

Strengthening Leadership Capacity Building Among Secondary Schools Principals: A Case of Ekurhuleni South District

BZ Thlakanelo and LB Mzini

North-West University, South Africa

Abstract: Despite increased attention to capacity building, there is still limited understanding of the role capacity plays in ensuring adequate performance in the public sector. School Principals are regarded as strategic, instructional, executive, organisational and cultural leaders. Experience suggests that achieving better education outcomes requires both an injection of resources and adequate local capacity to use those resources effectively. There are innumerable changes that principals must contend with, and these necessitate them to have the necessary skills, knowledge, and attitudes to manage and lead schools effectively and efficiently. This study was undertaken to explore how leadership capacity is strengthened for secondary school Principals with reference to the Ekurhuleni South District. It also aims to understand leadership development framework for school leadership. A qualitative research approach was selected to investigate the role principals play in building leadership capacity in post level one teachers. The population of the study comprised ten principals in public secondary schools in Ekurhuleni South District. Semi-structured individual telephone surveys were conducted. The questionnaire comprised Likert scale questions. The researchers obtained written permission from the GDE before commencement of any communication with the employees of the organisation. It is therefore important that capacity building programmes are put in place to strengthen the management and leadership of school principals. A set of recommendations including a capability audit and the use of successionship to build leadership capacity are offered for effective implementation of leadership capacity building in a school.

Keywords: Capacity building, Ekurhuleni South District leadership, Principals, Secondary school

1. Introduction

The study is based on leadership capacity building. The study assesses how leadership capacity is strengthened for Principals of Secondary Schools in the Ekurhuleni South District, South Africa. There is a significant political drive to build leadership across an education system to achieve improvements in outcomes (Hamilton, Forde & McMahon, 2018). Most research in the field of educational leadership has been informed by the experience of educational systems in the UK and other similar societies (Yakavets, Frost & Khoroshash, 2017). Capacity building has become central to the public sector, especially with repeated waves of educational reforms in essential service sector. Chief among them is increasing leadership and organizational effectiveness (Furtek, 2012). Despite increased attention to capacity building, there is still limited understanding of the role capacity plays in ensuring adequate performance in the public sector. Most of the focus has been on management development in the past, with a more recent focus on leadership (Sullivan & Associates, 2013).

Capacity building is multidimensional. School leadership is in the frontline of the struggle to develop new ways of doing things in schools. Traditionally, the principal resembled the middle manager. Recently their role is now regarded as strategic, instructional, executive, organizational and cultural leaders (Sullivan & Associates, 2013). Every organisation that wants to thrive will invest in the development of its employees. An organisation invests in the capacity building of its employees because it believes a skilled workforce will make it become competitive in the ever-changing global economy. To remain competitive, an organisation must ensure that its employees learn and develop. The paper outlines the concept leadership and capacity building, conceptual work which inform the understanding of leadership and capacity building, methodology, results and discussion of the findings and conclude with a set of recommendations for effective management of the leadership capacity building.

2. Background

The South African Government education sector comprises of private and public education sectors

within the nine provinces. The researcher considers the Gauteng Department of Education (GDE) with reference to Ekurhuleni South District. The Ekurhuleni South District comprises of 236 schools: 116 Public Ordinary Primary Schools, 58 Public Ordinary Secondary Schools, 2 Public Ordinary Combined Schools, 7 Public Ordinary LSEN Schools, and 3 Independent Schools.

2.1 Legislative Framework

The following legislations policies and legislations are in place to ensure that goals of the Department are achieved to mention but a few including, Skills Development Act of 1998; Employment Equity Act of 1998; Labour Relations Act of 1995; National Skills Development Strategy (NSDS 2005-2010); and Integrated Quality Management System 2003. In South Africa, it was recognised early that a school-based system requires skilled leadership and management to ensure improved outcomes. A Task Team on Education Management Development was established by the Minister of Education in 1996 to make proposals for a national strategy for education management development in South Africa (Sullivan & Associates, 2013). Its report recommended the establishment of an Institute to develop and support education management and leadership in the country. In 2015, the Department of Basic Education developed the South African Standard for Principalship (SASP) that fully defines the role of school principals and key aspects of professionalism (The Department of Basic Education, 2015). The most recent leadership competencies mapped out in the draft strategy include:

- Leading teaching and learning in the school.
- Shaping the direction and development of the school.
- Managing quality and securing accountability.
- Developing and empowering self and others.
- Managing the school as an organisation.
- Working with and for the community.
- Managing human resources (staff) in the school.
- Managing and advocating extra-mural activities (Sullivan & Associates, 2013).

2.2 School Leadership

Leadership is defined as an ability to influence a group toward the achievement of goals (Kumar, Adhish & Deoki, 2014). School leadership can be broadly defined as the combination of knowledge, skills, attitudes, and actions which enable effective learning to take place in schools (Sullivan & Associates, 2013). Policy around a leadership agenda has looked to fostering forms of distributed leadership and designing different modes of leadership development (Hamilton, Forde & McMahon, 2018). Education leadership and management is perceived as a process where the development of education leaders and the achievement of organizational goals are integrated (Khanyi & Naidoo, 2020). Leadership may be distributed across principals, deputies, and heads of department (HoD), who have formal authority, as well as those teams (district, governing bodies, teachers, parents) which support the learning process. Each District is assigned with one or two district manager(s). Each school consist of one principal and one deputy principal and HoD for respective levels and subject groups. In assembling the competencies, the principal leads the school, while deputy principal leads the function and the HoD leads the teaching team (Sullivan & Associates, 2013).

2.3 School Principal

School principals are chief executives, serving as accounting officers for their respective schools and are custodians of the public resources (Adegbemile, Abdullahi, Nzurumike & Azike, 2011). They are accountable to the local education authorities (a District Office) for compliance with state educational standards and the welfare of students and employees of academic institutions with the educational process (Yakavets, Frost & Khoroshash, 2017). School principals also control learning activities by creating an environment in which teachers and other staff can work effectively (Ilhan, 2011).

2.4 Capacity Building

Capacity building is a multi-dimensional and dynamic process (Brown, LaFond & Macintyre, 2001). Capacity building has long-term developmental goals (Khanyi & Naidoo, 2020). In the field of education, capacity building takes place within and between three interconnected areas: human (individual), organizational and environment (structural and material) (Lammert, Johnson & Fiore, 2015). Capacity building allows an

organization to adapt, produce, compete, innovate, excel, improve service, be safe and reach goals (Salas, Tannenbaum, Kraiger & Smith-Jentsch, 2012:74).

2.5 Leadership Capacity Building

A leadership development framework for education underlines the importance of career-long leadership development along a leadership continuum from early career to experienced senior leadership (Hamilton, 2018). Extensive programmes were designed and implemented (Huber, 2004). Leadership capacity building is essential for sustainable quality education (Stoll, 2009). It aims to create and maintain the necessary conditions that ensure synergy among relationships (Fullan, 2007). Leadership capacity building concentrates on the needs of the present and the future sustainable development of a school (Lai & Cheung, 2015). Leadership development frameworks enable a focus on the responsibilities, tasks and characteristics that support effective learning. Most leadership development frameworks reviewed are developed by government departments or linked institutes.

2.6 Capacity Building Programmes

There is a range of examples of leadership development frameworks which distinguish between different phases of headship: preparation, induction, and experienced headship (Huber, 2004). These form part of a continuum of programmes that range from pre-service to in-service, offered by local authorities, government departments, institutes, professional bodies and universities, or combinations (Sullivan & Associates, 2013). Capacity building and training programmes are essential for the development and emphasis should be placed on its members' capacities and commitment to the organisation (Stoll, 2009). The primary purpose of such development is to improve work performance to ensure that improved learning outcomes are achieved. These various programmes are related to step in a leadership career path and are linked by the leadership development framework in operation. Such interventions are premised on the proven assumption that effective and distributed leadership leads to successful learning schools (Sullivan & Associates, 2013).

2.6.1 Methods of Training

Some developments programmes extend to individual approaches and group learning methods.

The individual approaches most commonly used are coaching, mentoring, consulting, and eLearning (Bush, 2008). Group learning methods include action learning, syndicate work site visits, residential and off-site learning sessions, simulations, structured networks. Another set of leadership development include initial training, induction programmes and In-service training. Initial training is arguably the central component (Brown & Carnes, 2010). Initial training is offered in partnership with universities, local municipalities or other providers that lead to a university degree or specialised qualification (Sullivan & Associates, 2013). Induction programmes provide for newly appointed employees and include development of theoretical and practical skills (Alvenfors, 2010). Induction programmes provide a combination of leadership knowledge, practical application, and self-study. In-service training concentrates on development of employees who are already in the employment. In-service training responds to specific needs and allows principals to situate generic leadership knowledge and skills (Brown & Carnes, 2010).

In the United States, more than half of the 50 states now require that new school leaders receive some form of induction support. In Australia and Hungary, local authorities organise induction to introduce school leaders to their work. In Kenya, these take place over two weeks but often after principals have been dumped into the work (Sullivan & Associates, 2013). Governments worldwide rely on in-service education to improve and update the skills of current teachers as well as to introduce and implement educational reform (Brown & Carnes, 2010). Many countries, including Australia, Austria, England, New Zealand, Slovenia, and Sweden, provide systematic in-service training programmes for school leaders. Some, such as Finland, stipulate a minimum annual requirement for development training. In Scotland, they require school leaders and teachers to participate in an additional 35 hours of training per year and record of their activities. In-service training covers a range of different aspects of school leadership but can also focus on new national requirements (Sullivan & Associates, 2013).

2.7 Milestones on Leadership Developments

Today, improving school leadership ranks high on the list of priorities for school reform. Leadership development frameworks have been developed in response to the complexity of school leadership and

management to guide practice, assess performance and contribute to skills development (Hammilton, 2018). Various programmes were developed to leverage effective school leadership:

- ***Matthew Goniwe School of Leadership and Governance***

In 2003, Gauteng Department of Education opened the school to be the central hub for professional growth of school leaders and governors to provide training programmes designed for school leadership and management (Maringe & Prew, 2014).

- ***Advanced Certificate in Educational Management and Governance***

The programme was initiated in 2004, in collaboration with the University of Johannesburg. MGSLG offered the Advanced Certificate in Educational Management and Governance to school principals and it is a two-year programme.

- ***South African Standard for Principalship***

The Department of Basic Education (2015:3) developed the South African Standard for Principalship (SASP) which defines the role of school principals focusing on key aspects of professionalism, image and competencies needed to guide professional leadership and development needs.

- ***Advanced Certificate in Education in School Leadership and Management***

In 2000, the Department of Basic Education (DBE) introduced the Advanced Certificate in Education in School Leadership and Management (ACELM) to provide formal leadership capacity training programmes for school leadership. Notably, this programme was solely and strictly directed at school principals and not PL1 teachers (Khanyi & Naidoo, 2020).

3. Theoretical Framework: Behavioural Leadership Theory

There are numerous models and theories of leadership in the literature such as great man theory, trait theory, contingency theory, situational theory, and behavioural theory. This study concentrated on Behavioural Leadership Theory. Behaviourism is a theory of learning based on the idea that all behaviours are acquired through conditioning (Krapfl, 2016). Conditioning occurs through interaction with the environment. Subsequently, theorists started to place strong emphasis on situational and environmental factors. The theory suggests that that

effective leadership is the result of many learned skills. Behaviourists believe that our responses to environmental stimuli shape our actions (Krapfl, 2016). This theory promotes the idea that all leaders are capable of learning and developing through adopting beneficial behaviours and performing them in their workplace. Behavioural leadership theory also encourages leaders to be self-aware of their behaviour and to recognize how it affects the productivity and morale of their team.

4. The Three Domains of Leadership Capacity Development Model

Individuals need three primary skills to lead their followers. Three domains are identified to understand the context of leadership capacity development. This includes i) Domain 1: Managing self for leadership domain; ii) Domain 2: Leading and managing the team and organization domain; and iii) Domain 3: Leading, managing, and adapting to the external environment domain (Kumar, Adhish & Deoki, 2014).

Figure 1 on the next page describes the multiple methods available for leadership capacity development. A behavioural approach to leadership affords practitioners the opportunity to develop training and development programs that could enhance leadership skills of all managers (Piccolo & Buengeler, 2013). The three domains of leadership capacity development in the model are very helpful in identifying skills to develop (Kumar, Adhish & Deoki, 2014). Managing self-leadership refers to the capacity to identify and apply one's signature strengths to initiate, maintain, or sustain self-influencing behaviours (Neuhaus, 2021). The skills of the leader help him/her in learning from the changing environment and related sectors and develop and manage individuals and teams within the organization to adapt to that change. The leader also needs to review his/her personal skills and way of working, identify gaps, and acquire new skills and/or adopt new ways of working (Kumar, Adhish & Deoki, 2014).

In terms of behavioural leadership theory, the literature reviewed informs that, to remain at this level of leadership hierarchy, the leader needs to continue to update his/her knowledge and skills through continued education. These leaders build great organizations and leave behind capable individuals whom they have groomed and processes that sustain the great work even after the leader has left (Blanchard, 2007). It is important to work on

Figure 1: The Three Domains of Leadership Capacity Development Model



Source: Kumar, Adhish & Deoki (2014)

updating lower-level skills such as technical competencies and team building. This leader is not only a technically highly capable individual who achieves his/her own tasks but also actively engages in the work of his team to ensure achievement of the team goals (Blanchard, 2007).

5. Research Design and Methods

The objectives of the study were to: establish measures put in place to review the level of investment and relevance of capacity building for school principals; and to establish whether capacity building can enhance individual performance. A qualitative research design was applied for this study. Qualitative research was preferred to provide an in-depth interpretive understanding of the social world through the experiences, material circumstances, viewpoints, and history of the subject matter (Creswell & Clark, 2011). Purposive sampling technique was used for identifying and selecting individuals that are especially knowledgeable about or experienced with a phenomenon of interest (Cresswell & Clark, 2011). Semi-structured, open-ended, and close-ended with Likert scale questions were developed. Due to the Covid-19 pandemic, Gauteng Department of Education prohibits face-to-face interviews to be conducted in schools. Likert

scale questionnaire. Questionnaires were distributed by Microsoft Google Forms and Link send (email) to 13 Secondary schools Principals. Follow-ups were done by telephone.

5.1 Site Selection

The researchers were granted written permission from the GDE before commencement of any interviews with the school principals in the ten secondary schools within the Ekurhuleni South District. The focus area of the study is the Gauteng Department Education (GDE). The GDE is the Head Office for the basic education based in the Gauteng province. The GDE comprises of 15 district offices. The districts in GDE are Ekurhuleni North, Ekurhuleni South, Gauteng East, Gauteng North, Gauteng West, Johannesburg South, Johannesburg East, Johannesburg West, Johannesburg North, Johannesburg Central, Sedibeng East, Sedibeng West, Tshwane North, Tshwane East, and Tshwane South (Gauteng Department of Education, 2019:181). For the purpose of this study, the Ekurhuleni South District will be preferred as the research area. The Ekurhuleni South District comprises of 83 schools. The schools are categorised as: 116 Primary Schools, 58 Secondary Schools, seven for learners with special needs (LSEN) and two Combined Schools.

6. Results

The following section presents the results of the survey undertaken from the 13 school principals and the names of the participants are kept confidential. Table 1 provides the summary of sample selected.

- Summary of sample profile.
- Participation in the learning and development programmes.
- Types of learning and development programmes.
- Capacity activities.
- Access to communication.

6.1 Gender and Age and Highest Qualification Attained

Most (62%) of the respondents were males and their ages indicate that they will be in the system for some time except the two. The results indicate that the principals who participated in the survey have more than 10 years in the positions they are occupying. The highest qualifications pursued by respondents is a Bachelors (38%), Honours (31%)

degree followed by Masters (15%) degree. None of the respondents pursued a doctoral study.

6.2 Years of Work in the Gauteng Department of Education

In terms of the years of experience, the principals have an established record of employment spanning from being HOD, Deputy Principals, to Principals. Some have worked in one school while others had to be seconded to a newly established school or taking over where a school is under administration, suspensions principal's termination of service or resignations. For this reasons leadership capacity development is important for business continuity and quality assurance.

6.3 Participation in the Learning and Development Programmes

Respondents were asked if they participated in the learning and development programmes. Only one (8%) respondent indicated that she is enrolled for a master's degree and informed that bursaries are offered for staff development. A Diploma in Management and Leadership was introduced to enhance leadership skills. The respondents informed that the employer provides adequate information

Table 1: Summary of Sample Profile

Value	Frequency (13)	Percentages (%)
Gender		
Male	5	38%
Female	8	62%
Age		
40-49	6	46%
50-59	6	46%
60+	1	8%
Qualification		
National Diploma	2	15%
Bachelors	5	38%
Honours	4	31%
Masters	2	15%
Years of Experience		
11-15 years	1	8%
16-20 years	2	15%
over 20 years	10	76%

Source: Authors

to inform about the available learning programmes. Such is made available through a memo on notice board, a Call for workshops or training and organised labour.

6.4 Types of Learning and Development Programmes

Capacity building programmes usually take various forms. The respondents (100%) informed that the employer provides a variety of programmes for capacity development. This includes induction for new employees, in-service training, workshop/seminars, refresher courses, electronic training, staff meeting.

6.4.1 Access to Communication

Respondents were asked about the access to telephone, computer and internet in their workplace. All respondents (100%) informed that they have access to telecommunication, and they also received cellular phones to communicate with all stakeholders when attending meetings outside and for after hours for emergencies. All (100%) respondents were issued with laptops to allow for flexible hours, and they also have access to internet at work and when working from home.

6.5 Organizational Support Structures

All respondents (100%) informed that the organisation:

- Provides employees with fiscal support for all learning and development programmes.
- Employees are encouraged to acquire new skills and knowledge to improve personal and organizational performance.
- Provides employees with work-related learning and development programmes
- Rewards staff for the achievements attained

6.6 Benefits of Capacity Development

All respondents (100%) strongly agreed that employees are given an opportunity to choose learning and development programmes. Further all respondents (100%) informed that employees are given an opportunity to share new skills and knowledge gained from learning and development programmes.

Respondents (100%) also informed that the organization provides platforms for the employees to evaluate own performance. There is evidence of continuous capacity building programmes improvement can be built by providing training programmes to ensure that teachers are updated.

7. Discussion

The study commissioned in 2013 identified the 8 key interdependence areas for school leadership. Education reform requires political will and accompanying strategic plans (Yakavets, Frost & Khoroshash, 2017). The leadership framework that has been developed can be used to assess progress towards promotion through a self-assessment process that identifies training gaps and needs which can then be followed by a career development discussion and action plan (Sullivan & Associates, 2013).

7.1 Measures Put in Place to Review the Level of Investment and Relevance of Capacity Building for School Principals

Policy makers have assumed that leadership is a necessary factor in creating quality education systems (Van der Westhuizen & Van Vuuren, 2007). The Department of Basic Education (DBE) believes that there is an imperative need to establish a clear and agreed-upon understanding of what the South African education system expects of those who are, or aspire to be, entrusted with the leadership and management of schools (The Department of Basic Education, 2015).

School improvement is admittedly the main business of school leadership. However, for such improvement to be sustained, a focus on the quality of school leadership is indispensable. To address the issue of leadership quality, the South African Department of Basic Education has introduced a policy on the standard for principalship. The policy outlines the standard a typical South African school principal is expected to meet (Marishane, 2016).

7.2 Behavioural Leadership Theory

This emergence of a national strategy for education management and leadership development necessitates a mindful approach to the theory of school leadership in South Africa. The study found that the development of leadership behaviour and practice is life-long, continuous, and contextual (Sullivan

& Associates, 2013). The foundation of effective leadership is thinking through the organization's mission, defining it, and establishing it, clearly and visibly (Kumar, Adhish & Deoki, 2014). The results show that organisations tend to grow their own leaders using competencies to set standards for selecting, developing, placing, rewarding, and managing them. Occasionally, recruitment is used to fill senior leader positions when gaps or circumstances dictate. Behaviourists argue that behaviour is learned in interaction with our environment, and that all behaviours are learned through experience. The literature shows that behaviourism can be a very effective teaching strategy. The leadership and management skills are required as technical competencies alone are not adequate to lead a team or higher-level positions. Behavioural theory promotes the value of leadership styles with an emphasis on concern for people and collaboration. It promotes participative decision making and team development by supporting individual needs and aligning individual and group objectives.

7.3 Capacity Building for Enhancing Individual Performance

The study found that capacity building stages is multi-dimensional. Capacity building interventions work to improve the processes that go on within the education system (Brown, LaFond & Macintyre, 2001). Most leadership development interventions are action-oriented and directed towards changing practices and behaviours (Sullivan & Associates, 2013). Workshops were seen as a networking tool that brings administrators together for the purpose of learning new methods and sharing problem solving skills in their various areas of specialization for effective teaching and learning. Refresher course is seen as important as (Principal) is released or granted leave to attend training of special courses relevant to school administration and transformational leadership.

7.4 Leading Teaching and Learning in the School

The academic climate and culture of most of the schools is not conducive for effective teaching and learning (Uwakwe, 2017). Reforms in the education system have brought the emergence of blended learning to integrate online and face-to-face delivery methods. Leadership capacity building processes harness the advantages of online learning and the benefits of the traditional classroom. School

principals were found to be computer literate. This allowed for a more economical form of teaching and learning and creating digital learners through the on-going use of technology and communication (Sullivan & Associates, 2013). The fourth industrial revolution allowed school principals to be abreast with the changes in their environment. The role of electronic training as a form of capacity building programme for school administrators was witnessed in 2020 and 2021 as many sectors were closed and this allowed principals to engage with the district and their staff on a remote basis.

7.5 Shaping the Direction and Development of the School, Developing, Empowering Self and Others

The principal works with the school governing bodies (SGB) and senior management teams (SMT) to ensure the quality of teaching and learning in the school (The Department of Basic Education, 2015). As accounting officers in their respective schools, school principals respond to the challenges of education reform (Yakavets, Frost & Khoroshash, 2017). Developing such leadership capacity is one of the core duties of the principal. As they attend capacity building programmes, they are able to make greater contributions to education for curriculum and policy implementation. School principals undergo a variety of training programmes to stay informed with the practices of the education sector. Induction programmes helped to shape initial school-leadership practices and build networks through which the leaders can share their concerns. In service training was found to be an integral part of staff development programme as it enforces continued professional growth and encourages the extension of technical assistance. The literature shows that capacitation building provides a sense of purpose and direction, it outlines the kinds of tasks they will be performing, and explains how the activities relate to the overall goals of the school (Uwakwe, 2017).

7.6 Managing Quality and Securing Accountability and the School as an Organization

The principal is responsible for ensuring that the school and its people, assets and all other resources are organised and managed to provide for an effective, efficient, safe, and nurturing environment (The Department of Basic Education, 2015). Capacity building programmes allows them to be able to manage

student personnel services and the replacement of the facilities and services when required. Schools often encounter incidences of lateness, absenteeism, and general lack of direction in student personnel services' tasks performance in secondary school (Uwakwe, 2017). Some of these problems may result to poor academic climate and culture not conducive for effective teaching and products quality (Uwakwe, 2017). Capacity building was found as an enabler to boost the ability of individuals in the organizations to identify and solve problems in a sustainable manner. The workshops attended allow school principals to gain knowledge of processes and systems underpinning accountability, responsiveness, and responsibility. The results also show that the principal needs capacity in leadership, motivation, communication, and group dynamics in order to influence others.

7.7 Managing Human Resources in the School

School principals have responsibility to appoint staff and assess teachers' performance (Yakavets, Frost & Khoroshash, 2017). The principal, in managing human resources, needs to understand the human resource requirements of the school (The Department of Basic Education, 2015). School principals also provide information, advice, and support regarding the conditions of service of staff (The Department of Basic Education, 2015). Capacity building on people management allowed school principals to be able to manage arising conflicts and to manage disputes in their respective schools.

8. Conclusion and Recommendations

Regarding capacity building, the respondents agreed to some extent that they have benefitted from programmes by the organization and received fiscal support. Principals are able to share the skills and knowledge received from the capacity building programmes. However, regarding the pathway, there is lack of participation on opportunities created for growth in the profession after receiving the basic skills and development. The results also show that good leaders genuinely care about the people around them. It is clear that government agencies have developed and made available the required capacities necessary to render effective student personnel services to students and guide student personnel management in schools. Building leadership capacity have a vital role in influencing the organisation's strategic plan and making a business case for prioritising leadership capacity

building within advanced school practitioners. We can conclude that leadership capacity building could be utilized to upgrade the effectiveness of school principals or improve their performance in secondary schools in South Africa. A variety of approaches can be used to build competencies for organizational effectiveness. The study found that capacity building takes time and reinforcement through practice. Strengthening leadership capacity is a relatively neglected but important area of work in the school sector. For this teams progress at different rates needs to be supported at the pace that works for them. Adequate human and financial resources are needed to strengthen capacity for the principals. The capacity building should be structured such that they understand the tasks ahead as the core business of the organization to achieve quality results.

Transformation cannot be taught through classical 'chalk and talk' lectures (Sow, 2018). The major way through which the viability and effectiveness in school administration can be achieved through regular participation in capacity building programmes like conferences, seminars and professional meetings that are organized for school principals. Conferences bring together people across entities and open the door for exciting opportunities for knowledge sharing among institutions and acknowledge that innovative practices and transformative approaches can be found across the globe (Sow, 2018). The results shared at the conferences may help to reshape and influence the new policies.

There should be a pathway created by the organization for personal growth after completing formal capacity building programmes. Capacity building also requires medium to long term rather than short term efforts to establish and institutionalise a development culture. Using successionship could enhance to build leadership capacity in the schools. A capabilities audit is suggested to enables executives to assess overall company strengths and weaknesses, senior leaders to define strategy, midlevel managers to execute strategy, and frontline leaders to achieve tactical results (Ulrich & Smallwood, 2004).

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