked to curriculum management, instructional leadership, and other skills (Mwansa, 2019). In contrast, in Zimbabwe, the skill to inspire others to behave in ways that benefit the school organization and the community served by the school should be developed by school leadership. Leadership is involved in guiding the development of staff skills and inspiring them to achieve the school's vision, mission, and goals through effective communication being emotionally stable (MOPSE, 2020)

In Botswana, the principal's skill to foster good working relationships and high morale among the staff is emphasized. Highlighting the importance of school leaders being skilled to ensure that their leadership methods are ethical (Pansiri, Chikezie, Ugwu & Maundeni, 2021). It was also recommended that the Ministry of Basic Education of Botswana construct a well-structured holistic leadership skills development program for principals, which will equip them with financial and interpersonal skills. (Pheko, Bathuleng & Kgosidialwa, 2018).

Notwithstanding the abovementioned, the leader clearly heads the organization and exerts his presence. Specific power relations occur between the members of the organization controlled by the appointed leader in this way (Piot & Kelchtermans, 2016). Therefore Gronn (as cited in García-Martínez, Díaz-Delgado & Ubago-Jiménez, 2018) narrates that leadership must be implemented from the foundation of the school and viewed as a standard that encompasses the educational community. It is crucial to build dedication among all school staff members when implementing

aspects learned through a training programme that is not compulsory, by providing them with support and including them in the implementation process. Otherwise, what is considered to be necessary and significant is all up to the school principals and their interests.

2.6 Leadership responsibilities of school principals

The roles and responsibilities of school principals have indeed been studied autonomously in multiple countries. Principals' responsibilities have may have likely altered dramatically in recent years as their positions and tasks have grown more sophisticated and varied (Sepuru & Mohlakwana, 2020). The school principal has major responsibility for administration and organization, and he or she is also expected to act as a leader, according to Harris & Jones (as cited in Chalikias, Sidiropoulos & Kyriakopoulos, 2020). Wallace foundation (2013), highlights five key responsibilities of school principals as shaping a vision of academic success for all learners, creating a climate hospitable to education, cultivating leadership in others, managing people, data and processes; and improving school leadership.

Amplifying this, key leadership responsibilities of effective leadership such as enhancing teaching and learning environments, guaranteeing learners' well-being, and ensuring that all learners have fair access to support improving the effectiveness of teaching and learning (Day, Sammons & Gorgen 2020). This further highlights that building connections within the school community, establishing connections outside of the school; leading the management of the school, are regarded as a few examples of key responsibilities of school principals (Day et al 2020).

The school leadership's responsibilities in Botswana, according to Bulawa & Mhlauli, (2019); Bulawa, (2011); Gorton & Alston, (2012), include but were not limited to planning, preparation, creating a conducive learning environment, promoting community engagement, monitoring, creating a shared vision, ensuring proper and adequate staffing, and recommending achieving teachers for promotions, as well as guaranteeing the resource availability in their schools. In agreement with the aforesaid, the responsibility of the school principal has grown in recent years, for example, in terms of good communication with members of the school community (Chalikias, Miltiadis & Raftopoulou, Ioanna & Georgios, Sidiropoulos & Kyriakopoulos, Grigorios & Zakopoulos, Vassilis, 2020).

In South Africa, the principal's responsibilities also include assuring the best available resource acquisition, distribution, and evaluation, as well as the property and property's security (Bush, Tony & Glover, Derek, 2016). Additionally, in South Africa school principals are regarded as the most significant partners in education since they are the managers of schools and major delivery agents in educational system (Bush et al 2016). Core responsibilities of the principal in any South African context as leading teaching and learning in the school; shaping the direction and development of the school; managing quality and securing accountability; developing and empowering self and others; managing the school as an organisation; working with and for the community; managing human resources (staff) in the school; and managing and advocating extra-mural activities.

Retrieved from <https://www.education.gov.za/Informationfor/Principals.aspx> 24
March 2022.

In line with this, the responsibilities of principals in Zambia is to supervise and evaluate teaching & learning, coordinate curriculum, monitor learner progress and discuss learner progress with staff (Kasonde, Manchishi, & Kabeta, 2020). While principals in Zimbabwe are regarded as instructional leaders and are entrusted with the responsibility of achieving performance. The principal's responsibility is to ensure that learners make significant progress (Chitamba, 2019). The principal in Namibia, as the school's leader, have to develop, implement and evaluate academic programmes to ensure that teachers are evaluated primarily on quality lesson planning and delivery, and that non-disciplined learners are handled with as per the school's policies and rules (Chaka, 2018).

Evidently the principals' expected responsibilities across the world are similar only to a certain extent only. In view of that, Chan, Jiang, Chandler, Morris, Rebisz, Turan, & Kpeglo (2019) reverberate the same as they are of the opinion that there are fundamental differences in cultural orientation, political beliefs, and developmental requirements. This suggests that there are some differences in the roles and responsibilities of school principals around the world.

Notwithstanding the fact that, when executing leadership and management responsibilities in schools, school principals are expected to exhibit competence to apply these. The question is, are they aware of these responsibilities? Moreover, are they well equipped to apply these responsibilities? In conclusion, it is evident from the above that implementing what principals learned during their training is not so stress-free, especially if required support and thorough guidance is not provided.

2.7. Summary

This chapter discussed the theoretical framework which informs this study and reviewed the various literature regarding the training of principals. A limitation to this study was that there was limited relevant literature on the training of principals in Namibia. Thus, the literature that was reviewed concentrated more on the international context and very little on the Namibian context.

The literature confirmed how principals are trained, what they learn in relation to their responsibilities; and how they implement what they have learned to improve job performance. However, it is not clear how principals are trained to be effective and how do they learn to be effective and what makes them effective. Furthermore, the literature also suggested that through training principals have the opportunity to learn skills and know-how that can assist them in becoming better educational leaders. The chapter provided information on what principals in Namibia learn through the Diploma in Educational Management and Leadership programme and how they learn how to put the leadership skills into practice for improvement.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The focus of this research was to evaluate the in-service school leadership training offered by the University of Namibia to principals in Oshana region.

Research is a technique used by scholars to learn more about a field, generate new information, and create new applications (Hale, 2018). Bhattacharjee (2012) postulates that in an empirical research study, research design refers to a detailed plan for gathering data. Moreover, research method is a technique applied for solving a research problem in a methodical manner. It can be thought of as a science that studies how scientific research is carried out (Patel, 2019). The research design and method also demonstrate how the final research result will be obtained in accordance with the study's objectives (Sileyew, 2019).

In the framework of the study's actual data, the research design, methodology, and processes are explained. This section also contains a detailed discussion of the methodology used to obtain data from participants in this study. The population, sampling, data collection procedures, data analysis, and ethical considerations are among the topics covered in the chapter.

3.2 Research Design

Researchers using mixed methods are increasingly taking the pragmatic stance as a research paradigm. Therefore, the researcher used pragmatism as a research paradigm. Pragmatism is less focused on making generalizations about the nature of knowledge and more on finding solutions to real-world situations (Shannon-Baker, 2016). The research used both the quantitative and qualitative methods. A mixed methods approach was applied using a case study design. A case study is an issue to be

investigated in order to gain a comprehensive insight of a "case" or restricted system, which includes learning about an occurrence, act, procedure, or one or more people (Creswell, 2002). Mixed methods approach effectively combines qualitative and quantitative data in a way that explains research issues in a meaningful way (Fetters, 2016). It includes philosophical assumptions as a methodology to guide the collecting and interpretation of data from numerous sources in a single study (Creswell & Plano Clark, 2018). It is a case of evaluating the in-service school leadership training offered by the University of Namibia to principals in Oshana region.

The quantitative method used was in the form of questionnaires, which collected data with regards to leadership skills principals learn, how learned leadership skills help principals to improve job performance.

In quantitative research, survey designs are procedures in which investigators give a survey (questionnaires to participants) to a sample or the entire population of people. Interviews and questionnaires were employed to acquire reliable data in order to address the research problem. Data collected during interviews and through the questionnaires were analysed using inductive and content analysis separately in order to describe the population's views, beliefs, behaviours, or traits (Creswell, 2012). Data were analysed by arranging responses according to the research questions, and apply an inductive approach, the researcher identified themes and categories from transcripts.

This study also used the qualitative methods to collect the data. The researcher focused on the opinions of participants; asks wide, generic questions. Obtains data from participants, which is mostly made up of words; characterizes and analyse these words for themes (Creswell, 2012).

3.3. Population

Gay, Mills, and Airasian (2011) define a population as the umbrella term for the broader group from which a sample is chosen or the group to which the investigator wishes to extrapolate the study results on. In view of the above, for the purpose of collecting the relevant data for this investigation, the researcher considered the general population which consisted of 137 principals that were trained by UNAM.

3.4 Sampling and Sampling procedures

Sampling is a process for selecting a sample from a single or a large group of people for the purpose of conducting research (Bhardwaj, 2019). The sample of this study consists of selected principals that underwent the training in Oshana Region. A random sampling technique was applied. Random selection avoids controversy about potential selection bias (Patton, 2015).

The researcher also used random sampling to select 7 principals randomly from those who completed the programme. For the qualitative research the researcher used simple random sampling as this method involves picking participants at random from a list of all population members. Every single person in the population has an equal and independent probability of being chosen (Porter, Graham, Bodily & Sandberg, 2016). For the quantitative research the researcher used stratified random sampling as this method includes dividing the population into subgroups and randomly selecting individuals from each subgroup in proportion to their population representation; for this research the subgroup representing Oshana Region (Lohr, 2019).

3.5 Research instruments

For data collection, this study used two instruments: Interview guides and questionnaires.-Interview guides are particularly useful for getting the story behind a participant's experiences. An interview guide is a collection of themes or questions

the interviewer wishes to address during the interview (Esterberg, 2002). Oppositely, a questionnaire is a list of pre-printed or written questions that a respondent fills out in order to express his or her view (Roopa & Rani, 2012).

The questionnaire and interview guide were used for the principals. The interviews were also audio-recorded and transcribed verbatim. The structure of the questionnaires were Section A: personal and professional detail, Section B and C: questions. The interview guide consists of Biographical information and in-depth questions. Additionally, the interviews were conducted via zoom.

3.6 Pilot study

A pilot study establishes if something could be accomplished, if it should be done, and, if so, how (In, 2017). The pilot study was performed to determine whether the proposed instruments (Interview guide and Questionnaire) were sufficient and therefore would, in the conclusion, allow for the acquisition of the relevant data for this research. The pilot study is crucial for improving the main study's quality and performance. They will identify possible methodological concerns so that improvements can be made before a large-scale study is performed. It will address methodological questions and direct the implementation of the research to confirm that the methods function in practice. It will also determine the feasibility of the proposed research procedure (Doody, Owen & Doody, Catriona, 2015). This was done to test the validity, reliability and suitability of the research instruments. It helped the researcher through discussions with participants to examine the items used in the study so that where possible some could be reframed, reduced or increased.

3.7 Data collection procedure

Prior to the collection of data, the researcher described the importance of the research and its purpose to the respondents, as well as how the interviews and questionnaires

will be carried out. The researcher took preliminary procedures to ensure that the process runs well and that high-quality data is collected. The researcher created a structured interview protocol outlining the questions to be asked. This will ensured that all of the issues pertinent to the research questions were covered. Principals answered the interview questions. The questionnaire, completed by the principals was used to answer the first, second and third research questions and the interview guide was used to answer the last research question.

An interview guide was utilized to collect data during the zoom sessions. If any questions remained unclear, they were clarified. Interviews were recorded and transcribed. The researcher listed down significant topics in order to elicit more information from the individuals. It's also vital to be aware about how the relationship between the interviewer and the interviewee affects the research process (Gray, 2018). As a result, it was critical for the researcher to establish a successful relationship with respondents that allowed them to relax, see the interview as a collaborative activity, come to trust the researcher, and speak frankly and honestly (Mears, 2017).

The questionnaires (online surveys) prevented interviewer bias and distortion, and responses were unlikely to be influenced by social factors. They were also simple to administer and reasonably inexpensive.

3.8 Data Analysis

According to Marshall and Rossman (1999), data analysis is the process of bringing order, organization, and significance to a large amount of data. Therefore, Data analysis involved selecting, categorizing, comparing, synthesizing, and interpreting data to provide explanations to the research questions. It included summarizing detailed and collected data into a clear and precise, logical manner; to make strong

connections between the research questions and the summary results generated from the data collected.

Following the study of the qualitative data through the interviews, the quantitative data collected by the questionnaire was examined. The researcher identified themes and categories from transcripts.

Qualitative analysis of data requires the inductive analysis technique. Inductive analysis is defined by Patton (2015) as beginning with particular observations and building towards general trends. Data were analysed by arranging responses according to the research questions, and applied an inductive approach. The open-ended questions from the questionnaires and the qualitative data from the interviews were analyzed using content analysis. By using content analysis, the researcher was able to categorize the data and identify any themes or patterns that may be used to draw conclusions (Creswell, 1998).

The quantitative data acquired from the questionnaires' closed-ended questions was analyzed using descriptive statistics, which allowed the data to be demonstrated in the form of tables, charts, and graphs. Since the quantitative approach was primarily concerned with numbers, it was thus applied to the components of this study that supplied numerical data, such as demographics. Information about participants' educational levels and the amount of years they served as school principals was provided.

3.9 Ethical consideration

The ethical clearance certificate was obtained from the University of Namibia. Permission is granted by the Executive Director of MoEAC and Post Graduate Studies Committee at UNAM. Permission was obtained from all the participants as well.

Thereafter, the researcher started with data collection. The researcher asked the participants to schedule the interviews when they were free and had no other duties or commitments.

Protection against potential harm to participants, confidentiality of study data, and deceit are all ethical considerations (Nind, Curtin, & Hall, 2016).

The researcher first obtained ethical clearance certificate from the University of Namibia and permission letters from the Executive Director of MoEAC to conduct this research in the schools and UNAM. Participants were informed of the nature of the study and allowed to choose to participate or not. The rights, opinions and freedom of all participants were respected and protected. Participants were assured of confidentiality and anonymity, additionally, participants also had the right to withdraw at any time during the data collection process. Participants were asked to sign consent forms. The researcher will store data for 2-3 years in a locked cabinet and discard the data afterwards.

3.10 Summary

This chapter concentrated on the methods of analysis used by the respondents to collect and analyse data. It outlined the approach and design of the research, population, sample and sampling procedure, data collection procedure, data analysis, and ethical considerations. The next chapter describes how the data were analysed.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION

4.1 Introduction

The data that was collected and the results from the data analysis were presented, analysed, and discussed in this chapter. The data was analysed using an inductive analysis, in which the qualitative data was categorized and patterns emerged.

The research questions are designed to find out more detail on the leadership training offered by UNAM:

- a) What educational leadership skills do principals learn in the In-Service School Leadership Training Offered by the University of Namibia (Diploma in Educational Management and Leadership programme) to Principals in the Oshana Region, Namibia?
- b) How does the leadership skills the principals learn in the In-Service School Leadership Training Offered by the University of Namibia (Diploma in Educational Management and Leadership programme) help them improve their job performance?
- c) What are the leadership responsibilities of school principals in schools in Oshana Region, Namibia?
- d) What is the relationship between what the principals learn in this In-Service School Leadership Training Offered by the University of Namibia (Diploma in Educational Management and Leadership programme) and their leadership responsibilities in schools in Oshana Region, Namibia?

4.2 Respondents' biographical information

Male	71.4%
Female	28.6%
Primary School	42.9%
Combined School	28.6%
Junior Secondary School	0%
Senior Secondary School	28.6%

Figure 1: Respondents' biographical information

This study was conducted in seven schools in the Oshana region in northern Namibia. Respondents who participated in this study were seven principals of which 71.4 % were male and 28.6% female. 28.6% of respondents were principals at combined schools; 28.6% were principals at senior secondary schools and 42.9% were principals at primary schools.

4.2.1 Years of experience

Figure 2 displays the number of years the respondents are employed as school principals.

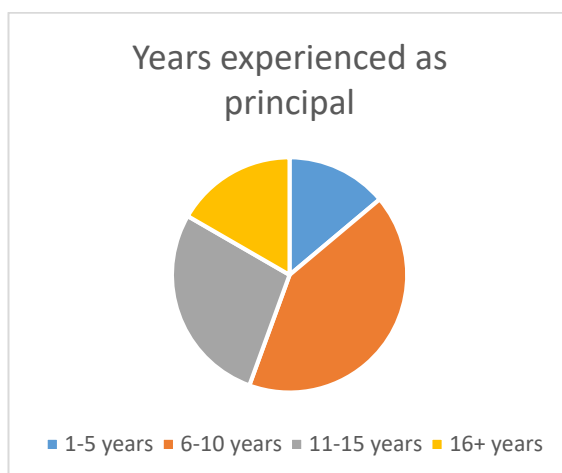


Figure 2: Years of experience

Fourteen percent of the respondents have 1-5 years' experience; forty two percent of the respondents have 6-10 years' experience; twenty eight percent of the respondents have 11-15 years' experience and seventeen percent of the respondents have 16 and more years' experience as a school principal. Most of the principals has between 6-10 years' experience as a principal while the least years of experience as a principal is 1-5 years.

4.3 Respondents' responses on leadership skills learned in the Diploma in Educational Leadership and Management

Question	Below average	Satisfactory	Above average	Excellent
The training was relevant to my professional needs	0%	14.3%	71.4%	14.3%
The actual practical application of leadership skills throughout the training process	0%	57.1%	28.6%	14.3%
The training included planning as a skill	0%	42.9%	14.2%	42.9%
The training included organizing as a skill	0%	14.2%	42.9%	42.9%
The training included monitoring of teaching and learning	14.3%	42.9%	14.3%	28.5%
The training included leading as a skill	0%	14.3%	57.1%	28.6%

Figure 3: Respondents' responses on leadership skills learned in the Diploma in Educational Leadership and Management (Questionnaire responses)

Majority of the respondents indicated that the training was relevant to their professional needs. Fifty-seven-point one percent of respondents showed what the actual practical application of leadership skills throughout the training process was satisfactory. Majority of the respondents indicated that the training included planning, organizing and leading as a leadership skill. Forty-two-point nine percent of the respondents revealed that the training included monitoring of teaching and learning whilst fourteen-point three percent indicated that monitoring of teaching and learning was below average as part of the training programme.

Additionally, through the interview principals indicated how the leadership skills that they have learned supported their professional development. Findings imply that new principals believe they are unprepared to lead and manage schools during their first few years on the job (Sepuru & Mohlakhwana, 2020). According to the research findings, principals indicated the management of schools and people; leading and guiding; negotiation; administration; planning; interpersonal skills; staff motivation and evaluation are skills that they learned through this programme.

Pseudonyms are used to protect the schools' and respondents participants' identities. Letters and numbers are used to indicate the respondents. P indicates the principals numerically as they responded on questionnaires and interviews, from P1 to P7.

4.4 How effective the learned leadership skills help to improve job performance in the following leadership aspects.

The third research question sought to understand what leadership skills school principals apply in their working environment to improve job performance. The

researcher was of the opinion that it was essential as it helped to explain how principals learn how to put the leadership skills into practice. Effectiveness of the learned leadership skills helped to improve job performance in the following leadership aspects.

Leadership skill	Level of effectiveness of leadership skill learned to improve job performance				
	Highly effective	Effective	Average	Less effective	Not Effective
Communication	42.9%	57.1%	0%	0%	0%
Motivation	42.9%	57.1%	0%	0%	0%
Delegating	28.6%	71.4%	0%	0%	0%
Evaluating teaching and the curriculum	42.9%	57.1%	0%	0%	0%
Planning	57.1%	42.9%	0%	0%	0%
Organising	57.1%	42.9%	0%	0%	0%
Leading	57.1%	42.9%	0%	0%	0%
Interpersonal skills	28.6%	71.4%	0%	0%	0%
Decision making	57.1%	42.9%	0%	0%	0%
Controlling	57.1%	42.9%	0%	0%	0%

Figure 4: How effective the learned leadership skills help to improve job performance in the following leadership aspects. (Questionnaire responses)

Fifty-seven-point one percent of respondents indicated that communication; motivation; evaluating teaching the curriculum as a learned skill effectively helped them to improve their job performance. Seventy-one-point four percent of respondents

indicated that delegating and interpersonal skills as a learned skill effectively helped them to improve their job performance. Fifty-seven-point one percent of respondents indicated that planning; organizing; decision making and controlling a learned skill was highly effective in helping them to improve their job performance. Training enhances the performance of both employees and employers (Ruttledge & Cathcart, 2019). Therefore, one of the finest techniques for increasing employee performance and efficiently achieving organizational objectives and goals is training (Afroz, 2018). It was highlighted that these variety of leadership skills helped them to lead their schools in achieving high levels of academic performance and providing a healthy learning environment.

4.5 Responsibility of a school principal

Responsibility	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Managing staff professionally	42.9%	0%	0%	0%	57.1 %
Managing teaching	57.1%	0%	0%	14.3%	28.6%
Improving motivation among teachers	42.9%	0%	0%	0%	57.1%
Orienting new staff members	42.9%	0%	0%	0%	57.1%
Managing learning	42.9%	0%	0%	14.2%	42.9%

Figure 5: Responsibility of a school principal

Fifty-seven-point one percent of respondents strongly agree that managing staff professionally; improving motivation among teachers and orienting new staff members is the responsibility of a school principal. Fifty-seven-point one percent of

respondents agree that managing learning is a responsibility of a school principal. Fifty-seven-point one percent of respondents strongly disagree that managing teaching is a responsibility of a school principal.

The school principal has major responsibility for administration and organization, and he or she is also expected to act as a leader, according to Harris & Jones (as cited in Chalikias, Sidiropoulos & Kyriakopoulos, 2020). Wallace foundation (2013), highlights five key responsibilities of school principals as shaping a vision of academic success for all learners, creating a climate hospitable to education, cultivating leadership in others, managing people, data and processes; and improving school leadership.

4.6 Participants' responses on leadership skills learned in the Diploma in Educational Leadership and Management (Interview responses)

4.6.1 Management of schools and people

The seven participants who represent the 100% of the principals stated that they learned management as skill through the training programme as indicated in the above findings (in Section 4.3.). They commented as follow:

It really improved my leadership skills including management of school (P1)

I learned mostly about leadership, how to lead and guide people. It assisted me regarding people skills, how to manage people. (P2)

Learned how to administer my own administration. (P3)

It helped me the basics, to understand management and leadership (P4)

I know how to manage the school and staff members. (P5)

It helped me in the area of leadership and management. (P6)

It aided me in financial management of the school (P7)

Findings imply that new principals believe they are unprepared to lead and manage schools during their first few years on the job (Sepuru & Mohlakwa, 2020). According to Heystek (2016), the majority of South African principals fall short of basic leadership and management preparation, regardless of the fact that so many teachers presume that after completing their bachelor's degrees, they are prepared to take on principal's responsibilities since they are unaware of the difficulties that come with the job.

Some school principals in Botswana primary schools have had educational management training, whereas others have not (Bathuleng, 2015). The majority of these school principals lack the knowledge and abilities required to successfully manage schools, resulting in unsuccessful schools (Bathuleng, 2015).

4.6.2 Negotiation

Principal two indicated that she learned negotiation as a skill on how to influence and understand people. She stated that:

I learned negotiation skills for the development of the school, how to be influential and understand people (P2)

Typically, training principals does not include instruction in negotiation or mediation techniques. Many short courses and programs for in-service training only briefly touch on conflict management (Msila, 2015)

4.6.3 Administration

Principal three stated that he learned administration through the training programme.

He indicated the following:

Not knowing how to administer my own administration and how to be a leader, it opened my eyes. It learned me specific skills how to motivate and to plan. (P3)

Research has demonstrated that principal deficiencies can be traced back to a complete absence of additional training regarding the organization and administration of schools (Vlachopoulos & Agoritsa 2017).

4.6.4 Interpersonal skills

Principal two, four and seven highlighted that they learned interpersonal skills through the training. They indicated:

I learned how to be influential and understand people (P2)

It taught me how to interact with those people I lead (P4)

It aided me in working with people (P7)

According to a survey of Wyoming school principals, the areas where principals required far more assistance were relation, communication, and resolving conflict, but nevertheless these were among the aspects in which principals received very little to no professional development Lasater (2016). In Botswana, the principal's skill to foster good working relationships and high morale among the staff is emphasized. Highlighting the importance of school leaders being skilled to ensure that their leadership methods are ethical (Pansiri, Chikezie, Ugwu & Maundeni, 2021).

4.6.5 Evaluation

Principal three stated that the training programme taught him to evaluate. He highlighted:

Not knowing how to manage, plan and evaluate. It helped me in this regard (P3)

School principals are adequately prepared to serve as effective instructional leaders by educational leadership programs. To provide high-quality, standards-based instruction to all learners, school leaders must conduct effective observation and performance evaluations. (Yavuz, Madonia & Abolafia 2018).

School principals have a wide range of tasks that are vital to the efficient operation of their schools. As indicated, school principals have a wide range of tasks that are vital to the efficient operation of their schools. These tasks include developing a healthy school culture, managing school operations, hiring and evaluating personnel, defining academic standards, promoting student development, communicating with families and the community, and ensuring compliance with laws and regulations.

4.7 How learned leadership skills help principals to improve job performance

The following paragraphs addressed the second research question which is information on how the learned leadership skills help principals to improve job performance in schools in the Oshana region of Namibia.

All seven participants indicated training has helped them to improve their job performance (as indicated in the above findings in Section 4.4.). Participants 1, 3 and 4 indicated organising as a learned skill helped them to solve problems at school. Participants 3, 4, 5 and 7 showed that planning as a learned skill assisted them to solve problems at school. Participant 1 and 5 indicated that decision making as a learned

skill helped them to solve problems at school. Participants 1, 3 and 7 showed that communication including listening and negotiation as learned skills helped them to solve problems at school. Participants 4, 5 and 6 showed that leadership as a learned skill assisted them to solve problems at school. Participants 1 and 2 indicated that management as a learned skill helped them to solve problems at school.

Hundred percent of participants feel that the training has helped improve their job performance. Skills learned to solve problems faced at school were identified as organization, negotiation, decision making, problem solving, finance management, planning, listening and monitoring,

Training is regarded as the most important activity in obtaining qualified, adaptable, and well-prepared employees. i.e., the organization's human capital, which enables the development of a long-lasting competitive advantage and, as a result, enhances job performance (Aragón, & Jiménez & Valle, 2014). Therefore, training is considered to improve performance through the learned content and skills.

The key topics that emerged from the transcripts of the interviews are presented in the following sections. The study's research questions guide the organization of themes.

4.7.1 Planning

Participant 3 and 6 indicated that the training improved his job performance through planning. They highlighted:

It opened my eyes on how I should plan (P3).

I acquired the knowledge of leading according to planning and organizing. (P6)

Satyawati and EkoSiswoyo, (2018) states that the Principal Standards/Institute of Learning mandates that in order to fulfill the responsibilities of a principal, a person must possess managerial competence, which consists of three (three) elements: Planning comes first, followed by management, which includes change management, human resources, and other resources, and evaluation and follow-up. Accordingly, ideal implementation of these competencies into daily tasks by the principals will demonstrate good performance (Satyawati and EkoSiswoyo, 2018)

4.7.2 Monitoring and evaluation

Participant 3, 4, 5 and 6 stated that the training helped him to monitor and evaluate. They mentioned:

It opened my eyes on how I should assess and evaluate (P3)

It helped me to enhance teachers' commitment through guiding teachers to the importance of monitoring and evaluation. (P6)

It helped me with observation of teachers work as well as the programmes of the school (P5)

I acquired the knowledge of leading according to control. (P6)

Regular supervision tasks by the principal are required, and these tasks can be completed by going into classes to see how learners are actually taught. With the help of the outcomes of this monitoring, teachers can evaluate and strengthen their current areas of weakness while continuing to do so with the highest level of learning implementation ((Ipong & Wresni & Siwi 2021).

4.7.3 Management

Participant 1, 4 and 6 stated that the training helped them to manage the school. They mentioned:

The part of management and leadership, I lacked what is leadership and management, I was managing the people instead of leading people. Instead of managing programmes and leading people. The financial management was improved (P1)

The different aspects that I will face in the school environment, like Human Resource Management and Classroom Management was covered. It gave me a broader aspect of how to manage the school. It really helped me in that regard. (P4)

I was not good at management, I know now how to manage the school in line with policies and regulations (P6)

Management influences individuals. Principals organize and manage staff to complete tasks that will help the organization achieve its goals. This ability to organize, plan, supervise, coordinate, regulate, make decisions, recruit and initiate actions that will help and support teachers in accomplishing the aims and objectives of the school is referred to as having managerial abilities as a principal (Songcayawon, 2022). The principal is in charge of organizing, planning, carrying out, and overseeing activities related to school administration (controlling and managing) (Songcayawon, 2022).

4.7.4 Motivation

Participant 6 stated that he learned to motivate staff.

I acquired the skill of motivation to motivate teachers to do their level best so that they can produce A-C grade. (P6)

The purpose of principal leadership is to guide, influence and motivate teachers, staff, learners, parents, and other relevant individuals to cooperate in order to accomplish predetermined goals (Pardosi & Utari, 2021).

The principal needs people skills, which are specific needs for school principals because they allow the principal to comprehend the thoughts, feelings, and motivation of others (Ipong & Wresni & Siwi 2021).

4.7.5 Decision making

Participant 1 and 2 stated that they improved in involving staff in decision making.

I could bring them in with decision making (P1)

I involved them in decision making. Through the programme I learned joint decision making. (P2)

The core of school administration is decision-making, which aims to select the best course of action for achieving a goal. While situational decision-making necessitates their own judgment, principals demonstrate their leadership through the use of tools and processes (Songcayawon, 2022).

4.7.6 Emotional intelligence

Participant 3 stated that he improved on his emotional maturity.

It gave me some maturity in dealing with different situations. The emotional maturity part, the fact that I should focus on the issue and not the person. Taught me mutual respect. (P3)

According to Waruwu (2015), partnerships, friendships, and favourable treatment of subordinates by superiors only take place if the principal possesses high emotional intelligence. This is a skill a leader needs in order to be successful.

4.7.7 Teamwork

Participants 3 and 5 highlighted that they improved on teamwork.

It taught me how to work together with the teachers on certain situations. (P3)

It made me closer to my teachers (P5)

Teamwork between the headmaster, teachers, and employees at a school is what can bring the organization together to increase quality (Yahya & Arumugam 2019).

4.7.8 Ethics

Participant 4 indicated that he learned about ethics to improve his job.

How does it help? (The training) It is about ethics, helped to guide and influence the teachers in the right direction. (P4)

School principals that are good managers will encourage excellence and competition an awareness of their responsibilities as administrators, the capacity to enhance the school's social capacity, the influence of leadership and teaching, a knowledge of the symbolic value of their position, and a strong work ethic and value-based culture (Paturusi, 2017).

4.7.9 Staff development

Participant 1, 2, 4 and 7 mentioned that the training helped them to understand and support staff. They indicated:

I could influence and groom colleagues to become HODs and principals (P1)

It really changed my perception, my way of addressing things, my way of understanding my role as a leader. I learned people skills, for teachers to be committed you need to have a certain way to work with them. (P2)

It really equipped me to helping teachers in planning and delivering of lessons (P4)

Through delegation it enhanced teachers' commitment. (P7)

The professional development of staff employees is significantly influenced by school leadership. One aspect of a school's culture is whether or not it encourages staff development (Grosemans, Boon, Verclairen, Dochy & Kyndt 2015).

Principals indicated that in service training can promote academic performance in a variety of ways. It provided principals with the information, abilities, and dispositions needed to lead their schools to high levels of academic success. Accordingly, the training helped improve academic performance by equipping principals with the knowledge and skills needed to make data-driven decisions, provide instructional leadership, create and sustain a positive school culture, collaborate effectively, and think strategically about the future of their schools. These abilities assisted principals in creating a learning environment that promotes academic success for all learners.

4.8 Did the training improve capacity to lead teaching and learning to have a positive impact on learner outcomes?

In the questionnaire, all 7 participants indicated that the training has helped them to improve their capacity to lead teaching and learning to have a positive impact on learner outcomes. Through this principal could improve learner outcomes by strengthening their skills through training. Ultimately, this led to higher academic success, higher graduation rates, and better postsecondary outcomes for learners.

4.9 Leadership responsibilities of school principals

The fourth and final research question sought to understand the leadership responsibilities of school principals.

According to the responses from the questionnaire as indicated in the above findings (in Section 4.5.): participants 1, 2, 3 and 6 pointed out monitoring as leadership responsibility of a school principal. The responsibilities of principals in Zambia is to supervise and evaluate teaching & learning, coordinate curriculum, monitor learner progress and discuss learner progress with staff (Kasonde, Manchishi, & Kabeta, 2020).

Participants 3, 5, 6 and 7 indicated that planning is a leadership responsibility of a school principal. The school leadership's responsibilities in Botswana, according to Bulawa & Mhlauli, (2019); Bulawa, (2011); Gorton & Alston, (2012), include but were not limited to planning, preparation, creating a conducive learning environment, promoting community engagement, monitoring, creating a shared vision, ensuring proper and adequate staffing, and recommending achieving teachers for promotions, as well as guaranteeing the resource availability in their schools. In agreement with the aforesaid, the responsibility of the school principal has grown in recent years, for example, in terms of good communication with members of the school community (Chalikias, Miltiadis & Raftopoulou, Ioanna & Georgios, Sidiropoulos & Kyriakopoulos, Grigorios & Zakopoulos, Vassilis, 2020).

Participants 2, 5, and 6 indicated that controlling is a leadership responsibility of a school principal. Participants 2, 4, 5, 6, and 7 showed that leading is a leadership responsibility of a school principal. Participants 4 and 6 indicated that delegating is a leadership responsibility of a school principal. Core responsibilities of the principal in

any South African context as developing and empowering self and others; managing the school as an organisation and working with and for the community (Bush, Tony & Glover, Derek, 2016).

Participants 1, 2, and 4 pointed out that management such as resource management; financial management and staff and learner management is a leadership responsibility of a school principal. Additionally, Mhlauli, (2019); Bulawa, (2011); Gorton & Alston, (2012), state that guaranteeing the resource availability in their schools is also a responsibility of principals.

Participants 2, 3, 4 and 6 indicated evaluation as leadership responsibility of a school principal. Participants 2, 3, and 6 showed that organizing is a leadership responsibility of a school principal. Participants 1 and 6 indicated administration as leadership responsibility of a school principal. According to Harris & Jones (as cited in Chalikias, Sidiropoulos & Kyriakopoulos, 2020), the school principal has major responsibility for administration and organization, and he or she is also expected to act as a leader,

Participants 2 and 6 indicated teaching as leadership responsibility of a school principal whilst participant 7 indicated communication as a responsibility of a school principal. According to (Chalikias, Miltiadis & Raftopoulou, Ioanna & Georgios, Sidiropoulos & Kyriakopoulos, Grigorios & Zakopoulos, Vassilis, 2020) the responsibility of the school principal has grown in recent years, for example, in terms of good communication with members of the school community.

4.10 Relationship between what the principals learn in this programme and their leadership responsibilities in schools

According to the responses in the questionnaires, all seven participants indicated that there is a relationship between what the principals learn in this programme and their leadership responsibilities in schools. Participants responded as follow:

'This program is tailor made for management and leadership skills for principals. These are the skills that made me competent. The interpersonal relationship among staff improved. Principals are taught how to be influential, good communicators, negotiators and financial management to become capable leaders.' (P1)

'It provides a variety of information about leadership in schools, thereby making it easier for principals to lead better and with confidence upon completion. To be a good leader and not a boss.' (P2)

'What I learned in the program reflect the reality on the ground in the school setting. You should always plan ahead, consult and respect people. You should be open and alert and not emotional.' (P3)

'It helps grow and assists principals in growing up in their leadership careers. How to influence people. To be accountable for everything that happens at school.' (P4)

'I learned what leadership all about, style of leadership skills and what the leader should do. My school has improved now that I have that diploma. It helped me to run the school very well especially supervision, administration and how to be an exemplary leader.' (P5)

'The teacher qualification makes you a professional teacher in terms of managing a classroom and subject content. The DEML is different as it helps you on how to manage a school which is totally different. You become a manager'. I acquired the skill of planning, leading, organising and communication. (P6)

'It widens the scope of thinking as it provided you with necessary practical skills.' (P7)

According to (Norberg, 2019) the material presented in training should help the principal better understand how responsible they are for continuous improvement, financial security, and equity in the decentralized educational system. In order to inspire and motivate school employees to attain curriculum goals and all learners' academic success, the program should, secondly, give participants personal confidence and participation. Additionally, it is crucial to have the abilities to monitor and assess their performance, analyse teaching and results, manage their schools as learning organizations, and comprehend their managerial and leadership responsibilities. Lastly, principals should learn to have thoughtful conversations with staff and learners and stress that high expectations for learning affect not only learners but also staff and leaders. Also emphasized were the principals' abilities to guide and improve the outcomes of their efforts through communication.

To conclude, participants stated their main leadership responsibilities in schools in relation to the skills they learned in the programme as monitoring, planning, controlling, leading, management, evaluation and organising. From the responses it is evident that there is a direct relationship in terms of what principals learned in the programme versus their leadership responsibilities in schools. The relationship

between what principals learn in a training program and their leadership responsibilities in schools was recognized as critical for effective leadership by the principals. The training program was created to give principals with the information, abilities, and attitudes required to carry out their leadership responsibilities in schools. Principals are more suited to lead teaching and learning, manage school operations, form constructive relationships with stakeholders, and improve student outcomes when these abilities are developed via training. However, there are other leadership responsibilities of principals such as delegating, administration, teaching and communication but it is not underlined in the training programme.

4.11 Summary

In this chapter, the researcher presented the data gathered from the interviews and questionnaires. The findings and the discussion of these findings were also presented. The following chapter is the study's final chapter, and it provides a summary and conclusion of the results. The researcher also provided recommendations in this chapter that should be taken into account before adopting and implementing future principal training programmes in Namibia.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The leading conclusions expanded from the findings of this investigation are abridged in this chapter. The purpose of the study was to evaluate the in-service school leadership training offered by the University of Namibia to principals in Oshana region. The study pursued for responses to the following questions:

- a) What educational leadership skills do principals learn in the In-Service School Leadership Training Offered by the University of Namibia (Diploma in Educational Management and Leadership programme) to Principals in the Oshana Region, Namibia?
- b) How does the leadership skills the principals learn in the In-Service School Leadership Training Offered by the University of Namibia (Diploma in Educational Management and Leadership programme) help them improve their job performance?
- c) What are the leadership responsibilities of school principals in schools in Oshana Region, Namibia?
- d) What is the relationship between what the principals learn in this In-Service School Leadership Training Offered by the University of Namibia (Diploma in Educational Management and Leadership programme) and their leadership responsibilities in schools in Oshana Region, Namibia?

In addition, based on the findings of the study, the present chapter affords some recommendations for improvement and also propositions research problems for further investigation.

5.2. Summary of the findings

It can be concluded that the Diploma in Educational Management and Leadership equip school principals with required management and leadership skill to improve job performance in the Oshana region. According to principals planning, organising, monitoring, leading and management of schools and people were amongst the skills learned through the training. Additionally, the participants revealed that their leadership responsibilities are monitoring, planning, controlling, leading, managing, evaluation and organising.

5.3. Conclusions

The following conclusions can be drawn from the study findings as presented in Chapter 4: The acquired skills have a direct connection to the responsibilities of the principal, serving as an acceptable practical foundation for principal training programs. All learned skills must be continually updated and held under review to more accurately describe all important characteristics of the principals' responsibilities. For instance, it appears that the skills identified in the programme are lacking several crucial aspects of a principal's responsibilities, like delegating, administration, teaching, and communication. These aspects are very important for managing and leading schools. The link between principal in service training and actual duty performance is critical for maintaining effective school leadership. Principals are in charge of running the school on a daily basis, including supervising staff, and learners and making decisions that affect the learning environment. Effective principal in service training can equip principals with the information, abilities, and dispositions needed to carry out these responsibilities effectively.

In summary, principal in service training is critical to ensuring good school leadership. Principals who receive high-quality in-service training are more prepared to carry out their responsibilities, create strong relationships, use data to support decision-making, and lead change initiatives that improve school performance.

5.4 Contribution to new knowledge

Evaluating this principal in-service training contributed to new knowledge by identifying areas where principals require further assistance and highlighted the need of a customized training program to meet their requirements; more particularly in Oshana Region as such a study was never conducted in the region.

5.5 Recommendations

The relationship between what principals learned in the DEML and their leadership responsibilities in schools have been investigated and some insights have been provided.

5.5.1. In relation to their experience regarding the training, the following suggestions are made:

- The programme should be more practical than theoretical.
- More contact sessions should be included.
- A post- evaluation of the programme should be done with participants to assess the practicality of the content learned.
- The engagement from lecturers should be more forthcoming.
- The programme should include ministerial policies of MoEAC.
- Mentors should be assigned to students to render necessary support.

All of these suggestions could substantially assist in educating principals and act as a learning process for educators.

5.6. Recommendations for further research

Only school principals in the Oshana region were investigated. Therefore, the researcher suggests the following:

- Further research on this topic is needed in a broader section of Namibia.
- It would be interesting to study the perceptions of teachers and heads of departments who participated in the programme to find out how they would respond to the proposed research questions.
- In addition, a parallel research can be conducted in other regions to learn about the perceptions of other school principals about the relationship between what the principals learning this programme and their leadership responsibilities in schools.

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APPENDICES:

Appendix A ETHICAL CLEARANCE CERIFICATE



ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: WKC0008

Date: 06 June 2022

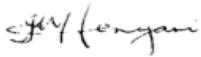
This Ethical Clearance Certificate is issued by the University of Namibia Decentralized Ethics Committee (DEC) in accordance with the University of Namibia's Research Ethics Policy and Guidelines. Ethical approval is given in respect of undertakings contained in the Research Project outlined below. This Certificate is issued on the recommendations of the ethical evaluation done by the **School of Education (Windhoek & Khomasdal Campuses) Decentralized Ethics Committee**.

Title of Project: Evaluating the in-service school leadership training offered by the University of Namibia to Oshana principals.
Researcher: Theron Charl
Student number: 200237454

Take note of the following:

1. Any significant changes in the conditions or undertakings outlined in the approved Proposal must be communicated to the ethics committee. An application to make amendments may be necessary.
2. Any breaches of ethical undertakings or practices that have an impact on ethical conduct of the research must be reported to the ethics committee
3. The Principal Researcher must report issues of ethical compliance to the ethics committee (through the Chairperson) at the end of the Project or as may be requested by the ethics committee
4. The ethics committee retains the right to:
 - i) Withdraw or amend this Ethical Clearance if any unethical practices (as outlined in the Research Ethics Policy) have been detected or suspected,
 - ii) Request for an ethical compliance report at any point during the course of the research.

The ethics committee wishes you the best in your research.



Dr. Job U. Hengari (Chairperson, Windhoek & Khomasdal Campuses Decentralized Ethics Committee)



Prof. Davis Mumbengegwi
(Head, Multidisciplinary Research)

Appendix B: RESEARCH PERMISSION LETTER FROM THE UNIVERSITY OF NAMIBIA

CENTRE FOR RESEARCH SERVICES

Office of the Pro-Vice Chancellor: Research, Innovation & Development

University of Namibia, Private Bag 13301, Windhoek, Namibia

340 Mandume Ndemufayo Avenue, Pioneers Park, Office F223 - Fblock, Second Floor

☎ +264 61 206 4673; E-mail: kmbulu@unam.na; URL: <http://www.unam.edu.na>



RESEARCH PERMISSION LETTER

Date: 27/06/2022

Student Name: Theron Charl

Student Number: 200237454

Programme: Masters of Education Leadership, Management and Policy Studies

Approved Research Title: Evaluating the in-service school leadership training offered by the University of Namibia to Oshana principals.

TO WHOM IT MAY CONCERN

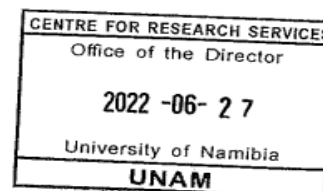
I hereby confirm that the above-mentioned student is registered at the University of Namibia for the programme indicated. The proposed study met all the requirements as stipulated in the University guidelines and has been approved by the relevant committees.

The proposal adheres to ethical principles as per attached Ethical Clearance Certificate. Permission is hereby granted to carry out the research as described in the approved proposal.

Best Regards

A handwritten signature in black ink, appearing to be 'AEE Shikongo', is written over a horizontal line.

Dr. AEE Shikongo
Head: Postgraduate Support Services
Tel: +264 61 206 3129
E-mail: aeshikongo@unam.na



**APPENDIX C: LETTER OF PERMISSION FROM THE EXECUTIVE
DIRECTOR OF EDUCATION TO CONDUCT RESEARCH IN OSHANA
REGION**


REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION, ARTS AND CULTURE

<i>Enquiries: Mr. G. Munene</i> <i>Tel: +264 61 -293 3202</i> <i>Fax: +264 61- 293 3922</i> <i>Email: Gibson.Munene@moe.gov.na</i> <i>File no: 13 2 9 1</i>	<i>Luther Street, Govt. Office Park</i> <i>Private Bag 13186</i> <i>Windhoek</i> <i>Namibia</i>
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Mr. Charl M Theron
P O Box 909
Walvis Bay
lonitee@gmail.com

Dear Mr. Theron,

SUBJECT: PERMISSION TO CONDUCT ACADEMIC RESEARCH IN OSHANA REGION

The Ministry wishes to acknowledge receipt of your letter dated, 27 June 2022 seeking for permission to conduct academic research in the Oshana region for your Masters Degree studies which is focusing on: *"Evaluating the In-service School Leadership Training Offered by the University of Namibia to Oshana Principals."*

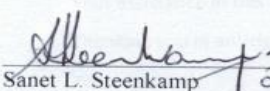
Permission has been granted to you. However, you have to seek for further clearance from the Oshana Regional Director of Education, Arts and Culture to ensure that:

- staff members' normal work is not disrupted during your interviews;
- participation is voluntary;

Furthermore, you are kindly requested to share your research findings with the Ministry after completion of the research project. You may contact Mr G. Munene on the above provided contacts at the Directorate: Programmes and Quality Assurance (PQA) for submission of your research findings at the above indicated details.

We wish you the best in conducting your research and the Ministry looks forward to hearing from you upon completion of your studies.

Yours sincerely,


Sanet L. Steenkamp
EXECUTIVE DIRECTOR



All official correspondence must be addressed to the Executive Director

Page 1 of 1

**APPENDIX D: LETTER OF PERMISSION FROM THE DIRECTORATE OF
EDUCATION, OSHANA REGION, TO CONDUCT RESEARCH IN OSHANA
REGION**



REPUBLIC OF NAMIBIA
OSHANA REGIONAL COUNCIL
DIRECTORATE OF EDUCATION, ARTS AND CULTURE
ASPIRING TO EXCELLENCE IN EDUCATION FOR ALL

*Tel: 065 - 229800/23
Fax: 065 - 2298334*

*Private Bag 5318
Oshana*

*Enquiries: Hileni M. Amukana
Ref. 13/2/9/1*

Mr. Charl Theron
P. O. Box 909
Walvisbay

Cell: 0811496467

SUBJECT: PERMISSION TO CONDUCT A RESEARCH IN OSHANA REGION

Your letter dated 03 August 2022 on the above caption bears reference.

Kindly be informed that permission is hereby granted to conduct research study from schools in Oshana Region.

Research topic: Evaluating the in-service school leadership training offered by the University of Namibia to Oshana principal.

This permission is subject to the following strict conditions; (i) There should be minimal or no interruption on normal working schedule (ii) Ethical issues of confidentiality and anonymity should be respected and retained throughout this activity i.e. Voluntary participation, and consent from participants

Both Parties should understand that this permission could be revoked without explanation at any time.

Furthermore, we humbly request you to share your research findings with the Directorate of Education, Arts and Culture, Oshana Region. You may contact Ms. Hilma Nuunyango-George, the Deputy Director, Programs and Quality Assurance (PQA) for the provision of summary of your research findings.

We wish you the best in conducting your study.

Yours sincerely,



HILENI M. AMUKANA
REGIONAL DIRECTOR



All Official Correspondence must be addressed to the Regional Director

Appendix E: INTERVIEW GUIDE FOR SCHOOL PRINCIPALS

I am Charl Marthinus Theron, I am studying at the University of Namibia for the degree of Master of Education Leadership, Management and Policy Studies.

The purpose of the study is to investigate what the principals learn in the Diploma of Educational Management and Leadership training and what its impact is.

Interview instructions:

Please be assured that this information will be treated confidentially and used for research purposes only. You are urged to try and answer these questions to the best of your knowledge, experience and understanding. Please feel free to ask for clarity where you do not understand what is being asked during this interview.

A. BIOGRAPHICAL INFORMATION

1. What is your highest professional qualification?
2. Years of experience as a school principal/ inspector/ tutor
3. Teaching experience in years

INTERVIEW QUESTIONS

4. How does the training programme support your professional development?
5. How do you assess the leadership skills you acquired from the DELM?
6. What would you say are the 5 main shortcomings in the in-serve training of principals at the University of Namibia?
7. How did the training equip you to help enhance teachers' commitment? Please elaborate
8. What would you say are the more useful aspects of the training of principals at UNAM?
9. Tell me the school leadership work you could not do well which you now can do well after you received leadership training from UNAM.

10. Do you have the required knowledge and competencies to apply what you have learned?

Please explain.

11. What did the programme underline that principals should be knowledgeable of in order to be prepared for the actualities of practice?

12. What else do you want to tell me regarding the leadership training offered by UNAM to school principals in Namibia?

Thank you for your time and participation!

APPENDIX F: QUESTIONNAIRE FOR SCHOOL PRINCIPALS

**COMPLETE THE QUESTIONNAIRE USING THE LINK
PROVIDED.**

INTRODUCTION

Please be assured that this information will be treated confidentially and used for research purposes only.

1. You are urged to try and answer these questions to the best of your knowledge, experience and understanding.
2. Please feel free to ask for clarity where you do not understand what is being asked.

SECTION A

PERSONAL AND PROFESSIONAL DETAILS

Instruction

Please tick with an (X) in the appropriate box or write in the space provided

1. Gender: ☐ Female ☐ Male

2. Are you a holder of the Diploma of Educational Leadership and Management (DELM)?

Yes ☐ No ☐

3. What is your highest academic qualification?

4. What is your highest professional qualification?

5. Years of experience as a principal

1-5 years ☐

6 - 10 years ☐

11-15 years ☐

16+ years ☐

6. School phase for which you are a principal:

Primary School ☐

Combined School ☐

Junior Secondary School ☐

Senior Secondary School ☐

SECTION B

LEADERSHIP SKILLS PRINCIPALS LEARN IN THE (DELM)

Instructions

Please indicate the extent to which each question in the table below characterizes the acquisition and improvement of your leadership skills. Tick with an (X) in the appropriate column. In all cases, the following numbers mean the following:

1 - Below average

2 – Satisfactory

3 – Above average

4 – Excellent

		1	2	3	4
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No	Statement				
4.	The training was relevant to my professional needs.				
5.	The actual practical application of leadership skills throughout the training process				
6.	The training included planning as a skill				
7.	The training included organising as a skill				
8.	The training included monitoring of teaching and learning				
9.	The training included leading as a skill				

SECTION C

HOW LEARNED LEADERSHIP SKILLS HELP PRINCIPALS TO IMPROVE JOB PERFORMANCE

Instructions

Please indicate how the leadership skills you acquired from the Diploma in Educational Leadership and Management helped you improve your performance as a principal. For each closed ended question, tick with an (X) in the appropriate column or box. In case of an open ended question, please write your answer in the space provided.

5. In your opinion, do you think training has helped improve your job performance?

Yes ☐

No ☐

6. What skills did you learn to solve problems you face at school?

7. How effective did the learned leadership skills help you to improve job performance in the following leadership aspects.

Leadership skill	Level of effectiveness of leadership skill learned to improve job performance				
	Highly Effective	Effective	Average	Less effective	Not Effective
i) Communication					
ii) Motivation					
iii) Delegating					
iv) Evaluating teaching and the curriculum					
v) Planning					
vi) Organising					
vii) Leading					
viii) Interpersonal skills					
ix) Decision making					
x) Controlling					

8. Did the training improve your capacity to lead teaching and learning to have a positive impact on learner outcomes?

Yes ☐

No ☐

SECTION D

LEADERSHIP RESPONSIBILITIES OF SCHOOL PRINCIPALS IN SCHOOLS

Instructions

This section is about the leadership responsibilities which your employer expects you to perform. For each closed ended question, tick with an (X) in the appropriate column or box. In case of an open-ended question, please write your answer in the space provided.

9. List your leadership responsibilities as a school principal.

10. Please indicate the extent to which you agree or disagree with each statement below as a responsibility of a school principal

Responsibility	1	2	3	4	5
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
i) Managing staff professional					
ii) Managing teaching					
iii) Improving motivation among teachers					

iv) Orienting new staff members					
(v) Managing learning					

11. In your opinion, is there a relationship between what the principals learn in this programme and their leadership responsibilities in schools?

Please elaborate on your answer.

Thank you for your time and participation!