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**THE EFFECTIVENESS OF LEADERS WORKSHOP  
FOR FUTURE SCHOOL LEADERS**

by

Rupeni Were Madigi

A thesis submitted in partial fulfillment of the requirements for the degree of  
Master of Arts (Education)

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School of Education  
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September, 2020

## DECLARATION

### Statement by Author

I, Rupeni Were Madigi, declare that this thesis is my own work and that, to the best of my knowledge, it contains no material previously published, or substantially overlapping with material submitted for the award of any degree at any institution, except where due acknowledge is made in the text.

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## **DEDICATION**

This research project is dedicated to all the current primary school heads, aspiring school heads and those school heads that have retired in schools around in Fiji.

## ACKNOWLEDGEMENT

*...THE LORD IS MY LIGHT AND MY SALVATION; WHOM SHALL I FEAR? THE LORD IS THE STRENGTH OF MY LIFE; OF WHOM SHALL I BE AFRAID?...Psalm 27:1...*

### **Academic Supervisor**

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### **Organisation**

I would like to thank the Ministry of Education Heritage and Arts for granting me approval to conduct my research in schools around the Suva District. I would also like to acknowledge the case study schools and the research participants for agreeing to participate in the study.

### **Friends and Colleagues**

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However, despite the numerous assistances that I have been fortunate to solicit, any error or inadvertent blunders in this piece of work are mine alone and should never be the responsibility of the individuals or organisation mentioned above.

## ABSTRACT

Effective school leadership is essential to improve the efficiency and equity of schooling (Pont, Nusche and Moorman, 2008). On the same line, Fullan (2002) states that effective school leaders are key to large scale, sustainable education reform. Bearing this in mind, the purpose of this study is to investigate the effectiveness of the future leaders workshop through evaluating the workshop participants and as well as the facilitators of the training and at the same time gauge the performance of school leaders around the Suva Education District.

Method that was used to collect data from the participants of the workshop and the facilitators was the mixed method approach. Research technique or instruments that were used include questionnaire survey, interview of the participants and the *talanoa* session with the school leaders.

This study involved five head teachers who participated in the workshop from the Suva schools, facilitators of the workshop from the Ministry of Education Heritage and Arts, fifteen teachers of the five selected schools including fifteen parents and fifteen students of these five schools. This research supports the study of other international and regional research for instance a research on School leadership preparation and development by Lingam and Narsamma (2014). Another example of similar studies was carried out on the topic Leadership and Sustainability by Michael Fullan (2002). The above examples reflects that training of the future leaders is a key element in the successful leadership and administering of schools.

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## LISTS OF ACRONYMS

<b>CDU</b> .....	Curriculum Development Unit.
<b>FESP</b> .....	Fiji Education Sector Program.
<b>FLW</b> .....	Future Leaders Workshop.
<b>MEHA</b> .....	Ministry of Education Heritage & Arts.
<b>PDU</b> .....	Professional Development Unit.
<b>PGDE</b> .....	Post Graduate Diploma in Education.
<b>RPEIPP</b> .....	Rethinking Pacific Education Initiative for Pacific Peoples.
<b>SEO</b> .....	Senior Education Officer.
<b>FEG</b> .....	Free Education Grant.



## GLOSSARY OF TERMS

*i-Taukei* – the natives of Fiji.

*Vanua* – literally denotes the land and the people who live in it.

*Colata na kaci ni Turaga* – to willingly accept and carry out responsibilities and obligation been delegated by the paramount chief.

*Matanivanua* – herald or official chief's spokesman.

*Sauturaga* – chiefs authoritative or deputy chief.

*Bati* – traditional warriors or traditional task to defend the chief.

*Mataisau* – traditional carpenter / craftman.

*Gonedau* – traditional fisherman.

*Solesolevaki* – working together in groups.

*Officer* – refers to the teachers.

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## CHAPTER 1

### INTRODUCTION TO THE STUDY

#### 1.0 Introduction

Future Leaders Workshop (FLW) is a training programme organized by the Ministry of Education Heritage & Arts (MEHA) for future school leaders to equip them with appropriate leadership skills as a succession plan to take over leadership roles in various schools across the country. Therefore, it is deemed that all school leaders are well versed with the knowledge of running the school smoothly around Fiji. As agreed by Bush (2006), educational leaders or leadership has the ability to influence the action of others in achieving a desirable goal.

This chapter mainly focuses on the following sub-topics in its discussion. Firstly, it highlights some background information whereby the MEHA was able to develop and implement the FLW. The study then shares important information on the context of the study where it dwells on where the study was carried out and also discuss on the participants who took part in the study. Moving on, it then discuss about the aim of the study which is followed by the research questions that map out the whole components of the study. This is followed by the discussion of the significance of the study that throw light on future strategies to be taken by MEHA in empowering school leadership. Later, the chapter focuses on the limitations of the study that was faced and the chapter ends with information on the organisation of the thesis.

## **1.1 Background Information**

Currently the MEHA has implemented a new strategy whereby those teachers who are eligible to take up the head teachers roles must attend this training known as FLW. In this workshop, the MEHA trains the participants with skills that a leader must possess before they are being posted to a school around the country as leaders. This training is run in two modules, that is, for one whole week for Module I and another one-week for Module II. At the end, leaders who went through this training graduate with certificates that assure them that they are well equipped with the basics of leadership skills.

School leadership is the only mechanism in which the school stakeholders are motivated to move the school organisations forward in achieving its goals of fostering successful teaching and the learning process. Bearing this in mind, the MEHA came up with this initiative of training leaders before they are promoted to take up leadership roles. As stated by Coons (2005), leadership is the behavior an individual display when directing a group towards goal attainment. During the programme, teachers are trained to master these leadership skills which they are going to implement upon being posted as school heads around school in Fiji.

Leaders have deeper and more lasting influence on organizations and provide more comprehensive leadership if their focus extends beyond maintaining high standard (Fullan, 2002). With the leaders influence, the MEHA is therefore fully committed in ensuring that all future leaders are fully aware of the expectation ahead of them in maintaining high standard in whatever school they are posted. The future leaders training really builds their skills so they are able to face whatever instances that is ahead of them.

This initiative taken by the MEHA helps the participants to be well equipped with the various leadership skills that can be implemented out in the field. Skills as such are not learnt overnight but it takes time of practices to be mastered. Only leaders who are well equipped to handle a complex, rapidly changing environment can implement the reforms that lead to sustained improvement in students achievement (Fullan, 2002). Thus it is assumed that teachers after the training and as well as through their personal experience is going to improve the performances of their school.

Teacher leaders need support to overcome stubborn barriers created by the norms of school culture-autonomy, egalitarianism and defence to seniority (Johnson & Donaldson, 2005). With this in mind, this training programme also help young teachers who are eligible for promotion to uplift their skills of leadership so that they are not the subject of criticism if there is any confusion in their school. Keeping in mind that some senior staff always overrides the leader's decision since they bring in their seniority, the training give the leaders strategies to implement under such circumstances.

The main reason for choosing this research topic is due to some of the feelings that I encountered through the experience of some school leaders leadership skills that needs to be reconsidered. This major concern has empowered me to carry out a research on the effectiveness of the FLW on our leaders who have graduated from this training which is being implemented to equip leaders on school management. Henceforth, after the study it is going to provide feedback to us on the specific leadership skills that school leader's need to implement.



## **1.2 The Context of the Study**

This study focus on the mandate being set up by the MEHA to be achieved by the head teachers who successfully completed the future leader's cycle workshop and are currently being promoted to head teacher's position. It also highlights the objectives outlined by the MEHA concerning what the participants needs to achieve at the end of the training. Furthermore, the research gathers much needed feedback from school leaders who had gone through this program as their feedback determine the success of the FLW.

The study was carried out in five prominent primary school in the Suva education district. These five schools were selected since they are categorized as large school. The school head in all the five schools have also participated in the FLW in past years. From the selected schools, four were managed by faith based organisation while one was managed by the school board of governors.

Participants for the study include the MEHA officials who were the facilitators of the FLW. There were three officials who were interviewed whom were directly involved in the development and implementation of the FLW. Other participants who were also interviewed include the head of the five schools. All the five head of school were part of the previous FLW thus their feedback and recommendation was of great benefit to the study. There were altogether three teachers each selected from the five schools thus making up a total of fifteen teachers altogether. Similar figure as for the teachers above was also attained for the number of parents and students to take part in the interview from the five selected schools.

### **1.3 Aims of the Study**

The main aim of the study is to investigate the effectiveness of the workshop as far as the skills of the head teacher's leadership abilities is concerned. It is also to put maximum emphasis on the success of some leaders who have gone through the programme. Specifically, this study is based on the leaders within the Suva area. The MEHA was consulted first and then the teachers later in their respective schools.

### **1.4 Specific Research Questions**

Based on the aim of the study, the following key research question was posed to help steer the research:

- i. What is the rationale of the Future Leaders Workshop (FLW)?
- ii. How are the participants selected for the workshop?
- iii. What are the benefits of this workshop to the education system?
- iv. What were the strengths of this Future Leaders Workshop?

### **1.5 Significance of the Study**

This study is significant in many reasons. First and foremost is that there has not been any study carried out in this area so far in Fiji. Therefore, this research would provide valuable information on the success or failure of FLW organized by the MEHA. It would also update the education sector on how to improve on this programme and thus assist those leaders who face challenges after being posted to various schools as leaders. Therefore, any alteration or adjustment that needs to be carried out could be addressed.

To add on to the above, the other significance of the study was due poor leadership skills. Tavola (2000), reporting on the situation in Fiji, highlighted that because of

poor leadership schools were not geared towards improving the quality of education. Once leadership in schools around Fiji is strengthened and monitored vigorously it will surely improve the whole education system. Leaders are the pillar of strength in their respective school thus they must be trained and empowered to deliver their best in their position.

### **1.6 Limitation**

Some of the expected limitations for the research would be that some school leaders did not cooperate well with the research in the sense that they provided some misleading information thus it can affect the final result. On the same note, some school leaders, teachers, parents and students took longer time to respond to the questionnaires distributed out to them thus affecting the time frame of the research. Secondly, MEHA might not agree to be part of the research and in the process may not disclose exact figures of the participants. The third limitation is that the research tends to only focus in the Suva area thus; it limits the opinions gathered since it did not cover the whole Fiji education system. The fourth is that limited literature is available on this research as there is no research done so far. Lastly is that the time frame for teachers to submit their response was inadequate.

## **1.7 Organisation of the Thesis**

This thesis is organized into six chapters. The first chapter (Chapter 1) is the overview of the study together with the research questions and findings. Chapter 2 provides a review of literatures that is very relevant to the study. In Chapter 3, it mainly highlights on the research methodology and design that was used in the study. Chapter 4 discusses the research findings gathered from the research while Chapter 5 highlight the discussion of the findings in light of the relevant literatures. In the final chapter (Chapter 6), it concludes the writing with a brief summary, stating the possible recommendations and its implications.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter will provide some of the literature that is related to the study. In every research, the literatures always add depth in that particular area of study. Taylor (2014) highlighted four main reasons to review literature; (1) to be organized around and related directly to the thesis or research question; (2) to synthesise results into a summary of what is and is not known; (3) to identify areas of controversy in the literature; and (4) to formulate questions that need further research. This chapter will review the literature based on the four elements above and focus mainly on the effectiveness of the leaders' workshop amongst the future leaders.

The review will be presented under the following headings:

- What is effective educational leadership;
- How to achieve effective educational leadership;
- Factors affecting effective educational leadership;
- Types of educational leadership;
- Some weaknesses of leadership.

At the end, a summary of the whole chapter is presented.

#### **2.1 What is Effective Leadership?**

Effective leadership according to Day and Sammons (2014) means providing a clear vision and sense of direction for the school they prioritise and they also focus the attention of the staff on what is important.

The writing begins by reflecting on the effectiveness of traditional leadership before it moves on to discuss on the aspects of educational leadership. Traditional leaders are the beacon of hope, trust and give a sense of belonging in all our i-Taukei society. Communities do look upon them and do align themselves to the ruling of their traditional leaders. Leaders do earn the respect of their people due to the kind of respect and leadership they show to their own people. The trust and loyalty of the people literally mean *vanua* amongst the i-Taukei replicate their obligation to their paramount chief as their leader.

Ravuvu (2000) stressed that traditionally chiefs had been selected on merit and could be overthrown if they failed to perform up to the expectations of their people. The *vanua* and its people do have an expectation of their traditional leaders to lead them and to direct them. Once traditional leaders do fulfill their purpose within their hierarchy of stewardship the *vanua* will bow in their presence as a mark of respect, dignity and alliance. In other words, the *vanua* or the people will be obliged to serve their chief or leader in whatever circumstance they are called to serve. It is term amongst the i-Taukei as *colata na kaci ni turaga* (to willingly accept and carry out responsibilities and obligation delegated by their paramount chief). Literally, it means doing all the request of their chief when the need arises.

Traditional leaders in the i-Taukei context is one of that which is highly respected and honored. This leadership setting is well instigated and spelled out so perfectly that each faction have their own responsibilities to perform in order to serve their chief impeccably. Each faction under the leadership of the chief has different obligation to perform which fully complement each other's role. For instance, *matanivanua* (herald or official chief's spokesman), *sauturaga* (chiefs authoritative or deputy chief), *bati* (traditional warriors or traditional task is to defend the chief),

*mataisau* (traditional carpenter/craftman), and *gonedau* (traditional fisherman). Each faction performs different roles and do not cross each other's boundaries in their enactment towards their traditional leaders.

Nayacakalou (1975) fully complimented the above connotation by stating that chief's positions were inextricably interwoven with the structure of their group so that the goals for which the groups organize under the leadership of their chiefs remain common goals. This tends to depict that the structure within the traditional leadership connotation was once deeply structured out that another faction does not compromise the boundaries of each other's duties. Once the chief or their traditional leader give directive for various obligation to be carried out the *matanivanua* will take the information down to the proper faction and thus they are the rightful people to carry out the task required of them to do. They will carry out their obligation to the best of their ability so as not to upset their traditional leader.

The i-Taukei traditional system very much believes in its traditional method of working together which is termed as *solesolevaki* (working in groups). In all obligations carried out for the traditional leader, they are all accomplished through *solesolevaki*. The term *solesolevaki* literally means working together with one major objective of achieving the very best for the chief and for the *vanua*. It brings about teamwork, togetherness, unity and strengthening of their traditional bond with their leader. Nayacakalou (1975) pointed out that 'unity of principle' throughout Fijian society 'accounts for a great deal of the strength of the Fijian system of leadership.' A positive connotation of the i-Taukei is their strong unity with each other through *solesolevaki*. The achievement of the i-Taukei in the past has proved their ability to unite and strive for a common goal that resulted in their success together. Any task

or responsibility demanded by the traditional leader is usually accomplished with teamwork, love and unity, which is the main element behind the *solesolevaki* theory.

The i-Taukei connotation of traditional leadership was developed thousands of years ago even before the arrival of the Christianity in our shores who were deemed as the beginners of formal education thus the execution of educational leadership.

Traditional leaders or the chiefs are bestowed with leadership qualities that are not usually taught to them however are passed on from generation to generation. The traditional leadership style has been proven successful in the i-Taukei society and it will always lie deep in the heart of all the i-Taukei community no matter wherever they dwell.

Another study by Nabobo- Baba (2012) shared that in terms of leadership, Rethinking Pacific Education Initiative for Pacific Peoples (RPEIPP) has established a network of Pacific leaders called Leadership Pacific that is a movement of new generation of leaders who practice, study and teach leadership to enhance leadership capacity in Pacific communities. Organizing such initiative will empower future educational leaders in the Pacific to empower them to be well equipped with the modern leadership skills needed by school head. Networking amongst Pacific leaders is vital in the positive administering of schools. In doing so leaders will share and impart knowledge to each other as to help them in their leadership.

Nabobo-Baba (2012) further highlighted that the aim of Leadership Pacific is to foster ethical leadership in individuals, organisations and communities in the Pacific, promote understanding of leadership knowledge and practices, and serve as a network for sharing ideas, research and practices about Pacific leadership. The above strategies will help to elevate educational leadership in the Pacific to greater heights as they fight the battle together since there is no isolation.



In light of the above studies, effective leaders are the one who take their school or organization to another level that is beyond others' reach. Such leadership qualities reflect on the strong partnership of the leader and the staff members as a whole. Thus, this relationship will result in positive outcome that will be achieved by the school as a whole. Brooke-Crawford (2006) mentioned that in a time when schools are being held accountable to the highest level of standards, strong leadership is critical for the schools' success. On the other hand, Fliegelman (2012) highlighted that the effective educational leader must never stop acquiring knowledge; the leader must use that knowledge with a variety of skills to create the conditions for learning; and the effective educational leader must embody a diverse set of qualities so that his vision is inclusive and attainable. Thus an effective educational leader starts with a wide-ranging knowledge due to the fact that leadership is usually faced up with wide range of situations which require different skills to administer the problem.

School leadership encompasses many obstacles in real life situation. It ranges from administering the school, establishing a high level of interaction with the staff members, disciplining the students; create a professional relation with the school stakeholders, visualize future plans that needs to be implemented, ensures financial sustainability of the school and other responsibilities. All of the above depicts the leader's ability to show his/her effectiveness as a leader. Effective leaders have strong knowledge of the range of instruction tools available to address their students' needs (Brooke-Crawford, 2012). A leader understands that others are continuously watching them to see what they are doing and how they respond to certain situations (Meador, 2014). Leaders are referred to be the beacons of any

organization as followers and on lookers watch their every step in order to imitate their style or to gain valuable lessons from them.

Furthermore, effective leaders carry themselves inside and outside of the school with professionalism and dignity thus enable them to make informed decisions that will benefit their school (Meador, 2014). According to Jerald, (2012) effective leaders collaboratively create a vision and establish a climate for people to reach their highest level of achievement. Without effective leadership a school organization will ultimately fail in its overall deliverance.

Some of the characteristic associated with the role of effective leadership include being dynamic, challenging, courageous, decisive, honorable, disciplined, reliable, efficient, practical, someone who has high energy and overcomes obstacles (McManus, 2006). According to John (1990), people who provide effective leadership always seem to have above average energy levels, often much above average and they appear to thrive on achieving something important and being in a position of influencing others to achieve. All the behavior discussed here simply put the leader's job description inline of the workload ahead of them. When leaders are well armed with the above characteristic, there will be positive impact on the whole school organization.

## **2.2 How to achieve effective leadership?**

Effective leadership can be achieved only if the leader is fully committed to the work that he or she is assigned to do. Leaders who are goal oriented will perform to their full expectation. A leader has a continuous vision for improvement that guides how they operate; they are never satisfied and always believe they can do more (Meador, 2014). Effective school leaders have positive beliefs and high expectations

(Crawford-brooke, 2014). Based on the above, leaders to be effective must aim for higher standard in their school organization. Without setting up goals to be achieved, they are just failing to execute the proper guidelines that will result in failure.

Effective leadership can be attained through setting out proper strategies to follow through strict and sound decision-making. Leaders who are unworthy to set up goals depict the lack of leadership abilities they have with them. Proper authorities must monitor such leaders and performance assessment should be implemented to them to uplift their performances. According to Aotearoa Ministry of Education (Forbes, 2013) there are four main educational leadership qualities that are at heart which underpin principals' ability to lead their schools: *manaakitanga* (leading with moral purpose), *pono* (having self-belief), *ako* (being a learner) and *awhinatanga* (guiding supporting). A leader must possess the above leadership qualities in order to achieve effective leadership.

Leaders who aspire to be an effective leader usually at times imitate what great leaders have implemented in order for them to gain experience and also put their marks on the line sending out to others that they are also capable of performing as expected of them. This is the only way forward for leaders to be known or be recognized of their capabilities. After all, experience is only gained through trial and error. Without it a leader will not be able to gain the qualities of an effective leader thus changes and improvements in that particular school will not be achieved. Great leaders are not just focused on getting group members to finish tasks; they have a genuine passion and enthusiasm for the projects they work on (Cherry, 2014).

Effective educational leaders must see teachers and students at work (Fliegelman, 2014). Based on this it can be assumed that leaders must see a great range of areas that needs to be addressed in order to be effective in their role. Leaders must not

narrow down their focus but must look at the whole aspects of leadership to be effective and be the instruments of change and progress in the school organization.

According to Power (2004) the most effective school leaders are those who contribute most strongly to the creation of such high-performance climates, and who:

- demonstrate a passion for teaching and learning;
- have absolute clarity about their purpose and priorities;
- know what the role boundaries are among members of the leadership group;
- build leadership at all levels of the school;
- promote high standards and have high expectations of teachers and students;
- manage teacher performance with fairness and integrity.

Fullan (2003, p. 8-9) definition of effective leadership in school has five mutually reinforcing, powerful components that act as forces for positive changes and they are:

- a sense of moral purpose, based on a belief that education is making a difference in the lives of students;
- an understanding of change that balances visionary optimism with realistic practicality;
- a commitment to building relationships within and between schools;
- a belief in the importance of knowledge creation and sharing, especially in respect of professional practice;
- a capacity to create meaning from complexity.

In ascertaining the definition of effective leadership from Power (2004) and Fullan (2003), it can be depicted that effective leadership can only be achieved through leaders and staff members who must work with dedication towards gaining the highest standard and quality of learning and teaching. Similarly, effective leaders must be passionate of what they do; supporting each other in the highest professional level. They are also committed to the learning of the students and also accept criticism in positive ways which will improve their performance in future. On the same note, effective leaders also offer balanced feedback to their own colleague which will also have great impact on their work.

The above discussion was mainly focused on the introduction of effective leadership and how to achieve effective leadership in schools amongst the school leaders. Now the discussion will highlight some of the factors affecting effective leadership in schools.

### **2.3 Factors affecting effective educational leadership.**

It is indeed true that there are factors that affect leadership which might affect any particular organisation. No matter how much time a leader tries to work out a good plan for the school organization to implement, without addressing these factors that would affect the leadership, there would not be any success.

Decision making is a factor that directly affects effective educational leadership. The decisions made by the head of school often have long lasting effect on the overall school performance. A critical leadership skill for successful principals is decision making (Nikolaros, 2015). There are two types of decision making process that a school might encounter. The first form of decision making process is in

collaboration with the whole staff members and other stakeholders whereby decisions are made after agreeing on an amalgamating view. Keppell, O'Dwyer, Lyon and Childs (2010) stated that it is more like distributive leadership that focuses on collaboration, shared purpose, responsibility and recognition of leadership irrespective of role or position within an organization. Decisions that are achieved through this mode are usually widely accepted and approved by majority of the members.

The second form of decision-making process is when the school head decides to make decision independently. When school head make decision independently, it allows space for more queries and accountability from the rest of the staff.

According to Nikolaros (2015) if the principal decides to decide on issues independently, this could allow for a state of higher questionability and accuracy. Thus, it directly affects the effectiveness of leadership in any school.

Another factor that contributes to effective educational leadership is the kind of leadership strategies that the school head implement. Leithwood, Loius, Anderson & Washlstrom (2004) mentioned that effective educational leadership makes a difference in improving learning. Leaders who are strategically oriented in their approach have high chances of implementing effective leadership. This in terms of setting school target in internal and external exams, aligning the vision of the school, monitoring teachers performance through the assessment of the curriculum that is taught, communicating with the school management, evaluating the strength and weakness of the school and so forth. Nikolaros (2015) stated that for effective school improvement, principals must closely intertwine and, with relevancy assess curriculum and instruction.

Maintaining a balance between work and personal life was significant based upon years of service and ethnicity, as well as school board politics (Garrison, Krug, Bergeron & Ray, 2009). Many stakeholder groups have a direct interest in schools and school leadership, and commission reports on the state of education have mentioned the lack of involvement of stakeholders in decisions that affect them (Patton, 2002). Based on the above, it can be said that factors affecting leadership ranges across all aspects of life; that is, they range from the individual life of the leader up to the stakeholders of the school.

Highlighted above are some of the factors that may directly or indirectly affect effective leadership in schools. The bottom line is that school leaders need to be success oriented and must strive for the whole school improvement to prosper in their leadership. The writing now discusses some of the types of school leadership that head of school can implement.

#### **2.4 Types of Educational Leadership**

The type of leadership skills implemented in various schools by its school head may differ. It will be determined by the location of the school, the size of the school, the school management composition, the mixture of students, the teacher's composition and other stakeholders. Discussed below are some of the leadership types that a school head can implement in their various schools.

### **2.4.1 Top Down Approach**

Educational leaders of the past usually follow a one-way approach of leadership which gives him/her the full authority to control everything. In other words, it is known as the top-down approach. These kinds of leaders usually lead with a heavy hand thus expecting the staff to heed instructions given by them. Kavanagh and Richard (2003) mentioned that leadership was traditionally viewed as a top-down process governed by a commanding and control where strong individuals dominated through force of personality. Sweet (2011) added that in top down approach a clear statement from executives is a powerful beginning. Later on Darter (2014) agreed that when you a leading from a top down, you spend a great deal of time telling other people what to do and when to do it. A key quality common to the top down approach is that leaders implement what they think best suits the organization to function effectively. Staff members are not given the privilege to question back or to share their insights. The task ahead would be to accomplish the directive given by the leader. Early studies also highlighted that leadership was dominated by the top down approach which was implemented by the British government.

Shared above is the top down leadership type which entails that it is a one-way traffic that is from the top down to the staff. In other words, it can be termed as dictatorship leadership whereby none in the school system can question the authority. Such leadership type can be stressful to the staff and other school stakeholders. Now the discussion will move on to the next leadership type which is the bottom up approach.



### **2.4.2 Bottom Up Approach**

On the other hand, a bottom up approach is a leadership type where the staff members provide the strategies that must be followed in order to achieve the overall goal of the organization. According to McCrimmon (2012), bottom-up leadership promotes a better way by challenging others to think differently and it is also different from informal leadership which is about an employee being the informal positional leader. Broussine (2003) makes clear; this is not the focus that modern approaches to leadership adopt. The contemporary focus is to conceive of leadership as being at the core of what everyone does within an organization; it is collective and team-based more than individual-reliant.

A bottom up approach tends to focus more on the collaborative work of the staff rather than focusing on the leaders alone. This type of leadership brings with it transparent practices and the validity of the decision made is high due to the consensus of ideas used in it. On the other hand, in bottom up leadership, decisions can be made by any member of the staff who comes up with a new idea that suits the whole organization. When a new employer brings new and better work habits to a new employer, such as better customer service or quality for instance, just behaving differently can influence the new employee's boss and colleagues to adopt the new work habits (McCrimmon, 2012).

This leadership type is well accepted by school stakeholders as there are lots of collective decisions made therefore it should pave the way forward for more success in the school. The next leadership type that the writing is going to discuss is known as the distributive leadership method.

### **2.4.3 Distributive Leadership**

Distributed is not something ‘done’ by an individual ‘to’ others, or a set of individual actions through which people contribute to a group or organization, it is a group activity that works through and within relationships, rather than individual action (Bennett et al, 2003). Distributive leadership is engaging the many rather than the few in school improvement Harris (2013). This leadership type is quite unique due to the reason that the decision made is not from the leader but from the staff members. In other words, decision made is through proper consensus and every staff’s views are considered. Thus, distributive leadership seems to be the best method to implement in the school organization. Distributive leadership is an effective leadership type since other staff members are empowered to carry out vital task being assigned to them by their school head.

Moreover, it is this leadership that recognizes the effort of the whole staff and also at the same time makes the staff feel that they are important part of the school organization. It encourages the staff that they are important part in the planning of the school organization. The ethos of shared leadership which, in turn, encourages initiatives serving a common purpose and it flourishes in a climate of trust, support and openness to new learning (Whitby, 2002). It simply gives the staff members a sense of trust and supporting each other in the decision that has been made all in the aim of taking the school new height.

In distributive leadership, this model stands in stark contrast to traditional hierarchical approaches of decision making enlisting individuals throughout an organization, not simply those “at the top” (Bolden, 2008). As agreed by Aller and

Irons (2009) that distributive leadership extends the responsibility for the leadership beyond the individual and weaves it into the relationships and interactions of multiple stakeholders. Both the above mentioned that leadership is shared amongst others in the whole organization. A major contributing factor towards the success of distributive leadership is the division of labour on any decision that is being made. Through this mode sound decision are made which will enhance the performance of the school organization as a whole.

Distributive leadership type encourages teamwork and collaboration amongst staff members with their superior. It empowers each other to strive for excellence in their delivery by eliminating individualism theory. The school as a whole should excel in its productivity once they adopt this leadership quality. The writing now moves on to highlight on the next leadership method which is sustainable leadership.

#### **2.4.4 Sustainable Leadership**

To define sustainable leadership, simply means the proper management of resources; that is, financially and as well as human power, so that enough resources is available for the others in future thus at the same time reducing wastage. Under this leadership role, it is important that the leader and the co-workers co-operate in order to avoid miss-use of resources. The onus is both on each person to modify their behaviours as well as organizations to prevent over-consumption and reduce waste, to ensure a sustainable and healthy future (Way, 2012). Sustainability is the capacity of a system to engage in the complexities of continuous improvement consistent with deep values of human purpose (Fullan, 2004).

Sustainable leadership means planning and preparing for succession-not as an afterthought, but from the first day of a leader's appointment (Fink & Hargreaves, 2004). According to Glaser (2014) attracting and retaining top talent is critical to creating a sustainable business model; and commitment to socially responsible behaviors helps ensure satisfaction and loyalty. Based on the assumption above, to be sustainable requires a whole school approach of the leader and the staff members. All needs to work hand in hand in order to achieve it.

This type of leadership type ensures that resources are well utilized consequently to avoid wastage. Once this is achieved in a school, it reflects the good management skills been implemented by the school head. Moving on, the writing will now throw some light on the next leadership type which is transactional leadership.

#### **2.4.5 Transactional Leadership**

According to Ingram (2014) transactional leadership type are more concerned with maintaining the flow of operations and it use disciplinary power and an array of incentives to motivate employees to perform at their best. As agreed by Aarons (2006) that transactional leadership is based more on reinforcement and exchanges. This leadership type always makes the workers to work harder due to the reasons that they are going to be rewarded in the end. Leaders here will make sure that the staffs are performing up to standard so the goal is achieved at the end. Staff members alike will carry out their responsibilities diligently bearing in mind that they are going to receive their incentives once the task is successfully achieved. This leadership type is an effective leadership type as it will empower the staff to be productive since they will be goal oriented thus improving the standard of the school performance.

In transactional leadership, rewards and punishments are contingent upon the performance of the followers (Cherry, 2014). Aarons (2006) also agreed that an effective transaction leader is able to recognize and reward followers' accomplishments in a timely way. One major advantage of transactional leadership is the rewarding system which will boost the overall performance of the workers. Overall, the whole school organization which adopts transactional leadership type will always experience good performance from the staff members since they are all looking forward to getting rewards in the end.

This leadership type augurs well with the current trend of life we are living in now. People nowadays will only work once incentives are provided. The MEHA and School head must be very strategic in developing good incentive for teachers on top of their salary in schools to ensure the school achieves its goal and its vision at the end of each academic year. A good incentive for the teachers will surely enhance their performance thus improving the MEHAs achievement as well when we look at the whole education system in the country. The next discussion on the various leadership type is based on transformational leadership method.

#### **2.4.6 Transformational Leadership**

This leadership type is where the leader inspires the co-workers to work towards achieving a common goal through motivation and challenging them based on the goals of the organization. Transformational leadership involves inspiring followers to commit to a shared vision and goals and challenging them to be innovative problem solvers (Bass & Riggio, 2008). According to Johannsen (2009), transformational leadership and those who follow it are change oriented. They are

not creatures of the status quo and sometimes they live within the status quo but their minds see what could be changed. Such leadership type will surely move the school organization to new horizons which were not able to be reached.

Transformational leadership ensures the achievement goals and setting up of new strategies that must be implemented in future.

In the transactional leadership type previously been discussed it reflects on the incentives or reward given to teachers at the end once they achieved their goal. However, transactional leadership type are change oriented through the inspiration of the leader. They foresee that changes for improvement must take place thus they strive towards it.

To add on to the above, in this leadership type the goals or planning carried out is well constructed to avoid failure in the whole organization. Although they are change oriented, the changes that are implemented do not affect the operation of the organization drastically that it will disrupt the organization deliverance as a whole.

Transformational leaders typically employ verbal and symbolic behavior to increase the salience of certain values in the follower and also such leaders then communicate the efforts or goals in light of these values and identities (Kotlyar & Karakowsky, 2006). Three fundamental of transformational leadership type are vision, vision implementation and transformational communication (Groves, 2005). To be a visionary leader is an asset to any particular organization due to the greater things that will be achieved through visionary and then implementing the vision. Such leadership speaks volumes of the leader's ability to persuade the staff verbally of the vision that has been mapped out and then working on achieving the plan.

The above leadership type encourages the school head to be visionary. It also helps the school head to look for opportunities to improve upon in future. This leadership type suits those leaders who are always not satisfied with the current system they are following but will always map-out better pathways to follow in order to keep improving performance. The last leadership type that the writing discusses below is the succession planning method.

#### **2.4.7 Succession Planning**

Succession planning is described as having the right people in the right place at the right time (Atwood, 2007). According to Rothwell (2010) succession planning is a means of identifying critical management positions, starting at the level of project manager and supervisor and extending up to the highest position in the organization. Leaders who are currently holding on to key positions will at a time retire or under some unforeseen circumstances leave their position, therefore the organization must function normally when a vacuum is created. It is through succession planning that others are groomed to take up such key positions when such a thing happens. If current leaders are able to address this issue while they are still in their top position, then the deliverance of the whole organization will be affected once faced with any situation concerning leadership.

Leaders must see that staff members are well versed with how to run any organization during their tenure of leadership to avoid the delay and disruption in deliverance in times of mishaps. This is what succession planning is all about which cares for the continuation of the process in any organization. Succession planning is a way for an institution to ensure a sufficient source of possible leaders for the future

(Davis, 2014). On the same line Atwood (2007) mentioned that it is the process of identifying future leaders in an organization and developing them so they are ready to move into leadership roles.

Atwood (2007) further stated that succession planning gives people an opportunity to grow in their organization. As also agreed by Rothwell (2010) that succession planning encourages promotion and permits an organization to utilize the skills and abilities of individuals more effectively, and the opportunity to gain a promotion can serve as an incentive. This statement is very much true due to the reason that we are moving the staff up to a higher position which is a sign of progress and stability in the organization. It also gives a sense of trust on junior staff members that they are capable of taking up top position in the school organization. This as a result will help individuals to perform much better in their work thus increasing the productivity of the whole school organization.

Douglas (2012) mentioned that the purpose of succession planning is to benchmark as well as identify not only the right person for the right seat, but also the next person who will sit in that seat. As cited by Atwood (2007) that succession planning ensures that an employee has been developed and is ready to step into a leadership role when the opportunity arises. Leaders in their capacity must be also engaged in building future leaders who will take up the top position in years to come.

Otherwise, those who are going to take up the position will be in total loss thus resulting in the failure of the whole organization.



## **2.5 Summary**

This chapter has provided pertinent information about the various leadership connotations of what leadership is all about which all build up a school that is productive and where learners needs are addressed. Any leader can implement whatever leadership strategies that he or she is comfortable in as long as the whole school mechanism is progressing well. The chapter does not highlight any one of the leadership style is better however it simply tries to ascertain the differences amongst the leadership method. In the next chapter, which is Chapter Three discusses the research methodology that was carried out to gather data and important information related to the research.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY AND DESIGN**

#### **3.0 Introduction**

As mentioned earlier, the main objective of this study is to investigate the effectiveness of the future leader's workshop for leaders in various schools around the Suva District. The main area of focus for this particular chapter is to discuss the research methodology that was implemented for the study to gather data and relevant information related to the study.

The research design for this particular study evolves around the interpretive case study which is analyzed through qualitative methods. To engage the participants, questionnaires were used and also observation of the participants, face-to-face interviews, focus group interviews were all used as data collection methods. Justification for each data collection method used is discussed. The chapter closes with a diagrammatic representation of the framework being implemented for the development of the study and for the research design.

#### **3.1 Research Paradigm**

Research paradigms are certain standard and rules that guide a researcher's action and beliefs. They enable the researcher to follow proper channels while carrying out the study so that unwanted circumstances are avoided. According to Creswell (2008) a paradigm is a conceptual model of a person's worldview, complete with the assumptions that are associated with that view.

This study used a qualitative, phenomenological case study approach because of its appropriateness for providing and understanding of people's perception on the effectiveness of future leader's workshop on future school leaders. Leedy and

Ormrod (2005), state that phenomenology is a methodology that attempts to understand people's perceptions, perspectives and understanding of a particular situation. A phenomenological approach in human sphere normally translates into gathering deep information and perceptions through inductive, qualitative methods such as interviews, discussions and participant observation and representing it from the perspective of the research participant(s) (Lester, 1999).

According to Creswell (2007), phenomenology provides a deep understanding of a phenomenon as experienced by several individuals. Phenomenology is focused on the subjectivity view of reality, continually pointing out the need to understand how humans view themselves and the world around them (Willis, 2007). The phenomenology approach focuses on the understanding of human views and experiences which will be of great advantages to the research. Thus, it is assumed that this approach will eventually be the best to implement in the study taking into account the interaction with people that will be carried out in the research.

A qualitative approach was selected for this particular research due to many reasons. First of all, qualitative researchers focus on process rather than the end result as the area of focus in quantitative research. Moreover, the process of the research provides a rich, detailed picture to be built up about why people act in certain ways and their feelings about these actions. Secondly, it emphasizes the researcher as an instrument rather than the use of normative tools such as questionnaires or machines to process the data to be later interpreted by the researcher. Thirdly, qualitative research deals with value-laden questions and at the same time explore new ideas thus build on to existing theories which will develop new ideas in the future. Lastly, since the focus of the study is on fieldwork, therefore the researcher will be present with the participants to get a feel of the atmosphere on the ground, compared to quantitative

research where a research assistant will be carrying out all the research on behalf of the principal researcher. Various qualitative research methods were used for this research which includes interview, *talanoa* sessions, correlation research and survey research.

### **3.1.1 The Interpretivist Paradigm**

Considering the research method to undertake in a research requires understanding of the whole aspects of the study that is going to be undertaken. The study that was carried out for this particular research falls in the interpretivist paradigm. The interpretive paradigm is associated with many qualitative approaches to research such as ethnography, case studies and phenomenological investigations (Clark & Creswell, 2008). According to Thomas (2010) the interpretivist paradigm is concerned with understanding the world as it is from subjective experiences of individuals and they use meaning oriented method such as interviewing or participant observation that rely on a subjective relationship between the researcher and subjects.

Furthermore, interpretivist paradigm avoids a rigid structural framework such as in positivist research and adopts a more personal and flexible research structures (Carson et al, 2001) which are receptive to capturing meanings in human interaction (Black, 2006) and make sense of what is perceived as reality (Carson et al, 2001). Following a flexible research structure will ensure the proper implementation of the research resulting in its success since the researcher does not have a rigid timetable to imitate. This method also allows the researcher to carefully carry out the research without any internal or external force trying to manipulate the outcome of the research.

Angen (2000) articulates that an interpretivist perspective involves careful consideration and articulation of the research question and also the research inquiry is carried out in a respectful manner. Hence, the interpretivist paradigm ensures that the researcher prepares himself or herself well before implementing the research. Interpretivist paradigm also helps the researcher to carry out the research in a manner that gives full respect to all the participants that are part of the research.

### **3.2 Research Design and Justification**

On the basis of the forgoing discussion, this study is an interpretive study which is aimed at investigating the effectiveness of Future Leaders' Workshop (FLW) that was implemented by the MEHA.

This particular study is based on a case study research design that will enable the researcher to find out and understand from the school leaders, teachers and MEHA officials the whole aspects of the FLW due to the in-depth study of the situation surrounding leaderships in schools. The use of case study in this research although it is time consuming and often highly subjective, creates a starting point for future research as it investigates something that may appear to affect only a selected few but it may uncover some underlying cause. Curran and Horava (2012) mentioned that case studies do not have a straight forward outcome or solution; there are multiple paths to a resolution, each with a different set of arguments and cost-benefit analysis. Moreover, it is a question of dissecting the various issues of the real-world problem and applying a range of analytical and problem-solving skills in order to build a persuasive argument that is pragmatic and defensible from a management perspective.

### **3.3 Research Methods/Tools and Justification**

This research used the interpretivist and qualitative case study approaches. In the interpretivist approaches that involve in this research values what people say, feel and what they experienced about phenomena being researched. The qualitative approach used in this study deals with trying to gain quality findings through gathering data from individuals. Leedy and Ormond (2005) mentioned that in qualitative research we do indeed dig deep; we collect numerous forms of data and examine them from various angles to construct a rich and meaningful picture of the situation.

Under qualitative method the research uses questionnaire, observation, *talanoa* and interviews. In the second one which is quantitative technique, the research measures the variables of the questionnaire being distributed in order to get the quantitative result. So it can be said that this research uses both the qualitative method and quantitative method approach.

As far as the study is concerned, the method of research used is based on a qualitative approach. The research undertaken in the study involves *talanoa* session, questionnaires, observation and interviews.

#### **3.3.1 Talanoa**

*Talanoa* is a reliable source of gathering data due to the fact that individuals are able to relate their experiences as well as their views in an informal set up. In the Pacific context *talanoa* is commonly used to share ideas and views amongst the villagers. Nabobo-Baba (2006) and Sharma (1996) shared the same view that *talanoa* in the Pacific Island cultures, including Fiji, has become very popular among Pacific qualitative researchers. According to Halapua (2008) *talanoa* may be understood as

engaging in dialogue with, or telling stories to each other absent of concealment of the inner feelings and experiences that resonate in our hearts and minds. However, Suaalii-Sauni (2012) shared the concern that *talanoa* research has been veiled in metaphors and rhetoric rendering it politically and academically powerful, albeit somewhat mystical. *Talanoa* gives the participants in the research the opportunity to voice their concern freely about the study. On the other hand, they are given the freedom to express their feelings for the benefits of the research.

Otsuka (2006) states that in *talanoa* research, researchers and participants share not only their time, interest and information but also their emotions. On the same line, Vaioleti (2006) mentioned *talanoa* research as holistically intermingling the researcher and participants' emotions, knowledge, experiences and spirits. Nabobo-Baba and her colleagues (2012) also share the same sentiment that *talanoa* session is referred to as *kauwai*. *Kauwai* is deep empathy in which the two parties involved are engaging in deep spiritual attunement. Researchers who use *talanoa* as a tool to collect data will have an added advantage as they are able to freely associate themselves with the participants and gain maximum data as possible through their interaction.

### **3.3.2 Questionnaire Survey**

Since this research is done using a mixed method approach, the use of questionnaire survey was very important. Questionnaire survey was conducted to collate, perceptions from the school heads, facilitators of the workshop, teachers, parents and students on how effective their leader is performing. It was also used to gather ideas and feelings of the respondents in relation to the goal of the study. A

questionnaire is a set of systematically structured questions used by a researcher to get needed information from respondents (Dornyei, 2007).

Questionnaire is simply a tool used for collecting and recovering information about a particular topic of interest. Questionnaires are also employed as devices to gather information about people's opinions, often asking respondents to indicate how strongly they agree or disagree with a statement given, but sometimes merely posing a question and giving respondents space in which to formulate their own replies (Anderson, 2007). According to McLeod (2014) questionnaires can be an effective means of measuring the behaviour, attitudes, preferences, opinions and intentions of relatively large numbers of subjects more cheaply and quickly than other methods. In this particular study the questionnaire used both closed and open ended questions. It was designed in such a way to address the research question of this study.

According to the participants' responses the questionnaire distributed in the survey were very clear and directly address the matter of concern. On the other hand, there are some drawbacks of questionnaire survey: there is no interpreter of the questionnaire for them during the time they are going to answer the questions thus it gives the participants no other choice to carefully maneuver other angles than the survey is trying to address. Lankshear and Knobel (2004) mentioned that a common drawback of survey data is they are often left to speak for themselves with little or no informed interpretation about what the findings signify. In addition to it is that survey research concerns limiting possible answers/responses by using close ended questions.



Another major constrain is that the lack of response of the participants and the time constrain that they encounter to answer the questions. In some instance the questionnaire arrives late for it to be analysed thus causes delay in the process. In another scenario the questionnaire does not reach the participant thus the researcher is left in the dark.

However, in the current study none of the above drawback was encountered thus no major risk was at stake as far as the collection of data in the use of questionnaire. In this study, the main purpose of using questionnaires was to identify those responses that need to be clarified during an interview.

### **3.3.3 Interview**

A method of data collection method by qualitative researchers is through interviewing. Interviewing will give the researcher important feedback that needs to be clarified which is sensitive to the study. Bernard, Russell and Ryan (2009) highlighted that in conducting interviews or focus groups, especially with over-sampled population is that individuals in those populations have sometimes grown weary of surveys and appreciate the opportunity to express their opinions and experiences in person, rather than in another pen-and-paper survey.

The purpose of carrying out the interview was to drive the participants to share any important information that they feel will enhance the study. According to Patton (2002) the purpose of interviewing is to find out what was in someone else's mind or what was his or her views about certain issues. On the other hand, Schostak (2006) suggested that interviewing involves a social process of communication and the interviewer interprets and analyses for understanding and then explains to the respondents.

An interview is widely used as a data gathering method of qualitative researchers. According to Silverman (1993), interviews help to obtain in-depth information about the informants' perception of their environment and their experiences. Punch (2001) shares the same sentiment that the use of interviews provides better access to informants' ideas, thoughts and memories. Participants in this study agreed to have the interview taken in their workplace since they felt safe and were used to that environment. At the same time, they felt more comfortable to be interviewed in that environment rather than going to another place.

In the study an officer from the Ministry of Education was interviewed to gain a clear picture of the process undertaken by the ministry as far as the FLW is concerned. Others that had been

interviewed were school leaders of the five schools and three teachers from schools under researched. Arrangement to carry out interviews was not a problem to the researcher as the participants openly accepted the offer. Interviews are an excellent tool to use in planning and evaluating extension programs explore the respondent's feelings and perspectives on a subject (Friesen, 2010).

#### **3.3.4 Observation**

Direct observation was also used in this research to capture the realities of the leaders in the five (5) different schools. DeWALT and DeWALT (2002) mentioned that the goal for design of research using participant observation as a method is to develop a holistic understanding of the phenomena under study that is as objective and accurate as possible given the limitation of the method. Later on Gorard and Taylor (2004) define observation as a direct assessment of a phenomenon of study.

Observation in general gives more strength to the responses in the questionnaires. At times it can cross-examine what was said in the questionnaire and the observation made in order to get the reality. Observation is a way of gathering data by watching behavior, events or noting physical characteristics in their natural setting (Anderson, 2008). During the course of the field work, the observation that were made was upon the leader of the school and how he implemented leadership skills to his or her staff as well the students and the overall organization of the school.

While observation has its strengths, it also has some limitation like any other methods. There is always believed that there will be biases of the observer during the observation period. Such scenarios does happen when the observer tends to pay more attention only to the main component of the research and may not consider other minor details of how an event unfolds which leads to the achievement of the goal. As a result, it could have an impact on the findings towards the end. DeWalt and DeWalt (2002) stated this:

Participant observation is conducted by biased human who serves as the instrument for data collection; the researcher must understand how his/her gender, sexuality, ethnicity, class and theoretical approach may affect observation, analysis, and interpretation.

Observation is time consuming according to the Western connotation; however in the Fijian system one has to stay in a community for a period of time to observe and understand the mechanism of lives in that particular environment. Observation carried out in this research enabled the researcher to identify the leadership qualities of the school leader that had a great impact on the result of the study.

### **3.3.5 Mixed Method**

As highlighted previously, the study mainly focus around the interpretivist and was qualitatively based however, a few aspects of quantitative research were also implemented. Thus a few mixed method approach was implemented in this study. Creswell (2012) suggested that a mixed methods research design is a procedure for collecting, analyzing, “mixing” both quantitative and qualitative methods in a single study to understand a research problem. To utilize this design effectively, you must understand both quantitative and qualitative research.

Mixed method approach is appropriate to use according to Creswell (2008) when both quantitative and qualitative data, together, provide a better understanding of your research problem than either type by itself.

Quantitative approach was achieved through the implementation of the questionnaire during the research. The data gathered here was used to get the quantitative result of the study. According to Aliaga and Gunderson (2000) describes quantitative research as explaining phenomena by collecting numerical data that are analysed using mathematically based methods in particular statistics. However, Johnson et al (2007) define mixed method research as a way in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches for the broad purposes of breadth and depth of understanding and corroboration. Even though mix method was incorporated in some aspect of the research, the whole research mainly focused on the interpretivist and qualitative approach.

### **3.4 Research Sample**

Selecting a research sample is one of the important stages in any research. The sample that the researcher chooses determine the end result of the study. Selecting a research sample is an important issue frequently raised by researchers and students (Minichiello et. Al., 2008). Research sample simply refers to a set of respondents selected from a larger population for the purpose of survey. These respondents are the ones who will be used by the researcher to collate data from or any other information that will be useful to the success of the whole research.

While carrying out research sampling there are various outlines that need to be carefully considered which always have an impact on the overall outcomes of the study. According to Creswell (2012) sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected. The main purpose of sampling is to collect information about the population in order to make an assumption. Within the selected group there is the targeted group which will be used by the researcher to carry out the research. Patton (2002) stated that the target population of group is a set of elements larger or different from the population sampled and to which the researcher would like to generalize study findings.

There is also ethical consideration that we have to consider while carrying out data collection or during research sampling. This ensures that there is a boundary between the researcher and the participants that needs to be strictly observed. Patton (2002) offered a checklist of general ethical issues to consider such as reciprocity, assessment of risk, confidentiality, informed consent, data access and ownership. Later on Creswell (2012) re-affirmed what Patton (2002) shared that it is the

researcher's ethical responsibility to safeguard the story teller by maintaining the understood purpose of the research and their relationship should be based on trust between the researcher and the participants.

#### **3.4.1 Stratified Purposeful Sampling.**

In purposeful sampling it mainly focuses on the participants that are being selected by the researcher. It simply depends on the researcher who he or she is going to interview. Purposeful sampling is different from conventional sampling in the sense that it includes a process where the researcher select a sample based on experience of the sampled group rather than whoever is available at the time of the research. Patton (2002) mentioned that the logic and power of purposeful sampling derive from the emphasis on in-depth understanding. This leads to selecting information rich cases for study in depth. Information rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research. This study in particular was not able to research on the entire head teacher in the Suva area who has participated in the FLW as the research was a case study based. However, purposeful sampling was carried out to accomplish the research.

Purposeful sampling had been used previously in qualitative research and is often used by researchers who have a focus and if they want the findings to purposefully inform the phenomenon under study (Creswell, 2007). However, Creswell (2012) later stated that purposive sampling is the process whereby the researcher selects a sample based on experience or knowledge of the group to be sampled. In the context of this study that was carried out, stratified purposeful sampling was implemented.

For the purpose of this study schools were selected as samples to be researched. Altogether there were five (5) schools that were included. Schools selected for this study with proper consideration that there was balance of gender as well as ethnicity so that a better understanding of the interpretation of the findings. Critics may arise in questioning the reason behind the selection of certain sample population when the actual population targeted could have been aimed is far more. Vaus (1995) shared that a lot of factors help the researcher in deciding upon the sample size, such as manageability, time constraints, cost, accessibility and willingness of the people to participate.

According to the researchers, it is upon their discretion to select their areas of research therefore they chose the sample they want to study.

### **3.4.2 Selection of Schools**

The schools that were selected to participate in the research were the ones where its leader has attended the future leader workshop organized by the MEHA and they are also from the Suva Education District, which is where the study was focused.

Altogether there were five schools selected which they all falls under the Suva District. Fictitious names were given to these five-selected schools—namely First Primary School (FPS), Second Primary School (SPS), Third Primary School (TPS), Fourth Primary School (FPS) and Fifth Primary School (FPS). The main criteria for the selection of the schools were that its leaders have already gone through the FLW, familiarity, location and accessibility of the schools to the researcher.

Participants that were given questionnaire and interviewed were the school leader, teachers, parents and students of the schools.

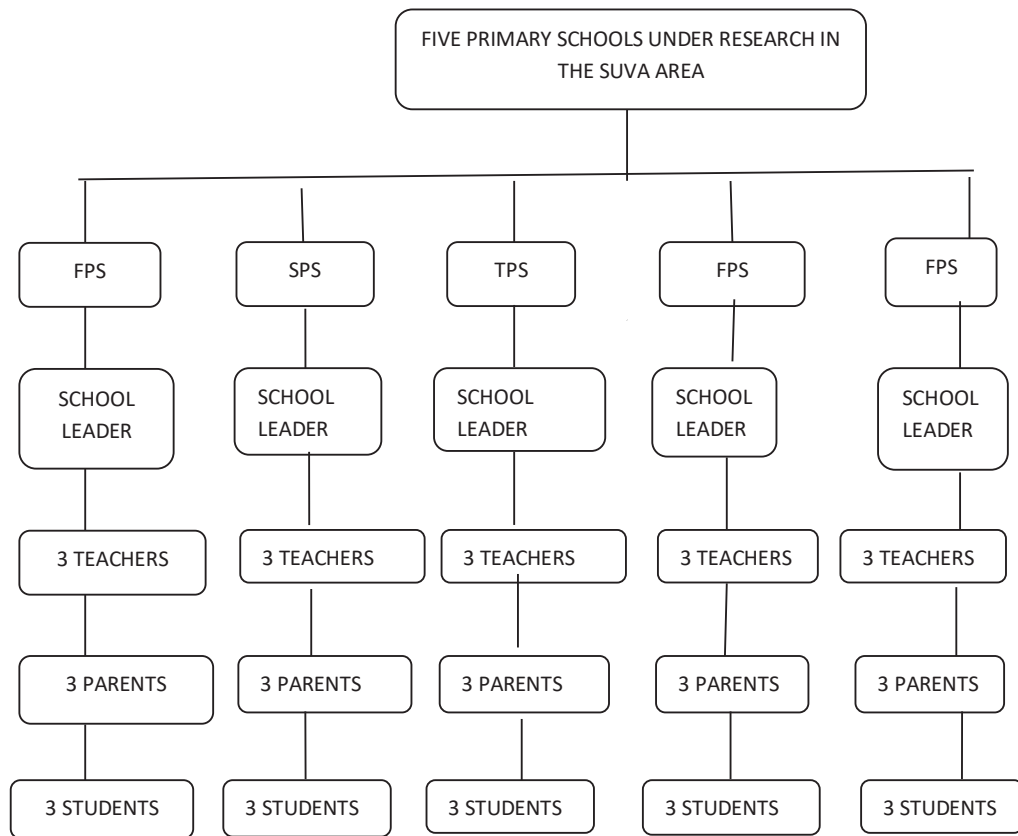
According to the Fiji Primary School's classification system First Primary School falls in ED 3C-a medium school for Intermediate Level only and managed by a dominant religious organization. Second Primary School falls in ED 2C-a large school for Infant Level only and also managed by a religious organization as well. Third Primary School falls in ED 3C-a medium school which cater for all level of the Primary schools and also managed by a religious organization. The Fourth Primary School also caters for all level of the primary school while the Fifth Primary School was a former government school and is now managed by a school board of governors.



Figure 3.1: Map of Suva Education District.



**Figure 3.2: Below is the flow Chart of the Study Undertaken in the Five (5) Schools.**



### 3.5 Research Participants

Research participants for this research were selected based on the advice of the MEHA. The entire participant selected were within the Suva area and they are Head Teachers who have attended the FLW, facilitators of the training from the MEHA, teachers in various schools, parents and lastly the students of the five-selected school. Determining how many participants are needed in a sample depends on several variables, including the power of the statistic, the research design, the size of the effect and the variability of the data (Sargeant, 2012). Participants that were selected were those that show interest to give some strength and weakness of the FLW.

As stated above, the participants in this research included three MEHA officials, five head teachers, teachers, parents and students of the five schools. A summary of the research participants is provided in the table below (Table 3.1).

**Table 3.1: Summary of Head Teachers and Teachers as Research Participants.**

Research Participant No.	Code used for this research	Gender	Experience	Qualification
1	SEO PDU	Male	10 years in PDU	Diploma in Primary Teaching, BEd.
2	SEO Policy	Male	10 years in MEHA	Masters of Education
3	Education Officer	Female	3 years in PDU	Masters of Education
4	Head Teacher First Primary School	Female	24years experience (17years experience of teaching and 7 years as an administrator)	Masters of Education
5	Head Teacher Second Primary School	Female	25 years experience (17 years experience of teaching and 8 years as an administrator)	Bachelor of Education.
6	Head Teacher Third Primary School	Male	27years experience (17years experience of teaching and 10 years as an administrator)	Bachelor of Education.
7	Head Teacher Fourth Primary School	Male	28years experience (19years experience of teaching and 9 years as an administrator)	Bachelor of Education.
8	Head Teacher Fifth Primary School	Male	33years experience (20years experience of teaching and 13 years as an administrator)	Teachers Certificate
9	3 Teachers First Primary School	2 Females & 1 Male	20 years of teaching experience	1 Diploma in Education & 2 Teachers Certificate.
10	3 Teachers Second Primary School	3 Males	23 years of teaching experience	1 Master of Education 1 PG Dip Educ. & 1 Teachers Certificate
11	3 Teachers Third Primary School	3 Males	15 years of teaching experience	2 Bachelor of Education & 1 Teaching Certificate
12	3 Teachers Fourth Primary School	2Female& 1 Male	10 – 20 years of teaching experience.	3 Teachers Certificate
13	3 Teachers Fifth Primary School	2 males 1 Female	20 years of teaching experience	3 Teachers Certificate

**Table 3.2: Summary of parents and students that took part in the research as Research Participants.**

Research Participants No.	Code used for this Research	Gender
1	2 Parents of First Primary School	1 Female & 1 Male
2	3 Parents of Second Primary School	1 Female and 2 Males
3	3 Parents of Third Primary School	1 Female and 2 Males
4	4 Parents of Fourth Primary School	3 Females and 1 Male
5	3 Parents of Fifth Primary School	1 Female and 2 Males
6	3 Students of First Primary School	3 Females
7	3 Students of Second Primary School	1 Female and 2 Males
8	3 Students of Third Primary School	3 Males
9	3 Students of Fourth Primary School	1 Female and 2 Males
10	3 Students of Fifth Primary School	2 Females and 1 Male

### **3.6 Data Recording and Analysis**

For the purpose of this study, all the information gathered was critically analyzed for meaningful and pragmatic interpretations. Research findings were then used for the final write up of the thesis. All the data gathered were well analyzed so that it depicts a clear picture of the weakness or strength of the programme. Improper statistical analyses distort scientific findings; mislead casual readers (Shepard, 2002). Thus, a transparent and accountable data analysis should be carried out to avoid any misleading information.

The proper recording of data was very important due to the fact that the end result of this study very much depends on it. Without the raw data, analysis and interpretation cannot be carried out thus the result of the whole study will not be obtained. Data analysis is an ongoing, inductive process where data are sorted, sifted through, read and reread, categories are formed and restructured until the relationship seem appropriately represented and the story and interpretation can be written (Strauss & Corbin, 1998).

Proper recording of field notes was well kept in places where the interviews were carried out. Shorthand was used to jot down information collated during the research. To record the observation made during the research, a journal was documented and recorded. All the data gathered from the questionnaires were recorded to add validity to the analysis and thus more effective. Different folders were labelled for the five (5) different schools under study and the corresponding responses were itemized into various folders. Creswell (2007: 144) mentioned that researchers, regardless of approach, need approval from review boards, engage in similar data collection of interviews and observations, and use similar recording protocols and forms for storing data.

Every care was taken to enable exact analysis and data interpretation to be carried out to reduce any misinterpretation of the result. Yin (2003) stated strongly that no matter what specific analytic strategy or techniques have been chosen, you must do everything to make sure that your analysis is of the highest quality.

All the result attained was analyzed according to the method of collection. During synthesizing of all the data gathered, survey data was analysed and the questionnaires were reread to bring out approximate figures. The transcripts

developed were taken back to the schools under study for validation and also for their comments. In this process the views of the participants and the views of the researcher have been shorted out so that they all come towards a common ground. Merriam (1998) mentioned that:

The researcher brings a construction of reality to the research situation, which interacts with other people's constructions or interpretations of the phenomenon being studied. The final product of this type of study is yet another interpretation by the researcher of other's views filtered through his or her own.

To increase the validity of the research the data gathered was checked over and over again to weed out any misleading information which may hinder the final result of the study.

### **3.6.1 Data Triangulation**

A mixed method approach was implemented where the questionnaires were used to extract pertinent issues that needed to be exploited further in the descriptive approach which include observations, interviews with education officers, teachers, school board and students. The implementation of mixed method in the study gives more clarity to the overall result. Driscoll (2007) stated that using the different processes can lead to unexpected or emergent themes and information that would not have otherwise have come to light. Later Creswell (2009) reinforced it by saying that we end up with the assumption that the combination of methods provides a better understanding than either the quantitative or qualitative method alone.

Data triangulation helps to strengthen the research due the fact that the data gathered has increased credibility and validity due to cross verification of the same information. De Vos (1998) mentioned that triangulation of data involves the conscious combination of quantitative and qualitative methodologies as a powerful solution to strengthen a research design where the logic is based on the fact that a single method can never adequately solve the problem of rival causal factors. Creswell and Miller (2000:126) later on define triangulation as a validity procedure where researchers search for convergence among multiple and different sources of information to form themes or categories in a study. Patton (2002) later on agrees by advocating that triangulation strengthens a study by combining methods.

### **3.6.2 Validity**

For any research to be accountable to its research questions, the validity of the study is paramount. The validity of any collection of data signifies that the findings truly represent the phenomenon that is claimed to be measured. According to Joppe (2000), validity in quantitative research determines whether the research truly measures that which it was intended to measure or how truthful the researcher results are. In other words, does the research instrument allow you to hit “the bull’s eye” of your object? On the other hand, Creswell and Miller (2000) suggest that the validity is affected by the researcher’s perception of validity in the study and his/her choice of paradigm assumption. Validity at its best is plainly to ensure that a piece of research’s accuracy is maximized and its inconsistency minimized if not eliminated altogether (Cohen, Manion and Morrison, 2000).

There are ways of improving the validity of any research which in turn makes it more reliable. First of all, the researcher must make sure that the goals and objective

of the study is clearly defined and functional. Therefore, the goals and objective of the research must be in line with the topic of the study. Secondly, researchers must match the research tools used with the goal and objective. This will ensure that the research tools used to gather data will be sufficient enough to address the requirements in the goal and the objective of the study. Lastly, the validity of any research can also be improved when the researcher if possible, compare the data gathered in the study with other research that has been carried out. Cozby (2001) mentioned that to improve validity researchers if possible must compare their measures with other measures or data that may be available.

### **3.7 Ethical Considerations**

During the duration of the study all ethics were taken into consideration. The main issue that was likely to arise is concerning the confidentiality of the participants who took part in the study. This was agreed with the participants at the beginning of the interview, and in the consent forms that they signed, that their contribution will be kept confidential at all times. Thaman (2006) mentioned that it is important in research that the researcher tries to adhere to local ethical procedures as ethics are culture-specific. The above fulfills the customs of the Pacific people since they do not always want their identity to be exposed to the public which reflects the philosophy of silence in the Pacific context.

Other components of ethical consideration includes the task of the researcher to gain prior approval from the participants before the research is been carried out.

According to Blaxter, Hughes and Tight (1996) stated that ethical consideration involves getting the informed consent of those you are going to interview, question, observe or take materials from. It involves reaching agreements about the uses of



this data and how its analysis will be reported and disseminated. In addition, it is about keeping to such agreements when they have been reached.

Another worthy point to consider when carrying out research amongst Fijians and also applies to the whole Pacific region is referred to as the “culture of silence”. The culture of silence in this Pacific context does not refer to the idea that they do not have any contribution at all to share but it is just that due to the culture and contextual settings. According to Nabobo-Baba (2006) that the culture of silence is an important aspect to consider whilst gathering information for research purposes. Griffin (2003) added that the culture of silence simply reflected something more than just the deafening silence that one receives. For the success of the researcher to get through such scenario, the researcher has to keep in mind certain issues that are sensitive to the Pacific Islanders. For instance, firstly; brothers and sisters cannot interfere in common discussion like that; hence the participation of one would depend largely on the people present around. So in order to successfully gain knowledge from participants, the interview can be carried out in private. Secondly, if elders are present the youths are not able to voice out their views due to their respect for seniority. This is also in the *i-Taukei* context is the sign of respect to our elders. Breaching this would spell out the anger of the land and as a belief it would bring about curse to the land and its people as a whole.

Finally, in relation to the ethical considerations, there may be certain research participants who are friends of the researcher and they may try to jump to conclusion of the study due to their relationship with the researcher. They might have suggested what the final report will be about. In such a scenario, the researcher needs to be patient and analyze the real reason behind such inferences. The researcher must not in any way be easily persuaded and convinced by such remarks.

### **3.8 Summary**

Finally, this chapter has highlighted about the research methodology that was adopted in the study. It also briefly talked about how the data was collected and the strategies that were used to gather data. The chapter has also provided the research instruments used and the justification for using the instrument during the process of data collection. Also highlighted in the chapter are the research participants who were vital in the process of data gathering. Lastly, it discusses the ethical consideration relating to carrying out research in the Fiji context and also identifies some challenges that were encountered during the research.

In the next chapter which is chapter 4, the research participant's voices will be heard together with other stakeholders as they share their insights and questions related to the topic of the study.

## CHAPTER 4 RESEARCH FINDINGS

### 4.0 Introduction

This chapter summaries the findings of this study, according to the main research questions. The data for this chapter were gathered from questionnaires, observation, open-ended interviews and *talanoa* sessions. The findings in this study are categorized and discussed in five main areas made up of responses from MEHA Officers, School Heads/Leaders, Teachers, Students and Parents to the research questions asked.

### 4.1 Research Question 1:

*What is the rationale of the Future Leaders Workshop (FLW)?*

### 4.2 MEHA Officers' Responses

After an interview with a Senior Education Officer (SEO) in the Professional Development Unit (PDU) of the MEHA, it was gathered that the establishment of the FLW was through a joint consultation between the MEHA and the Fiji Education Sector Program (FESP). The FESP mainly gave directions to the MEHA on effective way to run the FLW. In other words, FESP provide direction to the MEHA on how and why to implement the FLW and the areas to be addressed during the workshop. Through that consultation, an amicable roadmap was designed out for the implementation of the FLW. There were certain criteria set out which were discussed and agreed to be followed for the proper implementation of the FLW. In terms of financial obligation of the workshop, it is the MEHA that is fully funding the workshop. The facilitators were also from the PDU section of the MEHA.

According to the study carried out with the officials of the PDU of the MEHA, the rationale or foundation for the implementation of the FLW was totally due to some key areas.

It was interesting to know from the data gathered during the research about the multi-facet aspect of the rationale of the FLW. The MEHA is in fact the developer and facilitators of the FLW. They ensured that all requirements and condition of the workshop were well implemented. The participants gave different responses on the logic behind the implementation of FLW. The implementation of the FLW was mainly due to the reasons that leaders who are going to become school heads in future should be well versed with all aspects of leadership before being promoted to a leadership position. Discussed below are the various bases or the core function for the formulation and implementation of the FLW.

#### **4.2.1 Succession Planning.**

Succession planning was identified as an important aspect of the FLW. Through the workshop, future leaders are identified and trained or developed to become potential successors in key position in the school. It is therefore important to fully develop the participants so that they are well geared up to become successors in various leadership roles they may be appointed to.

An informant from the MEHA who is under the Professional Development Unit (PDU) mentioned during the interview this:

The FLW was implemented to address a few issues and one of them is succession planning. The MEHA was concerned about the rate of school leaders who are retiring every year therefore a plan has to be put in place to tackle this issue. The officer further stated that succession planning will make sure that school head for various schools across the country are not left vacant at any time.

Thus it enable the flow of the MEHA 's operation in delivering quality services to the students holistic learning whom are the center of attention as far as the mission and vision of the ministry is concerned.

Through the FLW, the MEHA is able to sustain the level of leadership standard in all schools across the country at large. Without the implementation of the FLW, the MEHA could have suffered drastically as experience school leaders will leave a vacuum behind when they retire. This can cause problem in the leadership of the school, which in turn leads to mismanagement of funds, resources, work force, and the list goes on. Succession planning has therefore been a foundation for the implementation of the FLW.

#### **4.2.2 Keeping Abreast of the Modern Education Strategies.**

The senior informants of the PDU and two other officers of the MEHA also mentioned that another logic behind the implementation of the FLW was due to the reasons that future leaders should be well abreast with the modern education strategies or pathways. Future leaders need to upskill themselves with all the changes that is taking place especially in the modern education era. Leaders who are not well versed with the modern era of leadership will be at a loss in their leadership position. Changes in the education community will continue to be experienced therefore; school head must be always on their toes and to update themselves on the kind of modification that the MEHA undertake.

In the duration of the FLW, participants are trained on how to manage changes that are implemented by the MEHA thus staff members under their leadership are also able to cope with all the alteration that is made. Leaders in the 21<sup>st</sup> century must be

flexible to changes that comes onboard and must be courageous enough to maneuver the way forward for the school to excel in such circumstances.

Another informant of the MEHA stated that the FLW empowers the future leaders or participants of the workshop on the modification process that the MEHA usually goes through. The informants stated:

FLW solely is to empower the school leaders on the changes experienced in the education system. This will ensure that they are kept abreast with the new changes and new policies of the ministry.

#### **4.2.3 Empowering of Future Leaders.**

Empowering of future leaders will enhance their performance once they take up leadership position in schools. Leaders who are empowered have the right attitude and the right mind set to achieve greater goals in their leadership. Such kind of leadership has the capability to go the extra mile and look for opportunities in where the school could achieve greater heights in. To be empowered in their leadership skills, future leaders will for sure set out goals and benchmarks for them to achieve thus enabling them to become visionary and productive leaders. In the whole aspect of leadership, such leaders are very marketable thus; they will have high demand from schools to get such kind of leaders.

Empowering leadership has been defined as a form of leadership that delineates behaviours that share power with subordinates (Vecchio *et al*, 2010). Leaders need to be empowered through their leadership tenure to keep them focused on their responsibilities.

#### **4.2.4 Increasing Numbers of School Heads Retiring, Resigning and Passing Away.**

Another logic stated by a senior MEHA informant behind the implementation of the FLW is due to the increasing numbers of school heads who have resigned or retired and some who passed away. Therefore, to replace those school leaders that have left, the MEHA together with the Fiji Education Sector Program (FESP) managed to develop this program, which is the FLW. This is in line with succession planning that was previously shared above. In order for the mechanism of the MEHA to operate smoothly this was then adopted to address the issue of vacant school head in schools.

The retirement of school head is a normal procedure but the issue of replacing these experienced school heads who have retired is a mammoth task. It must involve careful consideration and ensuring that the successor must continue to carry on with the legacy left behind.

#### **4.2.5 Good Management and Changing Management Roles**

A Senior Education Officer under the Policy department of the MEHA revealed that a good leader must be well versed with the skills of leadership. Good management not only involves leading an organization but it also involve mapping out a plan, setting out goals for the organization to adopt, setting good examples to the staff and to work towards trying to achieve the goals being set up. Participants of the workshop will be able to up skill themselves with the training they are receiving especially in the field of management. It will also enhance their decision-making ability thus developing them to become sound decision makers in their various school once they are promoted to leadership position.

Another major important issue that the participants undergo during the duration of the workshop is that they will be able to learn various management role that they will encounter in real school situation. First, in school situations where there is multiple role-played by the school leader he or she should be able to undertake all the various changing roles that he or she should perform. For instance; when it comes to finance, the school head must be ready to tackle it, when it comes to discipline problem, the school head must be able to solve the issue, when it comes to goal setting or planning for the school, he/she must be able to come up with effective plan for the school. Those are just a few of the scenarios that a school leader encounters everyday all year round.

Participants of the workshop must therefore make sure that they are able to grasp as many ideas and hints of the various management role they will perform once they are promoted to leadership position. It will help them as school leaders to maneuver their way through once faced up with that kind of situation. This will also prevent future leaders from being mocked around in public as an unworthy leader since school leadership is seen as the main helm of any school organization.

#### **4.2.6 Re-fresher Course**

A senior MEHA official commented that the FLW also acts as a refresher course to some workshop participants. During the course, participants are also informed about the changes happening in the education system in Fiji. The workshop participants are also updated with the policies and regulations of the MEHA so that once they are appointed to the leadership position they are well versed with it. This will surely improve their decision making skills since they have familiarized themselves with the policies and regulations of the MEHA that all school heads must abide with.



These guidelines stipulated by the MEHA need to be strictly monitored by heads of school upon being promoted to leadership roles.

#### **4.2.7 Changes in the Curriculum context.**

A major objective also of the FLW is to empower future leaders on the changes happening in the school curriculum. The Curriculum Development Unit (CDU) keeps on updating and changes curriculum when the need arises thus through the workshop participants are informed of the current changes or developments happening in the curriculum. Curriculum changes from time to time thus school heads need to update their staff members of the changes and development that is happening.

Through the FLW, trainers of the workshop empowered the participants of the changes that are going on in the curriculum. Participants are reminded again on the importance of upholding the curriculum and its relationship to the teaching and learning of the students. Once the participants have grasped the whole component of the changing curriculum then they do have a good grounding of information with them once they are promoted to leadership level.

#### **4.2.8 Developing good counselors as a school head.**

A senior informant commented that another basis for the FLW is that participants will be able to sharpen their counseling skills through attending the workshop since it is also one of the component of the training. Teachers who aspire to become future leaders must possess a good counseling knowledge. Since it is central to the course, participants will surely develop or upgrade their skills of counseling to a much higher level once they graduate as a participant of the course.

This is one of the main components of a quality leader that they must be a sound and proficient counselor. Without the quality and knowledge of a good counselor any school head would be facing difficulties in solving various problem. Due to the various issues on discipline of students, problem that are faced at homes by students which usually ends up in schools, academic issues, teachers issues and many more issues happening in school daily. A leader who is not well versed with counseling skills will surely lose the fight trying to correct the wrong using professional counseling skills. Therefore, as a whole he or she will surely fail in his responsibilities of being the school head. It is therefore important for participants in the workshop to grasp as much knowledge on how to become a good counselor.

#### **4.2.9 Improving leadership skills of future leaders to be efficient school leaders.**

School leadership is not achieved overnight but it takes time to acquire the proper leadership skills. A rationale view for the implementation of the FLW for future leaders is to prepare them holistically before they are promoted and posted to lead various schools around Fiji. This is to avoid leaders facing dilemma situation on what is supposed to be done once they arrive at their new school. As iterated by the Senior Education Officer in the Professional Development Unit (PDU) department of the MEHA:

The focus for the invention of the FLW was to fully prepare future school leaders for the job that is ahead of them. FLW facilitators will make sure that all the objectives of the workshop are achieved to holistically prepare them before they are awarded their completion certificates.

The problem faced by the school leaders of the past must not be repeated. Most school heads in the past experience are usually not aware of their responsibilities when posted for leadership role due to the lack of training they encounter.

According to Bolman and Deal (1994) that for real school change to occur, both teachers and administrators must understand theoretically and practically the nature of leadership and the complex systems in which leadership is exercised.

The FLW was then implemented to address this problem so that future leaders are well versed with school administration. Thus minimizing failures in the management and administration process of a school.

#### **4.2.10. Empower future leaders for capacity building.**

Capacity building is the process of developing and strengthening the skills, instincts, abilities, processes and resources that an organisation needs to survive, adapt and thrive in the fast-changing world. Therefore, capacity building covers a wide range of areas that a leader must possess.

Empowering future leaders for capacity building will surely develop leaders who are competent to lead. Leaders are empowered will surely strive to achieve goals and dreams of the organisation. They are mostly success oriented and are always driven by goals they set out to be achieved. One of the core fundamental reasons for the implementation of the FLW was the empowerment of leaders for capacity building.

#### **4.2.11. Developing Aspiring Leaders.**

Another reason mentioned by a Senior Education Officer for the reason behind the implementation of the FLW was to develop aspiring leaders amongst the future leaders. Aspiring leaders are leaders who have the following characteristics: they are ambitious, aspirant and always aiming to get whatever target is set out. In addition, aspiring leaders are also goal oriented as they aspire to achieve the target that is being set out.

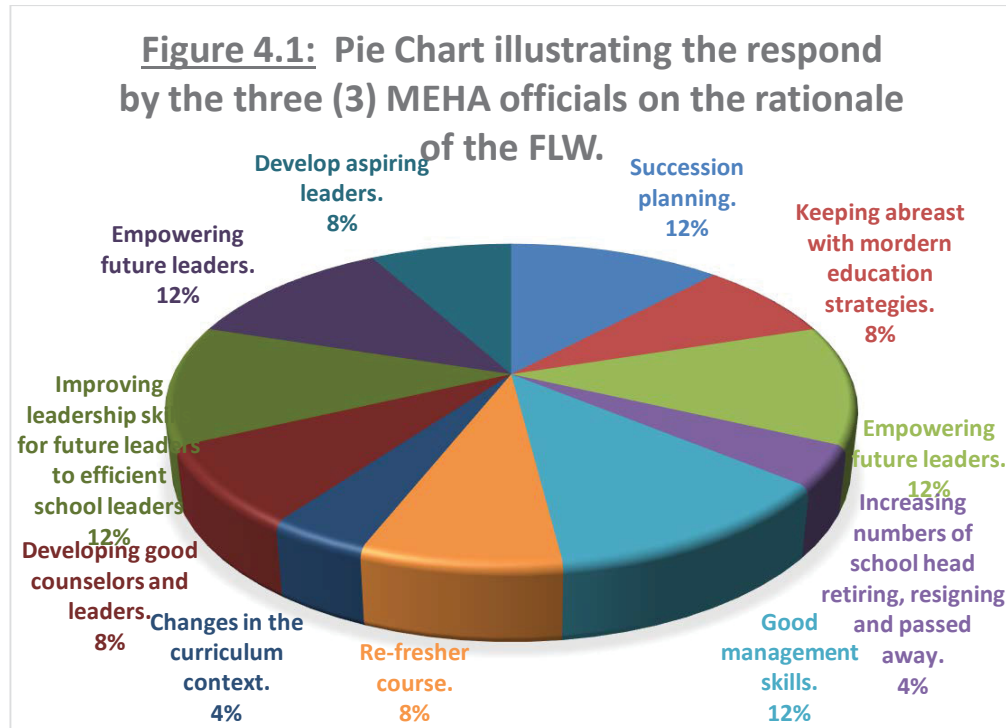
A classic target of the FLW is to prepare leaders who aspire to achieve greater results for the school student in external and internal examinations. Such leaders will also aspire to excel in other areas like sports, school beautification program, arts program in school, etc.

The responses discussed above clearly depicts the feedback from MEHA officials who are the facilitators of the FLW. It covers a wide range of results as being the rationale of the implementation of the FLW. This rationale is summarised further below in Table 4.1 are the responses made by the three (3) MEHA officials on their thoughts about the rationale of the FLW.

**Table 4.1: Summary of the responses by the three (3) MEHA Officials on the rationale of the FLW.**

<i>Various Responds</i>	<i>No. of Responses</i>	<i>Percentage</i>
1. Succession planning.	3	12%
2. Keeping abreast with the modern education strategies or pathways.	2	8%
3. Empowering future leaders.	3	12%
4. Increasing numbers of school head retiring, resigning and passing away.	1	4%
5. Good management skills.	3	12%
6. Re-fresher course.	2	8%
7. Changes in the curriculum context.	1	4%
8. Developing good counselors and leader.	2	8%
9. Improving leadership skills for future leaders to efficient school leaders.	3	12%
10. Empower future leaders for capacity building.	3	12%
11. Develop aspiring leaders.	2	8%
<b>Total</b>	<b>25</b>	<b>100%</b>

These responses in the above table (Table 4.1) are clearly shown in the pie chart (Figure 4.1) below. It obviously depicts the MEHA’s feedback on the rationale of the FLW.



□

### 4.3 School Head / Leaders’ Responses.

According to the study carried out amongst the school head on the *rationale* of the FLW it was interesting to know that some of the fundamental issue for the implementation of the FLW that was mentioned by the MEHA’s Official as their responses highlighted above were also shared by the school head. Some of the salient points they mentioned are discussed here.

### **4.3.1 Developing Leaders who are Capable in Financial Management**

The school head of Second Primary School mentioned that FLW participants are drilled on how to successfully manage the finance of the schools they are going to lead. The experience she shared is this:

Financial literacy is necessary for school head to master in order for them to become a successful leader. On other hand if they fail to properly administer the finance of a particular school they will surely be under the radar of the MEHA.

Thus it is one of the key responsibilities of a school head is to be well versed with how to manage the school financially.

She continued to share this about her past experience:

I feel school heads who were under the spotlight from the MEHA for the miss management of the school funds. Those who are found guilty of such cases were referred to the higher authority in the MEHA and the majority of them have been terminated or they face demotion. This often happened in previous years due to the reason that no such training for future leaders was developed and implemented to address this issue.

According to the respondent from the MEHA officials that the FLW was only implemented in 2009. The FLW was then implemented to eradicate such issues of school heads who continue to breach the MEHA regulations and conduct as far as the finance of the school is concerned. The MEHA officials commented that another reason behind the implementation of the FLW was to eradicate this problem of financial miss management amongst school leaders.

Another informant had similar views in saying this:

Most current school head are not familiar with the management of the Free Education Grant (FEG) which is now been provided by the current government. In other words, it is the free education assistance by the government.

School heads really need to be aware of the monetary utilization of the FEG in terms of proper expenditure otherwise they will have to answer to higher authority from the MEHA for their miss use.

During the fieldwork for this study, other school head mentioned that the income, which is generated by the school through billeting, school hire, etc. is always under the authority of the school leader. Thus, it should be properly accounted and kept. Many school heads in the past were put on disciplinary action under the MEHA by the school management and Parents Teachers Association for the simple reasons of poor financial recording and at the same time miss using the school finance.

#### **4.3.2 Acquisition of knowledge and skills on how to prepare a school Annual Plan and Strategic Planning.**

The majority of the school heads commented that the FLW helped them to learn how to develop school annual plan as well as the school strategic plan. It is compulsory nowadays for all school leaders to develop their school annual plan and a five years' strategic plan. Developing the school annual plan and strategic plan requires planning and setting up goals that the school staff and management needs to achieved at the end of an academic year or at the end of a five year plan.

The school head of Fourth Primary School shared this:

They were fortunate to learn that skills during their FLW. It has helped them tremendously in planning the school strategies whether it is a long-term plan or a short-term plan. This is carried out under a common purpose of achieving the best in their academic strive for excellence amongst the students.

Another school head of Fifth Primary School echoed the same sentiment as this:

The FLW has provided them with the ability to plan and set up of school target that requires careful monitoring and evaluation of the school resources.

#### **4.3.3 Developing Visionary and Strategies Leaders.**

The study reveals that a core reason for the implementation of the FLW is to develop leaders who are able to visualize the future of a school. It is to not only visualize but also at the same time to put in place a strategic plan on how to achieve the desired outcome. Developing leaders who possess this quality will ensure that development in school academically and in the physical aspect of the school will not be stagnant.

#### **4.4 Teachers' Responses**

After careful examination and classification of the response made by the teachers, it was found that the majority of them who were interviewed do agree with the response being mentioned above by the school head as well as the MEHA officials. However, there were a few more points highlighted below by the teachers that they feel can also be a contributing factor towards the rationale for the implementation of the FLW.

##### **4.4.1 Development of good counsellors**

Teachers feel that school leaders must possess good counselling skills. This is important for all school leaders due to the high demand of good counsellors in school to provide this service to the students, teachers and parents. It is imperative to say that school must have qualified counsellors due to the high rate of students who continue to break the school rule.



Primary schools unlike high schools, do not have proper counsellors to guide and provide good advice to the students. Thus, it is the role of the school leader is to provide counselling to the students so that they are able improve their behaviours and discipline. A school leader who lacks this skill will not be able to provide the necessary advice that will put the students back to their right track and to only focus on their academic work.

#### **4.4.2 An Approachable Leader**

This simply refer to the connotation that leaders must learn that they must be easily approachable by his or her staff members. In some circumstance, teachers are afraid to approach their leaders. To some extent, leaders often build an atmosphere whereby their staff do not have the courage to approach their leaders. This scenario is really happening in some schools where the school head is very strict in his/her leadership.

According to the study, some teachers are putting across in their responses that leaders must learn to bring them down to the teacher's level. Once school leaders are very strict in their leadership, teachers also will do things to counter the leadership style of the school head.

#### **4.5 Parents' Responses**

Based on the study carried out amongst selected parents of the five schools, it was found that they also came up with some constructive views as their reasons for the implementation of the FLW. These views are discussed below.

#### **4.5.1 Developing Consistent Leader**

The study revealed that the majority of the parents shared that school leaders must be consistent in their role. Once a school head made a decision concerning an issue they must ensure that it is implemented and followed by the whole school. After implementing the decision, the school head has to monitor that the decision made is consistently followed.

An informant parent from First Primary School mentioned this:

I want a school head who is consistent in everything they do in school. If there is no consistency amongst him or her, thus every program or plan put in place will not be achieved since they are not able to consistently monitor the program.

It is therefore important for the school head to develop the skill of monitoring and evaluation within them. Being able to monitor and evaluate will surely make school head consistent in their role.

#### **4.5.2 Developing leaders who can take total control of the whole school.**

A point of view revealed by an informant parents is that leaders must take control of the whole school. In this situation the informants were referring to the discipline of the school in terms of disciplining the students and the teachers. The informant stated that once the discipline of the school is at its best, then producing of the excellent academic results will surely be achieved.

The informant parents from Second Primary School mentioned this:

I prefer a school head who is able to take complete control over the school. The leader should be able to put discipline into all students and to the teachers.

Some school heads are only good in disciplining the students while neglecting the discipline of the teachers. This must be taken seriously, as teachers discipline is also paramount in order to improve the academic result of the whole school.

#### **4.5.3 Developing leaders who have the ability to analyse organizational problems and make good decisions.**

School leaders must possess the ability to analyze matters or issues well that are usually encountered in school daily and make sound decision concerning the matter. It is imperative for leaders to develop this skill well due to the position they hold in school where teachers and students will look up upon concerning decision-making process of the whole school.

Another informant from the Second Primary School mentioned this:

Leaders must be able to solve organizational problem through good analysis of issues that are arising in school daily. They must be able to analyze any issues well before making a final decision.

A leader will only be able to make a good decision only if he or she is able to analyze the issue or situation that is currently been faced. In analyzing of issues, the school head may consult other staff members as well as stakeholders so that a sound decision is made. Consulting others views in decision-making does not reflect the weakness in the leader but it shows how considerate the leader is.

#### **4.6 Students' Responses**

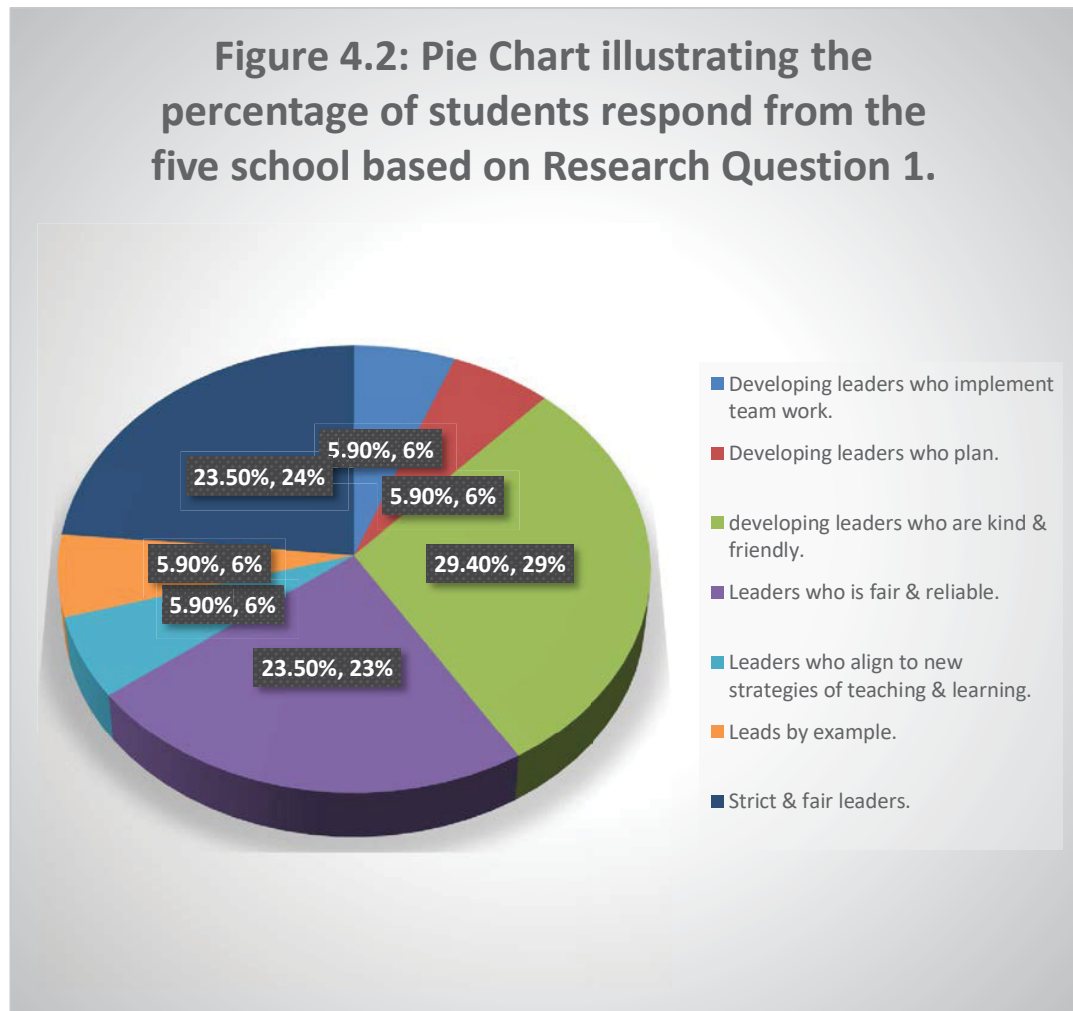
Students in the five selected schools also came up with their various responses to the first research question about the rationale of the implementation of the FLW. Their responses are summarised in the table (Table 4.2) below. Even though they did not

provide very high-level response in their questionnaire, the answers they gave was reasonable enough to address the question been directed to them.

**Table 4.2: Responses of students from the five schools based on the first research question.**

<b>Various responds/reasons by students</b>	<b>No. of respond/reasons</b>	<b>Percentage</b>
Developing leaders who implement team work.	1	5.9%
Developing leaders who usually plan.	1	5.9%
Developing leaders who are kind, caring and friendly.	5	29.4%
A leader who is fair, responsible and reliable.	4	23.5%
Keeping in line, implementing new teaching method, materials, and learning strategies.	1	5.9%
Developing a leader who leads by example.	1	5.9%
Developing strict leaders but fair.	4	23.5%
<b>Total</b>	<b>17</b>	<b>100%</b>

These students' responses shared in the discussion and in the table above (Table 4.2) are reflected in the Pie Chart (Figure 4.2) below.



#### 4.7 Research Question 2:

*How are the participants selected for the workshop?*

The second research question was directed to the MEHA Officials, School Heads who were the FLW participants, Teachers, Parents and Students.

#### **4.7.1 MEHA's response to the criteria for selection of the FLW participants.**

According to the data gathered from the MEHA officials during the study, it reveals that the MEHA has no criteria being set as the selection criteria for those who have to attend the FLW workshop. This has been the practice since the inception of the FLW back in 2009.

An informant from the MEHA who was the facilitator of the FLW shared his ideas and said:

An aspect that we usually consider for considering participants to the workshop but not as a selection criteria are through work experience, seniority and qualification.

In considering the work experience, it is very relevant to select an officer based on the years of work that he or she is in during the time of selection. It will be vital to select those officers who have spent quite a good number of years teaching because an officer's work experience will matter a lot as far as school leadership is concerned. An officer with a good work experience will surely have a lot of logic in determining what decision is to be made during a situation faced in school daily.

Another criteria outlined by the FLW facilitator is the seniority of an officer to be selected for the FLW. Seniority goes hand in hand with work experience thus it may carry more weight during the selection process of FLW participants. Leaders who have gained a lot of work experience will implement wise, sound and vibrant decisions in any organization, department or school and at the same time, they are senior officers.

The qualification of an officer is an added advantage to the selection of an individual. An officer with a good qualification will surely have an added advantage on selection. He or she will be able to edge other officers vying for a place in the

FLW. For instance, an officer with a Certificate in Teaching will have a slim chance of being selected compared to someone with Master's Degree qualification. Thus, it can be assumed that the qualification of an officer is vital in the final selection of the FLW participants. Those participants who do possess the above have a higher chance of been nominated to attend the workshop.

Another informant from the MEHA also mentioned after a *talanoa* session with her is this:

The Ministry of Education Heritage and Art does not have any selection criteria to select officers to attend the FLW. I do feel that only those school head who are already in leadership position are always nominated as it would be a way to enhance their leadership skills.

She continued to share this:

I feel school heads should identify and nominate an officer from his or her school whom they feel do have the capabilities of becoming good leaders in the near future.

Her final comments were this:

I strongly believe that those who are aspiring to hold leadership position are to be given the chance if they show their interest.

In considering school heads who are already in a leadership position, they are given the preference since they are already in leadership position thus for them attending the FLW will enhance their leadership abilities. Their participation in the workshop will expand their knowledge on leadership and at the same time keep them abreast with changes implemented by the MEHA. This is done since some school heads who have taken up leadership position do not have any experience at all in leadership. Therefore, they are requested to attend the FLW to prepare them for what they are going to face in future.

Another criteria outlined by the MEHA official was that the head teacher could nominate an officer who is a capable leader in future. This arrangement is always internal and is always carried out if the school head is almost retiring thus it will be sensible to send a young officer who still have a long time of service left.

The last point raised by the MEHA official is that those who are aspiring to become leaders in the near future are welcome to attend the FLW once they show their interest. Attending the workshop will assist them to gain knowledge of the expectation that a leader will face once promoted to the position. In fact, officers who are aspiring to become school head in future are been self-motivated to attend the workshop thus they will make sure that they grasp as much information as possible to build up their leadership skills.

#### **4.7.2 School Heads' response concerning selection of participants for the FLW.**

From the interviews conducted amongst the school leaders, it was interesting to know from the participants that the MEHA has the final say in those being selected and screened to attend the FLW. However, school heads always recommend his or her officer who they know have the ability, potential and qualification to become good leaders in future. This point is similar to the one been previously highlighted above by the MEHA officers. Such kind of internal arrangement is carried out due to the reasons that the current leaders is almost retiring thus the school head send an officer under his command to participate in the workshop. The MEHA also recognizes this arrangement.



According to Sashi, the school head of First Primary School, highlighted this:

I was selected by the MEHA to attend the workshop. The reason for my selection I feel was due to my seniority and experiences.

Thus, we can infer from here that MEHA rely on the number of years of service of an officer as a basis of selection.

Another female informant, Mere, the school head of Second Primary School states this:

I was also selected by the MEHA to attend the workshop. My selection is mainly due to my seniority.

Therefore, it can be assumed that many of the participants have served for a certain number of years before being considered to the FLW.

The school leader of Third Primary School, Samu, mentioned this:

I was selected by the MEHA to attend the FLW. It was not only due to my seniority that I got selected but also was due to my interest in taking up leadership roles in schools in the future that encourages me to attend the workshop.

To show your interest towards achieving a goal speaks volume of what a person is capable of achieving when the chance is given to himself or herself.

A male informant namely Vere of Fourth Primary School highlighted this:

Participants to the FLW are sometimes on voluntary bases and not necessarily selected by the MEHA. Such participants attended the workshop for their own intellectual growth and professional development. I strongly believe that the selection of participants is mainly based on seniority, ability and the interest of the individuals.

The last school leader interviewed who is from Fifth Primary School, namely Josua, shared this:

I was selected by MEHA. The reason for my selection is due to my seniority in the system of education therefore I was invited to be a participant of the FLW.

The MEHA choice depicts that the officer is bold enough to take up leadership roles in schools. When the MEHA has selected an officer, it reflects the wealth of talents and experience he or she possess.

#### **4.7.3 Teachers' response concerning the selection of participants for the FLW.**

After a *talanoa* session with some teachers, it was interesting to know the manner in which some workshop participants were selected to be part of the FLW. A teacher from Third Primary School revealed that their Assistant Head Teacher was selected to be part of the FLW upon this reason:

I was selected by the MEHA after our school head endorse his name to attend the workshop after receiving the invitation.

This is the normal procedure for any participants to go through before a participant is considered to attend the FLW.

Another informant from Second Primary School highlighted that his colleague was able to attend the workshop as follows:

My colleague knows someone in the PDU whom I met and informed me that a workshop for Future Leaders is been organized by the MEHA. If I was interested to attend then I am most welcome to join others who have been nominated.

From the above it can be assumed that there are no proper guidelines spelled out as the selection criteria for those to attend the FLW. Therefore, for the case above it was who you know situation that transpired between them.

#### **4.7.4 Parents' responses concerning the selection of participants for the FLW.**

The result of the study carried out amongst the parents of the five selected schools depicts that they do not have any idea or understanding on the selection criteria set out by the MEHA. Thus due to the above reason they were not able to comment on that aspect of the questionnaire.

#### **4.7.5 Students response concerning the selection of participants for the FLW.**

According to the study carried amongst students in the five-selected school, they were also not aware of how the FLW participants were selected to attend the workshop. Therefore, they are not in a position to comment on it.

#### **4.8 Research Question 3:**

##### ***What are the benefits of this workshop to the education system?***

The third research question was only directed to the MEHA officials, the school head and teachers of the five-selected school. From the data gathered, it was interesting to note down the various responses given by these group of people on whether or not the FLW was effective according to their own interpretation of the workshop.

#### **4.8.1 MEHA Officials Responses**

The responses below showed a significant effect of the FLW on the overall performance of school head throughout the area under study. Discussed below are some of the benefits of the FLW, which the MEHA officials came up with in the leadership skills of the school heads.

#### **4.8.2 Resilient performance by school head.**

According to the study, school heads that undergo the FLW develop resilience in their performance. Such leaders are able to resist the many obstacles they face that might obstruct their plan that has been put in place. This kind of leadership style does implement positive changes to the schools they lead and at the same time manage the school program in a professional way. Leaders who gain this kind of quality are always proactive in their action. They are always looking out for an opportunity to improve their performance and at the same time strengthen their leadership skills.

Furthermore, resilient leaders always forecast what is expected to happen in future. They are not only focusing on the task ahead or what has been accomplished. Such kind of leaders will always make sure that prior planning is carried out in order to

avoid unnecessary situation. Proper planning is the key to the success of any organization.

#### **4.9 School Head's Responses**

The responses shared below reveal the head of schools' feedback based on the questions that was directed to them. It is basically based on the benefits of the FLW to the education system.

##### **4.9.1 Excellent Administrator.**

Through the skills upgrade during the FLW, a majority of the school heads were able to enforce an excellent administration scenario in their school. This was evidenced in the responses by teachers that they had witnessed an improvement in the public relation of the school head with the school staff as well as to the parents and stakeholders of the school. The school stakeholders are openly coming up with positive feedback on the way they are able to support the school.

An informant from Fourth Primary School mentioned this:

Our school head teacher's leadership style is excellent in his overall ability to lead, manages, monitor and evaluate all aspects of learning in their school. For example; the head teacher does not only focus on the academic aspects of the school but he implements an equal consideration to other aspects of learning like sports, extra-curricular activities, art & craft, religious lessons, swimming classes, etc. The school head sees the importance of developing all this area amongst students due to the reasons that students have different learning abilities and have different talents. Developing all this area will ensure that lifelong learning is taking place thus preparing them for life after school.

Enforcing such excellent administration will surely boost the overall morale of the teachers, parents, school management and the school stakeholders as a whole. Such leadership style will enhance a lot of productivity in the school. In some school, the

school head only focus on the academic aspect of learning and tend to neglect the other components of learning. Such mentality from school head should be transformed thus they should supplement it with an excellent administrators leadership style.

#### **4.10 Teachers' Responses**

The responses shared below reveals the teachers feedback based on the questions that was directed to them. It is basically based on the benefits of the FLW to the education system.

##### **4.10.1 A Marketable Person.**

During the study, a teacher respondent was that their school leader was a very marketable person in dealing with matters concerning the school. These are seen as due to their school head attending the FLW. School head must possess this quality, which is to be marketable. Being marketable will ensure that the school is superb in its delivery and its function, which is teaching and learning. Such leaders will ensure that the school portrays an everlasting image to the society or to the outside community. This will enable the community around the school premises to have high level of perspective towards the school thus; it will contribute towards the growth of the school.

In addition to these, schools with leaders who are very marketable will surely win praises of the public. As one of the teacher from the second primary school stated this:

I have experience a rise in the roll of students enrolling in my school every year due to the way I market the school. This is in terms of academic performance of the students in the external exam as well as in the LANA exam compared to two other previous years. I have managed to change the

mindset of the teachers on their approach towards their work in which the parents of the school are able to experience.

A leader is able to market his or her school through what is been implemented in the school for both the teachers and the students. It is what the parents and stakeholders see and experience in the school environment which indicate to the community that a positive change is being implemented by the school head. Another teacher from fourth primary school stated this:

I have seen that our school roll is increasing since we are not only focusing on the academic sphere but also excelling well in sports that is in rugby, netball and athletics.

#### **4.10.2 Being Punctual – Attendance and in Submission.**

Teachers stated that school heads must first develop this practice to be punctual to school daily. Their punctuality will also encourage other staff members to be punctual to school as well. An officer who arrives early to school will have ample time to plan the day's work thus, it empowers teachers to be efficient and effective in the classroom.

Being punctual does not necessarily only refer to attendance daily but it also takes in to consideration the other component of teaching and learning. For instance, the school head must ensure that teachers need to be punctual in their submission of the official records weekly; they also need to be punctual in their coverage of the lessons; submission of other report must be punctual, etc. Punctuality is an act of being responsible for the duty that an officer has to perform. It also depicts that an officer is fully committed and sacrifice to the calling that he or she has taken oath upon. To be punctual in things you do also shows maturity amongst the officers.

#### **4.10.3 Delegation of Responsibilities.**

A leader who delegates responsibilities to his or her staff member shows that the leader trust and has faith in his or her staff members. At the same time, it depicts that the school head is able to build up characters of teachers who are very reliable and very efficient. Delegation of responsibilities to the teachers by the school head is a positive way of building teachers' confidence is organizing the various school and national events that are always celebrated or observed in school.

On the other hand, to delegate responsibilities to your staff means a lesser workload for the school head. The leader will only monitor or oversee the work carried out and make amendments if the need arises. As an informant from the fourth primary school mentioned:

The school head delegate responsibilities to teachers, expect positive outcomes, and report on the progress of work carried out.

Delegation of responsibilities will also help to empower them to gain good leadership skills amongst teachers. It will also at the same time strengthen the interaction of teachers with their leaders. On the same note, it will give the school head more time to focus on other necessary leadership matters that the school needs to address while his or her subordinates accomplished the task.

#### **4.10.4 Takes Time to Listen to Everyone's Concern.**

School leaders who take out his or her time to hear concern and grievances of teachers and students reflect the boldness of the leader. Such leadership style will instill confidence amongst the teachers, students and the school stakeholders.



As an informant from the third primary school says:

In our school the school head always tries to hear everyone's response and make good judgement of it. Concerning the students, he tries to hear everyone's voice and their grievances.

Listening to concern and views of others will also build a good working relationship between the leader and the whole school community. This will help the leader to understand his or her staff much better as well as for the students. It will also help the leader to make good decisions that are efficient and very effective due to the contribution from different school stakeholders.

#### **4.10.5 Transparency and Integrity in all Decision Making Process.**

It is the core business of any organization to ensure that all dealings of that institution show transparency and integrity in all its approach. According to an informant from the fourth primary school, the FLW has really developed their school head to become a transparent leader who is able to make sound decision in their school. As he stated:

In all decision made by our school head, he make sure that it is transparent and is full of integrity. He also hears the voice of all his staff members whenever a decision is needed to be made.

It is important to carry out consultation with school staff and stakeholders before a decision is needed to be made. This will ensure that the decision made is transparent with integrity and it is one that is made after a collective approach of consultation. Such decisions will be greatly accepted by the staff and they are more likely to abide by it.

#### **4.10.6 Maintaining a Good Relationship.**

It is imperative for a Head of School to maintain a very healthy working relationship with teachers, students and the school stakeholders for successful running of the school. Without this, a school cannot function properly. On top of that, there will be lots of unpleasant relationships within the school vicinity that can bring disaster to the performance of the school. A respondent from the fifth primary school shared this and said:

A positive side of our school head is that he always tries to maintain a good relationship between himself and his staff members, students, the school management and the parents.

When a leader is able to foster this good relationship principle to the school, the school head will experience a healthy working atmosphere within the school as well as to the school stakeholders. Staff members will be supportive of the school head in any way or any issue that is needed to be implemented in school. The support too from parents and the school stakeholders to the school head will always be available if the need arises.

In maintaining a healthy relationship in the work place by school leaders, it will also filter down to a wide range of community. For instance, to the business community. They will be there to offer their support whether it is financial or in kind. As an informant from one primary school mentioned:

A prominent hardware store offered to sponsor our school sports outfits for both rugby and netball team as well as provided sports gear to the school team. At the end of the annual school competition, the company offered to provide trophies and certificate to the best players and the winning team for our school during our school sports awards.

Such a relationship between the school and the business community can only be achieved through creating an awesome public relation between the school leader and the community at large.

#### **4.10.7 Monitoring and evaluation of the school programme.**

A quality leader will surely continue to monitor and evaluate every situation that is going on in school. It is not only monitoring in the beginning of the school year as always the case for majority of the school head but monitoring is carried out throughout the academic year. In major school situation, the teachers are always left unattended through the rest of the year. This is another important component that the FLW participants have benefitted from during their training. Leaders must keep a close watch to all the activities that is happening around the school thus ensuring the smooth flow of the school programme.

An informant from the fourth primary school shared this and said:

Our school head keeps everyone on track and teachers should perform according to his expectation. He is different from our previous school head who seem not to monitor the teachers so closely thus resulting in teachers not performing up to expectations.

An informant from First Primary School shared an opposite story and stated:

The school head trend is that once a new plan is been approved and implemented the leader will closely monitor it. However, after sometimes he seems to lose focus and let the programme flow without his monitoring and evaluation. The leader himself does lose focus thus resulting in poor performance by the teachers concerned.

School heads who seem to have neglected this important aspect of leadership surely end up facing disciplinary issues of his or her staff members. Teachers will surely take advantage of the school heads permissiveness thus; it will result in teachers carrying out inappropriate behavior without the leader's knowledge. Therefore,

monitoring and evaluation must be carried out for the entire programme being implemented in school.

#### **4.10.8 A Good Financial Administrator.**

This is another important aspect that FLW participants benefited from after the completion of the course. Being a school head will require you to manage the budget of the whole school wisely. In fact, all schools are provided with Free Education Grant (FEG) by the government. Thus, full authority is given to the school head by the MEHA to properly use and monitor the school expenses in relation to the FEG.

In most cases, MEHA due to the mismanagement of the FEG takes the school head to task. As a result, some leaders always face demotion of their position due to the poor documentation and misuse of the FEG. In some cases, they are terminated for the abuse of fund given by the government.

An assistant head teacher from the second primary school who wished not to be identified shared this idea and said:

The proper management of the school FEG will speak volumes of the school head's ability to carry out transparent school expenses plan that they were trained in during the FLW.

Therefore, to avoid such poor management and poor documentation, the school head must be financially literate in the sense that they are well versed with the financial mechanism of the school. The FLW is the exact forum where future school leaders will be trained and be equipped with knowledge to become an efficient and a sustainable financial controller. For a leader to master this skill of financial management, it will be an added advantage to his or her leadership career. The school head will also gain confidence in dealing with financial obligation of the school in any situation faced by the school.

#### **4.10.9 Strict but Friendly in Meeting Deadlines.**

Another benefit of the FLW to the workshop participants is that they are imparted with the policy of meeting deadlines for projects that are due or any submission of that matter that has deadlines. Meeting deadlines is an imperative component in the proper flow of work for any organization. When deadlines are not met, it will result in delay of work thus the whole organization fails in its deliverance.

School head must possess this very important component of leadership for the smooth flow of events and to avoid clashes in events that are reflected in the school calendar. Meeting of submission deadlines was not strict previously due to poor monitoring. The scenario during those years was that as long as the task is done and submitted. In most cases majority of the tasks assigned to teachers are half done or are not fully completed due to the laxity from the leadership side of the coin.

Current school heads must abide by the strict meeting of deadlines for the efficient progress of work. It will also reflect on the school heads ability amongst his or her staff members.

As an informant from the second primary school shared this:

Our school head is always very strict with the due date of all the exam files, official records, exam papers and blueprint preparation and so forth. If you are found in delaying your submission there are steps that the school head will take to address that issue.

School leaders who are strict in meeting deadlines will not face any problem at all from his or her staff members in submission of reports, files, exam papers and so forth. The leader at the same time is instilling a great lesson to his or her staff on the importance of meeting deadlines for any task that are assigned to them.

#### 4.10.10 Calm and Composed

To remain calm and composed is a trait that leaders need to possess on a daily basis. Most leaders for that matter could not control themselves when they are faced up with stressful situation. They quickly get frustrated thus lose their composure by accusing their subordinates. In worse situation, some officers are usually told by their leader to get out of his or her office if they are there to lodge a complaint or raise an issue to the school head. This scenario depicts the pathetic ability of a leader to show professional attitude during such situation.

As an informant (1<sup>st</sup> informant) from the first primary school lamented:

The school head in my school is always annoyed and very stubborn to the staff members. Majority of our teachers are always afraid to face him alone.

Another female informant (2<sup>nd</sup> informant) from the same school shared this idea and said:

The school head chased me out of his room when I approached him for an issue about a student and at the same time uttered a word, which hurt my feelings while I was making my way out of the office.

Another female informant (3<sup>rd</sup> informant) from the same school commented on the same issue and said:

One morning I was a few minutes late to school and upon signing in my arrival time, the school head came out of his office. As soon as the school head saw me signing in my time, he yelled at me on a loud voice to embrace me in front of other staff members and command me to rush straight to my classroom.

The same teacher once again shared an experience she went through and continued:

...my school leader verbally sexually abused me in front of my colleagues during one of our wellness programmes after school. I was emotionally

disturbed after the incident and from that point in time onward; I felt that I am not secure when I am around the school.

The few incidents discussed above is just a tip of the iceberg of the reality that is happening to teachers as the result of the poor leadership of some of the school leaders. Leaders who fail to maintain their composure and calmness will create an atmosphere of fear, insecurity and it will demoralize teachers' faith amongst their very own leader. It is vital that school leaders must exemplify calmness and be composed when faced with disappointing situations in school which reflects their professionalism.

The above discussion reveals various responses from the teachers who were interviewed. Below shows the analysed data gathered depicting the benefits of the FLW to the school head.

**Table 4.3: Table showing the number of response about the benefits of the FLW from the MEHA Official, School Head and School Teachers of the five-selected school.**

Benefits of FLW	Number of respond from the MEHA Officials		Number of respond from School Head		Number of respond from School Teachers	
	No. of respond	Percentage	No. of respond	Percentage	No. of respond	Percentage
Resilient performance	3	8.82%	5	9.09%	8	6%
Excellent administrator	2	5.9%	3	5.45%	6	5%
A marketable person	2	5.9%	4	7.27%	12	9%
Being punctual	3	8.82%	5	9.09%	15	11%
Delegation of responsibilities	3	8.82%	4	7.27%	15	12%
Takes time to listen to everyone's concern	3	8.82%	5	9.09%	14	11%
Transparent and Integrity in all decision making process	3	8.82%	4	7.27%	11	8%
Maintaining a good relationship	3	8.82%	5	9.09%	10	8%
Monitoring and Evaluation	3	8.82%	5	9.09%	9	7%
A good financial administrator	3	8.82%	5	9.09%	14	11%
Strict but friendly in meeting deadlines	3	8.82%	5	9.09%	7	5%
Calm and compose	3	8.82%	5	9.09%	9	7%
<b>Total</b>	<b>34</b>	<b>100%</b>	<b>55</b>	<b>100%</b>	<b>130</b>	<b>100%</b>



#### **4.11 Research Question 4:**

##### ***What were the strength of this Future Leaders Workshop?***

The fourth research question was only directed towards the five School Heads who were part of the FLW participants and to the selected teachers as well who were teaching in schools where FLW participants are currently the school head of.

##### **4.11.1 School Heads' Responses**

According to the study carried out, it was revealed that the following points were the reasons mentioned by the participants of the workshop as being the reasons behind the strength of the FLW.

##### **4.11.1.1 Participants receiving adequate training during the Future Leaders Workshop.**

According to the individuals being interviewed during the study, there was adequate training carried out to prepare the FLW participants well before they are promoted to leadership position. The facilitators of the FLW during the workshop have clearly mapped out to the participants the achievement indicators that are needed to be achieved at the end of the workshop. These participants clearly stated that they have received adequate training as far as their leadership skills is concerned.

According to the data gathered from the workshop participants, it was noted that the workshop is usually carried out in modules. In other words, it is carried out in stages to allow time for participants to master the skills in a particular stage first before moving on to the next stage of the course. This enables a thorough coverage of the important component that is needed to be delivered to the course participants. Thus, none of the components of the course is left out to allow the participants to have a

broader scope of what is ahead of them once they are posted to various leadership role around the country.

Therefore, for participants to be fully equipped with all the major objective of the course he or she must attend all the whole components of the course. The feedback from participants very much reflects that there was adequate time spent on the training thus maximum benefit was achieved. This was also reflected on their ability to implement the leadership skills that they have acquired on their various schools that they are now leading.

During one of the *talanoa* session with one of the research participants, he shared that the course was an eye opener for him as he learned most of the major components of leadership. It really boosted him to gain more courage and try to complete all modules of the course. At first, he was reluctant to attend the course after being nominated to attend it. All his beliefs changed when he saw the importance of upgrading himself as far as leadership qualities is concerned.

One of the school heads of the third primary school (one of the prominent school in Suva) shared the same sentiments and said:

I thought that it was just another kind of workshop that I usually attend in previous the years. Little did I know that it would compose of important key leadership strategies that a school head should be well versed with taking in to account the different schools that spreads across the country. With it comes the different geographical location of the schools, the different communities around the school, the different school committee's that they will encounter, the kind of staff members that will be there in a particular school and many other factors that a school leader will encounter. It was really an opportunity that changes my images and in return prepares me really well for the task ahead of me.

One of the female school heads at the first primary school added:

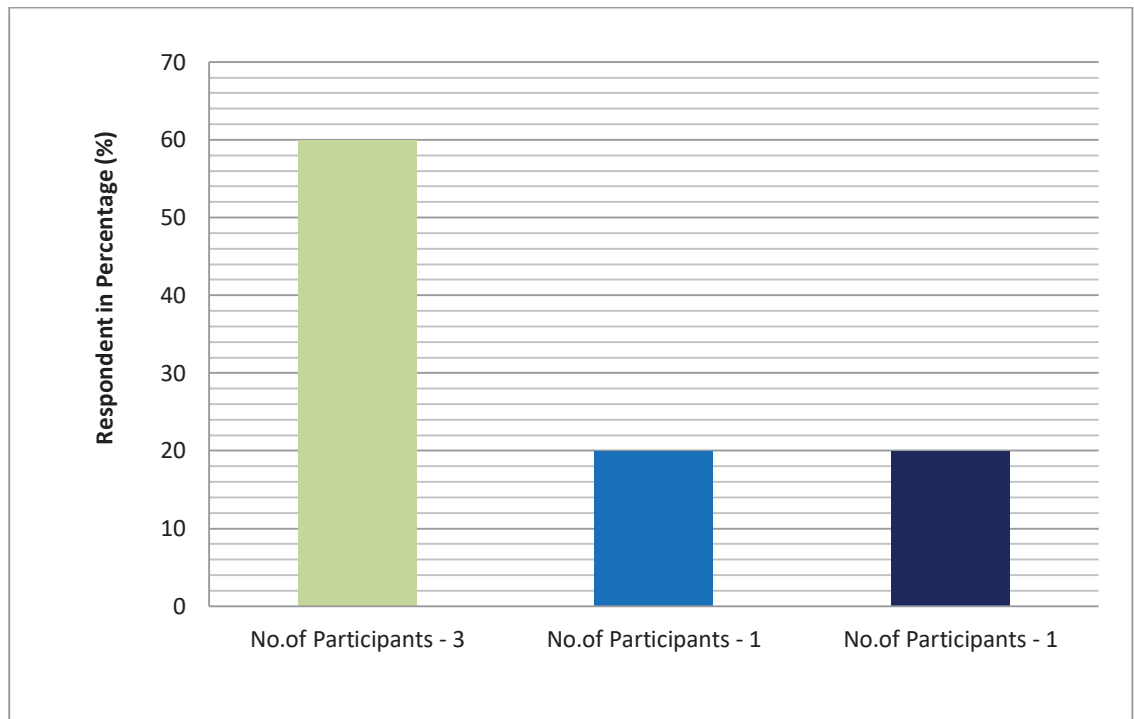
I grabbed the opportunity with both hands when approached to attend the workshop. During the workshop I realized the fundamental component of the workshop is that it will prepare me for key strategies of leadership role that I will encounter in future. My experience during the workshop is that we have covered all the core elements of leadership that is supposed to be imparted on to future school leaders so that we are ready to lead any schools once we are promoted.

After gathering all the response from the FLW participants it can be inferred that they had received adequate training during the workshop. Thus, they are qualified to take up leadership role once promoted to that position.

#### **4.11.1.2 Did the FLW implement adequate training to equip participants on challenges they will face in school?**

In the data gathered during the research, three (3) school heads, which is equivalent to 60%, agreed with the workshop that it really provided adequate training. The other remaining one (1), which is also 20%, agreed to some extent that the FLW provided adequate training to the participants. However, one (1) which is 20% out of the five school head been interviewed did not agree with the notion that the FLW provided adequate training for future school leaders.

**Figure 4.3: Bar Graph indicating the percentage of School Heads who agreed and those that did not agree with adequate training provided by the FLW.**



**Key**

- agreed with the workshop that it provide adequate training
- agreed to some extent
- did not agree with the notion that the FLW.

**4.11.1.3 Future Leaders Workshop is able to relate to participants the different leadership situation to real school situation.**

After the study being carried out, the participants mentioned that during the FLW workshop they were familiarized with the various school situation that they may encounter in schools. This is one of the strength of the FLW since the participants are drilled through the various scenarios they may encounter in their leadership tenure.

In other words, this helps to prepare FLW participants so that they are not caught off guard once they come across various incidents in schools that require deep leadership skills to resolve issues in school. In some incidents that usually arises in schools some school leaders are not sure of how to handle such issues so they are not able to make sound decision thus resulting in poor decision making which further exacerbates the problem. This usually ends up in parents lodging complaints to the MEHA to step in and help to solve the problem. In this instances it is clear that the school head is not able to resolve the issue thus it gets out of hand resulting in a broader problem where the MEHA has to step in and try to get the two parties to a common ground.

In a *talanoa* session around the *talanoa* drinking grog with the school head of Second Primary School she stated that:

Their understanding of leadership skills was boosted when they were introduced to various real life school situation rather than theory practice only.

Understanding of a concept or strategy is much more enhanced when there is a combination of theory and hands on practice. She further stated that:

Leaders are not born overnight thus; it takes time for them to digest the leadership skills required of a school head to embrace. Their experience during the various stages or module of the course helps them to encounter some real school situation.

The school head of First Primary School shared a similar view that:

You need to face the reality of things or encounter different situation at first than only you will be able to make out what is the next step to contemplate on.

The positive effect of this is that the workshop participants are not going to be lost once they encounter a situation in school that requires their utmost leadership

judgement. For them being exposed to this entire real school situation during their workshop enlighten them to embrace whatever is ahead of them.

#### **4.11.1.4 The Future Leaders Workshop allows participants to realize their full potential as leaders.**

The evidence suggests that most FLW participants believe the FLW does fairly allow them to fully realise their potential as a leader. This is not only just a leader but also a holistic and spiritual school leader who will set the pace for his or her school staff members. This is evidence in the participants being able to relate what they learnt through the training to the real life school situation that they always encounter daily. In other words they were able to come out of their shell and develop some leadership skills that they do have thus developing it further to a stage where they are able to make right decisions on issues that needs to be addressed.

The evidence suggests that most FLW participants were also able to reflect on each individual weakness and strength during the training thus they are able to develop on their areas of strength through leadership empowerment in the workshop. In doing so, they are able to comprehend their full leadership potential and thus built on their leadership skills from there. As the saying commonly stated that leaders are not born overnight. They need to be groomed over a period of time through trial and error method and then eventually there will be a stage where they will fully absorb all the skills thus they will become independent to make positive decision in the school they are going to lead.

In an informal discussion with the school head of Fifth Primary School, he stressed this:

Leaders must be able to explore on their weakness and strength as a leader during their FLW so that once they are promoted to leadership post they are fully aware of their potential.

If this is carried out at an early stage then they are capable of gauging themselves of what they are capable of thus they will be able to make amendments to what is needed in them to be developed further. In doing this they will also avoid further misunderstanding in school situation whereby they are faced with an issue that requires their expertise as a leader to solve problems.

Furthermore, the FLW's ability to provide participants with a session to reflect on their strength and weaknesses during the workshop will also enhance them to think innovatively and come up with wonderful ideas to become logical leaders. This indeed will help them to identify and develop their areas of strength while at the same time they will gauge their weak areas and work out a way to turn their weak areas to some positive impact as far as their leadership skills are concerned. Through reflecting on their strengths and weaknesses and working on empowering them is really a huge impact towards developing their full potential as leaders.

The school head of fourth Primary School mentioned this:

Our ability to identify our weaknesses and build on positive strategies to counter it is an indication of positive growth with in an individual. He further stressed that once you are able to overcome your weaknesses you will feel inspired to explore many option that is ahead of you in order to maximize your leadership skills and experiences.

Participants of the FLW who are able to adopt the above will surely find leadership roles to be interesting thus they will be motivated to implement new strategies to school to enhance the whole aspects of the school organization.

#### **4.12 Summary**

This chapter has highlighted the rationale on the development and implementation of the FLW. It has also provided the responses by the MEHA officials, school heads, teachers, parents and students on the importance of the FLW.

There was also emphasis on the selection criteria being set out to select participants of the FLW. The MEHA mentioned that there are no criteria been set aside to select participants however; selection can be based on some of the key elements that was discussed in the chapter. Concerns were raised on this thus; the MEHA must develop and implement selection criteria that must be adopted in future.

The benefit of the FLW was also a key area of discussion whereby MEHA officials, school head and teachers managed to share their views on the benefit of the workshop. The opinions provided highlighted the benefits of the FLW that was implemented by the MEHA. Towards the end of the chapter, it reflected on the strength of the workshop that was achieved.

In the next chapter, it will highlight on the discussion of the finding with other necessary information that is associated with the findings of the research. As stated earlier, the rationale or the reason for the implementation of the FLW was to empower future school head on the logistic that comprises of school leadership.



## CHAPTER 5

### DISCUSSION OF THE FINDINGS.

#### 5.0 Introduction

This chapter discusses the research findings of this study, based on the answers to each of the research questions. The discussion of findings in this chapter follows Miles and Huberman's (1984 & 1994) threefold model of data reduction, data display and conclusion drawing/verification. The four research questions reflect the main themes of the study namely: the rationale of the FLW, selection and why they are selected for the FLW, benefits of the FLW and the strength of the FLW. At the end of the chapter, a summary of the whole findings is presented.

#### 5.1 Research Question 1:

##### *What is the rationale of the Future Leaders Workshop (FLW)?*

As mentioned earlier in this study the rationale of FLW was to prepare school leaders for the leadership role if they are promoted to their new schools. Tavola (2000), reporting on the situation in Fiji, highlighted that because of poor leadership schools were not geared towards improving the quality of education. In this instance she was emphasizing the need to train and prepare schools head well. There is really a need to carry out leadership training so that the quality of education is improved.

Lingam and Lingam (2014), mentioned that since leadership position is virtually a second career that classroom practitioners embark upon, they need to undergo suitable professional development programmes in order to perform effectively in their new multi-functional role, including the extended professional responsibilities they are expected to shoulder from time to time.

Furthermore, Lingam (2011) stated that some school heads in the Solomon Islands are facing difficulties in effectively managing the various spheres of their school organisation. Some of the broad categories identified were organising the school time management, managing human resources, fostering accountability, managing change, and community participation in education. These are all aspects of school leadership that school heads must be well versed in.

The findings show that proper training for future leaders is a vital component in the academic performance of a school. This supports the study by Lingam (2011) by illustrating that training the school leaders helps them to acquire much needed support in terms of knowledge, skills, beliefs and values in improving their school overall performance.

Gronn (2003) shared that in view of the changing times, more training programmes are vital at different stages of headship to meet the changing demands of their work. By the same token the finding of the study also support the study by Fullan and Leithwood (2012) by highlighting that in developing school leaders it requires them to clearly define their responsibilities, providing access to appropriate professional development throughout school leaders' careers. Fullan and Leithwood (2012) further stated that school leaders must be acknowledged in their pivotal role in improving school and student performance.

Barber, Whelan and Clark (2010) shared a common view and stated that high-performing organisations identify potential leaders early and have mechanisms for developing their talents over time, for example, by providing them with opportunities to gain leadership experience, rather than expecting them to emerge or sending them through training programs just before they assume leadership

responsibility. It is basically referring to aspiring leaders who need to go through professional learning phases to grasp vital components of leadership skills.

Lingam and Lingam (2014) stated that where leaders have undergone no professional preparation for their role, beyond years of classroom teaching experience, they could be faced with a myriad of contemporary problems. They further mentioned that to cope with these new demands and challenges, school leaders require relevant knowledge, skills and competencies to enable them to meet the particular circumstances of the school and also offer better service to the learners, teachers and communities they lead. It is therefore relevant for future school leaders to undergo professional workshop such as the FLW to empower them with leadership skills. This will enable them to become competent leaders in future.

The findings revealed some key areas of the FLW that future leaders must be empowered with. These key areas revolve around their daily job description. Empowering them in the FLW will guide them in the right direction thus it will enhance their performance. Bush et al. (2011) agreed with the above stating that in South Africa, a course badged as the Advanced Certificate in Education programme (ACE) was introduced in 2007 for aspiring leaders which consisted of five modules: (i) understanding school leadership and management in the South African context; (ii) managing teaching and learning; (iii) leading and managing people; (iv) managing organisational systems, physical and financial resources; and (v) managing policy, planning, school development and governance. The outcomes of the findings and the research by Bush et al. (2011) supported each other that it is vital for leaders or aspiring leaders to be empowered and trained prior being promoted to leadership position.

Lingam and Lingam (2014) agreed that with the changing circumstances in mind, leadership and management training programmes are vital for developing and sustaining effective leadership practices. They further mentioned that through suitable design and content of

leadership and management training programmes, school heads can be developed and groomed to carry out their leadership and management roles more effectively within the special circumstances of their schools. Bush et al. (2011) further shared the same sentiments that headship is a specialist position and requires specific professional preparation for sound leadership practices. Without acquiring the right knowledge and skills through proper training to lead, the leader will fail miserably in his or her responsibility.

The findings of the study points out that proper training for leaders will enhance their productivity and deliverance. Lingam (2011) reiterated the findings of the study by agreeing on the importance of training for school leaders and mentioned that the need for appropriate training and development for educational leaders is seen as essential if the quality of educational provision is to be enhanced, especially in some of the smaller island states. Quality education for students can only be achieved if leaders themselves are well versed with leadership skills. A leader who lacks leadership skills will not be empowered to implement strategies that will foster quality education environment in schools.

Leaders in the 21<sup>st</sup> century must be academically oriented, be strategic in planning and look for areas of opportunity in future for further improvements. Such leadership will basically ensure that progress for the school is ongoing and they are

not at rest until the goal is achieved. Leaders who are unable to implement improvement strategies need to be eradicated from the school system.

## **5.2 Research Question 2:**

### *How are the participants selected for the workshop?*

Quality schools require quality leadership. Quality leadership cannot be assumed or acquired without a coherent, integrated, consequential and systematic approach to leadership recruitment, retention and development (J.D Chapman, 2003). The findings of this study showed that there are no criteria in place to select participants to attend the FLW, however, some of the aspects they implement for selection of participants by MEHA for the FLW is seniority, experience and qualification.

The finding of the study signifies that selection, retention and development of quality leaders is paramount in the successful management of the school. Some people are born with a natural gift to lead. However, good leadership qualities are learned and acquired through experiences over time. The study affirms the findings by Maxwell (2007) suggesting that some people are born with greater natural gifts than others, the ability to lead is really a collection of skills, nearly all of which can be learned and improved. This simply means that individuals who have natural intelligence, are outgoing and possess exceptional speaking skills are good leaders. These skills may be helpful in terms of leadership but it does not necessarily ensure one is a leader because he possesses those skills.

Another finding of the study depicts that the nomination of potential leaders by school heads is a method used by MEHA as a criterion for selecting participants for

the FLW. Nomination is carried out in the sense that a leader who is about to retire usually nominates someone who he or she believes and trusts possesses qualities of becoming successful leaders in future. Such belief and trust are based on personal experience that the outgoing leader has with the nominated officer. The person being nominated be someone who has proven himself or herself that he or she is capable of managing a school if given the opportunity. They are being nominated due to their proven record of performance, their commitment towards their work, their ability to go the extra mile to solve issues if confronted with difficult situation in school.

Aspiring leaders is another criterion that was found during the study as a selection criterion used to select participants. Those who aspire or desire to become leaders do not really have any skill of leadership. Leadership skills and leadership characteristic for them will be acquired through learning and experience. The FLW core aim is to develop and prepare leaders for leadership role in future. Anderson (2012) shared that if leadership skills can be learned, then leadership can be taught. Thus leadership skills need to be taught due to the reasons that there are various circumstances that occur in school situations which require different decisions to be undertaken by the leader in order to solve each situation. Another reason is that due to the changing time that the education is going through leaders should be well equipped with leadership strategies to solve issues arising in school and to steer the school forward in achieving greater result.

In addition to the above, aspiring leaders are those who aspire to be productive in their effort as a leader. They strive to produce better result through planning and focusing on the future. Such leaders have visions which are attainable for the betterment of the school. As Brookes (2005) highlighted that leadership requires the

vision of destination. Effective management will provide the resources to realise the vision. The vision without the management will result in a mere dream, while management without the vision will stultify and stagnate.

Research by Fullan (2012) aligns with the MEHA's point of view that aspiring leaders certainly develop self-efficacy by putting them in circumstances that give them lots of learning opportunities, without undue risk of failure. This kind of self-development focuses on trying to improve themselves through trial and error until they acquire the desired skill of being a great leader. Aspiring leaders believe that to bounce back after you fall is a positive learning curve that will mould them to become a better leader in future. They believe and trust that the more challenges you face it will prepare you to face the reality of being a leader in future.

Research by Barrett (2016) agrees with one of the findings of the study that the seniority of an officer can be a critical factor in selecting FLW participants. Barrett (2016) stressed that seniority is important in deciding the order in which teachers are eligible to be placed on the re-deployment panel when the enrolment figures drop sufficiently to warrant the suppression of a post and in determining teachers' eligibility for an acting post of responsibility. The above coincides with what some of the respondents mentioned that they were selected only because they are mature and also because of their experience. Seniority and experience are two critical factors that can be a determining force in decision making whether to promote an officer or not. The study by Barret (2016) further highlight that leadership in a school should be prioritised to the most senior teacher in a school.

Barret (2016) further discussed that the sequence in which teachers are appointed in

Seniority itself speaks volume of the ability, depth and strength an officer possesses. It's an achievement that is not acquired through studies or through graduating from any institution but merely by the work experience that is gained through the number of years of service. Selection of participants of FLW through their seniority is a reliable and realistic benchmark to base participant's selection from. It is an unbiased, transparent and efficient method of selection thus it must be fully considered.

### **5.3 Research Question 3:**

*What are the benefits of this workshop to the education system?*

The findings of the study shared below some of the benefits of the FLW that was scrutinized during the period of the study.

#### **5.3.1 Resilient performance by school head.**

The findings in the study revealed that the first benefit of FLW is that it prepared them to be a resilient leader in future. Leaders of the 21<sup>st</sup> century need to be resilient in their approach to professionally move the school forward. Birkbeck (2011) agrees with the study by sharing that in the absence of resilience at the most senior levels of school leadership in schools can present itself as deterioration in the general functioning of the school and can be evidenced in a variety of areas. He further stated that these include loss of direction in terms of funding and budgeting; curriculum developments; teaching and learning strategies; control of discipline;



staff pupil relationship and school community relationships. Therefore leaders need to be resilient to enable the proper general functioning of the school. Being resilient will allow leaders to continue from where they had left once they face some challenging time in their school leadership.

### **5.3.2 Excellent Administrator.**

Moving on, the second benefits of the FLW revealed during the study is that it helped prepare leaders to become excellent administrator. An excellent administrator will oversee the successful running of the school and set targets to be achieved by the school. Powell and Jurling (2003) agrees with the study that an education administrator or school administrators work in every level of education which includes directing of programs, hiring and supervision of staff, managing budgets and making decisions that affect the academic community.

The findings further discussed that making policies and procedures and setting educational aims and standards are the responsibility of an educational administrator. It is indeed imperative to say that an excellent administrator will surely boost the overall performance of the school. Schools that have an excellent administrator will always edge other schools in academic performance, extra-curricular activities, and communities' involvement, infrastructure of the school and in other components of the school.

### **5.3.3 A Marketable Person.**

A benefit of the FLW identified in the previous chapter is that it is able to develop leaders who are marketable in schools. This is an element that all school leaders must possess. A study by Jazvac (2016) agrees with the findings that school leaders who lack marketable skills will have difficulty making an impact in the workplace.

It further mentioned that they will find it challenging to adapt to the myriad of changes that they will encounter, thus, enforcing them to utilize a delicate balance of hard and soft skills and they will also experience a challenge in enhancing their growth. Schools that have a marketable leader will see improvement in all aspect of the school which includes infrastructure, classroom environment, school furniture, school compound, academic result will improve and school roll will continue to grow due to interest from the community during intake.

The finding of the study reinforces that school leaders who are able to market their school will experience an increase in the number of parents enquiring about that particular school which has a very high reputation. Some of the ways in which school heads are able to market their school include attaining a very good percentage pass in their external exam result compared to other schools, participating in more co-curricular activities that the students are engaged in and instilling good discipline to the students. Implementing some of the above strategies do give schools a very high reputation thus there will be lots of interest from the public for their child to attend that particular school. Therefore, leaders must acquire and implement this strategy so that the school continues to grow in its deliverance.

#### **5.3.4 Being Punctual – Attendance and in Submission.**

Punctuality is another benefit that the FLW is able to advocate to its participants during the workshop. An officer who is punctual to workplace and in everything he or she does reveal a lot of qualities about the officer. If school heads are punctual to school every morning, they are setting a good role model for the rest of the staff members. Teachers will make sure that they are in their respective classrooms on

time and kick start their days with the normal routine of the class like morning work, devotion, etc. However, if the school heads are late, teachers will always have that freedom to use quality teaching time by sharing stories which take up a lot of the student's learning time.

A study by Kajidori (2015) agreed with the findings of the study highlighting that punctuality is a sign of professionalism and helps one stand out as a reliable, trustworthy and productive employee. Being punctual to work places will ensure that you are able to plan out the day's work in advance and there will be no room for poor time management. Therefore, punctual leaders are always productive in their deliverance henceforth they will produce productive school.

It is always a phenomena that punctuality and being well organized are two skills that are simultaneously seen in a person's life. Likewise, if an officer is well organized concurrently the officer will be punctual. The same sentiment was shared by Butakor and Boatey (2018) that by being well-organized and punctual the school leader will set an excellent example for the staff members to follow. It further added on that it will send a positive signal to the staff members of what is expected of them from the beginning.

Another positive aspect of punctuality is that it occurs concurrently with good time management. This is also an area where many heads are lacking. Mubarak (2011) supported the finding of the study by stating that by being well organized and punctual, the leader would have set an excellent example to be followed. School heads who are punctual to the work-place do possess good time management thus the day's activities are well planned out therefore wastage of time is minimized. It

morally boosts the day's productivity as far as teaching, learning and planning is concerned.

### **5.3.5 Delegation of Responsibilities.**

The study revealed that delegation of responsibilities allows the school leader more time to concentrate on other leadership roles that the leader need to address. In doing so the school head will be able to make plans and set target to be achieved by the school in future. A study by Zammit, Xerri and Bondin (2019) supports the finding of the study by stating that delegation of

responsibilities proves itself to be superior since it allows management to have the time for carrying out its primary functions that is, planning, organizing, directing, controlling and coordinating.

A study by Wilhelm (2015) reiterated that highly controlling principals who are unable to delegate find themselves increasingly buried by operational issues that others on staff could handle with competence and ease. School heads who seem to solely handle school operation truly buried their own self to things which could be shared out. It also depicts the kind of personality that the leader possesses thinking only that their work is perfect. Solo leadership in the areas of curriculum, instruction and assessment is an outdated and ineffective model for the 21<sup>st</sup> century schools (Wilhelm, 2015). School heads who continue to implement solo leadership method do not fit in to the current school system. In other word they are a hindrance to the other officers who are eager to develop their leadership potential.

Morake (2012) agrees with the finding of the study in saying that delegation saves time, develops people, grooms successors and motivates subordinates. Sharing of responsibilities by the school head puts little pressure on the leader as his or her task

is covered by other officers. It also empowers other junior officers to accomplish tasks thus developing them professionally.

A study by Bhasin (2018) also support the finding of this study that to delegate is to assign responsibility and authority to someone else in order to complete the task at hand but you retain the overall responsibility for its success. He further stated that delegation of authority is very important to any organization as it empowers employees or team members. It is therefore imperative to say that delegating comprises of distributing responsibilities and it also empowers others to develop leadership skills within themselves.

To consolidate the above it is vital to consider that the delegation goes parallel with the effectiveness of the delegation of responsibilities. A leader cannot delegate duties or task irresponsibly. This will result in unaccomplished work which will result in failure. Thus school leaders need to effectively delegate responsibilities to staff members. According to Morake (2012), effective delegation is the process of delegation that is perceived by stakeholders as constructive and can produce positive results when applied. Morake further stated that effective delegation is about encouraging creativity that involves welcoming new ideas, not telling the delegate how to do the tasks; discouraging ill-considered imitation of the previous post-holder or of you; supporting new ideas with resources and training; and creating a match between responsibility and scope in line with the demand for teachers' professional development and growth. Leaders should enforce effective delegation so that the forecasted responsibility is accomplished successfully. If delegated officers are not effective in their dealings it will result in a catastrophic situation whereby fingers will be pointed against the leader who assigned that particular officer to accomplish the task at hand.

### **5.3.6 Takes Time to Listen to Everyone's Concern.**

According to the result of the survey carried out it depicts that school leaders who take out their time to hear grievances of teachers and students truly reflect the boldness of the leader. It also shows that they do not only consider their own ideas as superior but would like to take into account others point of view. Such leadership qualities reflect that no one idea is better than the views of the majority. Hersh (2018) elaborated that effective listening is not something that comes naturally to many people. She further mentioned that being able to listen effectively and then use these skills for influential leadership is a skill that must be learned and practiced. A leader that listens to others opinion reveals that they are considerate and they have an open door policy on decision that need to be implemented.

In another study by Konetzni, Jr (2017) emphasized that listening is the leader's full responsibility. He further added that effective listening allows the school stakeholders to know that you care and are engaged. Such leadership qualities are always flexible thus they don't dictate the decision they carry out. Each decision made is a collective one hence it undermines biased and absurd points of view.

To add on to the above, Konetzni, Jr (2017) argued that leaders should respect and listen to those around them. He supplemented his remarks by stating that leaders should understand how body language can shut down or open up communications. Leadership that comes down to the level of the staff members always wins the hearts of the staff members which is the only way they can earn respect from the junior officers. Some leaders' disposition to listen to others' views and opinions is seen as incompetence to make decision concerning the administering of the

school function. Such mentality needs to be totally eradicated in 21<sup>st</sup> century leadership as it will insult junior staff members who are willing to be delegated with responsibilities.

Arrogance by some school heads is another factor that may cause leaders not to consider others' views. This can be a reality for some school leaders who think that their decision is fully right and to be considered as supreme. Konetzni, Jr (2017) insisted that sometimes passion can be seen as arrogance by the listener and diminish one's chance of success. Once a leader tends to run a one-man army shows it will have ripple effects on the whole performance of the school. It will allow space for disunity to creep in slowly amongst the strong bonds that bind the staff members thus bring about segregation and division amongst the school staff.

A similar sentiment was shared by Green (2018) that active listening enables employees, customers and other stakeholders to feel that their perspectives are heard, accepted and understood. It is imperative for leaders to humble themselves and to bring them down to the level of the staff thus it will enable them to listen to what they have to offer for the betterment of the school. School leaders who have high self-ego of themselves do not always have the privilege of getting such forum where teachers in their school get the chance to share their feelings and personal views on matters relating to the administration of the school.

Green (2018) reiterates that when people feel understood, heard and respected, they become more aligned with your vision of winning for the business. The above fully sustains the finding of the study that leaders must allow themselves to listen to others views and opinion that matters in the running of the school. Leadership that allows such phenomena to take place always feel and see the full backing of the staff

in whatever decision the school head plans to implement. Submission to the directives of their leader will allow the smooth flow of all the planned out target and goals been set to be achieved. As leaders, we need as much information and as many different perspectives as possible in order to make the best decisions for our organisations (Green, 2018).

### **5.3.7 Transparency and Integrity in all Decision Making Process.**

As mentioned earlier by the study that transparency and integrity in decision making are vital for leaders to incorporate in their decision making process. A transparent leader will ensure that all the school dealing is carried out according to the rules and regulation of the MEHA. In support of this findings Starr (2016) agreed that being clear about who makes various decisions and enacting those decisions with integrity is key to effective leadership. Decision making is a vital component for all leaders no matter what field of work they lead. Decisions needs to be fair, unbiased and to embrace the truth. This is what transparency and integrity are all about. Leadership that entails such a principle will be able to develop good decision making.

Starr (2016) further stated that transparency and integrity are the cornerstones of good governance. For leaders to display transparency and integrity in terms of their leadership they must first of all portray a life that reflects transparency and integrity. Once a person is accustomed to integrity it will automatically be reflected in their place of work as well. Leadership that places transparency and integrity as their armor will always be successful in their capacity as leaders.



This same sentiment was shared by Clarke (2017) that effective leaders create a culture of transparency. He added that it means showing the principles of honesty, openness, integrity and authenticity. A culture of transparency is developed by leaders themselves before they showcase it to the whole school. Transparency and integrity cannot be developed overnight. It is a value that someone possesses from a young age and is a living principle that is revealed when a person implements it on a daily basis. When leaders create this culture in administering of a school, it will be reflected in the overall running of the whole school. A famous saying by Dalai Lama who is the head of state and spiritual leader of Tibetan Buddhism and the Tibetan people says and quote;

*“A lack of transparency results in distrust and a deep sense of insecurity.”*

An organisation that lacks transparency result in the loss of trust and accountability. As a result staff members will feel insecure and their confidence towards their leader will be lost as well.

Clarke (2017) reveals that effective leaders state their mind in an artful way and they are tactful in how they approach different issues and are able to state their views in such a way that it is the right place and right time, while being appropriately assertive. He further mentioned that this gives the right impression and build up lots of trust and thus it creates transparency. A leader’s action on a daily basis speaks volume of their integrity. As highlighted above effective leaders will always implement professional strategies to approach various issues that arise in school in order to resolve them. In their dealings they will make sure that they do not hurt the

feelings of others but be able to win them over with good reasoning. Paramount to this is transparency throughout the whole process of dealing with different issues.

A study by Ssonko (2010) supports the finding of this study in stating that generally, transparency implies openness, communication and accountability. As a leader, there is a need to always communicate across to the rest of the staff the reasons for any decision made. This will prevent any miscommunication or misleading information being transmitted around by the whole staff. All channels of communication need to be clear by being accountable and transparent.

### **5.3.8 Maintaining a Good Relationship.**

The study prioritises in its findings that building a good relationship is paramount to the proper delivery of services. A good working relationship by the school head with his or her subordinates will produce exceptional result in the whole school performance. A study by Lasater (2016) stressed that an important aspect of school leadership is relationship development, but developing meaningful relationships as a school leader is challenging. It is imperative to say that good working relationship should be developed to foster good work ethics. A positive working relationship boils down to the performance of individual officers. Leaders who develop great relation with their subordinates will experience superb performances from his or her work.

A study by Thaman (2001) completely supports the finding of the study by stating that socially it means strengthening relationships and partnerships at all levels, especially links between schools and their communities in order to ensure that all stakeholders are participating in the formulation of national visions and processes of education and development. School leaders need to strengthen and further develop

their relationship with those in the community in order to fully engage them in the expansion of the schools activities. Leaders who neglect to build good relationships with the communities will constantly face negative backings from the surrounding communities. A school of that caliber will continuously be left behind in terms of support physically and financially thus affecting the whole mechanism of the school.

As a leader it is your priority to influence your surrounding community and stakeholders through building positive relationship. A leader's strength is measured on how he or she is able to influence others to be part of the school. Some school leadership do fail to address this aspect of engaging the community in the drive to bring academic excellence in the overall school performance. Partnership within our communities and education is vital in building a vibrant school environment.

Northhouse's (2015) work substantiates the finding of this study by stating that every situation involving school leaders requires some degree of relational behavior. Without proper relationships schools will not function cohesively. It is imperative to say that leaders need to go out of their way to foster great relationship with the schools affiliates. The more networking the leader develops, the stronger the support it will gain in terms of its deliverance. It should also be considered by school leaders that relations are not just to be built but also need to be sustained. Sustaining of a relationship is important due to the various programs that the school always undertakes that need to be supported by those that are out there in the community whom the school usually rely upon for assistance.

A study by Abaya and Normore (2010) support the finding of the study by mentioning that school leaders are called to develop meaningful relationships with diverse stakeholder groups representing varied interests, positions, cultures, needs,

values and beliefs about education. The above infer that leaders do not just focus on a narrow relationship development path but need to divulge towards a very wide level playing field where the leaders will explore more new partnership possibilities. All of the above mentioned area of focus needs to be fully explored as it will strengthen the partnership of the school with other stakeholders.

### **5.3.9 Monitoring and evaluation of the school programme effectively.**

It is imperative to say that monitoring of teachers and all school activities is vital to ensure full accomplishment of the work that needs to be implemented. A leader will only get feedback and progress if he or she continuously monitors and evaluates the progress of the programme. After evaluation and monitoring than the leader will be able to infer what's the next step to take in order to successfully implement the programme. A study by Ndungu, Allan and Emily (2015) support the findings of the study in stating that monitoring is an activity that involves continuous and systematic checking and observing of a program or a project. Evaluation on the other hand is judging, appraising or determining the worth, the value and quality of a program. Leaders who are keen to see results will always continue to monitor and evaluate the progress being undertaken. The more monitoring and evaluation taking place the better it will be for the proposed activity being implemented.

Willms (2000) shared the same sentiment as of this study by highlighting that monitoring and evaluation is done in the education sector to monitor programs like quality of education. Teachers need to be monitored and evaluated continuously to ensure that their teaching is effective and to check whether learning is taking place by the students. At times teachers do not usually give their best while teaching the students thus effective monitoring will guarantee that they carry out their

responsibility to the best of their ability. Leaders monitoring strategy will keep teachers alert at all times thus it will have a ripple effect on the students' learning.

The principal is responsible for monitoring and evaluation at the school level to ensure effective teaching and learning is going on (Willms, 2000). Effective teaching can only be witnessed when

teachers are monitored and evaluated thus it becomes an essential component of education progress. Once effective teaching is taking place in the classroom there will also be effective learning hence it will be reflected on higher and improved performance during the exam pass rate. Monitoring and evaluation will also help the school leader to assess which area of need the teachers are lacking in so that proper professional development can be organized for teachers to be upgraded upon.

Another study by Miller (2017) fully supports the finding of the study by stating that through monitoring and evaluation in schools, good leadership is put into practice and shows accountability which leads to school improvement. When leaders implement monitoring and evaluation process in their school it will reflect transparent leadership. At the same time it will instill good practice hence the school overall performance will be improved.

#### **5.3.10 A Good Financial Administrator.**

Most participants agreed that to be financially literate is an added advantage for school leaders to possess. It will ensure that they abide by all the proper procedure of financial administration of the school. Shkurina (2018) supported the finding of the study by affirming that it is in the best interest of the schools and its students that its school leader has a clear understanding of his or her role in the management of finances and the implementation of financial policy. Once leaders are well versed

with their roles in the management of finances it will have a positive impact on the overall function of the school. It will also avoid unnecessary spending of the school finance hence there will be no abuse for corruption practices in the school.

Majority of the informants mentioned that the school head should have good management skills which include good record keeping skills of all financial dealing. This finding of the study was fully supported by Petrick (n.d.) that it is the principal's responsibility to prepare the school budget, a record of projected revenue and expenditure. Keeping a good record of all the financial dealing of the school will ensure transparent and accountability in the overall operation of the school. It will also be very important when there are any circumstances of mismanagement of finance instigated against the school head being brought up against him/her to produce all the record as a proof of the financial dealing being undertaken.

Some of the participants stated that the utilization of FEG should be strictly monitored by the school head. This was supported by Shkurina (2018) when she stated that accounting and financial reporting is at the crux of a school's financial and academic success. She further added that any mistake in those areas has the potential to have detrimental effects on the school and its students. This is exceptionally true as any mismanagement of finance will incur ripple effects on the whole school. The grant provided by the government needs to be strictly scrutinized to withdraw mismanagement.

### **5.3.11 Strict but Friendly in Meeting Deadlines.**

Participants of the FLW agreed that leaders need to be strict but to be friendly when dealing with deadlines and due dates for things that are to be submitted. In a school situation this is a vital component of leadership to set deadlines and they are to be

strictly adhere to. It will be unacceptable if deadlines are set out but are not being met by the staff members. In such a scenario school head needs to stand his/her ground in order to avoid delay. Schwantes (2017) also agreed with the findings of the study by stating that communicating clearly and unapologetically that deadlines are non-negotiable. Being strict and firm on meeting deadlines as a leader will develop a sense of submission amongst junior officers to adhere to time lines being put in place. It will at the same time develop consistency amongst staff members and also be reinforced as a team value.

A majority of the participants in the FLW shared that school head needs to instill to their teaching staff the importance of complying to deadlines to allow the proper flow of their work. Boogaard (2017) stated that every leader knows that deadlines can be a constant headache. Leaders can face an uphill battle with staff members concerning the vitality of meeting deadlines if they are not able to reinforce it upon them. As a matter of fact the task being disseminated to be carried out and completed will be incomplete. The solution would be strict obedient to time lines and due dates.

Some FLW participants highlighted that meeting deadlines is imperative for the proper flow of the school organization. A study by Robinson (2019) clarified that deadlines are important for helping you achieve both large and small goals. He further added that your deadlines need to set you up for success-they must be strategic. All deadlines are aimed at bringing forth success and achievement of goals whether it be short term goal or long term goal. School leaders need to be strategic in their planning. In order for them to achieve a long term goal, as a strategic leader he or she needs to plan and achieve short term goals first then the long term goal will be a realistic one.

### **5.3.12 Calm and Composed**

The findings showed that some school heads are not capable of maintaining and displaying professional behavior in front of their staff members. School heads need to have a cool head, must remain calm and should have the ability to control their emotions when facing difficult situations in school. The kind of qualities the leader portrays when faced up with pressure reflects the effectiveness of the leader.

Russell (2016) supports the finding of the study by reaffirming that most of us want a leader with passion and energy to make things happen; but we also want to know that when a crisis comes along, that our leader will take decisive actions in a calm and professional manner. Leaders must exercise calmness in all aspect of their leadership. As the findings in the last chapter revealed the unprofessional behaviour of some school heads towards their teachers that were interviewed. This confirmed that some leaders do not fully implement what was imparted to them during the FLW. It also depicts that not all FLW fully implement the strategies they learnt during their workshop once they are promoted to leadership position. The MEHA needs to develop and implement a strategy whereby FLW participants are closely monitored in their performance. This will ensure that school heads are able to implement professional leadership skills that were acquired during the FLW.

Smith (2013) also confirms the finding of the study by mentioning that good leaders keep a cool head even when the situation provokes an emotional reaction. It further added that great leaders also help everybody else stay calm and contribute to the team with rational and objective input rather than emotionally laden statements.

Leaders who are not able to control their emotions will surely kill the momentum of productivity in the performance of the school. As discussed in the previous chapter



that the leader's behaviour really creates a feeling of fear amongst the staff members thus it will have ripple effects on the teacher's performance. At the same time it develops insecurity amongst staff members which will affect their work. It is vital for school heads to be always calm and composed when faced with challenging moments in school. When leaders are able to display professional leadership skills it will enhance togetherness, team work and unity thus productivity will increase.

#### **5.4 Research Question 4**

##### ***What were the strength of this Future Leaders Workshop?***

The finding from the study clearly articulate that the FLW accomplished more strength which was its main objective. The whole training being implemented by the participants fully prepared them for the leadership position that they will hold in future.

The findings revealed that all the components of leadership are all disseminated to the FLW participants during the workshop. It is the trust and beliefs of the FLW facilitators that the future leaders will implement all the leadership skills being imparted to them. According to the research carried out the majority of the participants were able to implement the skills imparted to them thus reflecting the strength of the FLW. Teachers who were interviewed agreed that their school heads are utilizing all the skills transmitted to them during the FLW.

School heads who participated in the FLW totally agree with the empowerment they encountered that it enabled them to strengthen their leadership qualities. However, there is only a minority figure that reveals that their leader is lacking in some areas which was a major concern. It revealed that out of the five school heads interviewed

only one seemed to neglect or not fully implement the whole component of the FLW.

The school head of the Fifth Primary School stated that:

I realized that my knowledge was very limited pertaining to the management and leadership of school. After attending the FLW I am able to understand the management of educational change which involves complex skills for every circumstance encountered in school.

The school head of Third Primary School shared that:

This programme changed his whole mindset that leadership is about delegation of responsibilities. His previous understanding was for the leader to carry out all of the task however his mentality changed during the duration of the FLW.

According to the school head of the First Primary School highlighted that:

I gained a lot of understanding concerning financial management. My understanding was that the admin officer will handle all financial obligation of the school. This all change during the FLW as it is a joint venture for the school head and the school admin officer to see the proper utilization of the FEG.

A teacher from the Second Primary School mentioned that:

Our school head is very accommodating. She sits and listens to issues that we raise concerning students' academic performance and also what we face personally.

In light of the above, we can infer that the strength of the FLW was well achieved as the participants of the workshop were able to implement all the components of the training in their various schools. The above response can validate that the FLW was able to prepare future leaders successfully for leadership roles that they are going to face in future.

## 5.5 Summary

This chapter provided the discussion on the findings of the study which encompasses the effectiveness of the FLW which is summarised below. It has also included relevant discussions associated with the four research questions that underpin the core component of this research. It firstly discusses the rationale of the FLW where it highlights how vital the study is concerning future school leaders. Secondly, it discusses how the FLW participants were selected to attend the workshop. It talks about some of the strategies of selection for FLW participants. Thirdly, it highlights the benefits of the workshop that was gathered during the duration of the study. In the last research question it throws some light on the strength of the FLW that was achieved.

Summarised below are some of the findings of the research which helps in answering each of the research question of the study.

### 5.5.1 Research Question 1:

#### *What is the rationale of the Future Leaders Workshop (FLW)?*

- ❖ The findings show that proper training for future leaders is a vital component in the academic performance of a school.
- ❖ The findings revealed major key areas of the FLW that future leaders must be empowered with are their daily job description guidelines, managing teaching and learning, managing people, managing organisational system, managing physical and financial resources, managing policy, planning and school development.
- ❖ The findings of the study show that proper training of leaders will enhance their productivity and deliverance.

### **5.5.2 Research Question 2:**

#### *How are the participants selected for the workshop?*

- ❖ The study exposed that there were no criteria in place to select participants to attend the FLW however there are just a few measures which are widely considered which were experience and the qualification of the participants.
- ❖ Another finding for selection was through nomination of potential leaders by school head.
- ❖ MEHA also consider aspiring school leaders to be considered for selection to attend the FLW.
- ❖ The seniority of an officer was another way for selection of FLW participants.

### **5.5.3 Research Question 3:**

#### *What are the benefits of this workshop to the education system?*

The study revealed the following findings based on the benefits of the FLW to the participants. It empowers the FLW participants to be:

- ❖ Resilient in their performance.
- ❖ An excellent administrator.
- ❖ Marketable person.
- ❖ Punctual – in attendance and in submission.
- ❖ Able to delegate responsibilities.
- ❖ Able to take time to listen to everyone's concern.
- ❖ Transparency and integrity in all decision making process.
- ❖ Able to maintain a good relationship with the whole staff members and the school stakeholders as a whole.

- ❖ Able to monitor and evaluate school programme effectively.
- ❖ A good financial administrator.
- ❖ Strict but friendly in meeting deadlines.
- ❖ Calm and compose when dealing with various issues in school.

#### **5.5.4 Research Question 4:**

##### *What were the strength of this Future Leaders Workshop?*

Summarised below are the findings of the study that helps answer the last research question.

- ❖ The findings revealed that the FLW empowers participants to be fully prepared for the leadership position that they will face in future.
- ❖ It also revealed that all the components of school leadership were disseminated to the FLW participants in the duration of the workshop.
- ❖ The findings of the feedback from the school staff, parents and students relayed that their school heads were able to implement the skills imparted to them during the FLW.
- ❖ Upon the survey carried out to the school head that attended the FLW they reveal that it really strengthens their leadership qualities.
- ❖ A few of the school heads being interviewed mentioned that the FLW empowers them to manage the school finance more efficiently and on the same note develop them to be very accommodating to all the school stakeholders.

The above were the summary of the whole findings of the study which was mainly to address the pressing issues been put across in the main research question.

The final chapter, Chapter Six will discuss some of the suggestions as to what is needed to be carried out to address the main findings of the study. It will also encompass some recommendations and then finally mapping out some conclusions.

## CHAPTER 6

### CONCLUSION AND RECOMMENDATION

#### 6.0 Introduction

This chapter summarises the findings of the research as it is the final chapter and makes recommendations for future actions. It will also focus on the research findings of the study that are being briefly discussed and summarised. It will also consider some of the implications of the recommendations for its various stakeholders. The discussion based on this final chapter will be presented under the following headings:

- ❖ Summary of the key findings of the research;
- ❖ Recommendations;
- ❖ Implications of finding's for further studies; and
- ❖ Conclusion.

#### 6.1 Summary of the key findings of the research.

##### 6.1.1 Research Question 1

###### *What is the rationale of the Future Leaders Workshop (FLW)?*

According to the study carried out concerning the rational of the FLW it reveals that the response to this research question was a common response. In other words participants all agreed on a common ground with all the feedback gathered from the MEHA officials, the Head Teachers and Teachers. It is vital to have a clear idea of the foundation behind the development and on the same note there should be a level playing field of the logic behind the development and implementation of the FLW.

The study clearly illustrates that all respondents agreed to the rationale behind the implementation of the FLW. The majority shared that the core component for its

implementation was to basically prepare future leaders for leadership position across schools in Fiji. Others mentioned that it was to empower future leaders for leadership positions so that they are not caught off guard on responsibilities that need to be accomplished by the school leader.

It was also important for MEHA to develop such an initiative of training future leaders so that they are guided on proper skills of management and administration work. Preparation of future leaders is a smart plan to sustain the level of professional leaders in the education system. At the same time it maintains the performance of school heads and ensures that a good image of the leadership profession is achieved and is being well portrayed to others outside of the education field.

### **6.1.2 Research Question 2**

#### ***How are the participants selected for the workshop?***

Selection of participants is vital in the proper implementation of the succession plan of educational leaders under MEHA. Thus the development of a set of selection criteria would be an effective, transparent and valid ground to select the workshop participants. This will allow the best candidate to be picked for training.

According to the study carried out it was revealed that the PDU section did not set aside any selection criteria to select participants for the FLW. PDU section officials mentioned that they considered the experience of teachers, numbers of years of service, qualification and so forth as their baseline in identifying FLW workshop participants. Kwan and Walker (2009) stated that selection criteria were defined as the qualifications required for eligibility and were considered to be foundational for assessing candidates. Selection process played a very crucial role in determining the success of the workshop and it reflected on the performance of the leader once being



promoted to head of school position. The study also showed that the seniority and also the qualification of an officer is also considered in selecting the workshop participants. Thus it can be stated that at times there will be biased selection carried out to some of the participants. Proper procedure of selection is necessary for choosing the best participants.

### **6.1.3 Research Question 3**

#### *What are the benefits of this workshop to the education system?*

The study simply highlighted the benefits of the FLW as shared by the participants. It was really interesting to learn the broad area that the FLW was able to cover thus gaining more benefits of it. Research participants agreed on most of the responses they provided which reflected a wide range of feedback gathered. The benefit gathered varied from the different participants as they voiced their own opinions. Interestingly the benefits shared ranged from developing resilient leaders, developing excellent administrators, developing marketable people and developing punctual behaviour.

Other benefits shared in the discussion by the FLW participants include developing leaders who are able to delegate responsibilities to other staff members, developing leaders who take time to listen to everyone's concern, developing leaders who are transparent and have integrity in making decisions and developing leaders who are able to maintain good rapport with other staff members. The list of benefits continues as it is able to develop leaders who are able to implement a constructive monitoring and evaluation program for their school. It is also able to develop leaders who have good financial management, develop leaders who are strict in meeting deadlines and finally it developed leaders who are calm and composed at all times.

The benefits shared above signify the effectiveness of the FLW to empower future school leaders. It also reflects the abundance of skills and values that the workshop participants have gathered which will be in their think tank to be referred to when faced with various circumstances concerning their leadership roles in their school.

#### **6.1.4 Research Question 4**

##### ***What were the strength of this Future Leaders Workshop?***

Most respondents from the FLW participants stated that they received adequate training and also the workshop managed to cover all the aspects of leadership that school heads need to equip themselves with. It comprised administration work, management of finance, building capacity amongst staff members, ensuring teaching and learning is positively facilitated, better networking with the community and school stakeholders. It was also possible to measure the effectiveness of the school leaders through gathering feedback from the teachers of the selected schools. This reflected the strength of the FLW. The facilitators of the workshop managed to cover the whole component of the workshop that was necessary for future leaders to grasp.

Another notable strength that was achieved was that they were able to be trained on challenges that they might face in their school. In other words, they were prepared psychologically to face challenging issues that might arise. Challenges faced in schools differed thus it required mental toughness and sound decision making to successfully address them. Acquiring the proper skills

to handle such situation in schools was fully undertaken during the FLW. To be calm and composed was also one of the benefits and strength acquired during the course when faced with difficult situations.

Relating situation to real life is another strength gained from the FLW that enabled leaders to experience the reality that will be encountered in their various schools once promoted. Future leaders need to taste a feeling of the reality on the ground. While there are many strengths to the programme, there are probably areas that could be improved upon in future by the MEHA in the modules workshop paving the way forward for the participants to be well prepared for the leadership role ahead of them.

Another strength being initiated as the direct effect of the FLW amongst the participants was the ability for them to fully realise their potential as a leader. This is in terms of developing their inner skills to prognosticate plan for the future in the various aspects of the school. It also developed with-in them the ability to implement critical thinking and reasoning when making decisions. Thinking logically or critical thinking with reasoning illustrates the maturity within a leader. Moore and Parker (2012) describe critical thinking as the ability to judge the plausibility of specific assertions, to weigh evidence, to assess the logical soundness of inferences, to construct counter-arguments and alternative hypotheses. When future leaders are imparted with such caliber of leadership skills during the FLW it demonstrates the immense preparation each workshop participant goes through.

## **6.2 Some Recommendations**

The following recommendation is based from the main findings of the study. The recommendations have been identified which reveal some of the realities that have been encountered during the duration of the study and these are discussed below.

### **6.2.1 Selection Criteria**

According to the main finding of the study carried out it was revealed that there are no criteria set out by MEHA as the guidelines for the selection of FLW participants. The study feels that it is vital to develop and implement a set of selection criterion so that the qualified individuals are appointed to attend the course. It will also have a ripple effect on the quality of leadership he or she will implement.

Pulakos (2005) stated that selecting and using effective assessment methods can greatly enhance the quality and productivity of an organization's workforce. The development and implementation of a worthy selection criteria will surely address the issue of screening future leaders who are qualified and that will filter out leaders who will ruin the image of the school leadership profession to the outside world. It has been the experience in the past that some school heads are terminated due to sexual offences, financial issues and other unprofessional conduct because no proper screening process been implemented. This issue arises due to the failure in the proper assessment carried by the PDU section in identifying the suitable officers to take up leadership roles in schools around Fiji schools.

When selecting participants for the FLW in future PDU should consider looking into the police record or other background knowledge of individuals before considering them to attend the FLW. This plays an important role in selection so that the best are identified and considered. It will also help to identify officers with inappropriate record to be weeded out in order to avoid leaders who are going to

tarnish the image and reputation of educational leaders in the whole of Fiji. This study strongly recommends that this initiative be taken onboard by MEHA and PDU section in implementing a selection criteria for FLW participant's selection.

### **6.2.2 Monitoring System**

The study suggests that there is a need to fully monitor the school head performance in their leadership role especially for those recently promoted to school head position. The reason being that they are still new to the position thus will face lots of challenge that will put them to the test of making critical decision. Once promoted to leadership position they will be known as novice leaders. Novice leaders will always need to be guided and coached by experience once or by the FLW facilitators so that they are always leading in the right track.

Monitoring of the novice leaders will help the leader to gain lots of vital leadership qualities. It will also allow the leaders to share some recent situations faced by them that was quite a challenge thus need for a strategy to address the problem. The feedback from the monitoring system will help the FLW facilitators to modify the course outline in order to address issues that were faced by the other leaders.

The study feels that a framework needs to be developed in future by the MEHA which can be established as School Leaders Development Framework to assist in identifying challenging areas that are faced by school head. This will be addressed in future workshop for aspiring school leaders. Fraser (2007) mentioned that the Developmental Learning Framework for school leaders is intended to assist teachers and school leadership to reflect on their leadership practice, identify strengths and areas for improvement and choose appropriate professional learning activities. Developing and implementing such an initiative will be able to address

sensitive issues concerning school heads who face challenges when they are promoted to leadership positions in future.

### **6.2.3 Number of Participants**

In a *talanoa* session with one of the participants of the FLW who is currently teaching at Second Primary School, the officer revealed that he attended the FLW in 2009. It is almost ten years now and the officer is still floating around with others not being considered for promotion. They have sacrificed their school holidays which could have been well utilized with their family members to attend the FLW. The officer stated that he is still around and has not received any promotion even though he has been applying for the leadership position. The officer mentioned that the numbers of FLW participants is alarming and are just floating around without being promoted.

The above comments showcase failures in the whole aspect of the program as it was considered to prepare future leaders in terms of school heads position. A strategy for the FLW facilitators is to control the numbers of participants and should only consider officers who are going to be promoted for leadership positions. Engaging a high number of participants will be just a waste of resources, time and finance since they will not be considered for promotion to leadership roles in future.

#### **6.2.4 Systematic Way of Operation**

The study recommends that the FLW facilitators or the PDU section and the Human Resource (HR) section needs to implement a systematic way of updating each other on the list of officers who will soon be promoted to leadership position. It should be the duty of the HR section to update the FLW facilitators or the PDU on names of officers who will be promoted. Once their name is received by the FLW facilitators they will then be informed by PDU to attend the workshop.

Promoting and implementing this practice will address the issue of wastage of fiscal resources and human resources. It will also take into consideration that there is uniformity between the two sections of the MEHA. Implementing this system will foster a good communication channel between the two sections of the MEHA thus it will boost productivity within the Ministry.

#### **6.2.5 Vision and Mission**

There is a need for MEHA to develop a vision and mission for the FLW. According to the study carried out it revealed that there was no vision and mission to guide and to pave the way forward for the FLW. A Vision and a mission will help determine what are the goals and opportunities that must be achieved. It also shows the direction that will help to strengthen the performance of the FLW in future.

Vanderelst (2017) shared that the vision and mission statements provide a focal point that help to align everyone with the organization, thus ensuring that everyone is working towards a single purpose. She further stated that this helps to increase efficiency and productivity in the organization. Implementing a good vision and mission will also help in uplifting the morale of the FLW facilitators in imparting essential leadership skills to the future school leaders.

### **6.2.6 Developing a Networking between School Heads**

This study recommends that there should be a network developed by the FLW facilitators for leaders to meet on a quarterly basis once they complete their module of the FLW. This will help them to share ideas and experience that they encounter in their school concerning their leadership. It will also create team bonding amongst the school leaders as they strive to improve the overall performance of their school. Facilitating this initiative will foster good and healthy leadership approach by school heads as they converge to share areas where they feel that it was their strength thus they can build on from these to achieve better outcomes in future. This network amongst the school head can be a platform as well for them to discuss areas of leadership that they feel they can improve on in future.

### **6.2.7 Training of All Assistant Head Teachers**

It is the trend that the Assistant Head Teacher (AHT) will be appointed to the Head Teachers (HT) position once the HT retires, resigns or when there is a HT vacancy. Thus, this study highly recommended that the AHT should be the rightful officer to attend the FLW in future since they will be the one to replace the HT.

The PDU section should liaise with MEHA that there is a system in place to counter this whereby AHTs are consulted to attend the FLW rather than assistant teachers who are usually floated around after the workshop without being considered for promotion. This is termed as succession planning whereby MEHA will not run out of quality leaders who will be there to fill in the leadership role once the need arises. It will allow the smooth flow of replacing retired leaders with the newly promoted leaders who were empowered by the FLW.



### **6.3 Implications of Findings**

The study has highlighted the effectiveness of the FLW with its benefits and strength. It has also shared some weak links that need to be addressed and the recommendation to pave the way forward on opportunities for improvement. Currently the PDU section does not implement a formal set of selection criteria for FLW participants as a recruiting procedure. A formal set of criteria needs to be developed and be incorporated that will instill good governance and transparency in terms of the selection of participants.

Secondly, there are no monitoring and assessment for school heads who are recently promoted to leadership roles. These are the ones who undergo the FLW training. Assessment of their performance is paramount as to reflect the training given to the future leaders on opportunities for improvement in future.

Thirdly, the FLW participants' intake number should be controlled to exclude those who are not aspiring leaders from attending the course. This situation will avoid wastage of resources and finance as well since there is a control of intake numbers.

Fourthly, there is a need to develop a vision and mission for the FLW so that it gives a sense of guidance and assurance. To operate without a vision and a mission will surely result in failures and the forecasted production to be attained will be just a dream unaccomplished.

Lastly, the PDU section should only consider training AHT of all schools since they are the next in line to replace the HT in their leadership position. In considering assistant teachers to attend the FLW it will not fully fulfill the purpose of preparing future leaders as there are other suitable participants available.

#### **6.4 Further Research**

This study has helped to identify areas for further research that might add more understanding of the FLW to the future school leaders. Since this study was carried out only in the Suva education district it is vital to carry out further research on the scenario from other educational districts. This will help to add more light on the challenges faced by school heads in their schools based on the effectiveness of the FLW.

Another area of interest for further research is that it would be interesting to investigate the positive outcomes of the leaders' effectiveness based on the overall performance of the school after a period of two to four years for school heads who attended the FLW. This will be measured in terms of the school external exam pass rate, discipline of the students, capacity building amongst the teachers, extra-curricular activities, rapport with stakeholders of the school and so forth.

#### **6.5 Conclusion**

According to the study carried out it was evident that the effectiveness of the FLW was well measured in terms of the data gathered during the study period. While there are many strengths to the study been undertaken, there are probably areas that could be improved upon. The feedback from the study fully supports the aim of the study. Most importantly the study was able to identify the effectiveness of the FLW.

Reflecting on the first research question the study was able to share the rationale of the FLW to the participants. The second research question was answered on the selection process of the FLW participants. The third research question shows the benefits of the workshop to the participants thus it will have an impact on the whole

education system once implemented by the school heads. The last research question highlights about the strengths of the FLW which was well discussed.

The study was competent enough in fulfilling all the set of four questions mentioned above which was set out as the core of the study through questionnaire survey, analysis of documents, *talanoa* session, interview of the participants and literature reviews. In considering the respondents congregated in the study, there were a number of recommendations that triggered considerations for further action in future. The last chapter also summarised the findings of the whole study and also identified other areas for further research in future.

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## APPENDICES



P. O. Box 14330  
Suva  
10<sup>th</sup> November, 2015

The Permanent Secretary,  
Ministry of Education,  
Private Mail Bag,  
Marela House,  
Suva.

Dear Sir/Madam,

Re: Request for Approval to Research

I had just been granted approval for research by the School of Education Research and Postgraduate Committee at the University of the South Pacific (USP) and would like to request your permission to carry out the study with selected group of schools in the Suva District. The research is a requirement for the Master of Arts program (majoring in Education), which I am currently pursuing at USP under the professional guidance of Dr Mesake Dakuidreketi who is my Principal Supervisor and Dr Ledua Waqailiti who is my Associate Supervisor. I am currently studying on a part-time basis and as a private student.

The topic of my research is titled, “The Effectiveness of Leaders Workshop for Future School Leaders.” The schools selected to be part of the research will be from the Suva District.

In addition to the above, I would also request for an approval from your office to collate information from other respective officers and departments within the ministry concerning the relevant policies in my topic of study. This will ensure that I have a validated and reliable data for my study.

Some of the subjects mentioned above that I would like to visit are the;

- Education District Office.
- Primary Section (Quality House)
- Schools around the Suva District.
- Research Section of the MEHA
- Future Leaders Workshop Coordinators
- Assets & Monitoring Unit (AMU)

The research aims to highlight some of the issues that could be strengthened as far as training of the leaders is concerned. Furthermore, it would also highlight some important qualities that a school leader should possess in order to manage a school organization.

Please find attached is a copy of the Research Proposal approval of study from the School of Education at the University of the South Pacific. Also find attached is a supporting letter from my Principal Supervisor.

Anticipating for a favourable response from your highly dignified office.

Thanking your organization for the services rendered so far.

Yours sincerely,

---

Rupeni W. Madigi

[Id #: s02009193-Research Student]

(TPF: 69623)

P.O. Box 14330,

Suva

06<sup>th</sup> January, 2016

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dear Sir/Madam,

I am currently conducting research for my Master of Arts (Education) titled “The Effectiveness of Leaders Workshop for Future School Leaders” at the University of the South Pacific. I would like to seek your approval to carry out the research in your school.

The research would initially consist of questionnaires being given to the teachers in your school and then carrying out interviews and talanoa session with individuals to elicit out what they have been trying to suggest in their responded questionnaires. Observations would be carried out to gain further insight on the leaders and teachers views. Discussions would be held on how quality leaders can take the school forward.

You are assured that complete confidentiality of the data gathered in this investigation. My Principal Supervisor and Associate Supervisor (Dr Mesake and Dr Waqailiti) only and I will see the raw data.

The research carried out is important due to the reasons below;

- It may assist in identifying ways of improving the training for Future Leaders.
- The study may indirectly help in improving the deliverance of school leaders in their various schools.
- It could also highlight on the weak areas of the training thus improving it for the future.

I will be happy to discuss any concerns you may have concerning the leadership role as far as the research is concerned. I can either be contacted by telephone on either the following numbers 9852566 (Cellular) or 3381194 (Business).

Your approval to my request is very much appreciated. I am looking forward to your favourable response and consideration in taking part in this project.

Thank you.

Yours faithfully,

\_\_\_\_\_  
Rupeni W. Madigi

Please indicate with a tick in the space below whether or not you accept my request to conduct my field study at your school during my visit.

I accept your field research to be conducted at my school.

I do not accept your field study to be conducted at my school.

Thank you

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

After Mr. Madigi explained the project to me, I understand what his study was about. On the basis, I agree to participate in the project.

I agree that:

He can observe me in carrying out of normal duties and responsibilities.

Yes/No

He can interview me during the course of the study.

Yes/No

My interviews will be audio recorded.

Yes/No

I understand that I am free to stop participating in his project for any reason at any time. I also understand that I will be given the chance to listen to my interview reply. At that time, I can change or withdraw any comments I might have made during my interview.

I consent to the result of the project being written up by Mr. Madigi with the understanding that the data collected will be confidential and anonymity will be preserved.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Signed: \_\_\_\_\_

Contact Address: \_\_\_\_\_

Signed by Researcher: \_\_\_\_\_

Date: \_\_\_\_\_

P.O. Box 14330,  
Suva  
6<sup>th</sup> November, 2016

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Dear Colleague,

I am conducting a study on “The Effectiveness of Leaders Workshop on Future School Leaders,” as part of my Master of Arts (Education) research at the University of the South Pacific. Your school is one of the selected schools to participate in this very important study. The feedback from this research will try to highlight some of the challenges that surrounding the effectiveness of the Future Leaders Workshop (FLW).

Please take time to complete the questionnaire. As a teacher, your insights and experiences is very crucial in helping me to gain a better understanding of the school leaders workshop. Do keep in mind that your participation on this study is voluntary and it involves no risks to you. All the information gathered through this survey will be reported at the aggregate level; at no time and in no way will your name be associated with the data.

The research has also been approved by the Permanent Secretary of Education (Reference Number: \_\_\_\_\_) and has also been endorsed by the Education Office.

All the data gathered will be stored in secure locations until the results of the research have been fully reported; only my Principal Supervisor and Assistant Supervisor (Dr Mesake Dakuidreketi & Dr Ledua Waqailiti) and I will have access to the data.

I hope you take some time out in responding to the questionnaire.

If you have any questions or concerns about this study, please feel free to contact me on my cellular phone- 9852566 or e-mail address: [rmadigi@gmail.com](mailto:rmadigi@gmail.com)

Thank you for your time and participation in this important study.

Sincerely,

---

Rupeni Were Madigi  
(Research Student)  
[ID #: s02009193]

P.O. Box 14330  
Suva  
18<sup>th</sup> May, 2016

Dear Sir/Madam,

I am currently conducting research for my Master of Arts [MA](Education) titled “The effectiveness of Leaders Workshop for Future School leaders” at the University of the South Pacific. I would like to seek your approval to carry out research amongst parents in your school to collate important information about your school head teacher on his/her leadership skills.

The research would initially consist of questionnaires being given to the teachers in your school and then carrying out interviews and talanoa session with individuals to elicit out what they have been trying to suggest in their responded questionnaires. Observations would be carried out to gain further insight on the leaders and teachers views. Discussions would be held on how quality leaders can take the school forward.

You are assured that complete confidentiality of the data gathered in this investigation. My Principal Supervisor and Associate Supervisor (Dr Mesake and Dr Waqailiti) only and I will see the raw data.

The research carried out is important due to the reasons below;

- It may assist in identifying ways of improving the training for Future Leaders.
- The study may indirectly help in improving the deliverance of school leaders in their various schools.
- It could also highlight on the weak areas of the training thus improving it for the future.

The research has also been approved by the Permanent Secretary of Education (Reference Number: RA 63/14) and has also been endorsed by the Education Office. All the data gathered will be stored in secure locations until the results of the research have been fully reported; only my Principal Supervisor and Assistant Supervisor (Dr Mesake Dakuidreketi & Dr Ledua Waqailiti) and I will have access to the data.

If you have any questions or concerns about this study, please feel free to contact me on my cellular phone- 9852566 or e-mail address: [rmadigi@gmail.com](mailto:rmadigi@gmail.com)

Thank you for your time and participation in this important study.

Sincerely,

---

Rupeni Were Madigi  
(Research Student)  
[ID #: s02009193]

P.O. Box 14330  
Suva  
18<sup>th</sup> May, 2016

Dear Sir/Madam,

I am currently conducting research for my Master of Arts [MA](Education) titled “The effectiveness of Leaders Workshop for Future School leaders” at the University of the South Pacific. I would like to seek your approval to carry out research amongst students in your school to collate important information about your school head teacher on his/her leadership skills.

The research would initially consist of questionnaires being given to the teachers in your school and then carrying out interviews and talanoa session with individuals to elicit out what they have been trying to suggest in their responded questionnaires. Observations would be carried out to gain further insight on the leaders and teachers views. Discussions would be held on how quality leaders can take the school forward.

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If you have any questions or concerns about this study, please feel free to contact me on my cellular phone- 9852566 or e-mail address: [rmadigi@gmail.com](mailto:rmadigi@gmail.com)

Thank you for your time and participation in this important study.

Sincerely,

---

Rupeni Were Madigi  
(Research Student)  
[ID #: s02009193]



## **Instrumentation**

**Background Information**

Please complete the following details about yourself by filling in the appropriate boxes:

**Q1.** Sex       Male       Female      **Q2.** Age    Years

**Q3.** Marital Status       Single       Married

**Q4.** Ethnic Group       I Taukei       Indian       Others

**Q5.** Numbers of Years in the present school.

0-3 yrs       4-7yrs       8-10yrs       more than  
10 yrs

**Q6.** What is the current status of your appointment?

Confirmed       Temporary

**Q7.** Teacher Training Institute (Pre-service).

CCTC       FTC       LTC       NTC

**Q8.** Qualification Attained

Certificate       Diploma       Bachelors       Masters

**Teacher Education**

**Q9.a** Is this school was your particular choice?       Yes       No

**Q9.b.** How did you get posted to the present school? (Please tick only one response)

- Interested in coming as my spouse/I was from the area.
- MOE* only gave me this school.
- Promotional reasons.

**Q9.c.** In your pre-service teacher education, did the system prepare you for the leadership role?

Yes       No

**Future Leadership Workshop (FLW)**

*External training - organised at district, divisional, national and international levels.  
Internal training – organized at school level, which may include staff developments and team meetings.*

**Q10.** When did you attend the FLW?

- |                               |                               |  |
|-------------------------------|-------------------------------|--|
| <input type="checkbox"/> 2013 | <input type="checkbox"/> 2008 | <input type="checkbox"/> 2003 and beyond |
| <input type="checkbox"/> 2012 | <input type="checkbox"/> 2007 |  |
| <input type="checkbox"/> 2011 | <input type="checkbox"/> 2006 |  |
| <input type="checkbox"/> 2010 | <input type="checkbox"/> 2005 |  |
| <input type="checkbox"/> 2009 | <input type="checkbox"/> 2004 |  |

**Q11.** How long was the training?

- |                                  |                                   |                                   |   |
|----------------------------------|-----------------------------------|-----------------------------------|---|
| <input type="checkbox"/> 1 week  | <input type="checkbox"/> 2 weeks  | <input type="checkbox"/> 3 weeks  | <input type="checkbox"/> more than 4 weeks  |
| <input type="checkbox"/> 1 month | <input type="checkbox"/> 2 months | <input type="checkbox"/> 3 months | <input type="checkbox"/> more than 4 months |

**Q12.** Do you think that the time allocated for the FLW training was adequate enough?

- Yes                       No

**Q13.** Was there enough resources supplied to carry out the FLW?

- Yes                       No

**Selection of Participants for the FLW**

**Q14.** How are the participants selected for the FLW?

- Volunteer to attend                       Selected by the MOE                       Selected by your HT

**Q15.** Selection of participants for the FLW is based on:

- Experience                       Seniority                       Ability                       Interest

**Benefits of FLW**

**Q16.** In your own understanding; how effective was the FLW to you?

- Effective                       Ineffective                       Moderate

**Q17.** As a school leader do you think leaders received adequate training to equip them with challenges they face in school?

- Yes                                       No

**Q18.** Please read the following statements and tick in the appropriate boxes to show whether you agree or disagree each statement.

	Strongly disagree	Disagree	Agree	Strongly agree
<ul style="list-style-type: none"> <li>Quality of presentation shows that he/she possesses high level of knowledge in the area.</li> </ul>				
<ul style="list-style-type: none"> <li>Is able to relate what he/she presents to the school situation.</li> </ul>				
<ul style="list-style-type: none"> <li>Does the <i>MOE</i> monitor the leadership skills of those who are promoted after the FLW</li> </ul>				
<ul style="list-style-type: none"> <li>Teachers are given time to discuss strengths and weakness of some incidents in the FLW.</li> </ul>				
<ul style="list-style-type: none"> <li>Encourages teachers to work co-operatively and learn from each other.</li> </ul>				

**Q19. a.** Will the FLW have an effect on the current education system?

- Yes                                       No

**Q19.b.** If 'Yes' how effective will it be to the education system?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Q20.** Are the participants promoted to head teacher's level immediately after the FLW?

- Yes                                       No

**School Management**

**Q21.**In your role as a head teacher; do the school committee in your school are very supportive?

Yes  No

**Q22. a.** Do you think that school management should be given more training to improve their services?

Yes  No

**Q.22. b.** If your respond above is 'Yes', what area do you think they need training on?

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**Q23.**Do you at times sit with your school management to map out school plan?

Yes  No

**Q24.**In their role as school management, do they at times over rule your decisions?

Yes  No

**Strength of FLW**

**Q25.** In your role as participants in the *FLW* do you think that the participants received adequate training to equip them with the challenges that they are going to face in the school?

- Yes                       No

**Q26.** Do you think that leaders should be given more training after completing the *FLW* to assist them in the challenges they face in their schools?

- Yes                       No

**Q27.** Please read the following statements and tick in the appropriate boxes to show how much you agree or disagree with each one of them.

	Strongly disagree	disagree	Agree	Strongly agree
<ul style="list-style-type: none"> <li>FLW allows participants to realize their full potential as far as leadership is concerned.</li> </ul>				
<ul style="list-style-type: none"> <li>Participants are given time to discuss strengths and weakness of the <i>FLW</i>.</li> </ul>				
<ul style="list-style-type: none"> <li><i>FLW</i> are able to relate different situation to the school and classroom context</li> </ul>				
<ul style="list-style-type: none"> <li>Evaluation of the <i>FLW</i> was carried out at the end of the session.</li> </ul>				
<ul style="list-style-type: none"> <li><i>FLW</i> encourages leaders to work together as a team, co-operate and learn from each other once they are posted as leaders to various schools.</li> </ul>				
<ul style="list-style-type: none"> <li><i>FLW</i> encourages school leaders to work with school stakeholders in administering the school.</li> </ul>				

**Q28.** After the completion of the *FLW*, what do you think that the *MOE* should do to improve the training for the betterment of educational leaders in future?

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**Q.29.** If you are willing to take part in a short interview about your experience while attending the FLW and as being a school leader please fill in the following details below.

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Thank you very much for your time.

Any information you provide is completely confidential.

**General observation**

Q1. In your capacity as a teacher under your current school leader, what is your general observation of the way your head teacher manage the school?

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Q2. Does he/she lead the school in a manner that is in line with what that was transmitted to them during the Future Leader Workshop (FLW)?

\_\_\_\_\_ Agree      \_\_\_\_\_ Strongly Agree      \_\_\_\_\_ Disagree      \_\_\_\_\_ Strongly Disagree

Q3.a. Is your school leader transparent in all his/her dealing concerning the school?

\_\_\_\_\_ Yes      \_\_\_\_\_ No

Q3.b. If your respond is 'Yes.' How does he ensure the transparency of his action?

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Q3.c. If your respond to Q.3.a. is 'No.' How do you know that he/she is not transparent in his/her action?

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Q4. Does he consult the staff members in any decision he makes?

\_\_\_\_\_ Yes      \_\_\_\_\_ No

Q5. Based on your own expectation, what sort of school leader do you prefer?

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Q6. Is your current leader the kind of leader you prefer?

\_\_\_\_\_ Yes                      \_\_\_\_\_ No

Q7. Do you think that FLW is training the school leaders well to carry out leadership roles in schools?

\_\_\_\_\_ Agree              \_\_\_\_\_ Strongly Agree              \_\_\_\_\_ Disagree              \_\_\_\_\_  
Strongly Disagree

Q8. Based on your observation, does your leader show high level of professionalism approach to all the staff members?

\_\_\_\_\_ Agree              \_\_\_\_\_ Strongly Agree              \_\_\_\_\_ Disagree              \_\_\_\_\_  
Strongly Disagree

**Some changes implemented**

Q9.a. Are the changes implemented by your school leader positive to your current school scenario?

\_\_\_\_\_ Agree              \_\_\_\_\_ Strongly Agree              \_\_\_\_\_ Disagree              \_\_\_\_\_ Strongly  
Disagree

Q9.b. What are some of the changes have you noted in the school as the result of the changes implemented by the school leader?

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Q9.c. How have the staff, students and support staff of the school benefitted from it?

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Q10. What are some measures taken to sustain the changes implemented by the school leader?

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Thank you very much for your time.

Any information you provide is completely confidential.

**Organization of Future Leaders Workshop**

Q1. Who is responsible for organizing the Future Leader Workshop (FLW)?

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Q2.a. Does the *MOE* monitor the progress of the FLW participants once they are posted to take up leadership roles in various schools in the country?

\_\_\_\_\_ Yes \_\_\_\_\_ No

Q2.b. If yes, how often they are monitored?

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Q2.c. If no, why is there no monitoring system put in place by the *MOE*?

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**Time Allocation**

Q3. How much time was allocated to carry out the FLW for the participants?

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Q4. Was the time frame for the FLW sufficient enough for the participants to master the skill that was required of them to learn?

\_\_\_\_\_ Agree \_\_\_\_\_ Strongly Agree \_\_\_\_\_ Disagree

**Factors affecting Future Leaders Workshop**

Q5.a. What are some of the factors that affect the FLW which was carried out?

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Q5.b. How have the above mentioned factors affect FLW sessions being carried out?

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**Focus area**

Q6. In your capacity as the facilitator for the FLW, what was the main area that you like school leaders to focus on?

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**Resources**

Q7.a. Do you have enough resources available to carry out the FLW?

\_\_\_\_\_ Yes                      \_\_\_\_\_ No

Q7.b. If yes, please specify the kind of resource available.

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**Improvement in future**

Q8. How can the FLW be improved in future?

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**Sustainability of the FLW**

Q9. What are some measures taken to sustain the FLW conducted by the *MOE*?

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Thank you very much for your time.

Any information you provide is completely confidential.

PARENTS QUESTIONNAIRE

Q1. School leaders should lead by example. Do you agree with this statement?

Yes

No

Q2. As a concerned parent what kind of leadership abilities do you prefer school leaders to possess?

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Q3. Does the above qualities that you mentioned above is evidence in the leadership skills of the current school leader in your school?

Yes

No

Q4. Please identify some good leadership qualities that your school leader currently possesses?

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Q5. Is your current school leader fit to be the school leader?

Strongly Agree

Agree

Disagree

Q6. What are some of the weak areas of your school leader that can be uplifted to improve his/her overall performance?

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Q7. Given your response to the question above, should the Ministry of Education implement more leadership training program to the school leaders in future?

Strongly Agree

Agree

Disagree

Q8. If your respond above is Strongly Agree or Agree, to what extent should more leadership training focus more on and what are other aspect of leadership do your recommend more to be addressed in future leadership training?

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Thank you very much for your time.  
Any information you provide is completely confidential.

STUDENTS QUESTIONNAIRE

Q1. School leaders should be role model to students. Do you agree with the above statement?

Agree

Disagree

Q2. What kind of school leader do you like?

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Q3. i.) Do you like the way your school leader is leading your school?

Yes

No

ii.) If your answer above is Yes, what are some of the reason that you like about your school leader?

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iii.) If your answer above is No, what are some of the reason that you do not like about your school leader?

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Q4. Please read the following statements concerning your school head teachers' quality of leadership and tick in the appropriate boxes whether you agree or disagree with each statement.

	Strongly Disagree	Disagree	Agree	Strongly Agree
Quality of presentation shows he/she possess high level of school leadership knowledge in the school.				
Is able to relate what he/she presents to the school situation.				
Does your head teacher monitor the performance of the teachers in school?				
Does your head teacher give time to teachers in your school to comment on strengths and weakness of his leadership?				
Does your head teacher encourages teachers to work co-operatively and learn from each other?				

Thank you very much for your time.  
Any information you provide is completely confidential.