



UNIVERSITEIT VAN PRETORIA
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**Facilitating the development of leadership qualities
in the Foundation Phase**

by

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Submitted in partial fulfilment of the requirements for the degree

PHILOSOPHIAE DOCTOR

in the Faculty of Education

at the

UNIVERSITY OF PRETORIA

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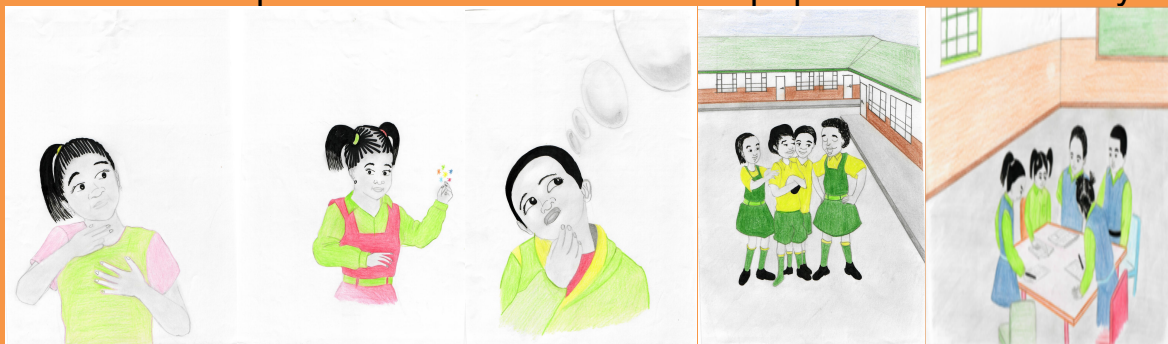
DECEMBER 2017

Facilitating the development of leadership qualities in the Foundation Phase

Shonisani Agnes Mulovhedzi



The scrolls represent the different leadership qualities for the study



(Artist: Ratshilumela, 2016)



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I hereby declare that:

The study on facilitating the development of leadership qualities in the Foundation Phase is my own work. I declare that the dissertation hereby submitted to the University of Pretoria for the first time in the Department of Early Childhood Education, Faculty of Education, for the degree of Philosophiae Doctor has not previously been submitted by me for a degree at this or any other university. All sources contained therein have been duly acknowledged. I understand that all rights with regard to intellectual property in the work vest in the University of Pretoria, which has the right to produce, distribute and/or publish the work in any manner considered fit.

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PhD

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- Compliance with approved research protocol,
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DEDICATION

I dedicate this thesis to:

God Almighty, who made it possible for me to complete this difficult journey.

My husband and my children for the support and love they gave me during the arduous journey of putting this research project together. Without their invaluable tolerance and patience, this work would not have been accomplished. Your support is greatly valued and appreciated.

ACKNOWLEDGEMENTS

I have learned through the years that life and leadership are journeys. My sincere and deepest appreciation goes to all the people who proved to be indispensable. I humbly and gratefully acknowledge the many individuals who selflessly supported me throughout my studies which, at times, seemed to be long and lonely. They are:

Professor Ina Joubert (J.C.), for help and intervention, pointing me in the right direction, going through the work and making invaluable inputs. You guided me relentlessly with knowledge and patience to build this study. I will always be indebted to you.

I extend my heartfelt appreciation to my dear husband, Nthambeleni Eric Mulovhedzi, for his tolerance and understanding of my absence from home when working on the research project, and to my children Elekanyani, Tshifaro, Elijah, Billy, Ntsedzeni and my grandchildren for the understanding and support given to me in pursuit of this study.

A special thanks to wonderful colleagues on this journey:

1. Mr Tony Moen, who edited the manuscript;
2. Professor Ndileleni Paulinah Mudzielwana for being a good colleague and for having the vision to help me move forward in my professional career;
3. Mr Khuthadzo Ratshilumela, the artist, for the pictures he drew for this study;
4. Dr Thungavel Roy Venketsamy for showing me the path;
5. Annelise Barkhuizen, Boitumelo Kube and Ayodeji Michael Obadire, who provided support during this process.

Special thanks are also due to

- the education officials and principals who gave me permission to access the schools and the teachers who participated in the study; and
- the University of Venda for the financial assistance provided.
- the University of Pretoria for financial support in the form of a bursary.

ABSTRACT

Developing their leadership qualities is one of the best gifts that teachers can give young learners. Childhood is the best time to inculcate leadership qualities; with these qualities, learners can learn to work independently, take responsibility, think critically, solve problems, communicate effectively, make good decisions and work effectively with others in a team.

This study examined the phenomena of leadership and the facilitation of the development of leadership qualities in the Foundation Phase that enabled young learners to develop and assume leadership roles from this young age. Through facilitating leadership qualities in the classroom teachers acquired responsibility for their own teaching process.

The framework of the study was the transformational leadership theory, which postulates a relationship of mutual stimulation and elevation that converts followers into leaders, and Erikson's theory of psychosocial development, which describes development as a series of stages.

The participatory action research (PAR) methodology was used and applied in the natural environment of Foundation Phase teachers by observing learners. The research data was collected through focus group interviews, classroom observations, field notes, visuals and documentation. This data was analysed and grouped into themes and sub-themes.

The findings of the research revealed that Foundation Phase teachers were aware of various leadership qualities that can be facilitated to young learners. After capacity building workshops conducted the teachers realised that leadership qualities can be facilitated to young learners in the school contexts. Nevertheless, the study findings highlighted major challenges facing the Foundation Phase teachers and elicited probable solutions for practice and policy recommendations. Thus this study contributes

to the existing knowledge of leadership where teachers practiced leadership, and facilitated leadership qualities to young learners in their classrooms. This study serves as a pioneer study for enhancing leadership qualities in the Foundation Phase.

KEYWORDS: Leadership qualities, development of leadership behaviour, group discussion, facilitation, early years, extramural activities.

U tshimbidza mveledziso ya zwiṭalusi zwa vhurangaphanda kha Pfunzo ya Mutheo

MANWELEDZO

U tshimbidza mveledziso ya zwiṭalusi zwa vhurangaphanda ndi tshinwe tsha zwifhiwa zwavhuḍi zwine vhadededzi vha nga nea vhagudiswa vhaṭuku. Vhuhana ndi tshifhinga tshavhuḍi tsha u sima zwiṭalusi zwa vhurangaphanda; nga zwiṭalusi hezwi; vhagudiswa vha nga guda u shuma nga vhoṭhe, u dzhia vhuḍifhinduleli, u humbula nga ndila yo ṭandavhuwaho, u tandulula thaidzo, u davihidzana nga ndila kwayo, u dzhia tsheo kwayo na u shuma nga ndila kwayo na vhanwe kha tshigwada.

Ngudo iyi i ṭola maitete a vhurangaphanda na u tshimbidza mveledziso ya zwiṭalusi zwa vhurangaphanda kha Pfunzo ya Mutheo nga ndila ine vhadededzi vha dzhia vhuḍifhinduleli kha maitete avho a u funza. Ngudo hei yo sedza kha u phadaladza muelo une vhadededzi vha Gireidi 3 vha ṭalusa na u tshimbidza mveledziso ya zwiṭalusi zwa vhurangaphanda ine ya konisa vhagudiswa vhaṭuku u bveledza na u dzhia vhuḍifhinduleli ha vhurangaphanda vha kha ḍi vha vhaṭuku.

Furemiweke ya ngudo yo vha thyiori ya vhurangaphanda i elanaho na zwa tshanduko, ine ya sumba vhushaka ha thuthuwedzo i fanaho, na nyaluwo ine ya shandula vhatevheli vha vha vharangaphanda, na thyiori ya Erikson ya mveledziso ya zwa matshilisano na muhumbulo, saizwi a tshi tenda uri mveledziso i ḍa nga thevhekano ya zwipiḍa. Ngona ya phathisiphethari ekisheni risetshe (*Participatory Action Research* PAR) yo shumiswa ya itwa kha vhupo ha zwa mupo ha vhadededzi vha Pfunzo ya Mutheo nga u sedzulusa vhagudiswa. Data ya ṭhodisiso yo kuvhanganywa nga ndila ya nyambedzano dza tshigwada tsho tiwaho, ṭhathuvho ya kilasirumuni, notsi dza ngudo, zwithu zwo tou vhoniwaho na zwo tou nwalwaho. Data hei yo senguluswa ya kuvhanganywa u ya nga thero na nga thero ṭhukhu. Mawanwa a ṭhodisiso o dzumbulula uri vhadededzi vha Pfunzo ya Mutheo vho vha vha tshi ḍivha nga ha zwiṭalusi zwa

vhurangaphanda zwo fhambanaho zwine zwa nga shumiswa kha vhagudiswa vhaṭuku, nahone vha kone u ḍivha ndeme yazwo na ya zwiṭirathedzhi zwa vhurangaphanda zwo fhambanaho zwine zwa nga dzhiwa u thusedza zwiṭalusi zwa vhurangaphanda izwi zwa vhagudiswa vhaṭuku nga u vha dzhenisa kha mutevhe wa wekishopho dza pfumbudzo ya mushumo. Naho zwo ralo, mawanwa a ngudo o sumbedza khaedu khulwane dzo livhanaho na vhadededzi vha Pfunzo ya Mutheo kha hezwi, zwa bveledza thandululo dzina khonadzeo dza themendelo dza mbekanyamaitele na mushumo. Ngauralo, ngudo hei i shele mulenzhe kha ṅdivho ine ya vha hone nga ha vhurangaphanda ya dovha ya shuma sa ngudothangeli ya zwiṭalusi zwa vhurangaphanda kha Pfunzo ya Mutheo.

MAIPFI A NDEME: Zwiṭalusi zwa vhurangaphanda, mveledziso ya mikhwa ya vhurangaphanda, nyambedzano nga tshigwada, thusedzo, miṅwaha ya u ranga, nyonyoloso.

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to a language edit and that it was returned in good order.

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Professional Language Practitioner

SATI accreditation no. 000085.

22 November 2017

LIST OF ACRONYMS AND ABBREVIATIONS

CAPS	Curriculum Assessment Policy Statement
CCSS	Common Core State Standards
DBE	Department of Basic Education
DoE	Department of Education
FP	Foundation Phase
GET	General Education and Training
LQ	Leadership qualities
NAEYC	National Association for the Education of Young Children
NPDF	National Professional Development Framework
OECD	Organisation for Economic Co-operation and Development
PAR	Participatory Action Research
RSA	Republic of South Africa
SANPQP	South African National Professional Qualification for Principalship
SASA	South African Schools Act
SASP	South African Standard for Principalship
SASSL	South African Standards for School Leadership
UK	United Kingdom
USA	United States of America

Education in South Africa

“Education in South Africa is governed by two national departments, namely the Department of Basic Education (DBE), which is responsible for primary and secondary schools, and the Department of Higher Education and Training (DHET), which is responsible for tertiary education and vocational training. Prior to 2009, these two departments were represented in a single Department of Education” (Department of Basic Education, 2017).

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ADDENDA



ADDENDA: CD 1

Addendum A	Application letters to the Department of Basic Education and Circuit to conduct research
Addendum B	Letters of permission to conduct research
Addendum C	Letters of informed consent for school principal and teachers
Addendum D	Work plan for conducting capacity building workshops
Addendum E	Teachers' focus group interview schedule
Addendum F	Observation schedule in the classroom and extramural activities
Addendum G	Raw data from preliminary interview with teachers, capacity building workshop, focus group interview, observation, journal and field notes
Addendum H	Summary of themes development
Addendum I	Letter of declaration of translating information

ADDENDA: CD 2

Visual preliminary interview with Grade 3 teachers
Visual capacity building workshops with Grade 3 teachers
Visual focus group interview with Grade 3 teachers
Visual classroom observation lesson
Visual extramural activity (traditional dance)
Slide show for observation and drawing pictures

CHAPTER 1

INTRODUCTION AND BACKGROUND OF THE STUDY



“Leadership is a function of knowing yourself, having a vision that is well communicated, building trust among colleagues and taking effective action to realise your own leadership potential” (Bennis, 1990: 120).

1.1 Introduction

In 1998, the secretary general of the United Nations (UN), Kofi Annan, when addressing the world conference of ministers accountable for youth, said: “No-one is born a good citizen; no nation is born a democracy” (Ukoha, 2009: 1). A democracy needs leaders with positive leadership qualities. Some leaders do have inherited qualities, but there are some qualities that need to be developed, and as Barthold (2014) indicates, leadership qualities are best taught at an early age through constant practice and repetition.

The facilitation and nurturing of leadership qualities in young learners in order for them to animate their lives in a mature and dignified manner depend largely on the active role played by the Foundation Phase (FP) teachers (Hay & Dempster, 2004; Bush, 2011). As role models, teachers need to develop and instil leadership qualities in their learners during their classroom operations; the more so as good leadership has been shown to increase performance (Northhouse, 2013). From the above-mentioned point, it follows that teachers should act as role models and be seen as good leaders within the school context. Good leadership qualities and how to facilitate them in the FP is the object of this research study. FP learners are aged from five to nine years, which is the age at which most learners simply develop and grow emotionally, socially, morally, mentally and

physically. At this stage, they are already able to practise and apply key qualities that leaders are expected to possess as they perform in different leadership positions in the classroom.

Leadership is a broad term that is difficult to study as a single concept; however, this study used the description of a leader proposed by Warren Bennis, a pioneer in the field of leadership studies. Bennis (1990: 120) wrote that “leaders have the capacity to create a compelling vision, one that takes people to a new place with the ability to translate that vision into reality”. This definition captures the essence of leadership without limiting the possible manifestations of leadership dynamics to young learners, and defines leadership as “a function of knowing yourself, having a vision that is well communicated, building trust among colleagues and taking effective action to realise your own leadership potential” (Bennis, 1990: 120). These aspects of leadership resonate well with facets of leadership in the early grades as described by Bennis (1990: 120).

Leadership and leadership qualities are complex concepts. Their role in the quality of the education system is not well understood by staffs who work in early childhood education (Rodd, 1998; Ebbeck & Waniganayake, 2003). The shortage of good leaders in education is firstly the result of a poor quality of teacher preparation programmes and a shortage of informed teachers (The Centre for Development and Enterprise, 2015), and secondly of a lack of well-designed departmental policy or school policy on leadership facilitation in the FP at universities or colleges (Department of Basic Education (DBE) and Higher Education and Training, 2011).

In my experience as a FP teacher, I found that some teachers tend to ignore the facilitation of leadership qualities in young learners or are unaware of what it entails. Murphy (2011) argues that the facilitation of leadership qualities in the FP remains a neglected area. Barthold (2014) and Popper and Mayseless (2007) add that much of the research addressing leadership focuses on business leaders; very little seems to have been done on leadership qualities in schools, especially South African schools.

In the community, at home and in schools, young learners can learn about and develop qualities associated with leadership such as effective communication, decision-making,

confidence, humility, creativity, courage, effective listening, teamwork, problem-solving, self-management, time management and critical thinking. At school, learners can easily develop leadership behaviour when they work with their peers. Teachers can give young learners opportunities to serve in leadership roles, which will shape their character and enable them to make informed decisions. Teachers can also teach learners to recognise and promote human values inside and outside the school. Therefore, teachers must give learners chances to practise leadership in a caring social setting and learning where achievement and mistakes are handled and revised (Bennis, 1990; Bisland, 2004; Bush & Middlewood, 2013).

According to Marian (2012), the aim of facilitating leadership qualities for young learners is to mould them into ideal leaders, to guide and inspire them to grow. Nyalashe (2012: 49) opines that skills, knowledge, attitudes and values should be integrated to build leadership qualities in young learners so that they develop a comprehensive moral behaviour, a sense of community and the ability to respond to the cultural, social and personal aspects of life. Satralkar (2008: 1) argues that there is no other method of grooming learners to take up the responsibility of leadership than to inculcate the leadership qualities in them during childhood in and outside the school context. Kark (2011) suggests that FP teachers, parents and/or guardians and leaders of society need to exhibit leadership qualities in order to serve as role models to young learners around them and to motivate them to develop good leadership behaviours.

Leadership is as important a skill in this 21st century as ever. All leaders are a product of their life and times and of their personal aspiration to exercise power and authority. Teachers need to inspire learners to learn and to be creative so that they are able to achieve in the global society. Ledesma (2011: 1) avers that “these teachers allow young learners to work as effective members of learning teams and they work with their learners to co-create new learning opportunities.” Teachers are responsible for identifying and facilitating leadership qualities in learners. One needs a selection of abilities that are appropriate in these times of change and challenges (Levine, 2000: 17). If teachers instil leadership qualities in young learners, they will become confident, successful and more

independent, and they can learn and improve these leadership qualities through their experience (Hay & Dempster, 2004; Bush, 2011).

1.2 Background of the study

In South Africa and internationally, leadership qualities should be taught through different subjects. For this study, Life Skills (one of the subjects in the FP) is used to see how teachers facilitate leadership qualities to young learners. In the South African policy, as stated by DBE (2011: 9), “the Life Skills subject is central to the holistic development of learners and is concerned with the social, personal, intellectual, emotional and physical growth of learners and with the way in which these are integrated into the education system”.

According to Dewey (1938), education ought to provide for each child the possibility to develop freely, pleasantly and to fully grow in all areas. Teaching and learning in the school system should give all learners honest respect for suitable work and participation in classroom activities. Dewey (1938:1) thought that “it is important for teachers to observe children and determine from observation what kind of experiences the children are interested in and ready for”. Consideration must therefore be given to the development of special leadership qualities in young learners; the FP teachers should follow approaches to teaching that provides the basis for the educational curriculum. Dewey further argued that the passion and focus of a child must be identified and developed during teaching and learning activities and that each subject taught in school must fulfil the need of growing children (Dewey, 1938). Dewey (in Mooney, 2000: 5) thought that “teachers do not teach just subject matter, but also how to live in society; teachers do not just teach individual children, but also shape the society”. By facilitating leadership qualities in the classroom context, learners can be guided to act and behave in an acceptable manner inside and beyond school. An acceptable manner includes respecting all humans and acting responsibly (DBE, 2011).

Education plays an important role in imparting knowledge about leadership to young learners in the classroom. Furthermore, according to Helmrich (2015: 2) teachers can develop leadership and facilitate leadership qualities in young learners by teaching them in

a group and engaging them in classroom discussions. Teachers should give learners time to make decisions for the sake of building a sense of responsibility and self-confidence. These give the young learners the opportunity to lead (Wilcox, 1997).

Through formal and informal teaching, teachers can make young learners develop leadership qualities in schools by modelling good leadership behaviour. An education system should be organised to develop young leaders. The purpose of education is to support young learners in developing the skills, the knowledge and the disposition that will enable them to be responsible leaders at a tender age, when they will acquire the concept of accountability and the significance of making decisions in life (Doh, 2003; Elmuti, Minnis & Abebe, 2005; Karnes & Bean, 2010; Kruse, 2013; Waniganayake, Cheeseman, Fenech, Hagley & Shepherd, 2012; Manktelow, 2014).

The question whether leadership qualities can be developed effectively by teachers remains one of the most argued questions, as some teachers lack the knowledge to impart leadership qualities during the learning process. This is why I deem it crucial to conduct research in this particular area, as there are flashes on the ground where teachers are failing to develop leadership capacities in young learners. To highlight the background to the study, I agree that it is vital to develop leadership qualities at an early age, as currently teachers are failing to develop leadership capacities in young children due to the absence of support, such as policy, from the Department of Basic Education. The existing policy only aims to produce learners that are able to solve problems, analyse and think critically, but there is no requirement in the policy regarding the nurturing of leadership qualities. Hence there is a need to carry out the study. I adopted participatory action research (PAR) to examine the phenomenon of leadership and the facilitation of the development of leadership qualities in the FP in such a way that the participating teachers assumed responsibility for their own teaching process.

1.3 Rationale for the study

My interest in investigating leadership qualities dates back to when I was teaching in preschool and primary schools. However, my interest was strengthened up when I joined a tertiary institution where I took up a position in the Bachelor of Education in FP teaching

degree, where I lecture on Life Skills methodology. I realised that many of the students that attended my lectures lacked basic leadership qualities that should have been instilled in them from the early phases of their lives. For example, they did not want to be group leaders, class representatives or political representatives of the student council, and the majority of them found it difficult to present topics in front of their peers during an oral presentation. The relevancy of my observations relates to the fact that these student teachers are the future FP teachers who need to enhance leadership qualities in their learners.

My experience as a preschool and primary school teacher has shown that there are characteristics by which young learners who possess a high leadership potential can be identified. For example, young learners should show the desire to be challenged by peers or teachers, the ability to solve a problem during group work, the ability to reason critically before making a decision and the ability to motivate others to achieve a common goal. These traits can be categorised as cognitive, social and physical domains in which young learners develop (Murphy & Johnson, 2011; Heikha, Waniganayake & Hujala, 2013).

I asked myself whether people were born with key qualities of leadership or whether people could learn to lead or be turned into leaders if exposed to a conducive environment. Both seem to be possible, but even though children are born with leadership potential, they need experience or exposure to an appropriate environment. During the Annual Gauteng sport awards ceremony which was held at Silverstar Casino on 12 November 2017, it was indicated that there are children who are born leaders, but some are made leaders by the teachers in schools. Penn (2012: 1) states that there has been debate among scholars for some time about whether young learners learn to be leaders from their experiences or whether leadership is an inborn trait. We know that some young learners have the potential to develop leadership qualities without training; they seem to be born with the characteristics of a leader. However, most people accept that leaders are not born as leaders; their life experience forges them into the leaders they are going to be (Aubrey, 2011).

This implies that even though some learners are born with the key qualities of a leader, there are nonetheless some qualities of leadership that need to be assimilated in order to develop the natural qualities. Krenz (2008) argues that it has been proven countless times throughout history that anyone can learn to be a leader within the parameters of maturity and circumstances. Krenz's proposal has not remained unchallenged, however; other writers and researchers have come to the conclusion that some leaders are born and some are made (White, 2015).

Hackett (2013) points out that in the case of born leaders, perseverance, achievement orientation, reliability, general intelligence, emotional stability and openness to new experiences all contribute to leadership effectiveness. These traits are found to be supportive in all sectors across nations and on all organisational learning levels, and they are frequently the focus of proper survey assessments of leadership ability. Bruce (2015) argues that leaders are born within circumstances and that certain circumstances make them great. He states that without these circumstances, they would never have been leaders, so they developed into or were made leaders. Netshitenzhe Joel (in Khoza, 2015) indicates that leaders are not just born to the role; they are born, then made and sometimes unmade by their own actions.

Hackett (2013: 12) further argues that "inherited traits make it simple and more natural for such people to look for experiences that build a repertoire of leadership abilities". Hackett (2013: 12) avers that "these proficiencies or skills comprise the confidence required to inspire and influence others ("charisma"), social adeptness and cultural intelligence, development of written and oral communication skills etc". So, "placing the 'born' and 'made' viewpoints together, people who are intelligent, conscientious, open to new experiences, extroverted and emotionally stable (quick to learn) also tend to proactively seek out competence-building experiences" (Aubrey, 2011: 24). This stresses that learning to be a leader is all about observing other leaders and imitating their behaviour. Teachers are examples of such role models, as they can play an important part in developing and facilitating leadership qualities in young learners.

Although earlier studies have exhaustively discussed the complex concept of leadership and leadership qualities in an international and African context, these studies mostly focused on business and political leadership (Mullarkey, Recchia, Lee, Shin & Lee, 2005). However, there is a paucity of studies focusing on leadership in young learners in South Africa (Barthold, 2014: 35). Yet there is good reason for the need to investigate the facilitation of the development of leadership qualities in the FP. Young learners are a vital part of our community and society; moreover, when we teach young learners, we teach the nation, as the young learners of today are the leaders of tomorrow (Barthold, 2014). Chorpenning (2015: 1) also emphasises that “the better the leaders that are developed now, the better the future world will be”.

1.4 Problem statement

The policy framework designed by the DBE (2011) does not describe and emphasise how leadership qualities can be facilitated in the FP. Yet, leadership has been considered as a crucial component of social interaction and is an important social behaviour in learners. Life Skills, as a cross-cutting subject, can be used to improve the capacity of children to become future leaders (DBE (CAPS), 2011: 9). Teachers who are responsible for this subject are expected to equip learners with various leadership qualities, but they fail to do so because they lack knowledge and facilitation skills. Currently there are no guidelines in the policy framework issued by the DBE. Some teachers lack training to identify leadership behaviours and even if they do identify such behaviours they may not know how to facilitate them in the classroom settings. I have observed leadership behaviour in young learners and suggest that leadership qualities be stimulated through facilitation in FP classrooms. Therefore, it was my intention to explore whether teachers are facilitating leadership qualities in the classroom and through participatory action research (PAR) assist them with the needed knowledge and skill to facilitate leadership qualities. In the light of the study and the call to improve the quality of leadership behaviour of young learners, there is a need to guide teachers to facilitate leadership qualities in the FP. Through PAR, this study aims to help teachers to identify and facilitate leadership qualities in the FP.

1.5 Research questions

Given the rationale and the focus of this study as described above, the following main and sub-research questions emerged.

1.5.1 Main research question

How can teachers facilitate the development of leadership qualities in the Foundation Phase?

1.5.2 Sub-research questions

The following sub-questions were identified and need to be answered in order to answer the main question.

1. What are the leadership qualities that can be facilitated to Foundation Phase learners?
2. How can teachers contribute to the development of leadership qualities in Foundation Phase learners?
3. What challenges do teachers experience with regard to teaching leadership qualities to Foundation Phase learners?
4. What recommendations in terms of policy and practice can be made regarding the teaching of leadership qualities?

The following research objectives emerged and directed my research project to enable me to answer the research questions:

- The identification of leadership qualities that can be facilitated in school contexts
- The development of relevant teaching strategies as part of teachers' contribution
- The identification of challenges that teachers noted when teaching leadership qualities in school context
- Recommendations regarding policy and the challenges teachers have identified and are experiencing when teaching leadership.

1.6 Purpose of the study

The purpose of this research is to explore how teachers can facilitate leadership qualities in the FP. I intend to emphasise that it is important to instill leadership qualities in young learners at an early stage. Young learners must be guided and inspired to grow into ideal leaders. By engaging FP teachers in capacity building workshops, I hoped to: learn how teachers understand and facilitate leadership qualities and how they can be empowered to facilitate leadership qualities, and study how young learners cooperate during the facilitation of leadership qualities in the classroom.

1.7 Significance of the study

This research study is important because no similar study has been carried out in the Vhembe district of Limpopo Province. This study would therefore add knowledge about the challenges that teachers encounter during facilitation of leadership qualities. The research findings might have wider implications for curriculum design and an instructional model that fosters effective ways of facilitating leadership qualities in the FP. The study intends to benefit teachers, learners and, indirectly, the parents. Furthermore, this study will contribute towards the revision of South African curriculum statements in order to include how teachers can facilitate leadership qualities in the classroom. This would improve the chances of young learners getting a good foundation for developing leadership behaviour and becoming ideal leaders at an early stage. The study could also be of value to teachers in other contexts that are similar to those in the Vhembe district. The findings will provide an understanding of challenges encountered by teachers, as the policy does not at present state how teachers should facilitate leadership qualities in school contexts.

1.8 Explanation of core terms

This section clarifies the major terms of the research topic and my interpretation thereof as applied in this study, namely leadership, leadership qualities, facilitation, development, FP and Grade 3 learners.

1.8.1 Leadership

Leadership is a complex concept that “continues to be perceived as an optional extra in relation to pressing demands in the development of leadership potentials in the early phase of teaching and learning” (Rodd, 1998: 35). Kruse (2013: 40) defines leadership “as a process of social inspiration that maximises the hard work of others towards the achievement of a goal”. Nivala and Hujala (2002: 29) describe “Leadership as a set of skills that anyone can acquire, and it has been related to individual characteristics and personal qualities of the leader”. Leadership is everyone’s responsibility, but individuals who have leadership potential do not simply become leaders overnight (Barnard in Mulovhedzi and Mudzielwana (2016: 1).

Waniganayake, Cheeseman, Fenech, Hadley and Shepherd (2012: 4) define the concept leadership as “Leadership is a socio-cultural construct that is supported by beliefs and morals”. Therefore, the way in which leadership is practised can vary among institutions in the same country and over time. According to Bush (2011) and Dunlop (2008: 4), leadership means influencing others’ actions in order to achieve desirable ends. In this study, leadership refers to the qualities and skills that need to be facilitated and nurtured in young learners in order to mould the leadership behaviour of the young learners in schools.

1.8.2 Leadership qualities

Tracy (2015: 1) states that “leadership qualities are keys that every leader should possess and learn to emphasise”. He describes leadership qualities as the specific characteristics of a person that make this person who he/she is and distinguishes him/her from others. For this study, leadership qualities are considered as keys that need to be developed in young learners through teachers’ facilitation and learners’ learning in the school setting, namely critical thinking, effective communication, teamwork, decision-making and problem-solving. Teachers need to assess leadership by giving young learners various leadership roles in the classroom (Certo, 2011; Manktelow, 2014).

1.8.3 Facilitation

Facilitation is an action whereby a facilitator supports a group, for instance, young learners, to understand communal objectives and assists them to attain such objectives. It creates a responsive learning environment. Facilitation lays a strong base for upcoming achievement as the facilitator can motivate young learners to apply new knowledge to life situations. In addition, “the facilitator creates a learning environment where learners are able to work more effectively and achieve better results. Facilitating is helping something to develop” (Neill, 2004: 1). Therefore, facilitation can also be understood to include all the behaviours and actions of a trainer, instructor and teacher which can influence the experiences of the individuals or the group.

Facilitation is a dynamic, personalised process that empowers and challenges individuals or a group to engage in learning (West-Burnham & Ireson, 2009). Reed and Koliba (2003) indicate that a “facilitator is a neutral negotiator whose job is to provide information and accommodate the exchange of ideas among participants”. Brown (2017: 1) states that “facilitation offers everyone in the group the chance to express their ideas and to feel as if they are part of a team”. Since the group arrives at a mutual conclusion, it is easier for individual members to carry out the group’s goals and to feel less inclined to work on individual agendas. A facilitator strives to help individuals build on their skills and learn new ones. Facilitation serves as a positive way to resolve conflicts and clarify misunderstandings among a diverse group of individuals. In this research study, facilitation is seen as the way teachers can promote leadership qualities in young learners so that their leadership behaviour can be recognised, enhanced and improved.

1.8.4 Development

Development indicates forward motion, linking activities and events in coherent ways, considering people as individuals at varying stages of expertise and focusing attention on working towards a vision with the end in view (Liebernman & Miller, 1992: 247). As regards the term “development”, Darling-Hammond (2005: 232) assumes that development means a rupture from a static attitude with the willingness to improve:

“Development is growth and maturation. Growth must be related to an increase in the amount and quality of knowledge possessed by individuals. Maturation indicates that the individual has been able to interrelate the knowledge of various types in order to reinforce the goal achievement which each individual is entitled to identify and describe.”

Evans (2002: 131) indicates that “there are two dimensions of teacher development, namely attitudinal development and functional development. Attitudinal development refers to the process whereby teachers’ attitudes to their work are modified, and the latter is the process whereby teachers’ professional performance may be improved”.

According to Evans (2002: 132), “functional development includes learning new ways of working; learning how to apply new processes within one's practice, such as how to be more productive, which is generally accepted as a product of learning”. In this study, teachers will use PAR to facilitate the development of learners’ leadership roles and behaviour in school.

1.8.5 Foundation Phase

Foundation Phase (FP) refers to “the first four years of the education process, in the basic education milieu, offered by the South African government to all learners” (DBE (CAPS), 2011: 11). “In this phase learners from five to nine years old grow and thrive physically, mentally, emotionally, morally and socially” (DBE, 2010). DoE (2002: 54) describes FP as the “first phase of the General Education and Training (GET) band and includes Grade R (the reception year) and Grades 1, 2, and 3. Grade R is the informal year of school in preparation of the learner for the formal Grade 1-3 years”. The broader aim of the FP is to offer learners sufficient occasions to improve their full prospective as energetic, accountable and satisfied citizens (DoE, 1997: 4). (DoE, 2003: 19) states that “the FP focuses on primary skills, knowledge and values and lays the foundation for further learning”.

1.8.6 Grade 3 learners

Grade 3 learners are in the final stage or grade of the Foundation Phase. In Piaget's (1967:38-41) scheme, these learners are in the concrete operational stage. During this

stage, learners begin to apply logic to the learning they have acquired, which requires them to think in wider dimensions. According to Mwamwenda (1996: 103), “the concrete operational stage hails the beginning of logical thinking based on experiences and concrete evidence”. The Grade 3 class is the exit level from the FP to the Intermediate Phase. In the context of this study, I perceived Grade 3 learners as indirect participants. Although the primary participants of this study are the FP teachers, I observed Grade 3 learners during the facilitation of leadership qualities in classroom settings.

1.9 Literature review

The aim of a literature review is to improve and deepen the theoretical framework of the study and to keep abreast with the latest developments in the field. In addition, a literature review enables researchers to recognise gaps in their understanding as well as weaknesses in studies conducted by other researchers. In the following section, I discuss the overview of leadership qualities and leadership and democracy in FP education.

1.9.1 Overview of leadership qualities

Mullarkey et al. (2005) show that facilitating the development of leadership qualities has been researched, but literature focusing on young learners’ leadership is minimal. Overall developments concerned with managers, teachers and staff show the significance of being effectively trained in leadership-related matters (Taguma, Litjens & Makowiecki, 2012). Information on how leadership operates in the classroom is also limited. Teachers are identified as the people who are responsible for managing classroom behaviour, but they may not be sufficiently prepared in ways to facilitate the leadership qualities of learners in the classroom setting (Karnes & Bean, 2010).

It is crucial for teachers to understand the necessity of developing and facilitating leadership qualities in young learners and how to identify and address leadership qualities in the classroom. The literature gives specific suggestions for teachers to expand leadership qualities in the classroom. Bisland (2004: 45) recommends that teachers provide opportunities for young learners to practise leadership. The opportunities can include engaging them in different activities such as performing and fine arts, as arts give

young learners opportunities to learn about helping others, to carry out tasks in groups and obviously to step up as leaders in discussing activities planned according to the daily curriculum through classroom group discussions and extramural activities.

In addition, addressing leadership qualities in learning is one way in which teachers affect critical learning (National Association for the Education of Young Children (NAEYC), 2009). “Teachers should understand that their actions in the classroom are laying the foundations upon which learners construct their personal worldviews and identities” (Mooney, 2000). According to Owen (2007), “by addressing leadership qualities in content learning, teachers should try to approach the key ideas of visionary leadership”. Teachers should “build” learners and help them grow, giving them opportunities to use their leadership qualities inside the classroom and beyond.

1.9.2 Leadership and democracy: implications for Foundation Phase education

There are many young learners who have the potential to become leaders, but it seems that limited training is done in the FP (Khoza, 2015). Good leadership brings about stable government and depends on a supply of good leaders from schools. School principals who lead their schools and staff well have the opportunity to develop good teachers, and good teachers have the opportunity to make good learners. Good government goes hand in hand with good leadership (Soffler, 2011: 10). Good leaders will have analytical skills and will be able to communicate effectively in order to uphold democracy. South Africa needs a new vision and a new type of politics that put South Africa first and constantly challenge our leaders to act responsibly and be accountable. However, without a vision that gives meaning to the past and inspiration for the future, negativity will easily set in (Van Rensburg, 2007).

In the South African context, the recent chaos in parliament can be used as an example of a lack of good leadership behaviours (Sibuyi, 2015). I contend that leadership qualities such as communication skills (including listening skills) seem to be lacking, and people have not developed discipline and control, which are key features of leadership qualities. Currently, in some African countries, such as South Africa, Burundi and Lesotho, there is no proper leadership, as there is no stability or proper control in the governments. The

facilitation of leadership qualities at an early age can help countries to “produce” good leaders who can practice democracy.

Many countries with established democracies have constantly regarded the African countries as overwhelmed by incompetent leadership and doubtful leaders, most of them undermining their own countries by their lack of leadership qualities, their dictatorship, greed and rebelliousness (Masango, 2002). According to Masango (2002: 708), “a leader is viewed as someone who is a servant to the clan, tribe, community or group, especially in Africa” Masango further indicated that African people accept leaders as persons such as kings, priests or rulers selected “by virtue of the office in order to serve the nation” (2002: 708). In discussing the topic of leadership, Nahavandi (2000 in Masango, 2002: 709) proposes the following elements:

- “Leadership is a group phenomenon. This means that there are no leaders without followers. Leadership always includes interactive influence”.
- "Leaders use influence to guide groups of people through a certain course of action or towards the achievement of a certain goal. In other words, leadership is purposive and plays an important part in the life of a group”.
- “The presence of leaders assumes some form of hierarchy within a group”.

African countries seek leaders that will help Africa to turn into inventiveness. Effective leaders know how to solve the problems that are disturbing their followers (Masango, 2002). Levine (2000: 1) avers that the significance of leadership qualities “has long been a subject of much debate and argumentative dialogue, as the word ‘leadership’ has various definitions depending on various perspectives in education”. Leadership qualities should be developed earlier to help young learners to be independent; these qualities should energise learners towards a goal and offer direction throughout their lives. Murphy and Johnson (2011: 26) indicate that “the development of leadership qualities is not about filling a gap, but about igniting a field of inspired connection and action, thereby ensuring the continuity of sound leadership”.

1.10 Theoretical framework

Rodd (2013: 45) states that “the purpose of a theory is to provide a framework for understanding human behaviour, thought and development. A broad understanding of the nature of human behaviour (leadership, in this case) helps us to understand ourselves and others better and to use that understanding to develop attributes and skills associated with effective enactment”. Theories underpinning this study are Erikson’s psychosocial development and the transformational leadership theories.

1.10.1 Erikson’s theory of psychosocial development

Erikson (1959) is a leading theorist of personality development. Erikson stated that “personality improves in a series of development stages. In each stage, people experience a conflict that serves as a turning point in their development; thus children in their early stage apply logic to concrete experiences” (Karcher & Kristine, 2007: 29). According to Piaget (1967), the early learning phase is the concrete operational stage that hails the beginning of logical thinking based on concrete support from their teacher. According to Karcher and Kristine (2007), Erikson describes the age development stage in different phases. One of the most important stages covers the early school years from around age five to eleven. This stage (industry vs inferiority) is the FP in the South African context where young learners are open to learn and master whatever they are being taught in school and their society. Young learners start to develop a sense of confidence in their accomplishment at this stage, and they acquire leadership abilities through social interaction as they relate to and communicate with their peers and teachers. Erikson (1959: 85) argued that young learners “who are encouraged and commended by teachers and parents develop sensitivity to competency and confidence in their skills, while those who receive little or no reinforcement from parents, teachers, or peers will doubt their ability to be effective”. The above statement relates to this study and shows the stages of age development of learners in the FP and the contribution of teachers to the development of learners’ confidence and leadership qualities.

1.10.2 The transformational leadership theory

The theory promoted by Bass and Avolio (1994), transformational leadership, is one of the widely recognised theories of the 21st century. It is well-defined as a leadership tactic that changes individuals and creates valuable positive change in followers to be leaders, with the aim of transforming followers into leaders (Bass & Bass, 2008). For Bass and Avolio (1994), transformational leadership theory focuses on leadership in organisations and businesses. In this study, the school is recognised as the organisation; an educational organisation of which the core business is teaching and learning. This perspective is also supported by Silins and Mulford (2002: 443), who highlight the vital role of leadership, which “has been shown to influence what happens in the core business of the school”, namely “teaching and learning” (Kinvunja, 2015: 3). Furthermore, Mulford, Silins, and Leithwood (2004: 6) claim that “leadership that makes a difference in organizational learning and learners’ outcomes is transformational”.

In this study, transformation relates to the importance of teachers in engaging and facilitating the development of leadership qualities in young learners in order to accomplish goals (Barthold, 2014: 4). According to the transformational leadership theory, facilitating the development of leadership qualities is a dynamic and ongoing process in which “one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality” (Bass & Avolio, 1994: 20). Fox (2012: 21–22) state that “transformational leadership theory also motivates learners to exceed expectations through encouragement towards common goals”.

1.11 Research methodology

In table 1.1 summarises the methodology used for my study including the purpose, paradigmatic perspective and the theoretical framework.

Table 1.1: Summary of research methodology

PURPOSE OF THE STUDY
To explore how the Foundation Phase teachers can be guided to facilitate leadership qualities aimed at enabling young learners to develop and assume leadership roles in the Foundation Phase
PARADIGMATIC PERSPECTIVE
Interpretivism
THEORETICAL FRAMEWORK
The theory of psychosocial development and the transformational leadership theory
RESEARCH METHODOLOGY AND METHODS
Participatory action research
SELECTION OF PARTICIPANTS
Purposive sampling of teachers involved in teaching Grade 3 learners Each participant was a FP teacher who was teaching Grade 3 Teachers who have experience of teaching in rural primary schools
DATA COLLECTION AND DOCUMENTATION
Instruments: Focus group interviews, field notes, document analysis and classroom observation (documented as visual and audio data)
DATA ANALYSIS AND INTERPRETATION
Thematic analysis was used to analyse the different sets of data
ROLE OF THE RESEARCHER
The researcher is seen as the research instrument in the data gathering process Use in-depth and rich descriptions of the experiences of the teachers who teach Grade 3 learners
ETHICAL CONSIDERATIONS
I adhered to ethical principles: informed consent, privacy, anonymity and confidentiality and protection from harm were upheld

In the following sections, the data collection methods, data analysis, the selection of participants and the research design are discussed briefly, as these aspects are dealt with in detail in chapter 4.

1.11.1 Paradigmatic perspective

A research paradigm can be seen as a set of expectations or viewpoints about essential aspects of authenticity, which in turn reflects a particular ideology (Nieuwenhuis, 2007). Scotland (2012: 9) emphasises that every paradigm has a relationship based upon its ontological and epistemological assumptions. My ontological and epistemological stance is to emphasise that human beings are dependent not only on their environment, but also on their individual traits (Avis, 2004). The relationship of ontology and epistemology was based on the following: I relied on the interviews during focus group interviews, and in epistemology I relied on the knowledge of the participants, as I believe that every human being has the capacity for growth and creativity. I also believe that no matter what a person's background, experiences or personal circumstances are, all people possess the ability to achieve their full potential (Du Plessis, 2012: 10).

In this study, the participants' newly obtained facilitation skills and knowledge when developing leadership qualities were regarded as worth sharing with other stakeholders in the school context. I relied on interpretivism to guide the study. Both the paradigmatic perspective of interpretivism and the identified theoretical framework assisted my understanding of the phenomenon. Interpretivist research is a research paradigm that is based on the assumption that social reality is not singular or objective, but is rather shaped by human experiences and social contexts (ontology), and is therefore best studied within its socio-historic context by reconciling the subjective interpretations of its various participants (epistemology). Because interpretive researchers view social reality as being embedded within and impossible to abstract from their social settings, they "interpret" the reality through a "sense-making" process rather than a hypothesis-testing process (Giorgi and Giorgi, 2003). Interpretivism is relevant to this study to understand the meaning of the participants' experiences in order to provide a "thick description" or a rich

narrative story of the phenomenon of interest that can communicate why participants acted the way they did.

Leadership is perceived as a complex and superior-order function that develops out of predominantly cognitive, communicative experience and social interaction. The study was carried out in rural primary schools where leadership qualities were facilitated through PAR that included supervision, guidance and support for the team members (as participants) in order to implement the research activities. This facilitation can be seen as “a process of social influence through which values, attitudes, ideas and behaviours are constructed and produced, coordinated and changed in both the leaders and others” (Rodd, 2013: 48–49). To further this view Rodd (2013: 45) state that “this perspective has much to offer to those interested in understanding the development of leadership in the FP and the key roles played by communication and interpersonal skills”.

1.11.2 Participatory action research (PAR)

I used PAR methodology in this study. Chatterton, Fuller and Routledge (2007) state that PAR is about jointly producing knowledge with others to produce critical interpretations which are accessible, understandable to all those involved and actionable. PAR aims to increase the quality of people’s social and community orientation (Creswell, 2009) and establish an interactive form of knowledge development (Nieuwenhuis, 2007). PAR is collaborative, committed and originates within the research activity, and is a research design with practical outcomes and positive change. Therefore, PAR allowed us as a collaborative team the platform to formulate leadership strategies and activities to be facilitated at four schools.

According to Jenkins and Andenoro (2016) PAR has the following advantages:

- It helps participants improve feelings of ownership of the process, and there is a possibility of using data for interventions that will meet the needs of stakeholders and will be culturally suitable. PAR helps participants to develop skills and confidence in order to become empowered and gain more knowledge. Participants work with a facilitator to identify the problem, collect data and produce information pertaining to the study.

- The collected data is then analysed in order to obtain findings and make recommendations about how the problem should be resolved. The end result is to alleviate problematic situations and improve the community. Participants and facilitators can learn basic research skills.
- Participants can establish equal partnerships with researchers that can be used to address community problems. PAR-related activities help empower members of powerless groups. In the PAR process, participation is a critical component of community interventions.

The following aspects of PAR helped me to plan the process beforehand. Firstly, PAR has no research leader (Manila, 2013). This means that I was working alongside the teachers and was a co-participant. Participant involvement created a democratic process that led to finishing the research agenda. Secondly, it is imperative to reach consensus on what the challenges are and how they might be addressed. This aspect assisted me to be both participant and facilitator during the focus group interviews, which included direct teaching and discussions. Lastly, PAR usually has no timeline. The process has no set end date, and for this reason I arranged the day, date, and time approximately one and half hour in advance to overcome the challenge of having no timeline.

My role as researcher was to focus on the challenges identified by us as the team. As a mediator and facilitator, my aim was then to assist the participating teachers to acquire the knowledge and facilitation skills to address challenges related to the development of leadership qualities guided by stages/cycles of PAR.

PAR was used to draw on the personal experiences of the participating teachers in order to consider the facilitation by developing the content and strategies that could generate leadership qualities in FP learners at the participating schools. This was done in stages or cycles and over a period of four weeks by conducting capacity-building workshops. The facilitation of leadership qualities included capacity-building strategies and the content was designed collaboratively by all participants. The capacity-building strategies were based on the experience of the participating teachers, and some were implemented during

classroom activities and extramural activities in order to produce the best possible solutions for developing leadership qualities (see chapter 6).

1.11.3 Selection of participants

Participants were selected according to criteria of convenience such as age and experience in teaching. All Grade 3 teachers in the schools selected were females as the majority of teachers in the FP are females. Four government schools in rural primary contexts that offer FP learning were selected, and from each school two teachers were invited. Therefore, eight Grade 3 teachers participated in the study.

1.11.4 Data collection strategies

The main focus of data collection for this research was to capture the development of teaching strategies and the policy documents, experiences of the participating teachers as part of PAR. Primary data was collected through field notes, transcriptions, photos, observations, visual data, a research journal and focus group interviews. These strategies assisted me (and the other team members) to gather and capture all information needed during workshops. The table below lists the research questions and research instruments used to address the main research question, which determined the research paradigm and methodology. In table 1.2 I explain the sub-questions of the research project and the corresponding research instrument.

Table 1.2: Research instruments used for data collection to address each sub-research question

Research questions (main question and sub-questions)	Research instruments used to address the research question
How can teachers facilitate the development of leadership qualities in the Foundation Phase?	Focus group interviews with teachers, document analysis and the observation of Grade 3 learners when teachers were facilitating leadership qualities. Visual data such as photos and video. Research journal. Policy documents.

<p>What are the leadership qualities that can be facilitated to Foundation Phase learners?</p>	<p>Focus group interviews with teachers, document analysis and the observation of Grade 3 learners when teachers were facilitating leadership qualities. Visual data such as photos and video. Research journal. Policy documents.</p>
<p>What challenges do teachers experience with regard to teaching/nurturing leadership qualities to and in Foundation Phase learners?</p>	<p>Focus group interviews with teachers, document analysis and the observation of Grade 3 learners when teachers were facilitating leadership qualities. Visual data such as photos and video. Research journal. Policy documents.</p>
<p>What recommendations in terms of policy and practice can be made regarding the teaching of leadership qualities?</p>	<p>Focus group interviews with teachers, document analysis and the observation of Grade 3 learners when teachers were facilitating leadership qualities. Visual data such as photos and video. Research journal. Policy documents.</p>

1.11.4.1 Focus group interviews as PAR

Rule and Vaughn (2011: 66) state that “in focus group interviews the researcher engages a group of six to twelve participants”, which I acknowledged as I interviewed eight participants. Focus group interviews were conducted after capacity-building workshops to gather data on the current development of leadership qualities from the four selected school through semi-structured interview questions. Through these focus group interviews, the participants provided data rich in information relevant to the study, as each set of focus group interviews informed the next cycle of the PAR project. The first workshop was conducted to identify challenges that teachers experienced as regards understanding leadership; the second to jointly design teaching strategies; the third to discuss teachers’ implementation of teaching strategies as discussed and the last to determine appropriate action by reflecting on the strategies and sharing ideas. These interviews were conducted after normal school hours. It is ethically unacceptable to name the schools; therefore, the following codes were used: Sch A, Sch B, Sch C and Sch D.

In summary, the data collected helped me to gain a deeper insight into how teachers develop leadership qualities that they have identified in their young learners and how they overcome the challenges they encounter while facilitating the development of these leadership qualities. The detailed field notes and observations made each day were read at the end of each day for verification purposes and to inform the next activity.

1.11.4.2 Field notes

The classroom observations were conducted during the teachers' facilitation of leadership qualities inside and outside the classroom and were documented in the field notes. Field notes were analysed after each observation, as recommended by Braun (2006). Permission was also requested on time to observe both the teacher whilst facilitating leadership qualities and the learners learning and developing leadership qualities without prior notice in order to make the setting more natural.

1.11.4.3 Document analysis

Primary source data was collected in the form of a researcher's journal, lesson plan files, policy and learner's workbooks, as recommended by McMillan and Schumacher (2010). I collected the relevant documents in order to identify the nature of the development and facilitation of leadership qualities during teaching in the selected schools. The documents analysed were files or books used by the teachers to prepare lessons, manuals used during training and policies that guided them on how to facilitate leadership qualities in young learners. Paper filing and audio tapes were used to collect data, as recommended by Rule and Vaughn (2011: 67).

1.11.4.4 Classroom observation

Data was collected by observing the classroom activities. I observed how young learners participated when teachers engaged them in the leadership activities and also the way teachers helped them when they were struggling to play their leadership roles. The school environment was also observed in order to record the chronological processes of extramural activities (Hay, 2005). I was a non-participating observer, which gave me the chance to observe the interactions in and outside the classroom without influencing the

teachers; thereby giving them a chance to act more naturally. Observation is the research process that enables the researcher to collate data from occurrences in the social setting (Cohen, Manion & Morrison, 2010). I documented the observations textually in the form of field notes and visually by means of photographs.

1.11.4.5 Visual data

In this study, photographs were taken and used as a documentation method for capturing important moments and information; for example, the research setting, the classrooms and the physical location of the participating schools, as recommended by Atkins and Wallance (2012) and Silverman (2010). I also took pictures of learners' work done and documented these as artefacts.

1.11.5 Data analysis

Data analysis entails moving towards deeper understanding of the data by sorting and interpreting it (Creswell, 2013: 183). Mayan (2001: 21) defines data analysis as “the process of observing patterns in data, asking questions relating to such patterns, seeking more data and furthering the analysis by sorting, questioning, thinking, constructing and testing conjectures”. The data was analysed by applying the guidelines for constructivism as described by Charmaz (2000: 509–535). Both inductive and deductive data analysis approaches were used.

1.11.6 Role of the researcher

In PAR, the researcher is seen as the research instrument in the data-gathering process (Denzin & Lincoln, 2003), and it is accepted that researchers' subjectivity is something that cannot be eliminated (Nieuwenhuis, 2007). I adopted the role of an observer, interpreter and an interviewer. This role also included conducting and structuring interviews and analysing data (Engel & Schutt, 2013; Maree, 2012). During the interviews, I asked probing questions to generate a deeper level of understanding. My experience as a preschool teacher, FP teacher and as a facilitator helped me to identify some strategies teachers used to enhance the development of leadership qualities in the classroom. It also helped me communicate the research objectives to the teachers and to transfer

knowledge to the teachers. As a researcher, I had a responsibility to behave honestly and ethically during the course of my research.

1.12 Compliance with ethical requirements

“Ethics is the systematic study of value concepts (good, bad, right, wrong) and the general principles that justify applying these concepts” (Burton & Barlett, 2009: 30). Participation cannot be taken for granted and can easily be withdrawn if the researcher behaves in a harmful way. It is only from a position of trust that the researcher can continue the research. Creswell (2002: 188) defines “ethics as a matter associated with morality and ethical guidelines that serve as the standard and basis to evaluate one’s conduct”. He further explains that anyone involved in research must be aware of the generally agreed-upon research ethics.

Elias and Theron (2012: 24) point out that “the ethical principles of beneficence and non-maleficence, fidelity and responsibility, integrity, justice and respect for people's rights and dignity should be applied in research”. The safety of the participants in this research work was maintained, and neither the teachers nor the learners were exposed to risk. Participation in the study was made voluntary where the participants were informed that they were allowed to withdraw from the study at any time without any negative consequences for them.

1.12.1 Informed consent

Berg (1995: 212) describes informed consent “as the knowing consent of individuals to take part in the research project as an exercise of their choice, free from any element of fraud, deceit, duress or similar unfair manipulation so that they can make an informed decision”. In other words, the selected participants need to know why they are being invited to participate. I informed participants the importance of their contributions and the exact purpose of the research and the methodology involved. Finally, I sought permission to conduct the research from the Department of Basic Education of the Vhembe District in Limpopo (see CD 1 addendum A and B).

1.12.2 Confidentiality

The participants and the researcher should have a clear and mutual understanding of the confidentiality of sensitive issues that arise in the course of the research (Maree, 2012: 307). Confidentiality is a way of protecting participants' right to privacy. All details of participants, responses and information discussed during the research work were kept secret and the consequences were discussed in an anonymous way in order to keep the identities of the participants' secret. The participants' names and the names of their schools were not disclosed.

1.12.3 Anonymity

Cohen et al. (2010: 60) posit that "the essence of anonymity is that information provided by participants should in no way reveal their identity". I ensured the anonymity of the participants. As this study involved human beings, I applied for ethical clearance from the University of Pretoria, and the required procedures to obtain ethical clearance for teachers' participation were followed (see ethical clearance certificate on page iv).

1.13 Chapter outline

This study contains the following chapters:

CHAPTER 1

This chapter gave the general orientation and the introductory background of the problem under investigation. It stated the problem and the aim of the study. This chapter also briefly highlighted the research methodology. Finally, the key concepts were defined.

CHAPTER 2

This chapter discusses the facilitation of leadership qualities in the FP. Relevant literature relating to the current study is also discussed. Challenges, gaps and strengths of the topic are identified.

CHAPTER 3

Chapter 3 provides a detailed review of the literature relating to the strategies teachers adopt to develop and facilitate leadership qualities in order to establish a theoretical understanding of and a basis for developing research instruments.

CHAPTER 4

Chapter 4 provides a detailed and elaborated discussion of the research design, the methodology used and research processes that were followed. An explanation of the data analysis, participant sampling, quality criteria, data collection and ethical issues pertaining to the study is also provided.

CHAPTER 5

Chapter 5 presents the analysis and interpretation of the research data. It consists of an in-depth analysis and interpretation of the responses to the capacity building events, focus group interviews and observations.

CHAPTER 6

Chapter 6 presents the capacity-building experiences and strategies of the teachers and identifies the content and strategies that can be completed to facilitate leadership qualities in school.

CHAPTER 7

Chapter 7 presents an overview of the study findings, conclusions and discusses the recommendation to teachers and policymakers for improving the situation regarding the development of leadership qualities, the basis of findings of the study and suggestions for further research.

1.14 Summary

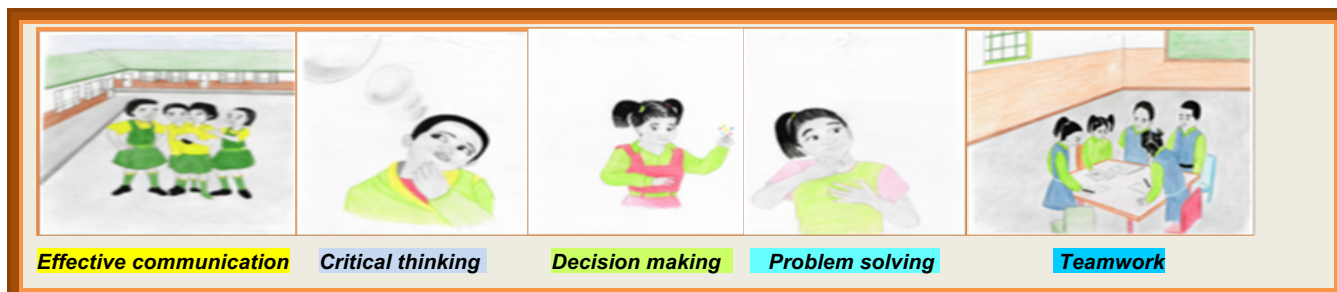
This chapter started with an introduction to and background information on the research that was conducted. It gave a detailed and concise overview and outline of the state of the

facilitation of the development of leadership qualities in young learners. This was followed by the research questions, the objectives, relevant key concepts, theoretical framework, research methodology and the compliance with ethical requirements. The chapter concluded with an outline of the chapters.

In chapter 2, I review the literature relating to facilitation of leadership qualities in the national and international contexts.

CHAPTER 2

LITERATURE REVIEW: FACILITATING THE DEVELOPMENT OF LEADERSHIP QUALITIES IN THE INTERNATIONAL AND NATIONAL CONTEXTS



“Leadership is a process whereby leaders influence their followers” (Hollander, 1978: 1).

2.1 Introduction

This chapter examines the literature on leadership in general and leadership qualities relevant to the current study, as the focus is on the facilitation of leadership qualities for young learners in the Foundation Phase in South Africa and internationally. Leadership qualities are called differently depending on the context. In some countries they are referred to as leadership behaviour, leadership skills, talent of leadership and leadership abilities, but in this study the terms ‘leadership qualities’ and behaviour are used. Figure 2.1 below shows the interrelation of leadership qualities and practices of leadership and how qualities and practices are integrated.

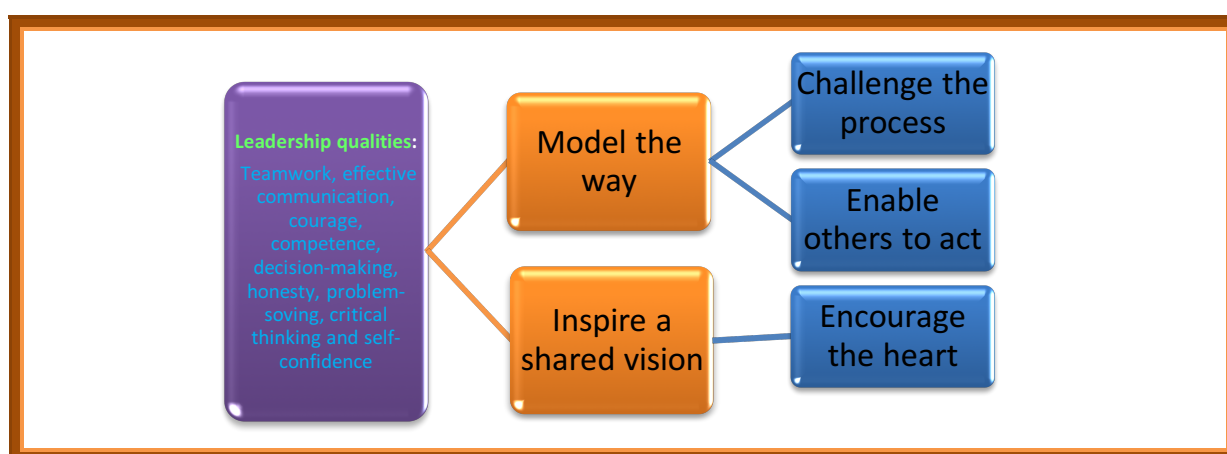


Figure 2.1: Interrelatedness of leadership qualities regarding five practices of leadership

From the literature, it was evident that there are many leadership qualities that teachers can facilitate in schools to mould the behaviour of young learners. However, this study focuses on the following five qualities related to leadership: problem-solving, effective communication, decision-making, teamwork and critical thinking. Therefore, it is vital to research how teachers facilitate leadership qualities to young learners and the interrelatedness of the practices of leadership.

This chapter offers an overview of the present trends in the literature regarding the facilitation of leadership qualities in schools. It highlights published studies conducted on leadership in the international context and shows how they are related. This study did not focus on measuring learner performance, but investigated the facilitation of leadership qualities to young learners in the FP by teachers in an attempt to identify existing gaps in the literature.

2.2 An overview of the concept of leadership

From prior studies, it is apparent that a question often asked about leadership is: Are leaders made or born? Kouzes and Posner (2007) argued that “Leadership is an observable, learnable set of practices. Leadership is not something mystical and ethereal that cannot be understood by ordinary people. Given the opportunity for feedback and practice, those with the desire and persistence to lead can substantially improve their abilities to do so”. According to Riggio (2009: 2), “leadership is about one-third born and two-thirds made” and “to expect that a learner would be born with all leadership qualities needed to lead just doesn’t make sense, based on what we know about the complexity of social groups and processes”. As Hyacinth (2014: 1) put it, “learners can become leaders through the process of teaching, learning, and observation”. In short, leadership comprises a set of qualities that can be learned by practising, training and experience over time.

Welch, Grossaint, Reid and Walker (2016: 3) posit that “leadership is learned through using best strategies, such as going full force in training and developing an edge and execution”. From the above point of view, it follows that even born leaders have to learn some leadership qualities in order to become effective leaders. Such qualities can be acquired with the aid of facilitation, training and practice. Young learners can learn to

become leaders by being around teachers in the school context, through watching them and imitating their behaviour. In this study, I believe that leadership is learned through deliberate practice and coaching and that that teachers can facilitate leadership qualities that make young learners assume leadership roles at a young age. My argument is in tandem with that of Carmichael (2016: 2), who posits that “leaderships are qualities that can be taught and developed without isolating it completely from the normal workflow of a classroom”. Thus, teachers clearly need the best outcomes for the young learners (2016: 3). Therefore, it is vital for teachers to facilitate these leadership qualities to young learners.

Leadership is a multidimensional and complex topic. A study of leadership can extend into ancient times. Jago (1992: 15) states that “from the earliest days of civilisation to modern times, leadership has been essential in all aspects of life, including education”. Karnes and Stephens (1999) point out that teacher are accountable for teaching and managing classroom behaviour. Teachers as leaders working with young learners are charged with the task of providing the knowledge and leadership qualities needed for career readiness. Supporting this observation, Scheer and Safrit (2001) argue that teachers should enhance the development of leadership in young learners, especially at an early stage. Currently, there is a growing demand in the job market for young people to fill positions such as communication specialists, leadership trainers and team leader specialists.

In past years, from my experience, teachers did manage to develop leadership qualities that changed learners’ characters and behaviour, but they did it in a form of corporal punishment. This helped learners to become competent in many areas of life. Teachers learnt that developing leadership qualities in young learners helps learners to complete their tasks patiently, develop self-discipline, love one another, take responsibility, show respect and willingness to assist one other. This point of view dovetails with this study’s argument that teachers are expected to carry on developing leadership qualities in schools because it moulds the leadership behaviour of young learners. Learners should think critically, make decisions, communicate with others effectively, solve problems and work with others as members of a team during teaching and learning in the classroom.

Maccoby (2007: 17) found that “over the past 200 years, the majority of leadership literature has been about inspiring workers to be more productive”. Roach (1999) points out that leadership is mostly described in the literature with adults in mind and not young learners. Rodd (2013: 43) posits that “research of leadership has been criticised as being too focused on exploring what leaders do, the attributes they possess and styles they enact rather than what is actually involved in leadership practice”, especially practice related to young learners, which is the focus of this study.

Leadership qualities have been observed in learners as young as nursery schools who display leadership roles from the age of 3 years to preschool, and studying these leadership qualities within a school context is a path of exploration, combined enquiry and reflection that involves everybody who sees possibilities to make changes for young learners (Waniganayake & Semann, 2011: 24). Mullarkey et al. (2005) note that a minimum of research literature exists about facilitating the development of leadership qualities amongst young learners. This means that ideas on how leadership were established in the early years and in the classroom are also limited. As a result, teachers are not, in general, prepared to enhance the development of leadership qualities in school; the lack of knowledge makes it challenging for teachers to create learning environments conducive for the development of leadership abilities in children.

Soffler (2011: 27) observes that majority of the literature from 1933 through to the mid-1980s is clearly on the “leader” and aimed at finding out more about the person and what made or enabled them to assume a leadership role, but how he or she fulfils this role is neglected. Soffler further maintains that some leadership qualities described in the literature are critiques that stem from the underlying assumption that a person is a born leader. Leadership qualities were assessed critically in order to determine whether teachers instilled them during teaching and learning in the classroom.

2.3 Development of leadership qualities in the international context

Internationally, various studies have been piloted on the development of leadership qualities, indicating that leadership and leadership development are crucial and of concern in schools. Bisland (2004:45) asserts that teachers can facilitate leadership qualities by engaging young learners in different activities, such as acting as group leader, scribe, timekeeper and/or reporter. This study compares the way in which teachers facilitate the development of leadership qualities in young learners during teaching and learning in both group discussions and extramural activities in three countries.

2.4 The development of leadership qualities in the United States of America

Rosenthal, Purin and Montoya (2008: 28) state that “research done in the United States of America (USA) shows that about 85% of Americans believe that a serious leadership gap exists”. In the same vein, Parker and Begnaud (2004: 21) said that “leaders of the educational system should enable young learners to fill future leadership roles and to meet what they described as a leadership gap”. This gap can be closed by developing new leaders in school, especially in the early grades. From the above point of view, there can be no doubt that facilitating the development of leadership qualities to young learners in school is a concern to teachers.

A study by Sykes (2014) also highlighted the importance of facilitating the development of leadership qualities to young learners. According to Sykes (2014), leadership qualities require anyone who is committed to facilitate and develop leadership roles in young learners. Based on his knowledge in the field of foundational learning, he identified some of the leadership qualities as follows, social justice, competence, fun and enjoyment, perseverance and courage. Sykes regards these as leadership qualities that must be instilled in learners to develop leadership roles. In the following paragraphs, I highlights how each leadership quality serves a significant purpose in the development of young learners.

➤ Social justice

A social justice skill is important when learners work in groups. Learners should develop interest in every discussion and decision during learning inside and outside the classroom as teachers engage them in different kinds of activities. This is important when teachers engage learners in group discussions and extramural activities, as it influences (for example) how learners talk to each other in the group. Learners should have opportunities to grow and become positive contributors to the well-being of society. It is crucial for teachers to develop the behaviour of young learners so as to unleash the intellectual and social enthusiasm that makes each learner special and unique, to have social justice skills and to stimulate social justice behaviour so that learners will understand fairness and equality and are able to assume a leadership role. During group discussions, learners should learn to lead the group members to collaborate.

➤ Competency, courage, fun and enjoyment

Competency is a crucial skill-set that teachers need to inculcate in young learners, as it puts knowledge into action and becomes part of leadership practice. During learning activities, competent behaviour has the power to transform young learners, helping them to build confidence and creating a spirit of competition to perform tasks during learning activities. When the teacher rotates learners to assume roles (scribes, timekeepers, reporters or group leaders) in group activities, he or she develops roles of competition to enable all learners to lead. Having courage is the key to achieving goals. Courage as a leadership quality will encourage young learners to take up responsibility for their actions by showing competency in every learning activity. Fun and enjoyment are important, and managing to take a step back and laugh at oneself makes young learners see learning as fun. It is vital to bring fun into the classroom and acknowledge one's shortcomings in order to develop leadership qualities. If teachers want to develop young leaders and bring about enduring change in learners' behaviour in the classroom, these eight qualities of leadership are non-negotiable.

The National Council of Youth Sports (2008) observed that in the USA children participated in organised sports each year as part of extramural activities. This observation

is corroborated by Barthold (2014: 16), who found that children can begin playing organised sports at an early age.

The facilitation of leadership qualities in young learners was promoted by Obama, then president of the USA, in his 2013 and 2014 state address in which he emphasised the demand for education of the youngest citizens. He stated that through the development of leadership qualities, a high quality of foundation learning contributes to society. In the USA, leadership is required at all levels, from the president to classroom teachers and parents; it is an investment not only in learners, but also in leadership in general. This perspective was echoed by Chelladurai (2011), who stated that teachers need a set of leadership qualities to motivate them to become relentless agents of change with the goal of doing the right thing for learners in the classroom. Likewise, Sykes (2014) asserts that there is a series of new investments that would create high-quality knowledge for children from birth to the age of 10 years.

The teacher is the catalyst in the development of learning. Teachers are the ones who guide and direct the learning process. In 1996, the United States DoE assisted a funded project concentrating on imparting leadership in the classroom. Learning Leadership: a Curriculum Guide for a New Generation Grade K-12 expressed strong support for introducing leadership studies into the classroom (Barthold, 2014: 24):

“We believe that all teachers, whether they teach kindergarten or twelfth-grade language arts or biology, have the capacity in their everyday classroom activities to enable our children to realise their potential as citizen leaders. We are not talking about a special program from the ten self-identified and teacher-identified ‘leaders’. We are talking about a new model of leadership that argues that any individual, located in any place in the system, can play a leadership role”.

The integration of these qualities changes young learners to develop leadership behaviour and should take place during teaching and learning when teachers act as role models for the purpose of developing these qualities and are seen in a leadership role. When learners adopt leadership behaviour, they show societal enthusiasm that makes them

special and unique and able to manage any learning problem that they encounter in the classroom. Learning from others makes them gain knowledge of different qualities and learn to implement visionary ideas. During group discussions, learners show competence and courage to practise what they have learned if teachers facilitate leadership qualities by including fun and enjoyment in the classroom. The leadership qualities acquired could make learners develop into courageous future leaders. Researchers in the USA observed that some teachers were struggling to facilitate leadership qualities in their classroom; it seems that an important body of knowledge on how to identify and facilitate leadership qualities in young learners, how to identify young learners who failed to perform specific leadership roles and how to enhance leadership effectively is not being applied in many USA schools.

The findings of USA leadership studies can assist teachers to develop leadership behaviour in learners. When teachers implement this type of knowledge, it will mould and develop a strong character in the learners, enabling them to become the future leaders at school and in the community.

2.5 The development of leadership qualities in Australia

Studies by Kopp (2005) revealed that different stakeholders in Australia believe that without developing leadership qualities in primary schools, some learners may not play any role regarding leadership. Mulford (2008: 1) adds that “the Australian education system believes that leadership qualities are central to the degree of success”. Therefore, in schools leadership is seen as encompassing behaviour, action and practice.

On the other hand, stakeholders see leadership qualities as those skills which make learners good leaders, regardless of the discipline that a leader operates in. Mulford (2008) points out that leadership are not an end in itself; rather it is a means to enable young learners to learn, achieve and develop. The Australian education system believes that leaders are not born; leadership is about life, the discipline that comes from within. Therefore, it is crucial for the teachers to facilitate the development of leadership qualities from a tender age.

In this study, I argue that the development of leadership qualities should start in the FP. My argument concurs with the South Australian Teaching for Effective Learning Framework Guide (2010), which states that teachers should learn how to facilitate the development of leadership qualities during the process of learning in their classrooms. This is in harmony with the view of the Australian Public Service Commission (2016: 1), which stresses that leadership programmes should be implemented in order to provide a challenging and supportive development experience that allows leadership qualities to be practised and change to occur in the school context.

Rymer (2008) highlights that the idea of leadership in Australia was constructed from certain leadership qualities, namely integrity, teamwork, self-confidence, commitment, problem solving and effective communication. He argued that those are the skills which make good leaders. According to De Vries (2001), a leadership style is the consequence of collaboration between the teacher as a leader and the learners as followers. By virtue of their position as leaders, teachers assume full responsibility for all learning and personal development opportunities within their classroom, including the facilitating of learners' leadership activities; therefore, they have a mandate to develop leadership qualities required for a positional leadership model such as head girl/boy, sports captain or group leader.

De Simone (2012) emphasises that young learners engage particularly well with leadership roles when presented with significant service learning opportunities, though Johnson (2005) warns that learner leadership initiatives can become counterproductive if the learners are not engaged in meaningful leadership tasks or if the leadership programme is not supported by the teachers. Furthermore, Hine, Gregory and Lavery (2015) stressed that strong support staff is an essential feature of any school leadership program. Therefore, in Australia, teachers are expected to develop leadership qualities carefully as early as possible.

Ingold (2010) conducted a comparative study of two types of programmes and their helpfulness for the development of leadership qualities in school programmes. According to his study, participation in school councils allows learners to learn actual leadership

qualities. Leaders were nominated to be the voice of the learners. They possessed various leadership capabilities, such as how to speak in public, how to be a captain and how to solve problems, make decisions and lead others in a group discussion. He points out that learners were learning to think critically and solve problems under the supervision of their teachers, which also increased their knowledge and understanding of the dynamics of leadership (Ingold, 2010).

In Australia, there was an initiative known as Common Core State Standards (CCSS) that focuses on meeting the standards set and define what teachers must instil in learners to develop leadership qualities in primary schools (Haynes-Tross, 2015). Rosebrough and Leverett (2011: 10) indicate that “while CCSS is seen as an essential part of the educational curriculum, one problem persists, namely the lack of focus on facilitating leadership qualities”. One major focus of the present study is to check whether teachers are facilitating the development of leadership qualities to their learners; I assume that some teachers do it, but it remains a neglected area. Despite the CCSS that controls the standards in Australia; it seems as if some teachers are not developing leadership qualities in young learners.

The studies by Rosebrough and Leverrett (2011) and Sack (2009: 12) reveal that “leadership should be facilitated through a working-learning approach, which needs teachers to employ learners in leadership roles that will engage them in public speaking, writing, discussion, problem solving, event planning, conflict resolution, teamwork activities and classroom debates”. They also argue that the teacher should engage them in different tasks that increase learner’s leadership growth.

The Australian studies point out that teachers should show leadership behaviour themselves to instil leadership behaviour in the learners. During class group discussions and extramural activities, teachers should perform different functions, which will give learners their learners the experience necessary to develop their leadership qualities.

2.6 The development of leadership qualities in England

Researchers in England (UK) showed that nurturing young learners' sense of responsibility and willingness to lead is a key element of preparing them to become productive and considerate citizens in the wider world. It enables young learners to assume many leading roles within and beyond the school. However, teachers should have exceptional characters, determination and courage to lead young learners until they display leadership characteristics. Maycock (2011: 1) observes that leadership qualities are developed from the early years onwards. Dunlop (2008) also asserts that leadership in the early stage assumes great significance in this context.

In UK, all qualities of effective leadership which also offer vital chances for leadership development (Harris & Lambert, 2003) have become more specific through opportunities such as the master program in leadership and management in early childhood. The UK Department of Education and Children's Services developed national standards for leaders in classrooms, and every teacher is encouraged to follow a national leadership facilitation programme. Harris and Lambert further outlines personal leadership qualities and values for primary schools, focusing on the personal characteristics which individuals bring to the agenda about leadership roles. The National Professional Development Framework (NPDF) provides for innate qualities, values and traits developed through personal experience. To provide excellent results, it is important that these qualities and values are demonstrated through the interactions between teachers and learners in the classroom.

The stated intention in UK is to help organisational learning schools with their leadership workload and not to add to it (Scottish Executive, 2004 and Scottish Executive, 2005). Schools will be able to improve learners' abilities to become assertive persons, progressive learners and accountable citizens and to contribute to society by facilitating leadership qualities in schools (A curriculum for excellence, Scottish Executive in Dunlop, 2008: 2). The Scottish Executive (2005) acknowledges the role of leadership in schools and the importance of the increasing educational community (Scottish Executive, 2005: 2).

“Traditionally, leadership in the early years has been interrelated with personal skills, traits and individual qualities of the leader” (Nivala & Hujala, 2002: 65). Dunlop (2008) found that in England leadership is not viewed as a stand-alone activity by an individual, but rather that a group of individuals contribute to operational leadership and that leadership is therefore shared. She further indicated that preparation for leadership has to go beyond individual management training, since leadership capacities will need to be more widely developed in the team context. This implies that in schools, teachers and principals can support young learners to assume leadership roles and lead by being their role model.

In the UK, development opportunities are at present actively promoted by the National College for School Leadership. “As part of its community leadership strategy, it has designed and introduced the first national programme to address the needs of leaders within multi-agencies’ early settings. It recognises that leadership in the early years has a unique focus, particularly as incorporated services develop and varied staffing models continue to be a feature of early childhood work” (National College for School Leadership, 2004: 16).

As in the USA and Australia, teachers are expected to facilitate some of the following leadership qualities to learners in the classroom: commitment, confidence, courage, creativity, flexibility, honesty and humour. Leadership qualities are viewed as very important in early learning. Instilling leadership qualities in young learners changes their behaviour and character. Some of the qualities that are implemented in the UK can help teachers focus on the personal characteristics that individuals bring to the leadership role agenda. Through personal experience, teachers may instil different leadership qualities in young learners. These qualities and values would be demonstrated by the leadership behaviour exhibited by learners with their teachers during classroom activities and in the community at large.

Clearly, leadership qualities are deemed important in these three countries (the USA, Australia and UK) and schools are required to facilitate them. Governments and other stakeholders maintain that if teachers facilitate the development of leadership qualities at an early stage, young learners will be enabled to assume new leadership roles. Growing up with different leadership roles, it would be easier for them to lead in different

environments – policy making, teaching, being schoolmasters or as religious, country or business leaders.

2.7 Development of leadership qualities in South Africa

In South Africa, recent studies of school leadership tend to draw comprehensively on the theory and research that has multiplied in the USA, Australia and UK in recent decades (Christie, 2010). South Africa has demonstrated that it has the capacity for the kind of extraordinary leadership that inspired the world (Ikdal, Kiman, Michiels, Yogeswaran, Spanjaard & Zanazo, 2015). Christie (2010: 52) suggested that “leadership should be assumed as a relationship of influence directed towards goals or outcomes, whether formal or informal”. However, leadership is regularly outlined in terms of individual qualities; it may be worthwhile for leaders to frame it in terms of a collective relationship of power whereby some are able to encourage others (Bennis in Christie, 2010).

Ikdal et al. (2015) state that in the post-apartheid period, leadership studies were conducted in South Africa that led to policies to transform the education system, including its governance, management and leadership. The Department of Basic Education asserts that the South African standards for school leadership emerged from draft policy documents that set a common view of what leadership in schools means. Christie, Sullivan, Duku and Gallie (2010: 5) argue that though there is a move internationally (and in South Africa) towards the adoption of standards for school leadership, there is also greater recognition of contextual and other factors that influence leadership effectiveness and the organisational capacity of schools. This emphasises that whatever the beginning, leadership is characterised by impact and consent rather than coercion; and since it is focused on reaching goals, leadership is often linked with values and vision.

Nevertheless, the study by Liezel Lues (2016: 2) revealed that transferring leadership roles from teachers to young learners is still a challenge in South African schools. It is presumed that a democratic classroom requires teachers who demonstrate leadership qualities that will strengthen and sustain democratic classroom settings during teaching and learning. It follows that facilitating leadership qualities in the classroom provides

opportunities for young learners to lead and helps them acquire personal and social skills that are in demand.

The above point is also made by Christie et al. (2010), who argue that in South Africa, the legacies of inequality mean that different schools face different leadership challenges. Therefore, an amended and improved policy known as the Curriculum and Assessment Policy Statement (CAPS) was introduced in the FP in 2011. Teachers are encouraged to implement CAPS in the classroom activities 2012. The rationale behind the introduction of CAPS was to help teachers to equip young learners to think independently and work as members of a team, to know how to communicate with others and know how to make a decision. The above findings are related closely to my current research, which revealed that most of the teachers in the FP can equip learners during classroom activities and engage young learners to develop leadership roles. In this study, teachers and learners were observed during teaching and learning in the classroom in order to see whether teachers were facilitating the development of leadership qualities in young learners and whether they continued supporting learners who were showing leadership behaviour.

The Department of Basic Education (2011) policy that was implemented in South African schools can help teachers to improve the full potential of the young learners. A CAP is a policy statement for teaching and learning in South African schools for each approved subject. Life Skills (CAPS 2012: 4) “aims to give expression to the knowledge, skills and values worth learning in South African schools and to ensure that learners acquire and apply knowledge and skills in ways that are meaningful to their own lives”. This entails, among others, that the curriculum and policies (especially of the FP) should also consider implementing core leadership values in order to develop responsible citizens and future leaders. The Department of Basic Education (2017: 15) pointed out one of the challenges facing South African teachers, which “is that South African teachers do not have the basic pedagogic and content knowledge competencies needed to impart the leadership qualities needed by the young learners”. Clearly, this policy needs to support teachers to build a foundation of basic knowledge of how to facilitate leadership qualities in young learners.

In South Africa, most of the investigations of leadership concentrate on business leaders or executives (Barthold, 2014). Christie (2005) also found that regardless of extensive research on leadership, very few researches were addressing leadership in young learners up to twelve years. Studies by Popper and Mayseless (2007) revealed that young learners can train, practice and develop their leadership qualities through everyday living and life scenarios. It is crucial for young learners to acquire more leadership qualities as they grow up:

“During childhood and adolescence, an individual’s behaviour, personality and skills are more flexible than they are in adulthood. Although an individual continues to learn vibrant leadership qualities past childhood, the skills learned later build on the skills learned when young, which only stresses the importance of learning as a child. For example, during group discussions in class activities, learners need to work with others to finish the task. In order for the learners to do this successfully, they should have emotional intelligence in their interactions with others, which should be learned in the preschool year’s stage” (Murphy and Johnson, 2011).

The above statement implies that leadership qualities learned at an early age assist learners to improve leadership qualities that can empower them to serve as leaders’ indifferent leadership roles – such as encouraging others to work as a team, public speaking and coordinating others to solve tasks.

2.8 Types of leadership that assist teachers to facilitate leadership qualities in the classroom

When developing leadership qualities, one may ask what type of leadership works best in the classroom setting. It is necessary to understand that there are various types of leadership, and as part of the leadership improvement effort teachers should consider adopting as many leadership types as possible. Murray (2014) and Lamdert et al. (2002) state that choosing the right type of leadership for a given situation is a key element of leader effectiveness. Table 2.1 shows the types of leadership that need to be acknowledged as related to the facilitation and development of leadership qualities during learning activities in classroom settings.

Table 2.1: Types of leadership (adapted from Murray, 2014:12)

Types of leadership	Explanation of types of leadership
Facilitative leadership	This kind of leadership can be used by teachers to run classroom group discussions. It helps the group reach consensus.
Democratic leadership	The teacher as a leader involves learners in decision-making and accepts ideas from the group. This form of leadership is useful when it is difficult to make decisions. Different learners with different skills are needed for decision-making.
The coaching style	The teacher acts as a coach in the classroom and possesses a unique skill to teach and train. The teacher grooms young learners to improve both knowledge and skill.
Constructivist leadership	Murray (2014: 12) defines it as “the reciprocal processes that enable young learners in an educational community to construct meanings that lead toward a common purpose of schooling”. This means that mutual understanding of leadership is given and created by teachers as leaders facilitating the development of leadership qualities.

These types of leadership are important in this study to assist teachers to know their character, whether it is caring or not, during the facilitation of leadership qualities for young learners at schools. The aforementioned leadership types are interrelated in one way or another. The types of leadership proposed by Murray (2014) are selected for this study because they describe fully the characteristics that teachers should maintain in the classroom while facilitating leadership qualities to young learners and, by extension, the appropriate learning environments.



Figure 2.2: Interrelatedness of leadership styles teachers can assume (Adapted from Murray, 2014: 12)

Figures 2.1 and 2.2 illustrate the links between the practices and styles of leadership that teachers are expected to practise in the classroom setting, though the improvement of teacher leadership roles is still nascent in the USA. Superville (2015: 2) observes that “teachers know from the first day on the job the leadership roles they can assume”. Teachers as leaders gain credibility with learners through their classroom practice (Lieberman & Friedrich, 2010: 665). In the countries mentioned above, including South Africa, the practices and styles of leadership are valued and are important to teachers in facilitating the development of leadership qualities at an early stage. In the USA, Australia, the UK and South Africa teachers are required to use different leadership styles to display leadership characteristics in the classroom.

While facilitating leadership qualities in the classroom, teachers should lead by example. Murray (2014) outlined types of leadership (see Table 2.1) and Kouzes and Posner (2007) observed five practices of leadership (see Figure 2.1) which identify teachers’ characters, whether caring or not, during the facilitation of leadership qualities in primary school. Figures 2.1 and 2.2 show the interrelatedness of practices, leadership qualities and styles of leadership in the classroom.

Kouzes and Posner (2007) emphasise that teachers as leaders in the classroom are expected to stick to practices of leadership when facilitating the development of leadership qualities in young learners, and that practices of leadership in the classroom enhance learners' participation. Similarly, Murray (2014) emphasises that teachers act as coaches and groom young learners to improve knowledge and skills. Rose-Krasnor, Busseri, Willoughby and Chalmers (2006) state that teachers should create a good learning environment by demonstrating facilitative, democratic, constructivist and coaching leadership styles which involve learners in decision-making and accepting ideas from the group. Meier and Marais (2007) posit that a teacher sets tasks for the learners and allows them to complete the given tasks in their own ways according to their own abilities. Therefore, the teacher acts as a coach, possessing a special ability to impart knowledge and to train in the classroom. This approach is in harmony with Johnston's (2016: 1) argument that the mutual understanding of leadership is given and created by teachers as leaders in facilitating the development of leadership among young learners.

A report published by Education World (2017) emphasises that each person in the school can perform an act of leadership, provided that this person possesses:

- Facilitation skills, which are needed during discussions about teaching and learning, to make meaning of leadership;
- An understanding of context and the progresses of transition and change. This is important for teachers to start facilitating the development of leadership qualities in young learners. Different leadership tasks should be designed that enhance learners' understanding and interpretation their own meaning.

2.9 Leadership qualities in school contexts

Good teachers in different walks of life tend to have qualities in common that can assist them to guide individual learners in developing these qualities (White, 2015). The present study focuses on the following leadership qualities: problem-solving, effective communication, critical thinking, decision-making and teamwork (see figure 2.3). Playing leadership roles and being a leader are learned; while some learners may have a little

more self-confidence than others that does not necessarily make them serve effectively in leadership capacities (Kasanoff, 2015: 1).

Teachers need to equip young learners with the ability to develop leadership qualities – being a good listener, respecting other people’s points of view, being able to make difficult decisions, remaining objective, being able to work with difficult people, patience and good communication skills (Roeper, 2015: 25). Other skills such as peace management, social sensitivity and problem-solving can be facilitated through role playing and dramatising.

The social characteristics of leadership are becoming progressively important and have to be included in the FP (Roeper, 2015: 32). Teachers should use strategies to develop leadership qualities in the classroom. They can work to encourage active social skills that can steer young learners towards effective leadership (Barthold, 2014: 13; Burrows, 2013). This can be done through various strategies, including directing, praising, modelling, coaching and asking questions (Aubrey, Godfrey & Harris, 2013; Heikka, Waniganayake & Hujala, 2013). Figure 2.3 illustrates the leadership qualities that I chose for this study after studying the relevant literature.



Figure 2.3: The leadership qualities chosen for the research (Artist: Ratshilumela, 2016)

Each of the leadership qualities listed above is important and can modify learners' behaviour in preparation for various leadership roles. Gross (2005) believes that leadership qualities are skills that can be used in both personal and public situations. These skills should be incorporated into classroom activities every day. Rampton (2015) states that if one walks into a kindergarten class, within a very short period of time one will know which learners are going to be the leaders in the class. While leadership skills can come naturally, learners still learn lessons along the way that are valuable to them later in life (Rampton, 2016: 1). Rampton also states that today's leaders can prepare younger generations for their future as responsible leaders. If teachers facilitate the development of leadership qualities, they will deliver better leaders, who in turn can help young learners achieve better in school and improve personal relationships throughout their lives.

If young learners wish to assume leadership roles in the classroom or if they want to have more influence in their peer group, teachers should encourage them to develop such leadership characteristics. Learners as leaders have the opportunity to develop qualities that will prepare them to become excellent future leaders. Kinvunja (2015: 2) describes leadership as "the glue that holds together the structural and cultural dynamics within the school context through the execution of informational, interpersonal and decisional roles" and argues that "Effective leaders know how best to shape culture, develop a positive working climate, communicate their service's mission and priorities, coordinate quality assurance and enhancement in learning programs and reward staff as they grapple with ongoing change."

2.10 Leadership and democracy in the school context

Karagiorgri (2011: 1) states that "the school is at the heart of a viable democratic society, while education needs to secure the future of a democracy". Botha, Joubert and Hugo (2016: 7) stress that "learners as democratic citizenry are the core of any democracy and thus they should learn from an early age what democratic values are". Democracy is based on co-responsibility as well as an expression of a continually developing relationship between teachers, learners and stakeholders of the school. Leadership is a way of reacting easily and rapidly to what transpires within this interplay. This means that

educational leaders – most especially teachers who have confidence in independent ideals – should continue to interact as well as to plan actions in order to secure democracy (Harris, 2004).

Leadership and democracy are the two ways learners manage or rule themselves as opposed to how they are governed by others. Woods (2017: 1) states that different forms of democracy imply different origins of the individual and of human purposes, of norms and of values which form the aims and importance of education. In schools, the level of democracy varies depending on teachers' circumstances. Teachers allow every learner the right and responsibility to participate in group discussions and extramural activities. When teachers facilitate the development of leadership qualities for young learners, they need to create a democratic learning environment. Democracy requires every teacher or learner to be actively involved in creating and maintaining individual freedom of education in the school (Education Home Schooling Skwirk Australia, 2015: 1). Seen from this point of view, the question is simply: Does the teacher create a democratic learning environment where learners can complete tasks freely and have time to think critically, solve problems and make decisions?

For leadership and democracy to be implemented, teachers need to understand that there are viewpoints and solutions that can assist them to facilitate leadership roles in the FP, as the aim of a democracy is to work together to find a solution. The solution is to see young learners showing leadership behaviours such as knowing how to play different leadership roles during group discussions and other extramural activities such as playing football and performing cultural dances. Learners need to feel free to carry out different leadership roles such as being captain of a team, a reporter, a group leader, a scribe, a prefect or others.

Leadership and democracy are related and should be modelled and implemented in a school setting. Democratic nations value tolerance, respect and willingness to learn from one another, and it is important that these values should also be taught in a classroom. When learners are performing tasks, group rules should be fair and reasonable, and learners should be guided to understand the importance of such rules and the reason for

their existence. Thus democracy in the classroom develops learners' courage, creativity, effective communication with others and the ability to make sound decisions, which make them effective listeners, confident and effective team players and willing and able to coach one another.

2.11 The teacher as leader in the classroom

Simonsen, Fairbanks, Briesch and Sugai (2006) state that positive behaviour supports leadership and learning in the classroom. Content learning is crucial part of the fundamental aim and vision of schools, with teachers playing the roles of mentor and guardian. Simonsen, Fairbanks, Briesch and Sugai (2006) further indicate that teachers' positive behaviour develops leadership qualities in young learners by arranging classrooms to minimise crowding and distraction and establishing explicit classroom routines and directions that are linked to school-wide routines and directions.

The teacher should act as a leader in the classroom because teachers should model the leadership behaviour to the young learners (Motilal, 2014: 30). Although few studies have been carried out in South Africa, "the teacher leadership concept is not entirely new, in the sense that teachers have been leading for as long as they have been teaching" (Superville, 2015: 1). Motilal (2014: 30) states that teachers seek solutions to these challenges, and as they experiment with their own teaching some of them begin to assume leadership roles. "Teachers have a powerful role in influencing the development of leadership qualities in the classroom environment; they can encourage and support or discourage and ignore learners' leadership behaviours" (Fox, 2012: 6). Fox says that "the teachers' interactions with learners can have a significant effect on learners' developing leadership abilities and participating in various leadership roles".

Teachers play a key role in leadership development. Even though they might not easily recognise emerging leadership behaviour in young learners, their influence on and interaction with learners is vital, and they should recognise leadership behaviour in young learners in order to support the development of such qualities. When teachers disregard dynamic leadership qualities in the classroom, they are essentially perpetuating the absence of development of continuity of leadership in the community (Darder & Torres, 2009). As

leaders, teachers in this study were facilitating the development of leadership qualities for young learners in the classroom and identified leadership qualities in learners who often were followers learning to play different leadership roles. Figure 2.4 shows a teacher acting as a leader in the classroom.



Figure 2.4: A teacher acting as leader in the classroom (Artist: Ratshilumela, 2016)

When facilitating leadership qualities, teachers should be passionate leaders in the classroom. Teachers as leaders in the classroom should adapt and act to change leadership behaviour. The Department of Education (2008: 23-24) listed descriptors for passionate teacher-leaders, such as a passion for achievement, a passion for caring, a passion for collaboration, “a passion for trust and a passion for commitment”. This emphasises that teacher-leaders who are passionate and collaborate actively with their followers promote critical thinking, effective decision-making, effective communication, teamwork and problem solving through classroom activities such as group discussion and extramural activities.

In their paper, Grant, Mottet, Tanis, Harrison and Kieshing (2011) examined the current leadership debate in South Africa and found that teacher leadership was largely

maintained across the schools, but the extent to which it operated in practice was limited. I argue that schools are historical organisations that are conservative in nature and attempt to maintain the status quo of a patriarchal society. What South African schools need is the facilitation of the development of leadership qualities which can challenge the existing problem and the status quo (Motlal, 2014: 31; Thompson, 2014: 1). Learners should also carry the responsibility for completing leadership tasks allocated to them in the classroom, and effective communication should exist amongst them (Kinvunja, 2015: 6), see Figure 2.5.



Figure 2.5: Learners working in groups in the classroom (Artist: Ratshilumela, 2016)

The development of leadership qualities must be supported and ought to be a goal line of progressive education systems so that teachers can lay the basis for leadership roles.

In my own experience, in South African schools most learners still do not display leadership characteristics. During learning activities, learners' participation is very low, which suggests that there is still a lack of encouragement and transfer of knowledge about leadership. Some learners are scared of standing in front of others and have no competency and self-

confidence to speak in front of the class. This problem may persist in school till such a learner passes Grade 12 and enrolls for higher education. Consequently, most university students don't have enough confidence to be able to express themselves during presentations or take up the role of class representative or group leader.

2.12 Facilitating the development of leadership qualities during group discussions

According to Schwarz (2002: 5) "group facilitation is a process in which a person whose selection is acceptable to all members of group and who is substantively neutral". Such facilitation helps group members to improve how they identify and solve problems and make decisions in order to improve the group's effectiveness through improving the groups' processes and structure. Facilitating groups includes attention to learning that is attained through critical thinking about daily learning. Through the teacher's participation in group discussions, learners can develop leadership qualities such as public speaking, presentation skills, a teamwork spirit, self-confidence, courage, being a class prefect, having a coaching attitude and competency in many spheres of life.

Groups function best when leadership tasks are shared among group members. This statement is strengthened by Gipson (2012: 8) who states that facilitate means "to make it easier". The Washington State Department of Health (2011: 2) defines it as "to allow things to happen and to make them easy". Therefore, the facilitator should lead a group by allowing group members to express freely their minds before bringing the discussion of the topic to a conclusion. Also, the facilitator or teacher must stay in control of the discussion and avoid it from becoming a "free for all". Thus, a facilitator conducts group activities aimed at shared decision-making, planning, dialogue and problem-solving within the group. Figure 2.6 shows the teacher as a facilitator of group activities.



Figure 2.6: A teacher facilitating group activities (Artist: Ratshilumela, 2016)

During class, learners should be given exposure to as many leadership opportunities as possible, as young learners need role models and leaders to be successful (Kemp, 2011: 1). Therefore, teachers need the responsibility to impart leadership qualities in order for the young learners to assume leadership roles. When teachers are facilitating in small groups, the main objective is to stimulate conversation. Teachers want to challenge learners to think about the topic at hand, to create a safe environment for them to share their thoughts and to help everyone feel valued for the input they offered (Moss, 2008). For the reasons stated, this study focused more on group discussions and other extramural activities. Figure 2.7 shows a classroom environment where learners are working in groups in order to assume leadership roles.



Figure 2.7: Classroom environment where learners are working in groups (Artist: Ratshilumela, 2016)

Teachers can facilitate the qualities necessary for learners to take on leadership roles during learning when they engage young learners to work in groups. Some learners learn from seeing what others do, as it helps them to learn a range of leadership skills, which improves motivation and drives their learning. When facilitating leadership qualities in young learners during group discussions, teachers have to help learners to understand concepts from various angles. This supports learners in building their self-belief by giving them a chance to do the right thing and then praising them accordingly. Teachers can establish different platforms for problem-solving situations by allowing learners to make minor decisions, such as picking which activity they want to participate in. The teacher can also teach learners how to collectively participate and work in a team by doing group work or performing extramural activities and show them how to address a problem situation through critical thinking.

Elliott (2003) discusses the enabling qualities that help teachers conceptualise the design of leadership-related activities, namely interpersonal relationship, motivation, engagement

and study or learning skills. These enabling qualities help teachers to plan leadership activities that can support learners to develop leadership behaviour. Figure 2.8 shows teacher components linking enabling qualities and leadership qualities.

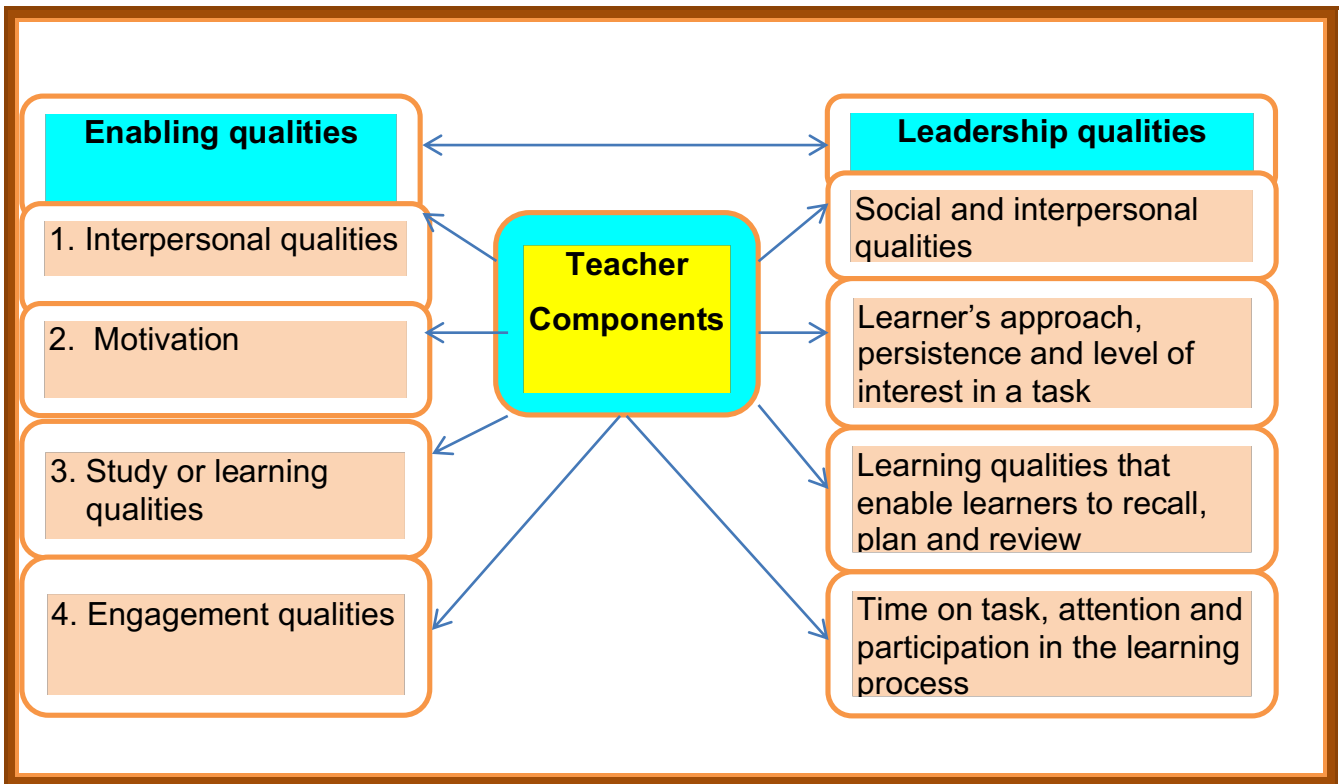


Figure 2.8: Teacher components linking enabling qualities and leadership qualities (adapted from Elliott, 2003: 10)

Teachers' components and leadership-related activities have been selected for this study because they guide teachers to plan/develop leadership-related activities that can support learners to develop leadership behaviour. It is necessary to note that there is a way to achieve success, bearing in mind that successful leadership is sensitive to the local context. It is vital for teachers to engage learners in group discussions where they will be given tasks to discuss and also in extramural activities such as soccer, cultural dances and athletics.

In schools, learners can learn or experiment with their own leadership roles and broaden their experience. Teachers in this study facilitated leadership qualities as shown in figure 2.6 during group discussions and extracurricular activities as shown in figure 2.9, allowing learners to assume and develop the leadership qualities necessary to become high-quality

leaders. Wilcox and Angelis (2010) explore leadership actions such as communication, social awareness, emotional management, self-awareness and decision-making that help the group to complete its task successfully and maintain effective working relationships among its members. This entails that leadership actions may be taken by different group members, so that the teacher may decide to share various aspects of leadership with learners. It has been found that group discussions develop a host of qualities that are increasingly important in the life of the learners (Caruso & Wolley, 2008; Mannix & Neale, 2005).

In this study, facilitating the development of leadership qualities during discussions moulded learners to assume leadership roles and behaviour. Group discussion is a powerful tool for active learning, and it provides time for young learners to share their opinions and outlooks after completing tasks. A well-facilitated discussion allows the learners to explore new ideas deliberately and appreciate the influences of others within the group. Through PAR, teachers as leaders guided leadership development by engaging learners to work in groups, where the given tasks led learners to solve problems, think critically, show self-management and work as a team.

2.13 Facilitating the development of leadership qualities during extramural activities

Learners can begin participating in organised extracurricular activities at a very young age (Barthold, 2014: 16). An extracurricular activity at school is intended to expose learners to different leadership roles and allows them to develop several skills that they will need in the real world. It is the activities that take place outside the classroom that offer a balance to the academic side of education. These activities are important to the young learners as they stimulate learners' minds, enable them to be physically active, to be informed and to develop and acquire new leadership qualities.

When teachers cultivate an atmosphere of fun and learning through extracurricular activities, it allows learners to view leadership roles from a fun-filled perspective. The chance to share this type of exchange every day can foster a deeper type of respect and relationship between the teacher and the learner, which can spill over into the regular classroom activities. It is important for teachers to pass leadership qualities on to young

learners through the activities that they are facilitating. Figure 2.9 shows learners playing football during the period of extramural activities and performing a traditional dance.



Figure 2.9: Learners participating in extramural activities (Artist: Ratshilumela, 2016)

Facilitating the development of leadership qualities for young learners is not a once-off task. It will take time for learners to understand, practise and develop such qualities. The teacher may use the “pyramid of success” to illustrate the development of leadership behaviour. This pyramid includes various leadership qualities and behaviours that teachers should demonstrate and facilitate during extracurricular activities. Some of the leadership behaviour identified in the work of Barthold (2014) aligns well with the qualities mentioned in Figure 2.3 that teachers should instil in young learners during classroom activities (Barthold, 2014: 17). Extramural activities are usually more informal than the academic learning environment, so learners have the chance to develop their social and interaction skills with others (Munsamy, 2016: 2). While extramural activities include a wide range of activities, this study focused mainly on football and traditional dance. I intended to ascertain through observation whether such activities facilitated the development of leadership qualities in young learners.

Extramural activities are a common mode of learning for young learners. Physical activity and play are what humans do first after birth. It sets them off on the path of acquiring the qualities that are essential for effective functioning around the world. Van de Vijver (2005: 59) states that “extramural activities offer learners a variety of stimulating environments and opportunities, which expose them to many learning opportunities in order to do better, individualise their needs and interests and assist in developing their unique potentials, thus contributing to their holistic development”. Van de Vijver adds that “child development specialists have confirmed that participation in extramural activities cultivates creativity and imagination and expands intellectual, social and emotional skills.”

In this study a special focus was on the acquisition of those qualities that underpin leadership behaviour. At school, these qualities can be improved through active involvement in extramural activities. When developing these qualities in young learners in order to participate in various leadership roles, teachers should teach them about long-term commitments. Participating and succeeding in football and traditional dance can improve one's self-image, team spirit and self-management. On the sports field, teachers can teach learners a number of valuable leadership qualities. In this study, extramural activities formed a significant part of developing leadership qualities through PAR. I regarded it as part of a holistic approach to education.

2.14 Policies on facilitating the development of leadership qualities at school

“A policy, in general, is a law, regulation, procedure or administrative action to advance a deserved outcome” (Advocates for Youth, 2008: 1). According to curriculum policy on leadership, the anticipated outcomes for young learners who are exposed to the necessary information, education and skills is that they should be able to make responsible decisions in every sphere of life. CAPS (2012: 5) developed a policy aimed at producing learners that are able to:

- “identify and solve problems and make decisions using creative and critical thinking;
- work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;

- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically, showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation”.

From the aims stated above, I selected leadership qualities as the focus of this study, and in particular aimed to see whether teachers in the FP could be guided through PAR to facilitate such leadership qualities as problem-solving, decision-making, critical thinking, responsibility, self-management, effective communication and teamwork. The PAR project aimed to empower teachers with and to exhibit these leadership qualities, so that it would be easy to impart them to the learners during group discussions and extramural activities. When facilitating the development of leadership qualities in learners, teachers should have a passion for caring, achievement and collaboration during teaching. Asmal (2001: 12) stated the following:

“South African democracy was born of a leadership with a vision for people struggling to lift themselves out of the quagmire of apartheid. People warring against one another brought about the unifying streams of democracy and nation building. More than merely an adult enfranchisement or an expression of popular sentiment, democracy is at heart for a society to critically engage with itself. However, critical engagement is not an automatic consequence of democratic institutions”.

The constitution of the Republic of South Africa requires citizens to strive for the establishment of a society based on "democratic values, social justice and fundamental human rights" and defines South Africa as a "sovereign democratic state" based upon the values of "universal adult suffrage, a national common voters' roll, regular elections and a multi-party system of government." Asmal (2001: 9) emphasises that “government is formulated on ‘the will of the people’; that we are accountable for our own destinies since, through the electoral process, we run our country and our public institutions”. “This is an

inalienable right, but a demanding one that carries immense responsibility, and on its own, the Constitution and the country's democratic institutions offer no guarantee that this responsibility can be matched” (Asmal, 2001: 11). “Education is the key as it empowers us to exercise our democratic rights which shape our destiny, by giving us the tools to participate in public life, to think critically, and to act responsibly. Social justice and equity emancipation of the mind and spirit is a noble achievement” (Asmal, 2001: 12).

Motilal (2014: 41) states that “since the outline of the new South African constitution in 1996, a number of new policies have been formulated and presented to bring much-needed changes to the education systems”. The Organisation for Economic Co-operation and Development (OECD, 2010: 5) shows that “distributing school leadership and recognising broader participation in leadership teams develops skills for effective school leadership over different stages of practice and makes leadership a more attractive skill to learn”. Motilal (2014: 41) also pointed out that “policies for the democratic management and governance of South African schools are embodied in, amongst others, the South African Schools Act, Republic of South Africa (SASA, RSA, 1996); the Draft Policy Framework (2004) Education Management and Leadership Development; the South African National Professional Qualification for Principalship (SANPQP, 2004); the South African Standard for Principalship (SASP, 2005); Report of the Task Team (1996), and the South African Standards for School Leadership (SASSL, DoE, 2007)”.

The Department of Education (2008: 23) states that “the Department of Education, teachers, unions, parents, learners and other stakeholders need to work together in the interest of effective learning and teaching”. This is supported by the policy (DoE, 2008: 23-24), which observed that “some leadership and management thinkers believe that the road to great leadership and management involves inspiring a shared vision, enabling others to act, challenging the process, modelling the way and encouraging the heart. However, the ability to affect these kinds of process will be helped or hindered by the common culture of the school”. So the question arises: How ready are the school stakeholders to fully implement this kind of transformational change envisaged by the policy? Do the culture of the DoE and schools support transformation (DoE, 2008: 24)? The Department and different stakeholders should embrace transformational change of

developing leadership qualities in FP learners. Policies on facilitating leadership qualities in the FP have not yet been developed; at present only the policy on the Advanced Certificate in Leadership and Management is in place, which focuses more on instructional leadership for school principals. It is essential to develop policies to guide FP teachers in facilitating leadership qualities at schools.

2.15 Summary

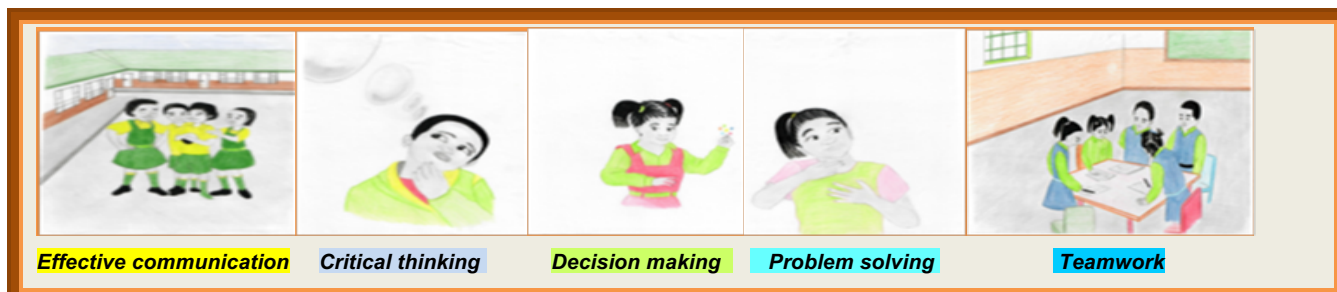
In this chapter, I gave an overview of the national and international contexts of facilitating the development of leadership qualities in schools. The integration and facilitation of leadership qualities is a worldwide concern. Leadership qualities help learners to assume various leadership roles. Teachers must therefore monitor and guide the development of learners' leadership behaviour and ensure that it is improved. The literature revealed that South African schools still lack the theoretical base to guide teachers on when and how to impart leadership qualities, which implies that more research on facilitating leadership qualities in schools is needed. It is obvious that facilitating the development of leadership qualities is a process. Hence, teachers should continuously show leadership qualities in the classroom during group discussions and extramural activities.

This chapter also discussed the five leadership qualities that underpin this study. Leadership and democracy play a vital role in this chapter, as they show how learners manage or rule themselves as opposed to how they are governed by others. The way leadership and democracy work in school needs to be reflected in a classroom. As leaders in the classroom, teachers play a powerful role in influencing the development of leadership, and this makes them responsible for facilitating such development. Lastly, this chapter showed that early childhood, e.g. the FP, is the best time to lay a strong foundation for facilitating the development of leadership qualities, with most of the opportunities existing in classroom activities such as group discussions and extramural activities. At a later age, the harm has already been done.

Chapter 3 presents the theoretical framework of the current study.

CHAPTER 3

LITERATURE REVIEW: THEORETICAL FRAMEWORK FOR FACILITATING THE DEVELOPMENT OF LEADERSHIP QUALITIES IN YOUNG LEARNERS



“Transforming leadership is a relationship of mutual stimulation and elevation that converts followers into leaders and good leaders should not get too far ahead of their followers” (Burns, 1978:4; Roosevelt, 2007:1).

3.1 Introduction

The goal of this chapter is to investigate the development of earlier and current leadership theories. Leadership practices could be used to explain the phenomenon of facilitating leadership qualities in young learners. In order to understand the concept of leadership, one should consider leadership theories to construct an appropriate framework for the school context, especially for the FP. Rodd (2013: 46) states that “both psychological (focusing on the individual) and sociological (focusing on the influence of contexts) theories have developed their own analytical frameworks to explain the leadership concept”. Rodd (203: 47) further explains that “theories offer different perspectives on leadership and should be explored as a means for enhancing the understanding of the theory and practice of leadership”. Theories that are relevant to leadership are grounded in the ability to interact with others in ways that:

- “offer inspirational and credible values and vision;
- encourage open communication;
- develop a collaborative team culture;
- set realistic and achievable goals and objectives;

- monitor and celebrate achievements; and
- foster the development of individuals” (Rodd, 2013: 50).

Such theories open leadership opportunities to teachers who recognise the need for initiating leadership in young learners and choose to take up purposeful activities aimed at enhancing the development of leadership qualities in the FP.

3.2 Overview of the history of leadership theories

The study of leadership can be outlined back to the times of Plato, Plutarch and Caesar (Bass, 1981). Reviews of the theories of leadership began in the middle 1800s and continued to be a topic of interest among many people who study leadership theories (Levine, 2000: 13). Most popular theories were developed since the 1840s, and these were progressively developed to the “authentic” leadership as recently presented by scholars such as Bass (2008). According to Kruse (2013: 2), “authentic leaders are self-actualised individuals who are aware of their strengths, limitations, emotions and show their real selves to their followers. Learning an authentic approach to leadership is crucial in order to bring some changes in the type of transformation to young learners and learning”. In other words, teachers must act as leaders and role models when facilitating leadership qualities in a classroom.

Cherry (2012) noted that scholarly attention in leadership improved significantly during the early part of the twentieth century. “Some major leadership theories focused on the qualities that distinguish leaders” (Amanchukwu, Stanley & Ololube 2015: 2). The conversation “is presented as chronologically as possible to determine how the improvement of earlier leadership theories over time often presented questions which in turn led to the development of a new group of theories. Although new theories are emerging all the time, most can be classified as one of Cherry's major types of leadership theories” (Cherry, 2012: 10).

3.3 Leadership roles in Africa

Some African leaders presently influenced the leadership role related to teaching and learning in schools. African leaders’ roles give more impact to this study because it

enhances the leadership behaviour of the young learners. When teachers teach young learners about the life history of African leaders such as Nelson Mandela and others, it encourages them to assume leadership roles at an early stage. Scott (1999: 2) argues that many of Africa's greatest leaders gave us a better platform to speak about our oppression as well as our victories. Leadership qualities and behaviour of some African leaders are still influencing learners as they want to behave like those leaders in schools.

Today these identified leaders are regarded as a symbol of global peace and they are considered as the best leaders. The following African leaders showed good leadership: Nelson Mandela of South Africa, Kenneth Kaunda of Zambia, Kwame Nkrumah of Ghana, Haile Selassie of Ethiopia, Julius Nyerere of Tanzania, Patrice Lumumba of the Democratic Republic of Congo, Thomas Sankara of Burkina Faso, Jomo Kenyatta of Kenya, Ellen Johnson-Sirleaf of Liberia and Samora Machel of Mozambique. These African leaders showed ability to delegate and to communicate and possessed positive attitudes which fostered change and inspired the next generation (Scott, 2016: 3). The roles of the African leaders in this study are important, as teachers can use them as references. For example, teachers can develop and teach a lesson on one of the leaders to show learners that anyone can lead through imitating the leadership behaviour of the historic leaders. Teachers, as leaders in the classroom can, transmit leadership qualities that they have identified in some of the leaders to the learners as follower leaders.

3.4 Major leadership theories

Before I discuss the theories which underpinned this study, I explain theories of leadership identified over time to understand today's leadership issues, which I organised into different categories. The theories which were underpinned by similar concepts have been grouped together. Each theory will be explained in detail to show the importance of developing leadership qualities in schools. Teachers as leaders in this PAR project facilitated the development of leadership qualities to young learners in the classroom during the intervention (and hopefully thereafter) and learners acted as followers, learning about leadership roles in the process of developing their own leadership qualities.

Table 3.1: Timeline of the leadership theories as classified by Cherry (2012: 2-4)

Categories of theories	Core ideas of category	Names of category presented	Date
The early theories	Leaders born with necessary personality traits	Great man theories	1840s -1940s
	Identified personality or behavioural traits shared by leaders	Trait theory	
	Leadership as specific to a situation	Situational theory	
The middle interactive theories	Leaders based on what their life experiences have taught them.	Behavioural theory	1941-1970
	Leaders retain the right to allow members to participate	Participative theory	
	Determine which leadership style is matching with particular work situation	Contingency theory	
The contemporary leadership theories	Grounded on the premise that a transaction takes place between the leaders and followers	Transactional theory	1994-2008
	Stimulation and elevation that converts followers into leaders	Transformational theory	
	Acquired skills and knowledge are significant factors	Skills theory	

All types of leadership theories are important. One way or another, every leader unifies and mobilises groups of people behind a common cause. For this study, the categories of leadership theories are displayed in order to understand leadership roles that teachers can

facilitate for young learners in the FP. Each theory encapsulates part of an underlying conceptual base related to the other categories.

3.4.1 The early theories

The theories presented in this section include the great man theory, the traits theory and the situational theory.

3.4.1.1 The great man theory

The early theories led to the great man, trait and situational theories. Amanchukwu et al. (2015) state that the concept “great man” was used during the time when leadership was alleged of primarily as a male quality. The great man theory of leadership attempted to explain leaders as exceptional people, born with innate qualities and therefore venerated as heroes (Dowd in Levine, 2000: 15). The capability of leadership was deemed inborn; great leaders were born, not made. Often, the “theories portray leaders as heroic and mythic and destined to rise to leadership when needed. Great leaders are simply born with the necessary internal characteristics such as confidence, intelligence, and social skills that make them natural-born leaders” (Amanchukwu et al., 2015: 2; Cherry 2016: 1). This means that leadership was related to heredity, the leader was hereditarily endowed with higher qualities that distinguished leaders from followers. This assumption (which is no longer maintained as the sole explanation, but nevertheless conceivable) was that if one knows who the “great man” is; one can examine the personalities and behaviour to emulate them.

Jennings (1960: 34) in 1960 states that “a comprehensive study of the great man theories of leadership was published by Jennings. He argued that if the leader is gifted with greater qualities, then it should be likely to identify these qualities”. This search for measurable qualities became the essential motive in the search for the traits of leadership. The great man theory believes that leadership is rooted in inherent leadership qualities and that leaders are born, not made. Leadership was thought of primarily as a male quality.

The great man theory of leadership could not be used to underpin this study. As a researcher, during the capacity building experience strategies I was expecting teachers to

develop leadership roles for young learners irrespective of gender and to turn non-leaders into leaders.

3.4.1.2 Trait theory

“Trait theory explores the type of person that makes a good leader and focuses on the personal traits, characteristics, attributes and qualities associated with effective leadership” (Rodd, 2013: 46). Green (1994: 25) also states that “the trait theory of leadership focuses on different personality traits with which leaders are endowed”. Bolden, Gosling, Marturano and Dennison (2003: 6) posit that “trait theory often identifies a particular personality or behavioural characteristics shared by leaders, and lists of qualities associated with leadership exist in abundance and continue to be produced”. Height, weight, appearance, intelligence, knowledge, dominance and initiative traits were considered. Gray and Smeltzer (1989) indicated that researchers observed leadership as a character that could be measured and nominated as special from non-leaders. Trait theories have been judged to be weak and inconclusive, but they determined that leaders exceeded other people in several traits, namely: social and economic status, intelligence, social participation, scholarship and dependability.

Trait theories accept that some people inborn with certain qualities and characters that make them better matched to leadership. They often recognise certain personality or developmental traits shared by leaders and argue that they could only have been born with these and that no amount of teaching or exposure could have made them leaders. However, there are some persons who have leadership qualities by virtue of their birth line, but are not leaders (Dalli & Thornoto, 2003). Stogdill in Levine (2000: 17) states that “a person does not become a leader by virtue of the possession of some combination of traits”. Some leaders might possess certain traits, but the absence of those traits in another person does not necessarily mean that such person could not have been a leader. Because of its major limitations, the trait approach to leadership could not fully underpin this study – it cannot explain why some people possess these qualities and why some traits appear more frequently than others, such as leadership qualities that may be noticeable during group tasks in the teaching and learning process.

3.4.1.3 Situational theory

The situational theory proposes that a course of action based upon situational variables and different styles of leadership may be more appropriate for certain types of decision-making (Cherry, 2016: 2). This view is also held by Ololube (2013), who asserts that situational theory is a theory that views leadership as specific to a situation rather than a particular sort of personality. This means that if some of the group members are most knowledgeable, experienced and skilled in certain qualities, leadership roles would be more effective. Even a teacher facilitating the development of leadership qualities for young learners should possess special skills to induce learners to assume leadership roles at a tender age. Dunham and Pierce (1989: 359), in their study, concluded “that the qualities, characteristics and skills required in a leader are determined to a large extent by the demands of the situation in which a teacher is to function as a leader”.

“This approach sees leadership as specific to the situation in which it is being exercised. It also proposes that there may be differences in required leadership styles at different levels” (Bolden et al. 2003: 6). The situational theory of leadership could not fully underpin this study because the best action of the leaders is seem as determined by an array of situational factors, such as forces in the situation, followers and leaders. In this study I expected teachers to facilitate or instil leadership qualities in young learners at all times.

3.4.2 The middle interactive theories

Since the early to middle 1900s new theories of leadership have appeared to observe interactive relationships during leadership studies. These theories include the behavioural theory, participative theory and contingency theory.

3.4.2.1 Behavioural theory

The interactive theories led to the behavioural, participatory and contingency theories. “In reaction to the trait leadership theory, the behavioural theory offers a new perspective on leadership. This theory focuses on the actions of leaders based on what their life experiences have taught them, not on inborn mental qualities. People can learn to become better leaders through teaching, exposure and observation” (Rodd, 2013: 25). The

behavioural theory may help teachers to develop particular leadership behaviours in schools. “Rooted in behaviourism, this leadership theory focuses on the actions of leaders, not mental qualities or interests” (Bolden, Gosling, Marturano & Dennison, 2003: 8). Behavioural theories of leadership are based upon the belief that great leaders are not born but made. “According to this theory, learners can learn to become leaders through teaching and observation” (Van Wagner, 2008: 1).

The behavioural theory of leadership could not fully underpin this study. Its emphasis is on what leaders actually do rather than their traits and that people can learn to become leaders through teaching and observation. In my study, teachers were expected to develop leadership roles even in non-leader learners by instilling leadership qualities during class group discussions and extracurricular activities.

3.4.2.2 Participative theory

Tracy (2014: 34) states that “participative leadership is a style of management where decisions are made with the greatest feasible amount of participation from those who are affected by the decisions” Participative leadership occurs when the leaders retain the right to allow members to participate. It is also proposed that the ideal leadership style is one that takes the input of others into account (Lamb, 2013 and Amanchukwu et al., 2015). When interpreting, teachers should understand how this theory works, and allow learners as leaders to participate fully in the classroom so that they can make proper decisions. Robbins and Hunsaker (2012: 1) propose that “the level of participation may also depend on the type of decision that is being made”.

Robbins and Hunsaker (2012) avers that a participative leader try to involve other persons in the process. Within the context of this study, teachers need to involve learners through facilitating the development of leadership qualities in the classroom. According to Tracy (2015: 3), “participative theory comes in several flavours and is characterised by the following common patterns of a leader: the leader facilitates the conversation, openly shares information and knowledge necessary for decision-making, encourages members of the group to share ideas, synthesise all available information and solutions suggested by the team and also comes up with the best possible solution and communicates it back

to the group". It is important that teachers should implement these patterns in order to develop leadership roles in young learners.

The participative theory of leadership could not fully underpin this study. Learners may feel social pressure to submit to group authority, and decision-making may take a long time, which may lead to incompetence in some learners.

3.4.2.3 Contingency theory

Chemers (2014: 24) indicated that "the contingency theory of leadership focuses on particular variables related to the environment that might determine which particular style of leadership is the most suitable for the situation". According to this theory, no leadership style is best in all situations; it views leadership as specific to a situation rather than to a particular personality type. Different circumstances require different forms of leadership (Northouse, 2001); leaders cannot always carry one tool kit of leadership practices to deal with varying situations. "Success depends upon a number of variables, including the leadership style, qualities of the followers and aspects of the situation" (Van Wagner, 2008: 2).

The contingency theory of leadership cannot underpin this study, as it does not provide for any generalisation or transfer of leadership qualities to similar situations, which was what teachers were expected to do.

3.4.3 Contemporary leadership theories

Most recently proposed theories outline leadership behaviour in terms of the ways in which it encourages people to follow. These theories comprise transactional leadership theory and skills theory.

3.4.3.1 Transactional leadership theory

The contemporary leadership theories include transactional leadership, transformational leadership and skills theories. The transactional theory has been the traditional model of leadership with its roots in the organisational or business perspective (Bolden et al. 2003). "Transactional theory explores the use of power, influence and transactions to motivate

people and achieve goals. Leaders often adopt the transactional approach to ensure that routine tasks are done constantly” (Rodd, 2013: 47). This is harmony with Cherry (2016: 11) who “emphasises the importance of the relationship between leader and follower by focusing on the mutual benefits derived from a form of ‘contract’ through which the leader delivers such things as reward or recognition in return for the commitment or loyalty of the follower”.

Education leaders such as teachers should be able to provide strong leadership while still fulfilling their teaching responsibilities and remaining accountable for learners. Leithwood et al. (2008) found that teachers as classroom leaders generally drew from the same set of basic leadership qualities, but only successful leaders were able to effectively utilise these skills. They concluded that successful teacher leaders have a strong influence on learner’s learning through motivation and the provision of a school climate that is conducive to learning.

In this study, the transactional theory of leadership is not relevant. Power may be positional or personal, and goals are achieved mainly through reward. Though a promise of reward could encourage learners, only competent learners would be rewarded and not the less competent ones. In this study, teachers should initiate and facilitate leadership qualities for all learners, even for those who did not show leadership qualities.

3.4.3.2 Skills theory

“The skills theory proposes that leaders have a set of skills that they have developed over time; the development of many of the skills is heavily influenced by personal leadership qualities” (May, 2016: 2). The skills theory determined the abilities that made leadership effective. “Effective leadership is dependent on how leaders’ competencies are affected by the leader’s attributes, experience and the environment” (Burkus, 2011: 1). The skills theory of leadership is not relevant in this study, as it does not adequately explain why and how skills affect leadership; instead, it focuses more on identifying the skills embedded in a leader. The skills theory is explained in more detail under heading 3.3.2 below.

3.5 Theories informing the study

Learning and leadership present two rich fields of research. One is about how people learn and the other is about how people lead. After acquiring leadership qualities in the classroom, young learners should develop and build leadership roles throughout real life. All leadership theories have value, but I chose Erikson's theory (1959) of psychosocial development and the transformational leadership theory of Bass and Avolio (1994) as the most relevant theories for this study. Although Bass and Avolio emphasise leadership in organisations and businesses, in the context of this study I applied this theory to a school as an educational organisation, of which the core business is teaching and learning. Thus, leadership is about enabling prospective leaders to bring about desired change by setting up educational organisational structures which enable the facilitation of leadership qualities within the classroom context, to be shared and circulated within the school between and among FP teachers and learners.

3.5.1 Erikson's theory of psychosocial development

Erikson's theory of psychosocial development was developed in the context of leadership development, and it is one of the best-known theories of personality (Karcher & Kristine, 2007). Erikson believed that development occurs in a series of stages. The way people change and develop during their life stages is important to leadership development. Bass (1990: 898) suggests that "the need to learn more about what contributes to and how to develop self-confidence, self-determination, and freedom from inner conflict during growth is paramount". The quest to understand and influence different personalities, from young school learners to adults, which affects leadership performance, transcends ordinary consideration.

The relations among child development and leadership development are crucial for at least three reasons. First, children are in the best trajectories to learn anything in their early years and grow in it through their life experiences to adulthood. Second, most authors and theories on child leadership development would agree that moral standards, ethics and leadership qualities exhibited in adulthood in different spheres of life (business, politics, academics and government) result from the leadership training and opportunities

to which children are exposed in childhood. And third, the world only becomes a better place when the development of child leadership is encouraged, as children are the leaders of tomorrow.

Erikson’s theory of 1959 suggested that identity development can start in childhood and occurs in a number of stages. Identity constantly changes due to experiences and information acquired daily through communication with others. In addition to identity development, Erikson understood that a sense of competency also encourages changes of action and behaviour. Each stage is concerned with becoming competent in a defined area of life. If the stage is handled well, the individual will feel a sense of mastery and competence that stimulates self-confidence. If the stage is handled poorly, the individual will develop with a sense of insufficiency and inferiority. Feelings of lack of worth and inadequacy come from two sources, namely the self and the environment (school, family or community).

Table 3.2: Erikson’s stages of psychosocial development (Erikson, 1959: 259)

Approximate Age	Psychosocial Crisis
Infant – 18 months	Trust vs. Mistrust
18 months – 3 years	Autonomy vs. Shame & Doubt
3 – 5 years	Initiative vs. Guilt
5 – 13 years	Industry vs. Inferiority
13 – 21 years	Identity vs. Role Confusion
21 – 39 years	Intimacy vs. Isolation
40 – 65 years	Generativity vs. Stagnation
65 and older	Ego Integrity vs. Despair

This study specifically focused on Industry vs Inferiority stage as FP learning start from the age of five to nine years. Erikson describes the industry vs. inferiority stage as the most relevant stage of children development; this is where self-awareness begins (Karcher & Kristine, 2007). Erikson (in Bastable and Dart, 2007: 6) further emphasises the industry vs. inferiority psychosocial stage in the following context.

- “This stage covers the early school years from approximately age five to eleven.
- Through social interactions, children begin to develop a sense of pride in their accomplishments and abilities.
- Children who are encouraged and commended by parents and teachers develop a feeling of competence and belief in their skills.
- Those who receive little or no encouragement from parents, teachers, or peers will doubt their ability to be successful”.

Erickson’s theory of psychosocial development shed light on the development aspects respectively. It is included as it showed how young learners learn and describes development of leadership qualities nurtured as a series of stages.

Erikson believes that this is the stage where psychosocial crisis is handled, for better or worse, during what he calls the school age, presumably up to and possibly including some of junior high school. Here the child learns to master the more formal skills of life: relating with peers according to rules (class group discussions); progressing from play to play that may be elaborately structured by rules and may demand formal teamwork, such as netball or soccer (extramural activities) and mastering social studies, reading and arithmetic (classroom teaching and learning). Bastable and Dart (2007: 6) say that “homework is a necessity, and the need for self-discipline increases yearly. The child who, due to his successive and successful resolutions of earlier psychosocial crisis, is trusting, autonomous, and full of initiative will learn easily enough to be industrious and can master and exhibit leadership qualities”. However, the mistrusting child will doubt the future and have no reason to be responsible in life. A child full of shame and guilt will experience defeat and inferiority. Erikson concluded that the anchor of this stage is therefore competency. Young learners that are not well prepared for school or lack the needed materials for learning always fail (Erikson, 1959).

According to Ebbeck and Waniganayake (2003), attitudes, value and habits, even dysfunctional ones, are part of one's identity. To change the way people see and do things is to challenge how they define themselves. Child development theory (Erikson theory) suggests that the best time to do the necessary development is the early stage, as childhood is the foundation for humans' unique experiences of work, family, relationships and life events.

Erikson (1959) held that young learners who are motivated and encouraged by teachers and parents develop an interest, competency and confidence in their abilities while those who get little or no encouragement from parents, teachers, or peers will doubt their ability to be successful. Erikson's theory of psychosocial development emphasises stages of development in the early learning phase and the contribution of teachers to the development of learners' confidence and leadership qualities.

Bearing in mind Erikson's theory, I argue that during this stage of industry vs inferiority, the FP teachers are responsible for identifying leadership qualities in young learners. In addition, teachers are responsible for directing, coaching, mentoring and leading the young learners adequately and effectively in order for the young learners to develop and master different leadership qualities which will instil confidence, competence and adequacy in the young learners throughout their lives.

3.5.2 Transformational leadership theory

The transformational leadership theory was developed for education (Denmark 2012: 1). Leithwood, Begley and Cousins (1994) state that transformational leadership is viewed as leadership that "implies major changes in the form, nature, function and/or potential of some phenomenon applied to leadership". Similarly, Denmark (2012: 2) maintains that a "leader looks for potential, motivates learners (followers-leader), seeks to satisfy higher needs and engages the full person". Burns (1978) defines transformational leadership as an approach that causes a change in individuals. According to Bolden, Gosling, Marturano and Dennison (2003: 14) state that:

“Burns draws upon the humanistic psychology movement in his writing upon transformational leadership by proposing that the transformational leader shapes, alters, and elevates the motives, values and goals of followers in achieving significant changes in the process. He proposed that there is a special power entailed in transformational leadership with leaders armed with principles that may ultimately transform both leaders and followers into persons who jointly adhere to modal values and end-values”.

This emphasises that leaders stimulate individuals by developing trust which promotes self-discovery and creativity. Individuals develop a sense of direction and purpose to benefit the group or society. This goes beyond their own personal interests and exchange of praise for their effort or loyalty.

Bass and Avolio (1994: 112) state that Bernard Bass “developed the concept of transforming leadership from ‘Leadership and Performance beyond Expectations’ into ‘Transformational leadership’, where the leader transforms the follower”. Bass and Avolio deal with the transformational leadership theory that includes social changes. Murray (2014: 6) states that “one way to look at transformational leaders is to focus on who makes a judgment on whether the changes that are initiated make life better. My argument is that teachers as transformational leaders, through facilitating the development of leadership qualities, should change the behaviours of the learners by showing and modelling leadership qualities among them”. This means that the teacher’s leadership style should generate a vision for the classroom and inspire learners to meet the challenges that are set.

Transformational leaders emphasise intrinsic motivation and positive development of followers (Bass & Riggio, 2006). Bass’s view is that leaders emerge in response to followers’ needs. Leaders are able to articulate the needs of people through the language of value. Leaders must know what they believe in and why they believe it (Saban & Wolfe, 2009: 3). Bass (1990) states that leaders must clearly articulate their belief(s) and inspire others to work towards a common purpose and group mission.

Table 3.3: Components of transformational leadership describing behaviours of teacher leaders (Vinger & Cilliers, 2006: 2)

Transformational style	Leaders' behaviour
Idealised behaviour	<ul style="list-style-type: none"> ➤ Communicate most important values and beliefs ➤ Specify the importance of having a strong sense of purpose ➤ Consider the moral and ethical consequences of decisions ➤ Champion exciting new possibilities ➤ Talk about the importance of trusting each other
Inspirational motivation	<ul style="list-style-type: none"> ➤ Talk optimistically about the future ➤ Talk enthusiastically about what needs to be accomplished ➤ Articulate a compelling vision of the culture ➤ Express confidence that goals will be achieved ➤ Provide an exciting image of what is essential to consider ➤ Take a stand on controversial issues
Intellectual stimulation	<ul style="list-style-type: none"> ➤ Re-examine critical assumptions to question whether they are appropriate ➤ Seek differing perspective when solving problems ➤ Get others to look at problems from many different angles ➤ Suggest new ways of looking at how to complete task ➤ Encourage non-traditional thinking to deal with traditional problems ➤ Encourage rethinking those ideas which have never been questioned before
Individualised consideration	<ul style="list-style-type: none"> ➤ Spend time teaching and coaching ➤ Treat others as individuals rather than just as members of the group ➤ Help others to develop their strengths ➤ Listen attentively to others' concerns ➤ Consider individuals as having different needs, abilities, and aspirations than others ➤ Promote self-development

Idealised attributes	<ul style="list-style-type: none"> ➤ Instil pride in others for being associated with them ➤ Go beyond their self-interests for the good of the group ➤ Act in ways that build others' respect ➤ Display a sense of power and competence ➤ Make personal sacrifices for others' benefit ➤ Reassure others that obstacles will be overcome"
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Bass and Riggio (2006: 110) hold the view that “transformational leaders are those who stimulate and inspire followers to achieve extraordinary outcomes and in the process develop their own leadership capacity”. This means that teachers, as leaders in the classroom, should help learners to grow and develop into leaders by responding to the observed behaviour of learners and affording them the opportunity to develop leadership roles. From this observation, it can be argued that this model makes provision for teachers to inspire positive changes in the learners by facilitating leadership qualities. Leadership by teachers is essential to serving the needs of the learners in schools. According to Bass and Avolio (1994), transformational leaders display behaviours associated with the five components of transformational leadership in Table 3.3 below which teachers can adapt.

Teachers need to adopt leadership behaviours as most of them are behave in the same way. Bolden, Gosling, Marturano and Dennison (2003: 16) see transformational leadership as “a process in which leaders (teachers) take actions to try to increase their associates’ awareness of what is right and important, to raise their associates’ motivational maturity and to move their associates to go beyond the associates’ own self-interest for the good of the group”. When interpreting leadership, teachers should be proactive in many different and unique ways. In general, teachers attempt to optimise development among learners. For instance, Okinyi, Kwaba and Nyabuto (2015) maintain that different components of transformational leadership theory can be employed to motivate learners during facilitation of the development of leadership qualities to learners in the school context.

Transformational leaders do not only challenge the status quo; they also encourage creativity among followers. The leader encourages followers to explore new ways of doing things and new opportunities to learn. Bass (1990) also states that teachers give learners

autonomy to examine and challenge their own values through intellectual growth that the transformational teacher has inspired. Haynes-Tross (2015: 5) opines that “individual consideration allows these leaders to be supportive of the follower and, at times, coach learners through the process to address personal challenges”. A transformational leader empowers followers through training and skills development by providing access to information that builds a culture of encouragement and support (Northouse, 2010; Yukl, 2002).

Transformational leaders have a clear vision they can articulate to followers. These leaders are also able to make followers experience the same passion and motivation to fulfil these goals. It is crucial for teachers to motivate learners to assume different leadership roles at an early stage so that they can change their leadership behaviour until adulthood. Antonakis (2012) states that transformational leaders want to provide followers with inspirational motivation to propel them to meet individual and shared goals through teamwork. Transformational leaders serve as role models for followers. Followers trust and respect the leader, they emulate this individual and internalise his or her ideas. Bass and Riggio (2014) and Antonakis (2012) state that these leaders become idealised influences. They dedicate and commit themselves to improving the lives of their followers by providing a direction for their growth.

According to Rodd (2013: 58),

“Transformational teacher leaders should demonstrate a capacity for emotional intelligence to identify and respond sensitively to feelings of learners; critical thinking to influence learners through logical and analytical reasoning; directional clarity to set and motivate learners to commit to clear goals; creative intelligence to solve problems by integrating and applying understanding knowledge and skills; people enablement for empowering learners by offering support and mentoring; reciprocal communication to listen empathetically and network with others; and change orchestration to lead change proactively and constructively and perseverance for the capacity to behave assertively, positively and skilfully.”

Burns (1978: 20) states that “transformational leadership happens when one or more people engage with others in such a way that leaders and followers raise one another to

higher levels of motivation and morality". Likewise, Karnes and Bean (1999) posit that transformational leaders motivate followers to exceed expectations through encouragement towards common goals.

3.5.3 Transformational leadership: model for facilitating leadership qualities

Facilitating the development of leadership qualities in young learners makes valuable and positive changes in the followers with the end goal of developing them into leaders. The leadership model adopted from Dunham and Pierce (1989) clearly illustrates the facilitation of the development of leadership qualities for young learners where the teacher (leader) transmits qualities of leadership to the learner as follower and leader and focuses on the connections formed between leaders and followers. The model in Figure 3.1 illustrates the facilitation of leadership qualities.

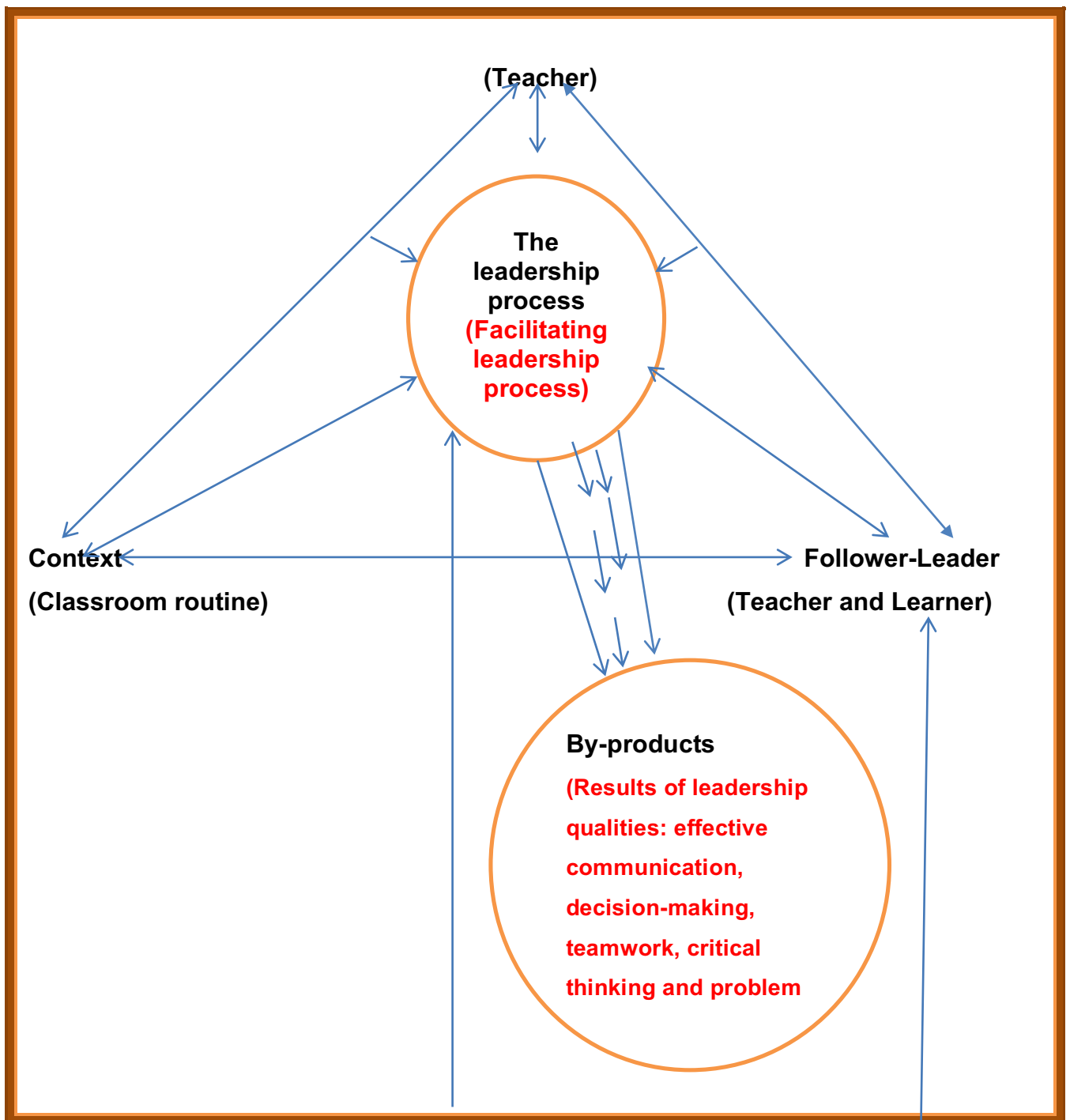


Figure 3.1: Facilitation of leadership qualities based on the leadership model (Adapted from Dunham and Pierce, 1989: 348)

I adapted this model for my study because it illustrates that facilitation of leadership qualities is a complex, dynamic and interactive exchange in which the teacher as a leader influences and transforms qualities by facilitating them for learners who are expected to

become leaders (Karnes & Bean, 2010). Learners can also influence teachers by showing leadership behaviour that the teachers are able to enhance or instil in them by assuming leadership roles. Teachers and learners are influenced by the context (setting) in which the facilitation takes place. Context is the situation surrounding a leader-follower relationship. The bond between the teacher as a leader and learners as followers would help them to understand each other. The by-products (results of qualities of leadership) are many and varied (Dunham & Pierce, 1989: 348).

After teachers have facilitated the development of leadership qualities, the results of leadership roles produce effective leaders who possess different qualities. This can make changes to the life of the learners. Bass (1990) lists the following eight qualities of transformational leaders: they inspire people to reach for the improbable, encourage others, have high expectations, set clear goals, provide support and recognition, stir the emotions of others and get people to look beyond their self-interest.

3.5.3.1 The transformational leadership style: an integrated approach

During facilitation of the development of leadership qualities, the leadership style plays a role. The transformational leadership style includes other leadership styles which could show whether a teacher's character is caring and supportive. These leadership styles are: authoritative, democratic, facilitative, coaching and constructivist, and they are integrated.

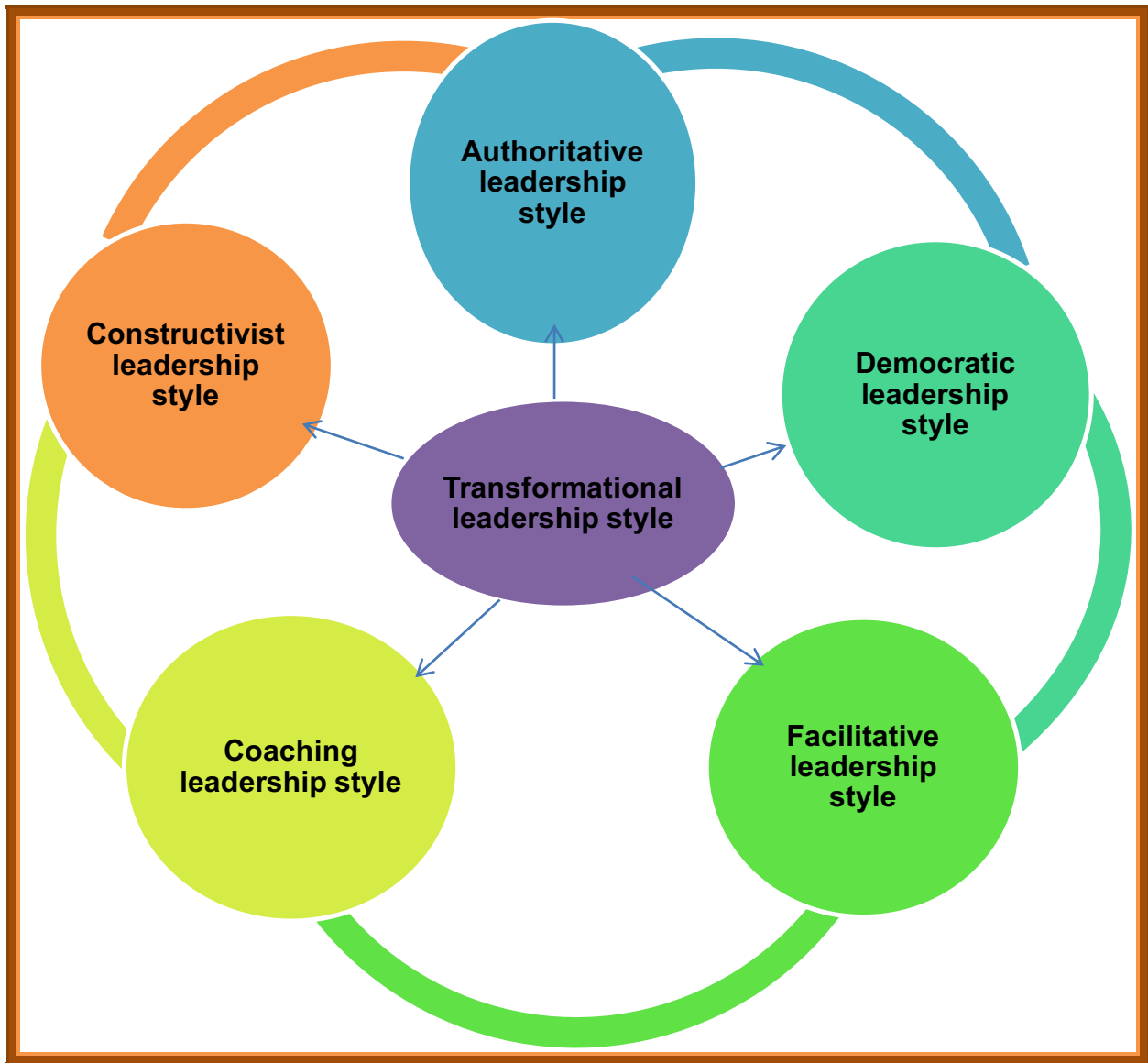


Figure 3.2: Integrated transformational leadership style

- **The authoritative leadership style**

This style is oriented towards obedience and status and relate to the transformational leadership style by trusting and training children to be reliable and to be best at whatever they do through professional guidance rather than neglect. The leader has authority based on specialisation. Authoritative teachers do not use force, but persuasion, and the leaders are admired by the learners and seen as their role models. Murray (2014) asserts that teachers provide rules and guidance and demand achievement of objectives. If the learners are requested to perform a certain task that will lead them to assume leadership

roles, the teacher would see the development of certain leadership qualities. In school, teachers are expected to be authoritative in that they should lead by example and be both knowledgeable and powerful to control learners. In this style, the characteristic is leading the learners, not the use of power, as it is based on high leadership and high experience. When teachers are facilitating the development of leadership qualities, learners are always motivated through monitoring, and skilled leadership is developed. There are strict rules and expectations during group discussions and during extramural activities.

Through this style, learners are expected to assume leadership roles by leading the group, being the reporters, scribes and time keepers. This means that through the guidance of a professional leader, reasoning and independent decision of the learners are promoted. Learners taught by authoritative teachers tend to be more capable, happy and successful as they emulate their teachers, and such children are self-confident about their abilities to learn new skills. Authoritative teachers lead children to act independently, which teaches learners to be capable of accomplishing things on their own and helps to foster strong self-esteem and self-confidence.

- **The democratic leadership style**

The teacher as a leader involves learners in decision-making and accepts ideas from the group. This form of leadership is useful when it is difficult to make decisions and relate to the transformational leadership style by allowing learners to offer their skills and to learn about being a leader.

Different learners with different skills are needed for decision-making (Murray, 2014). It is a multilateral approach which is a platform for the learners to express their views and contribute to how things are done in their groups. The teachers put their trust in the learners and encourage them to contribute or participate in decision-making. This means that the teachers give tasks to the learners and allow them to complete the given tasks in their own ways. Teachers delegate the leading within groups, giving learners authority and listening to their suggestions. Both the teacher and the learners will be happy and enjoy their tasks. Advantages of applying a democratic leadership style include a two-way

communication system, which always involves the democratic discussion groups and can offer useful suggestions and ideas. Leadership is through consultation and the teachers make the learners feel important and valuable and also value learners' skills and talents.

- **The facilitative leadership style**

This kind of leadership can be used by teachers to run classroom group discussions and extramural activities. This style relates to the transformational leadership style by enabling learners to work as a team that carries responsibility and thinks critically in order to achieve the goal of learning the qualities of future leaders. It uses a number of indirect communication patterns to help the group reach consensus (Murray, 2014). With this style, teachers influence and encourage learners to get up and perform tasks independently. A facilitative leadership style makes teachers focus on empowering learners to fulfil their potential for leadership. It also helps teachers in the sense that when they go to class, they will be competent facilitators when tasks are discussed, problems solved and decisions made.

- **The coaching leadership style**

The teacher acts as a coach who also possesses a unique ability to instil knowledge and train. The teacher grooms young learners to improve both knowledge of and skill in leadership and relate transformational leadership style by understanding the strengths and weaknesses of a teacher's leadership style. It helped teachers to communicate better with learners during teaching and learning. This is even more effective when young learners share their leadership role with others (Raines, 2011).

- **The constructivist leadership style**

The constructivist leadership style seen as the reciprocal processes that enable young learners in an educational community to construct meanings that leads towards a common purpose. This means that mutual understanding of leadership is given and created by teachers as leaders in facilitating the development of leadership which relate to transformational leadership style by enabling learners to construct and make their own meaning.

3.5.3.2 Summary of the integrated approach to transformational leadership style

The above leadership styles have a major impact in this study. They have qualities that are admired by their learners during facilitation of the development of leadership qualities in the classroom. The different leadership style integrated in the transformational leadership style can assist teachers to build their strength and overcome some weakness by becoming more effective and balanced at leading others. This knowledge is envisaged to provide teachers with a way to develop goals of making learners assume leadership roles directed at developing leadership qualities and developing them as leaders.

3.6 Transformational leadership during group discussions and extramural activities

Leadership has been observed in young learners. Teachers may not identify some emerging leadership qualities easily, as they may not have been trained to recognise them (Fox, 2012: 23). Although information about leadership is limited, teachers are the ones who are responsible for managing activities in school. Gillies and Boyle (2010) posit that transformational leaders ensure that group members engage in collaborative group discussion, get to know each other, develop trust, listen and wait for their turn, communicate clearly and accurately, engage in democratic decision-making, accept responsibility to contribute and respect what each member contributes, agree to support each other, avoid conflict and resolve conflict constructively, accept constructive criticism from other members of the team, share tasks and are organised and self-managing, allow learners to think critically and know solve the problem (Gillies & Boyle, 2013).

Table: 3.4: Leadership tasks and qualities for young learners (Adapted from Murphy & Johnson, 2011: 466)

Leadership tasks and qualities for young learners	
Age range	Leadership task and qualities
Foundation Phase Ages 8 – 10	<ul style="list-style-type: none"> * Influencing others in teams * Public speaking to express thoughts * Team leader * Reporter * Communicating wishes * Problem-solving * Time keeper * Thinking critically * Making decisions * Scribe * Teacher’s helper * Group leader and coordinating others in groups * Classroom monitor

Barthold (2014: 28) avers that “one component of leadership is to understand the task at hand and the demands of a specific job in order to make informed and productive decisions”. It is important for the teachers to transfer leadership qualities to young learners by engaging them in leadership tasks. The goal behind transformational leadership of group discussions, playing football and traditional dancing is to enable every learner to contribute and participate. It also forces learners to take turns and get along with the other learners. It sharpens thinking skills and increases learners' ability to express their thoughts orally. In this study, qualities such as effective communication, decision-making, critical thinking, problem-solving and team work would be facilitated for young learners in order to develop their leadership skills. Transformational leadership allows learners to discuss their tasks with members of the group. It helps the learners to understand and relate what they

have learned in order to develop leadership behaviour. Tasks such as 'think about a leader who was a role model in your life' encourage learners to see themselves as leaders one day.

Transformational leaders should always guide a class towards discussion. Therefore, it is vital to set guidance and direction and make it clear to the learners that they are expected to participate actively in group discussions. It is the duty of the teacher to create a meaningful learning environment with the understanding that each learner is respected. Transformational leaders are good role models of transforming leadership behaviour and responsible for creating an atmosphere of conditional acceptance for every learner in the class. It makes learners become organised, more confident and self-managing.

Bacay (2004: 5) states that "transformational leaders' physical setup should pose a challenge to class discussions when every learner is facing the teacher, who is standing on the platform up front". Some teachers might find it supportive to move around the classroom, but this monitoring gives the teacher a chance to be sensitive and attentive to every learner regardless of location. Learners may be put into groups to improve the exchange of ideas among themselves. He further avers that to ensure each member's active participation, it is advisable for the teachers to appoint in each group a scribe, a time keeper, a facilitator, a recorder and a reporter.

Leadership roles may be rotated among the members of the group. The teacher, as a transformational leader, first presents the task in the classroom and later gives the task to a group for discussion, where each learner is expected to participate actively. Even though the group discussion may take longer, it gives learners a chance to learn from others and imitate different leadership behaviours. The next section describes the five qualities that teachers facilitate them during group discussion and extramural activities to young learners.

3.6.1 Effective communication

From my experience, effective communication is one of the qualities that teachers need to develop in learners to enable them to learn or adopt leadership behaviour. Botha, Joubert and Hugo (2016) argue that “young learners must be allowed to seek and communicate information to express thought and feeling, to have them listened to and participate in decision-making”. Communication in the context of leadership refers to both interpersonal communications between the teachers as leaders and the learners as followers and the overall flow of needed information throughout in the classroom (Sachnitz, Scheel, Rigon, Gross & Blechert, 2012). Prive (2012) states that healthy lines of communication create a productive learning environment. Dra (2015) observes that communication is another example of leadership skills that cultivated leaders. This emphasises that teachers as leaders should teach young learners as followers’ communication skills. Learners should learn how to communicate or respond to others effectively so that they can develop public speaking skills as one of the qualities of good leadership and good communication skills.

Effective communication occurs when the receiver of information fully understands, comprehends and interprets what the speaker has conveyed and teachers can model effective communication for young learners. Through effective communication, teachers should enable learners to explain their own ideas, express their feelings in an open but non-threatening way, listen carefully to others, ask questions to clarify others’ ideas and emotions, sense how others feel based on their non-verbal communication, initiate conversations about group climate or processes if they sense tensions brewing and reflect on the activities and interactions of their group, and encourage other group members to do so as well. Regular open communication in which group members share their thoughts, ideas and feelings is a must for successful group work; unspoken assumptions and issues can be very destructive to productive group functioning. When learners are willing to communicate openly with one another, a lovely climate will emerge and an effective process can be followed (Boundless Management, 2015: 6).

Transformational leadership involves offering support and encouragement to learners as followers. In order to foster supportive relationships, teachers keep lines of communication open to enable learners to feel free to share ideas. When learners are working in groups, the teacher could offer direct recognition of the unique contributions of each learner. During teaching, transformational teachers who want learners to learn freely should speak calmly and avoid screaming and shouting at learners. By doing so, they may build and bolster learners' confidence to speak and share ideas within the group.

By modelling and thinking aloud, the teacher enables learners to process and adopt the targeted task. Transformational teachers should maintain effective communication throughout. Good teachers communicate, show concern and caring by the tone of their voice and use of body language. By doing so, they transmit genuine commitment and affection for their learners (Silver, 2010). Teachers should also engage learners in constructive, meaningful dialogue during group discussions to enhance good communication qualities. Teachers should know how to facilitate critical thinking and understanding of discussed tasks through interactional ways of language use in the classroom. In order to encourage effective communication amongst learners, different leadership roles such as being a group leader, reporter and scribe should be assigned to learners within the group. When teachers assign various tasks to learners within a group, it triggers them to communicate in groups or in class. Through these leadership roles, learners develop effective communication skills.

“Communication is both receptive and expressive. Teachers must be skilled at listening to their learners as well as explaining things clearly. Teachers need clarity of thought to present the material. They must be able to break down complex ideas into simpler parts and smaller steps to transmit to their learners. They must be able to adapt their methods of communication to every learner regardless of learners' ability or learning style. Effective communication includes transforming the boring into the interesting and having good presentation skills” Silver (2010: 4).

If learners replicate this in group discussions and when carrying out activities, they can clearly communicate what they are developing, which will in turn improve their own logical

reasoning and thinking processes and make thinking visible. Hence, effective communication qualities would develop gradually within young learners.

3.6.2 Decision-making

Decision making in the context of leadership helps learners to deal constructively with decisions about their lives. Learners should learn how to make good decisions as early as possible in life, as young learners can become overwhelmed by too many choices and have to be taught to narrow down the options to two or three that are most important. Rampton (2015: 2) states that it is important to teach learners to weigh the pros and cons of each option in order to make the best decision possible, and this will help them to make correct decisions in everyday life. Thus, in the classroom teachers should help learners to develop decision-making skills.

Henle and Gross (2014: 2) argues that helping learners to make age-appropriate decisions will guide them towards the principles of responsibility and commitment necessary for social engagement. Investing in learners' decision-making process builds and secures the confidence that is so important for good self-esteem. Therefore, teachers should always model good decision-making and also show learners how to positively undo the inevitable poor decisions.

Teachers should plan group tasks and perform activities that can engage learners to make decisions in order to reach a goal. During facilitation of the development of decision-making, transformational leaders should motivate learners to come up with collaborative decision-making, for which time should be allowed. When leading performing groups, transformational leaders need to ensure that group members exercise critical thinking all the time to maximise the rationality of their problem-solving and decision-making skills. They should work collaboratively and in a manner that supports each other. They should also be organised and possess self-management skills in a way that can help them during group discussion (Kinvunja 2015: 7).

Decision-making is one of the important leadership qualities that need to be developed in young learners at an early age. Involving group members in the discussion of learning

tasks and when performing activities during extramural activities that enable them to make decisions together is a powerful process in developing leadership. Yazouri (2015: 2) states that “implementation of the decision is more effective for the learners who are going to implement the decision if they either participated in the group themselves or had their representatives in it”. The participative style of decision-making builds up foundations as a training ground for subordinates, who develop the skills of objective analysis of information and drawing of conclusions. Such decision-making is more democratic in nature, while individual decision-making is perceived to be more autocratic in nature. The ability to make sound decisions is an indispensable aspect of leadership.

3.6.3 Critical thinking

Rezak (2016) states that critical thinking is “the use of cognitive skills or strategies that increase the probability of a desirable outcome. It is used to describe thinking that is purposeful, reasoned, and goal-directed - the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions ... it's the kind of thinking that makes desirable outcomes more likely.” In the same vein, Taylor (2013) describes critical thinking as reflective and focused and constantly evaluates the thinking process itself. Through critical thinking, learners can have the greatest freedom for self-expression and the ability to nurture emotional development. It also encourages a new way of perceiving things around the world; hence, by creating situations in which learners get this experience, teachers prepare them to be able to deal with and adapt to change in a more open, flexible and critical manner (Taylor, Van der Berg & Mabogoane, 2013). During the data collection, I noted whether teachers gave learners a chance to think critically in order to get answers.

It is important for teachers to understand that the role they should play in developing critical thinking is different from the role they are typically playing (Halx & Reybold, 2005; Arend, 2009 & Watanabe-Crockett, 2015). The teacher’s role as facilitator is also to encourage a peer review process with all learners. Activities such as writing stories about heroes, or any other activity that requires higher critical thinking, are ways to engage learners in critical thinking in the classroom. Critical thinking, as one of the leadership

qualities, leads learners within their groups to make proper decisions. Watanabe-Crockett (2015) sees critical thinking as self-corrective, self-directed, self-disciplined and self-monitored. It assumes assent to demanding values of brilliance and mindful knowledge in use. It entails effective communication and problem-solving abilities and a commitment to overcome inborn self-centeredness and sociocentrism.

3.6.4 Problem-solving

Problem-solving is one of the major leadership qualities that teachers need to develop in FP learners, and teachers should teach learners how to do it. Tasks that provoke learners' minds to solve problems both demand and lead to creative critical thinking. When learners are performing activities or working in groups, their problem-solving skills tend to develop. Most activities present learners with problems that need to be solved. By making use of problem-solving activities, teachers can directly or indirectly facilitate group decision-making and deal productively with problem-solving skills. It is the responsibility of the teacher to ensure that learners know how to think like problem solvers and to assume a positive role in their own learning which leads in shaping their future. Watanabe (2011: 2) indicates that

“It is important to realise that being a problem solver isn't just ability; it's a whole mindset, one that drives people to bring out the best in themselves and to shape the world in a positive way. Rather than accepting the status quo, true problem solvers are constantly trying to proactively shape their environment. Imagine how different our world would be if leaders like Mahatma Gandhi, Martin Luther King Jr., Eleanor Roosevelt, JFK, and Steve Jobs lacked this attitude”.

Transformational leaders help learners put problem-solving skills into practice. Teachers should create more opportunities for learners to learn practical problem-solving skills in the classroom. The experience learners get from having an idea of how to overcome learning problem in the task, taking initiative and learning from both their successes and their failure is helpful. When teachers work with learners, the important thing is not just the ability to solve problems, but also critical thinking, teamwork and leadership roles to make visions come true. Teaching problem-solving is easy when teachers know how to

approach it effectively in group discussions and provide learners with the problem-solving tools. Training learners in problem solving helps them to develop it into a habit to solve not only their own problems, but also the challenges that group members may encounter – and eventually global problems.

3.6.5 Teamwork

Building teamwork is another essential leadership quality. Teamwork develops responsibility and self-management in the group. Teachers need to encourage teamwork qualities by assigning group work and teaching team sports at school (Centre for Creative Development, 2016: 1; Booker, Bond, Sparrow & Swan, 2014: 2). It is important to model teamwork leadership behaviour for learners, as no one person can do everything alone. That's why a team comprising others with different skill sets is essential. Teacher leaders must know how to build and nurture such a team.

A good teacher-leader knows how to teach learners to be leaders and when to be followers. Tracy (2012) 2016), Rampton (2015), Oleniczak (2015) and Mc Lean (2014) state that teachers should teach learners how to lead while maintaining friendship, self-management, responsibility and bonding amongst the team members. This builds self-discipline, which enables the leader to demonstrate leadership roles in the group discussion. As a transformational leader, the teacher should teach learners to work as members of a team in order to develop a shared understanding of their learning environment, including how to interpret their leader's behaviour. Teamwork is the ability to work together towards a common vision (Hiller & Jensen, 2012: 1). However, in any team situation, individual team members naturally compare themselves with each other.

Teachers have to develop and use transformational executive leadership qualities whilst making each and every learner feel that they are in some way special. When teachers engage learners who are working as a team, they increase efficiency, participation, self-management, learning from others, enhanced communication, strong support and shared responsibility. Sharing ideas within a group is the greatest benefit of working in a team and helping learners to get involved in a learning task. If there is the challenge of solving

learning problems, there are some group members who can share the responsibility for solving the problem. Working as a team brings learners together and helps them to socialise within a learning environment, and this bolsters self-confidence. A classroom context stimulates group members to help each other, rely on each other and build trust within the group. During challenging times, support is crucial. When members are able to look to one another for guidance or support, their focus can remain on the overall goal; if a challenge is handled individually, it may become overwhelming and lead to unreasonable decisions.

3.7 Summary

Transformational leaders have high potential to facilitate the development of leadership qualities in young learners in a school context and promote performance beyond expectations as well as to effect enormous changes within individual learners. It is important to balance the selected leadership qualities in order to develop leadership behaviour in young learners at an early stage. Through transformational leadership, teachers should allow learners to identify problems from the given task, solve the problems and make decisions using critical thinking. Teachers should allow learners to work effectively with one another to promote teamwork. Teachers should encourage group work to train learners to be organised and manage themselves to complete given tasks. Transformational leaders should involve learners to work in groups to promote effective communication in the classroom which grooms them for effective leadership. In this chapter, focus was on the transformational leadership as the theoretical framework that underpins this study. Chapter 4 presents the discussion of the research methodology.

CHAPTER 4

RESEARCH METHODOLOGY



“One of the responsibilities of leadership is to seek out and develop the latent talent of those members who, for various reasons, have never had a real chance to demonstrate their ability” (Renouf, 1978: 1).

4.1 Introduction

In Chapter 3 I discussed the theoretical framework that underpins this study of the facilitation of the development of leadership qualities in young learners. I also presented an overview of the history of leadership theory, the role of African leaders, major categories of leadership theory, the developmental approach for teaching and learning guided by transformation leadership theory. Components of transformational leadership describe the behaviours of teacher-leaders during facilitation of leadership qualities in the FP classroom.

A research methodology can be described as the procedures and/or blueprint followed for the planning and execution of a research study. In essence, it is the plan for generating empirical evidence which may lead to the most usable and reliable responses to the research questions. In addition, it determines how the data will be analysed (McMillan & Schumacher, 2010: 20). This chapter discusses the research methodology for my research project, the research questions and the scope of the research as well as the data collection instruments (focus group interviews and classroom observations) and data analysis procedure.

The study consisted two phases. The first phase of my research project involved semi-structured interviews with eight Grade 3 teachers (see CD 1 Addendum E). During the intervention, there were focus group interviews, and Grade 3 teachers had the opportunity to discuss and reflect on their participation and implementation of the designed intervention. The second phase involved classroom observation, during which I acted as a non-participant observer of the teachers in their classroom during the implementation of the intervention strategies discussed during the workshops. The objective of the classroom observation was to establish the relationship between their contributions during focus group interviews and their classroom practice. Two lessons per teacher were observed in four schools (see CD 1 Addendum F).

4.1.1 Research questions

The main research question that guided this study on leadership qualities necessary for young leaders to become future leaders was:

How can teachers facilitate the development of leadership qualities in the Foundation Phase?

In order to answer my main question, the following sub-questions were asked:

4.1.1.1 What are the leadership qualities that can be facilitated to Foundation Phase learners?

4.1.1.2 How can teachers contribute to the development of leadership qualities in Foundation Phase learners?

4.1.1.3 What challenges do teachers experience with regard to teaching leadership qualities to Foundation Phase learners?

4.1.1.4 What recommendations in terms of policy and practice can be made regarding the teaching of leadership qualities?

4.2 Paradigmatic perspective

“A research paradigm describes the set of common beliefs and agreements shared among researchers about how problems should be understood and addressed” (Kuhn in Patel, 2015: 2). Therefore, it is an established model accepted by a considerable number of researchers in a research community. Hay (2005) indicates that a research paradigm can be seen as a set of assumptions about essential aspects of authenticity, which in turn reflects a particular ideology. Guba in Patel (2015: 3) shows that research paradigms are “characterised through ontology (what is reality?), epistemology (how does the researcher know something?) and methodology (how does a researcher go about finding it out?)”. The figure below explains the relationship between these concepts.

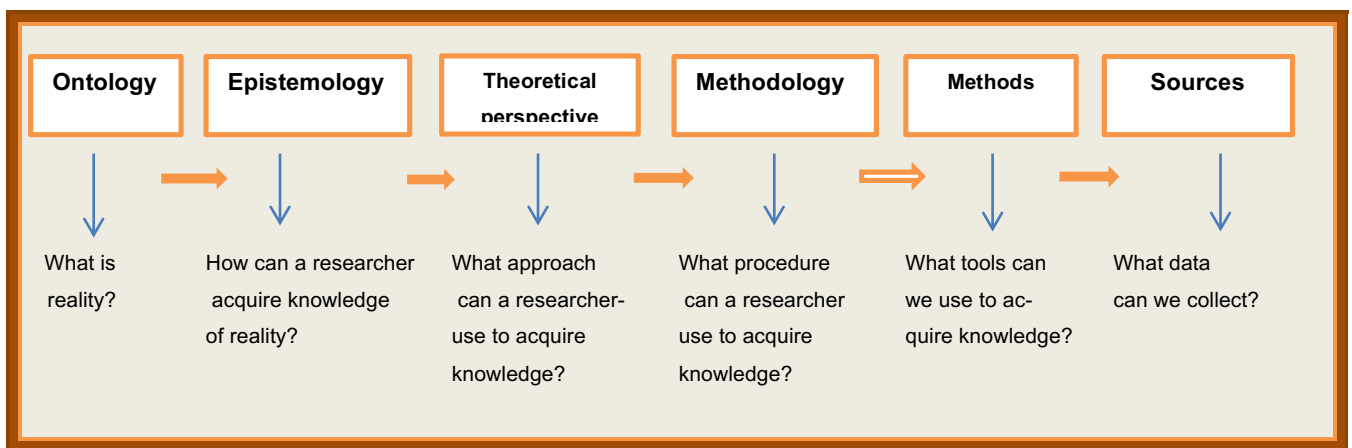


Figure 4.1: Relationship between ontology, epistemology, theoretical perspective, methodology, methods and sources (Adapted from Hay, 2006: 64; Patel, 2015: 2)

These relationships are important to this study, as they generate a complete view of the way knowledge is viewed, how I can see myself as the researcher in relation to this knowledge and the procedures I can use to discover it. Patel (2015: 3) states that “an awareness of philosophical assumptions will increase the quality of research and can contribute to the creativity of the researcher”. In the following subsections, I describe the metatheoretical paradigm (interpretivism), the research methodology and the methodological paradigm (PAR).

4.2.1 Interpretative paradigm

In research, there are two main paradigms: positivism and interpretivism. Patel (2015: 3) explains that “the positivist believes that there is a single reality which can be measured and known, and therefore they are more likely to use quantitative methods to measure this reality”. Patel (2015: 3) further states that “interpretivists, on the other hand, believe that there is no single reality or truth”; hence realities are mostly interpreted using the qualitative method in order to get multiple realities. This paradigm depends on where they see themselves in relation to the world around them as well as their views and thoughts.

The metatheoretical paradigm that I selected is interpretivism, as it requires researchers to interpret the components of the study. Myers (2008: 56) argues that “interpretivism integrates human interest into a study” and that “an interpretive researcher assumes that access to reality is only through social constructions such as language, consciousness, shared meanings and instruments”. Nieuwenhuis (2007) states that interpretivism assumes a symbolic world meaning and that social reality is a distinctively human product. I chose to focus on interpreting and understanding the teachers’ voice.

Participative action research was chosen to understand what the needs of the participants were. “PAR is very much an interpretive research method; it is practitioner-based research with the main focus on the transformation of practice” (Essays, 2015: 1). Essays further indicated that “practitioners look at their own practice and try to improve and develop their understanding of it. PAR allows teachers to study their own classroom – for example, their own instructional methods, their own learners, their own assessments in order to better understand them and to be able to improve their quality or effectiveness” (Mukherji & Albon, 2010; Mertler, 2006: 2). PAR, through the use of focus group interviews and observation, allowed me to create an interpretative space in which I could recognise participants’ social worlds as they experienced them. Leadership can be studied from an interpretative approach, where knowledge gained is biased – outcomes can be influenced by the views of the researcher.

PAR as a qualitative research methodology would also be used because data collected in interpretive research has rich content. Interpretative investigators see themselves “inside

the circle", interpreting the world around them. "Interpretive researchers aim to interpret their results and detail the meaning to people, rather than just understanding what they have researched" (Essays: 2015: 4). Morehouse states that the acceptance of multiple perspectives in interpretative research often leads to a more comprehensive understanding of the situation. Below is the table showing the interpretative approach.

Table 4.1: The interpretative approach (Adapted from Patel, 2015: 4)

Paradigm	Ontology	Epistemology	Theoretical perspective	Methodology	Method
	<i>What is a reality?</i>	<i>How can a researcher know reality?</i>	<i>Which approach does the researcher use to know something?</i>	<i>How do researchers go about finding out?</i>	<i>What instruments does a researcher use to find out?</i>
Interpretative	There is no single reality or truth. Reality is created by individuals in groups	Reality needs to be interpreted. It is used to discover the underlying meaning of events and activities	An interpretative paradigm needs the data to be interpreted	Participatory action research	Equal participation, focus group interviews and observation

My role in PAR requires me to actively participate in the research process with my participants, not as an expert who does research on participants, but as a resource. I became a facilitator or consultant who acted as a catalyst to assist participants to clearly define their problem and to monitor and support their activity (Van Loon & Larsen 2015: 5). My opinion is that teachers as participants and myself as the researcher, but also as a teacher of Life Skills in the FP are affected by the issues being studied, and together we can learn more from one another through full involvement in this participative approach.

4.2.2 Participatory action research (PAR) as a research methodology

A research methodology outlines a detailed approach to an investigation. Denzin and Lincoln (2003: 36) “describe research methodology as a flexible set of guidelines that connect theoretical paradigms first to strategies of inquiry and second to methods for collecting empirical material”. Becker, Bryman and Fergusan (2012: 10) state that “both data and methods, and the way in which they will be configured in the research project, need to be effective in order to produce answers to the research question”.

Gillis and Jackson (2002: 264) observe that “PAR is considered a subset of action research methodology, which is the systematic collection and analysis of data for the purpose of taking action and making change by creating real information”. The type of action research will be determined by the features of the research. An array of types of action research is outlined in the table below.

Table 4.2: Types of action research and their main features (Adapted from Maree, 2012: 126)

Types of action research	Description	Author
Technical action research	Aims to improve the effectiveness of practice. Participants are co-opted and greatly dependent on the researcher as facilitator	Denscombe, 2003
Practical action research	Focus on self-development Involves individual or team-based enquiry Leads to practitioner as researcher Aims at practitioner’s understanding and professional development Implements a plan of action Studies local practices Role of the researcher is vital to encourage practical deliberation and self-reflection of practitioners.	Creswell, 2005 Denscombe, 2003

Types of action research	Description	Author
Participatory action research	<p>Studies social issues that constrain individual lives</p> <p>Emphasises “equal” collaboration – research participant involved as an integral part of design</p> <p>Focuses on life-enhancing changes resulting in the emancipated researcher</p> <p>Development of high level of motivation</p> <p>Improvement of practices</p> <p>Empowerment to act in innovative ways</p>	<p>Chambers, 2004</p> <p>Creswell, 2005</p> <p>Mouton, 2001</p> <p>Schurink, 1998</p> <p>Kemmis & Mc Taggart, 2000</p> <p>Wadsworth, 2005</p> <p>Strydom, 2005</p> <p>Zuber-Skerritt, 1996</p>
Emancipatory action research	<p>In addition to effectiveness, understanding and improvement, it aims at transformation and change within the existing boundaries and conditions</p> <p>Focusing on changing the system itself</p> <p>Participants’ emancipation from dictates of tradition, self-deception</p>	Denscombe, 2003
Synchronic action research	<p>Participants' confidence in their work</p> <p>Participants’ awareness of their biases</p>	Zuber-Skerritt, 1996
Collaborative action research	Improvement of their own action	Zuber-Skerritt, 1996
Asset-based action research	Involvement of all stakeholders using their assets	Zuber-Skerritt, 1996

From the above types of action research, I chose PAR as a methodological paradigm for this study in order to emphasise "equal" collaboration with the research participant as an integral part of the design. It also provides rich evidence about participants’ circumstances, feelings and thoughts.

My choice first took into consideration of a workable definition of action research. Reason and Bradbury (2001: 1) state that PAR is

“a participatory, democratic process concerned with developing practical knowing in the pursuit of worthwhile human purpose, grounded in a participatory worldview. It seeks to bring together action and reflection in participation with others, in the pursuit of practical solutions to issues of pressing concern to people, and more generally the flourishing of individual persons and their communities.”

There are also PAR methodological outcomes that made me chose this method. Firstly, PAR practitioners can expect to develop their specialised capacity through serious reflection. Secondly, PAR promotes a level of focus on the issue being studied. Thirdly, PAR studies develop local expertise, and lastly PAR studies leave the practitioners more motivated and energised about their work than when they began the project (James, Milenkiewicz & Backman. 2008: 10). Therefore, through applying PAR, teachers would express the challenges or problem, act, measure and reflect on the way they facilitated the development of leadership qualities in young learners, and improve my own practice as well. Bruce and Pine (2010: 18) defined PAR as the “involvement of participants for the purpose of identifying and addressing a problem or concern to them”; in this case, facilitating the development of leadership qualities in the Foundation Phase.

Kember outlined criteria that a project should meet as an action research. He says that it takes a “subject matter as a social practice, regarding it as a form of strategic action susceptible of improvement; the project proceeds through cycles of diagnosis, action, measuring and reflecting, each of these activities being systematically and self-critically implemented and interrelated; the project involves those responsible for the practice at each moment of the activity” (Kember, 2000: 24). This study meets the three criteria. Teachers’ involvement was taken into consideration during different phases of the cycle of this PAR procedure. The participatory nature of action research is shown below.



Figure 4.2: Photo illustrating the participatory nature of participatory action research (07/10/2016)

The reason for choosing PAR is that the participatory nature of action research allows each participant to contribute their expertise to the project, which empowers the design for research and leads to improvement and changes at workplace level (McMillan & Schumacher, 2006: 414). It is democratic, equitable, liberating and it is life-enhancing (Stringer, 2007: 14). PAR expands the collegial base of the study to groups of teachers, which is important as it involves the teachers in the efficacy of PAR. The elements of participatory in PAR significantly improve the involvement, expertise and sense of professionalism in PAR practitioners (Wenger, McDernott & Snyder, 2002).

The following important key features outlined in Denzin and Lincoln (2005: 566-568) also prompted me to choose PAR as the methodology for this study. PAR is a social process, participatory, practical and collaborative, emancipatory, critical, reflective, challenging and aims to transform both theory and practice.

These key features made PAR the research methodology that would assist me as a researcher to get more information from the participants. Stranger (2007: 28) states that

“participation in PAR is most effective when it enables significant levels of active involvement, enable participants to perform significant tasks, provide support for participants as they learn to act for themselves, and encourage plans and activities that participants are able to accomplish themselves”. Welman, Kruger and Mitchell (2005: 205) state that PAR involves “the integration of elements such as social investigation, educational work and action in an interrelated process. The participants are actively involved in the planning and implementation of the research outcomes and are thus empowered. In bringing about change, the researcher is dependent on the participation of the affected school staff members”.

“Although PAR is a qualitative research methodology that fosters collaboration among participants and researchers, it also presents a number of challenges in defining the meaning of PAR and AR” (MacDonald, 2012: 40). MacDonald admits that “this may be confusing for novice researchers and others learning this type of research approach”. MacDonald further indicates that “there is general lack of access to a sufficiently comprehensive and balanced way to learn about the diverse origins, theories, methods, motives, and problems associated with this complex field”. This implies that a researcher should know the diversity of PAR interchangeably with action research.

According to Gills and Jackson (2002) and Youngs (2010), PAR can also be challenging “due to its inclusion of community members in the research team, who may struggle to maintain their commitment to the research project over time as PAR requires time, knowledge of the community and sensitivity on the part of the researcher to participants’ agendas.” This implies that agreement to influence social issues requires a lot of attention, and the time expected for such change might not be available.

Therefore, it is important to inform participants that the PAR approach is time consuming and it demands commitment of the research team. MacDonald (2012: 39) indicates that “all members of the research team must be sensitive and responsive to the different forms of leadership required at different times in understanding PAR”. MacDonald points out that it may be essential for the researcher to lead in the area of data analysis, whereas

community members may be required to lead in implementing strategies for improving the identified social issue.

4.3 The purpose of participatory action research in the study

The purpose of using PAR as the methodology in this study is to minimise authority changes among the researchers and participants, to increase the knowledge of participants and to promote social change.

- The purpose of participatory action research is to minimise power differences between researchers and constituents, increase the knowledge of participants and promote social change. This encouraged participants to improve their relationship and work together.
- PAR is associated with marginalised groups that involve mutual learning by teachers and learners. This methodology would help participants to gain more knowledge when they implemented actions decided upon during the interaction cycle.
- The basic assumption of this approach is that academic research should be used to reduce the harmful effects of oppression by involving members of powerless groups in the construction of knowledge, a critical examination of the world around them and action to address social problems (Stringer, 1999). This implies that I would facilitate the PAR process to suppress domination amongst participants.
- PAR also draws upon social constructivism and the work of post-modern theorists such as Michel Foucault, who maintain that scientific knowledge often has little relevance to people's everyday lives. This means that during the PAR interaction cycle, participants should interpret meaning to develop socialisation.

Coghlan and Brannick (2001) indicate that PAR started in early 20th century with the work of Kurt Lewin. His work was concerned with the iterative cycle of investigation to improve the efficiencies of organisations, and it is practised worldwide for professional development. MacDonald (2012: 37) also describes the history of participatory action research.

Freire (1970: 123) states that “the significance of critical consciousness to social change where critical consciousness development requires the individual to be knowledgeable about political, social, and economic contradictions and to take action to change the oppressive elements of reality”. I engaged participants in a discussion process to identify challenges, plan possible action to increase the level of facilitating leadership qualities effectively, review flexible action and develop professional development programme, implement an action plan in the classroom and reflect changes after evaluating the solution. The basic assumption of these approaches is that academic research should be used to reduce the harmful effects of oppression by involving members of powerless groups in the construction of knowledge, a critical examination of the world around them, and action to address social problems (Stringer, 1999).

A pioneer of PAR, when writing about the field of education, stated:

“We shall only teach better if we learn intelligently from the experience of the shortfall; both in our grasp of knowledge we offer and our knowledge of how to offer it. That is the case for research as the basis for teaching” (Stenhouse, 1983).

In this study, PAR is used to draw on the personal experiences of the participating teachers in order to consider the facilitation of leadership qualities during group discussion and extramural activities. Johnson (2012) and Hay (2005) state that the advantage of PAR is that it can be extremely rewarding even if it is not viable to involve all the research participants intensively in every step of a research project. Mills (2011); Minkler and Wallerstein (2003) mention another advantage, namely that the steps in the interactive cycle can be used as a checklist.

Gregory and Hine (2013: 152) stated that “PAR helps teachers to develop new knowledge which is directly related to their classroom, promotes reflective teaching and thinking, expands teachers’ pedagogical repertoire, puts teachers in charge of their craft, reinforces the link between practice and learner achievement, fosters an openness towards new ideas and learning new things and gives teachers ownership of effective practices”. All these activities would help me to collect data during focus group interviews and while observing teachers in their classrooms. Gregory and Hine (2013: 153) refer to the PAR

spiral as the “Look, Act, Think” model. This helped to develop the strategies that could generate leadership qualities at the participating schools stepwise. The PAR steps followed during the research process are shown below.

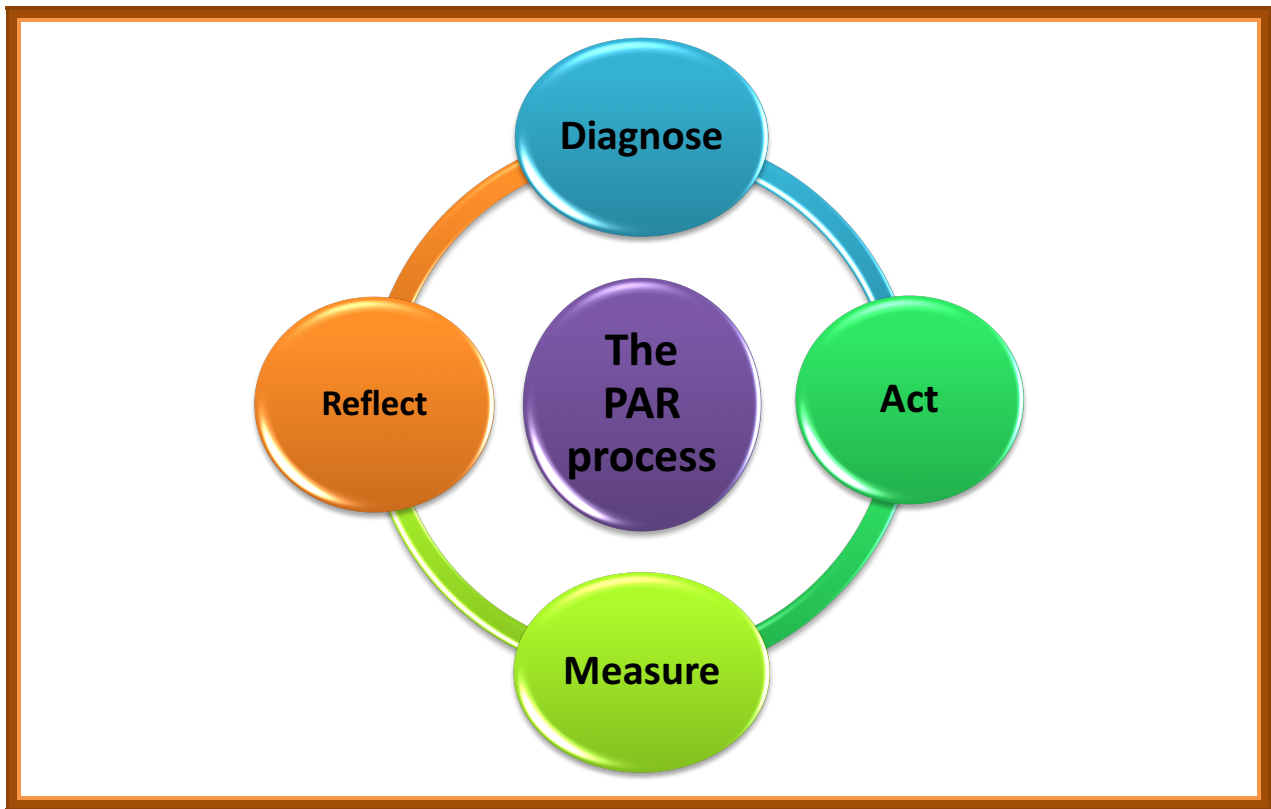


Figure 4.3: The sequence of participatory action research steps (Adapted from James, Milenkiewicz & Bucknam, 2008: 16)

This generates a cyclical progression of improving knowledge and understanding and then applying change based on data findings. Participatory groups add the element of diverse backgrounds and insights, which PAR research employs as an additional form of data through which to build evidence (James et al., 2008: 15). PAR was a means of focusing on the issue to improve education and expand the collegial base of the study to larger groups of teachers. PAR benefits teachers in three ways. Firstly, the “participatory elements of PAR help build a community of practice in schools; secondly, PAR is a means of professional development that involves a wide variety of stakeholders in the improvement of educational practice, and lastly, the qualities significantly improve the involvement, expertise and sense of professionalism in PAR practitioners” (James et al.

2008: 10). The importance of the interactive cycle of action-reflection is one of the key distinctive qualities of PAR.

Lykes and Mallona (2008) state that PAR arranges researchers and participants to form partnerships in identifying issues to determine ways to understand these issues and strategies for taking action. One of the defining features of PAR is its highly collaborative nature.

PAR has been identified as a research methodology and approach that facilitates the honest participation of research participants in the knowledge acquisition, translation and distribution process (Kendall, Sunderland, Barnett, Nalder & Matthews, 2011) Researchers implementing a PAR approach prioritise relationally acquired knowledge and the role of “insiders” by privileging participant’s experiences, knowledge, and contributions. Implemented well, a PAR approach balances power differentials within the research process by ensuring the views and experiences of all participants are recognised and valued (Boyes-Watson & Pranis, 2012).

In my view PAR is the process that teachers could use to promote innovative practices for their professional development and dealing with pragmatic issues of their everyday professional work. Hay (2005) states that transformation can happen through active contribution of the participants in a research study; PAR comprises a number of steps through which participants and researcher work together to pinpoint, deal with and re-assess challenges they encounter. Hay further indicates that these challenges normally lead to the need to access information and take action in order to reduce upcoming unexpected happenings. The vital cycle of action-reflection is one of the other key distinctive qualities of the PAR approach. The cycle allows various perspectives of participants to be taken into account throughout the process, which leads to a more informed decision (Hay, 2005).

The PAR steps help the researcher to facilitate the process better in order to get real information from the participants.

The PAR steps followed in this study are shown in Table 4.3 below.

Table 4.3: The PAR cycle (Adapted from James et al., 2008: 10)

Step	Method	Description
Step 1	Diagnose	Teams of teachers serve as participatory groups to evaluate what is currently known about the topic to be studied. They state their assumptions about the topic and research and evaluate factors that contribute to the status quo. Team members research theory and literature to understand what others have done in similar situations
Step 2	Action	Based upon the research, teachers work in the group to plan possible courses of action and ways to measure. Teachers' plans are conceived.
Step 3	Measure	Implementation is followed by measurement of participants' work to achieve learner-level outcomes. Teachers use multiple forms of measurement to study how their actions affected the populations they are studying.
Step 4	Reflection	Participants reflect on their process, their actions and their outcomes as individuals and a group. During the reflection, they also brainstorm alternative situations and additional steps.

The power of the PAR process lies in its iterative cycles; applying multiple cycle's makes participants progress beyond knowledge to understand the facilitation of the development of leadership qualities in the FP. I interacted with the team of participants from selected rural schools using repeated PAR cycles. Eight Grade 3 teachers from the four selected rural primary schools in the Vhembe district attended all planned capacity-building meetings. During the "diagnose" step, teachers met in one of the selected schools, within reach of all participants, where we conducted all our capacity-building events and capacity building workshops (see Figure 4.4).



Figure 4.4: School in which PAR meetings took place (captured: 07/10/ 2016)

PAR is distinguished from other strands of research (see table 4.2) by its multiple cycles of diagnosis, action, measurement and reflection in the context of organisational change (Goughlan & Goughlan, 2003).

During the “diagnose” step, teachers raised questions right from the beginning to collect data that led them to identify challenges/problems regarding the understanding of leadership and check whether they facilitated the development of leadership qualities. Hay (2005) states that using elements of PAR does not mean work (such as identifying the challenges) only for the participant, but rather working in partnership with the participant to identify problems and challenges. In this study comments and suggestions from the participants were combined in all cycles of the PAR. During this step, teachers also developed learner activities that involved a leadership role.

In the action step, teachers worked together in a group to overlap and integrate. This increased the relationship between the roles of the PAR participants and their productivity. Teachers implemented the teaching strategies that they discovered to help them facilitate the development of leadership qualities in the classroom during class group discussions

and during extramural activities. Learners were given different tasks that required them to think critically, make a decision, work as a team or solve a problem, which led to understanding each other by communicating effectively.

Teachers planned possible courses of action and ways to measure the result. This is important, because what they planned was intended to improve the facilitation of the development of leadership qualities in young learners. Teachers discussed the way they identified the problems/challenges and developed teaching strategies to enhance this facilitation. They also assisted each other by developing a professional development program (PDP) to help learners assume leadership roles by showing learners' work and discussing successes and challenges among themselves. They also demonstrated different qualities of leadership activities that promote leadership in young learners.

Teachers used multiple forms of measurement to study how their actions affected the populations they were studying. Learners completed different tasks that could be used to measure their leadership performance. In this step, teachers showed improved learners' work that encouraged leadership, discussed successes, shared challenges and found ways to improve the gaps. They discussed strategies that worked. They discussed leadership roles they taught young learners during group discussions and extramural activities and how they evaluated the solutions. They developed professional development programmes they could share with other schools.

During the reflection stage, the PAR practitioner acknowledges the growth in the wisdom that accumulates through every cycle. In this study participants worked together as a team in order to present different views and realities (James et al., 2008). In this study, reflection helped teachers to examine what they did as teachers in great detail. Day by day they paid attention and reflected on what they imparted to young learners. Participants reflected on their process, their actions and their outcomes as individuals and as groups. They also investigated alternative situations and additional steps. This was a further source of qualitative data that guided their process.

Teachers assisted one another if there was a need to change a practice. They shared ideas on the solutions they had found during group discussions and discussed the other

ideas that they thought they could include in the planning and implementation phase of the intervention. They discussed the professional development programme that could assist the department and policy makers to train teachers to impart qualities of leadership.

Minkler and Wallerstein (2003) mention some concerns about PAR: the requirement to balance the needs of participants and the use of correct techniques or solutions to ensure the feasibility of the plan of action in relation to the demands of the world while retaining the values of social action. This implies that during focus group interviews teachers were given the opportunity to provide rich opinions on how to facilitate the development of leadership qualities in young learners. I relied on feedback from the participants to ensure that the intervention strategies addressed the needs of selected participants.

4.4 Research methods

In this section, I clarify the selected research methods, the development of the intervention, the selection of participants, and the process of data collection, analysis and interpretation.

Through this participatory action research project (PAR), opportunities were created for teachers to explore issues they experienced and express the challenges they faced while facilitating the development of leadership qualities during group discussions and extramural activities in the FP. Through PAR, the researcher worked together with Grade 3 teachers that were selected from the Sibasa circuit, Vhembe District, to address their concerns about facilitating the development of leadership qualities in young learners, and in doing so initiated partnerships that would empower teachers with a better understanding of leadership qualities through the process of constructing and using their own and newly generated knowledge.

4.4.1 Sampling and selection of participants

It would be difficult to study a complete population such as all young learners and all Grade 3 teachers in the Sibasa area, and for this reason a sample was drawn. Dyer (in Mulovhedzi, 2008: 53) defines a sample as a group of individuals who are selected from a large population by means of a sampling procedure and who actually generate the data for research. Oppenheim (in Mulovhedzi, 2008: 53) states that a sample is used to indicate a smaller group within a population.

Judd, Smith and Kidder (in Mulovhedzi, 2008: 53) define the concept of sampling as selecting some of the elements with the intention of finding out something about the population from which they are taken. A sample represents a large group from which it was drawn.

The purpose of the study determines the homogeneity of the group; the rule for selecting participants is commonality and not diversity. Richard and Krueger (1994: 13) state that it has been found that participants often hesitate to share their views with someone else in the group whom they regard as more knowledgeable, wealthy or influential. Participants tend to disclose more about themselves and their situation if they realise that they are alike in many ways. In this study, all participants were FP teachers. Focus group interviews can be conducted more successfully when the participants are grouped reasonably homogeneously (Richard & Krueger, 1994: 14).

De Vos (2005: 194) pointed out that a sample "comprises elements of the population considered for actual inclusion in the study or can be viewed as a subset of measurement drawn from a population in which we are interested". I made use of the purposive criterion to select participants for this study. Purposive sampling was used (Tongco, 2007) to include experienced participants who would be able to share rich information about their experiences of the ongoing partnership with a lower primary education institution. Data was obtained from experienced teachers who had been teaching in Grade 3 classes. Selection criteria included school, gender, experience and language. A summary of the participants in this study is provided in Table 4.4.

Table 4.4: Participants in the study

School	Participant	Gender	Experience in Grade 3	Language	Participated in
Data collected on facilitating the development of leadership qualities in four workshops					
School: A Grade 3A and Grade 3B	Teacher 1	F	7 years	Tshivenda	All 4 capacity building workshops
	Teacher 2	F	8 years	Tshivenda	All 4 capacity building workshops
School: B Grade 3B and Grade 3C	Teacher 1	F	9 years	Tshivenda	All 4 capacity building workshops
	Teacher 2	F	6 years	Tshivenda	All 4 capacity building workshops
School: C Grade 3A and Grade 3 B	Teacher 1	F	7 years	Tshivenda	All 4 capacity building workshops
	Teacher 2	F	6 years	Tshivenda	All 4 capacity building workshops
School: D Grade 3A and Grade 3B	Teacher 1	F	8 years	Tshivenda	All 4 capacity building workshops
	Teacher 2	F	7 years	Tshivenda	All 4 capacity building workshops

According to Bernard, Lewis and Sheppard (as cited in Tongco, 2007:147), “the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by benefit of knowledge or experience”. Burger and Silima (2006) state that purposive samples are not bias free, as the researcher uses his or her own judgment to select participants; it is therefore subjective, which at times influences its reliability. Moreover, as with all qualitative methods, findings from the study cannot be generalised (Tongco, 2007). The participants were selected from lower primary phases that contained two or more Grade 3 classes. All participants were female teachers. Eight teachers from selected lower primary school participated in all planned workshops.

4.4.1.1 Size of the group

In this study, focus group interviews comprised eight participants in the collaborative PAR team. Rule and Vaughn (2011: 66) state that “in focus groups the researcher engages a group of six to twelve participants together and facilitates a discussion among participants”. A set of semi-structured questions was used to initiate the discussion that I facilitated. The purpose of focus group interviews is to show the interaction among participants and create dialogue with the researcher.

4.4.1.2 Research sites

This study comprised four schools (SchA, SchB, SchC, SchD) situated in the Sibasa circuit of the Vhembe district. I selected four schools with more than one Grade 3 class each in order to have a wide choice. Most schools in the Sibasa circuit had one Grade 3 class; of the selected schools, only one school had three Grade 3 classes; the other three schools had two Grade 3 classes. The schools are located within 12 to 18 kilometres of each other. The data generated by a total of eight participants would be manageable, given the limited time in which I had to conduct the research (Mugo, 2006). The selected teachers used Tshivenda as a language of instruction in the classroom. Life Skills is one of the subjects that are taught in mother tongue. Pseudonyms were used to protect the schools’ and teachers’ privacy.

4.4.1.3 Profile of the selected schools

All four selected schools are sited in a rural setting and had more than one Grade 3 class. Schools A-D ranged from Grade R to Grade 4.



Figure 4.5: The selected schools (07/10/2016)

In this study, the attention was on how teachers facilitated the development of leadership qualities that make learners to resume leadership roles. These learners were also primary respondents, as I could not observe how teachers facilitated the development of leadership qualities without the presence of the learners in the classroom.

School A had 330 learners with 12 teachers, eight of which were teaching in the FP. This school had two Grade 3 classes, one with 53 learners and the other with 57. School B is a primary school with 736 learners. There were 19 teachers and each grade had three classes; each Grade 3 class had not more than 65 learners. School C had 292 learners with 10 teachers. The school building looked old, and some classes were destroyed; however, new mobile classes were provided for Grade 4 learners.

School D had 420 learners with 13 teachers, of which eight were teaching in the FP. There were two Grade 3 classes; one had 33 learners and the other 30 learners. None of the selected schools had male FP teachers, although my intention had been to include male FP teachers.

4.4.2 Data collection process

In this study, data was collected and documented through the use of field notes, document analysis, observation and visual media.

4.4.2.1 Field notes

In this study, observations were documented by means of field notes. I took notes of the experiences I had during the process of gathering data, and the participation of both teachers and learners was also recorded. All observed lessons were conducted in Tshivenda, as three subjects in the FP were taught in the mother tongue, except English, which is the first additional language.

Myakut and Morehouse (1994: 74) describe the importance of field notes as follows:

“The keen observation and important conversations one has in the field cannot be fully utilised in a rigorous analysis of the data unless they are written down. The qualitative researcher’s field notes contain what has been seen and heard by the researcher, without interpretation. This implies that the participant observer’s main task is to record without inferring feelings to the participants and without inferring why and how something happened.”

The highlights of my field notes area annexed (see CD 1 Addendum G). Observations recorded in field notes provide confirmation of the research information in question (Hay, 2005). Silverman (2010) states that field notes are important when documenting collected data, as they allow researchers to preserve details of interactions that are needed for later analysis. Field notes helped me to make sense of what was going on in my research.

Berg (1995) states that an advantage of field notes is that they can be recorded with voice recorders, allowing researchers to make additional notes, while recordings can be transcribed at a later stage. Berg suggests that these can be used to record personal opinions, feelings and preliminary ideas that can help researchers record a detailed impression of all the events that occurred. In this study, collaboration with participating teachers was crucial to make sure that my field notes contained sufficient and valid information.

4.4.2.2 Document analysis

Primary source data was collected in the form of minutes of meetings, as recommended by McMillan and Schumacher (2010: 357–358). The researcher collected the documents in order to identify the nature of the development and facilitation of leadership qualities during teaching. They included files or books used by the teachers to prepare lessons, manuals used during training and policies that guided them on how they could develop and facilitate leadership qualities in young learners in the classroom setting. Paper files and audio tapes were also used, as recommended by Rule and Vaughn (2011:67). During the first day of the capacity-building workshop teachers were given journals where they registered all activities that were conducted in their classroom. Journals were collected on the final workshop day conducted on 18 November 2016. I made use of a teacher's journal to get real information of what transpired during the implementation of intervention strategies, where learners completed activities that teachers had designed during workshops. Journaling should be used in triangulation to ensure that the information obtained is accurate (Burns, 2010: 56).

Participating teachers started their research journals after attending the first workshop. Journaling allowed them to be more flexible in using their time to report findings, observations, personal reflection and thoughts during implementation. This helped me to identify possible themes. During the course of the research process, I made use of teachers' reflective journals and document analysis to reflect on my observations.

4.4.2.3 Visual data

In this study, a camera was used only to take photos of the artefacts, work done by the learners in the classroom and the teachers as they planned the activity on paper during the workshop. I took a photo of the work on paper without taking learners' and teachers picture. Privacy of the learners was protected. I only took pictures of their work during break time, as learners were the indirect participants. Pictures formed a major part of the data collection process and played a part in the documents analysis.

I also used photographs and audio-visual recording to document my observations of new leadership activities developed by the teachers and capture important information such as

the research background, learners’ classrooms and extramural activities and the classroom environment of the participating schools, as recommended by Atkins and Wallance (2012) and Silverman (2010). Silverman (2010: 243) explains that “visual data comprise a very broad category which can encompass anything from videos to photographs to naturally occurring observational data”. Photographs were crucial in that they provided me with details of the observations that I could remember. Bogdan and Biklen (2003) identify photographs as an important instrument for obtaining the required answers and information.

4.4.3 Data collection methods

In this study, the following data collection methods were used.

I used the capacity-building workshop, classroom observation and focus group interviews to collect formal data. I also thought it would be suitable to view the important documents related to the facilitation of leadership qualities in the classroom. The above-mentioned instruments helped to confirm the findings. The findings from all instruments could converge to inform the main phenomenon, which was facilitating the development of leadership qualities in the FP learners.

Table 4.5: Summary of data collection and data capturing methods

Method of data collection	Type	Instruments assisting data collection	Prompt	Data capturing method
Focus group interview	Facilitator of small group discussion	Researcher involving teachers in discussion	Discussion about facilitating the development of leadership qualities to young learners and capacity-building experiences	Focus group discussion schedule Transcription of discussion Voice recorder and informal field notes

Method of data collection	Type	Instruments assisting data collection	Prompt	Data capturing method
		Class group discussion:	Teachers engaging learners in activities that make them make decisions, critical thinking, solving problems, communicating effectively and working as a team in order to assume leadership role	Drawings
		Extramural activities	Performing activities that help learners to make decisions, think critically, solve problems, communicate effectively and work as a team	Drawings
Observation	Non-participant observer	Observation schedule	Used natural field settings	Field notes
		Researcher's observations	Observing teachers during lesson presentation	Field notes
Discussions	Facilitator of group discussion	Researcher involving teachers in discussion	Discussion about teachers' understanding and the importance of facilitating the development of leadership qualities in young learners	Field notes
Field notes Researcher's journal		Researchers' observations	Observing teachers during lesson presentation	Field notes Analysed data

4.4.4 Focus group interviews as the basis of participatory action research

I chose to employ focus group interviews where participants engaged in discussions for a short period of time through data collection instruments aimed at collecting purposeful responses (Joubert, 2008: 82). Rule and Vaughn (2011:66) emphasise that in focus group interviews, the researcher engages a group of six to twelve participants; in my study, I engaged eight teachers in discussion. Focus group interviews were conducted after each workshop to gather data on the current development of leadership qualities. According to Hay (2005), the primary use of focus group interviews is to gather information. Similarly, Denzin and Lincoln (2003) assert that focus group interviews provide insights that may not be obtained by other methods, such as individual interviews.

Welman, Kruger and Mitchell (2005: 202) highlight the phases that need to be followed in conducting focus groups:

- “The researcher introduces the topic to the focus group.
- The researcher sets rules indicating that only one person should speak at a time.
- Each participant, in turn, makes an opening statement regarding their experience of the topic.
- The researcher guides the open group discussion by asking questions.
- The session ends with each participant in turn giving a final statement that may not be challenged”.

I implemented the above-mentioned phases to prevent any problems regarding the quality of the information. This also assisted me to sample knowledgeable or experienced participants with regards to the topic. The focus group interview data complemented my observations. Through focus group interviews the participants provided rich information relevant to the study. De Vos (2005) assert that focus group interviews can be defined as “carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissive, non-threatening environment.” This entails that all participants should be informed in advance so that they can feel free in an environment conducive to discussion.

I conducted four focus group interviews after each workshop, bringing together small groups of Grade 3 teachers. Each focus group session lasted one and half hours. A focus

group interview can have its own limitations – some participants may be averse to contributing or participating, but in my study the participants willingly participated without coercion or intimidation.

The first interview took place in August 2016 and was designed to gauge the implementation of the intervention strategies, identify challenges in facilitating leadership qualities to young learners and to develop learner activities that would make young learners assume leadership behaviour. The second focus group interview took place in September 2016 after challenges had been identified. The aim was to design teaching strategies and reflect on what should be implemented. The third focus group interview was held on October 2016, after the implementation of teaching strategies. The aim was to report back on the outcomes of implementing the designed teaching strategies.

The final focus group interview took place in November 2016, after challenges and teaching and intervention strategies had been identified. The aim was to share ideas on the solutions teachers had found when facilitating the development of leadership qualities during class group discussions and extramural activities, to reflect and assist one another if there was a need to change practice, and lastly to discuss the other ideas they thought they could include in the planning and implementation phase of the intervention and deliberate about the professional development programme that could assist the department and policy makers to train teachers in order to effectively impart qualities of leadership to young learners.

Berg (1995) relates the advantage of focus group interviews to the possibility of producing vital data on topics of interest within a relatively short period of time. This perspective is given prominence by Hatch (2002), who agrees that since the discussions are focused on specific topics of interest, ample data could be generated in a relatively short period of time as compared with observation and individual interviews. Indeed, relevant data was gathered from the participants within a short period of time. De Vos (2005) emphasises that interviewed participants in groups are provided with a sense of security. Hatch (2002) also mentioned that a sense of security and comfort might lead to more truthful and open responses from the participants. The atmosphere of equality and shared purpose during

the focus groups added to the abundance of the information obtained from participants, who occasionally voiced different needs and insights.

Hay (2005) states that due to the usually limited number of participants, the findings are not generalisable to a wider population. Hay mentions that the level of participation of the participants can either be very high or very low. This was also evident in my study. To overcome this hurdle, I used a list of questions to ensure coverage of vital matters connected to the topic. The semi-structured questions allowed for flexibility of response. Questions were repeated several times in order to verify and gather sufficient information when insufficient information had been obtained in the other sessions. This gave me the opportunity to know the participants better as they “loosened up” and gained confidence to express their views.

4.4.4.1 Focus group interviews

One of the main characteristics of a focus group interview is that the participants are a homogeneous group. There should, however, be sufficient diversity among the participants to allow for a variety of opinions (Prinsloo, 2007: 332). Four focus group interviews were conducted during October and November 2016. During these interviews, strategies were designed in accordance with the PAR cycles. In order to enhance the effect of the planned activities and strategies for the teachers on the development of leadership qualities, new strategies were developed. Each capacity-building activity had its own purpose. The capacity-building process is described below.

1. Identification of challenges that teachers experience with regard to understanding leadership and their ideas of facilitating the development of leadership qualities in the classroom.
2. Joint designing of teaching strategies. Reflection on and sharing what should be implemented and checking whether it works or not through observation, joint redesigning and implementation.

3. Teachers implement teaching strategies as discussed, reflect on and share what will be implemented, check whether it works or not through observation and redesign where necessary.

4 In the last workshop, teachers reflect on and share ideas and report back on flip charts to help teachers who are still experiencing difficulties and finalise the capacity-building experiences when enough data is available (see CD 1 Addendum D).

In the first capacity-building workshop, we developed leadership activities for the learners so that teachers could engage with them to develop leadership qualities. We developed leadership activities they would use in their classroom during group discussions and extramural activities, such as:

- drawing a leader they admire;
- discussing characteristics of any leader they know;
- playing the big five money game;
- using flash cards to match pictures that indicate leadership qualities; and
- nominating a team leader and captain during traditional dance and soccer or netball.

In the second and third workshops, we developed teaching and intervention strategies that teachers implemented during teaching and learning. Below is the evidence of learners' work that the teachers engaged them in during the facilitation of the development of leadership qualities.



Figure 4.6: Learners' work during classroom activities (Visual, 10/11/ 2016)

Young learners were requested to draw leaders they admired and discuss the five big animals that appear on the South African banknotes. During implementation, it was clear that teachers needed training on how to impart leadership qualities to young learners. Some teachers were experiencing problems making learners assume leadership roles; some teachers just instructed learners without giving them time to think critically, solve problems, decide and come with the solution or even communicate with other members of the team. Some learners were not even given a chance to express their thoughts.

During classroom observation sessions, I spent 60 minutes (two periods) of Life Skills lessons per teacher in each selected school (see CD 2: Visual slide show and classroom observation). I found it difficult to comprehend the way teachers taught learners to assume leadership roles and/or develop the five leadership qualities that the study focused on, namely critical thinking, problem solving, decision making, effective communication and team work. We also conducted focus group interviews to measure their post-intervention practices (see CD: 1 Addendum F).

Marshall and Rossman (2011: 96) state that “even without a pilot study, the researcher can demonstrate her ability to manage qualitative research by describing initial observation or interviews”. I did not use a pilot study to improve the selected research instruments, as it is time-consuming (Mcmillan & Schumacher, 2010) and it would make the study a repetitive one, as the same respondents would be used as in the study.

4.4.4.2 Classroom observation

During classroom observation, I documented the observations textually in the form of field notes (see CD 1: Addendum G) and visually by taking photographs (see CD 2: Visual slide show and classroom observation). Data was collected through observation of classroom activities and the school environment in order to record the chronological processes of class group discussion and extramural activities (Hay, 2005). Here I was a non-participant observer, as I did not want to influence the participating teachers and learners, thereby giving them a chance to act more realistically.

Observation is the research process that offers the researcher an opportunity to gather data from occurrences in the social setting (Cohen, Manion & Morrison, 2010). Chingos, Whitehurst and Lindquist (2014: 3) point out that “the structure, frequency, and quality of the classroom observation component are also important. The observation system in place should make meaningful distinctions among teachers”. The observations were conducted in the natural settings using an observation schedule (Joubert, 2008: 79). I also observed the classrooms of all teachers who participated in this study. (Joubert 2008: 80) listed observations that assisted researchers: the classroom atmosphere and nonverbal communication of the learners; learner’s reactions when they participated in the task-based activities; the interrelationship and interactions between the teachers and the learners.

I observed classroom group activities and extramural activities, classroom environments as well as the intervention implementation during four field visits after the workshops. The aim was to understand how teachers imparted leadership qualities and to study the development of leadership qualities before and after the intervention.

Observation is the research process that offers the researcher an opportunity to gather data from occurrences in the social setting (Cohen, Manion & Morrison, 2010). Creswell (2009) and Hay (2005) describe observation as the process during which researchers take field notes describing actions and activities of the participants as they occur at the location where the research is taking place. In this study, I made use of uncontrolled observation, which Hay (2005: 194) describes as “directed by goals and ethical considerations, but not controlled in the sense of being restricted to noting prescribed phenomena.” This approach allowed me to gain insight into relationships among the participating teachers at school and to establish good relations with them.

During my observation, I discovered that the participants may have consciously or unconsciously changed their behaviour due to my presence. This may influence the results of this study. However, a researcher can certainly not be completely free from bias; I tried to limit such influence through reflexivity. Through continuous capacity-building reflection (Johnson & Christensen, 2012), I became more self-aware and could therefore monitor my thoughts. Bokaba (2011: 30) recommended that the detailed field notes and observations must be read at the end of each day for verification purposes.

During the second week of October 2016 to the end of November 2016, my research of relevant literature provided me with an understanding of leadership strategies that could improve the effect of a less well-known aspect of teaching leadership. I discovered that facilitating the development of leadership for young learners’ needs teachers who have the quality of leadership behaviour. The focal point of facilitating leadership qualities is the transfer of leadership behaviour to young learners. Bass (2006) points out that transformational leader emphasise intrinsic motivation and the positive development of followers. This implies that teachers as leaders stress the development of the leadership role of young learners by acting out effective leadership.

4.5 Data analysis and interpretation

The data analysis and interpretation of my research form the major part of my research project. Creswell (2009: 183) states that data analysis entails moving towards deeper understanding of the data, sorting the data and interpreting it. In the same vein, Mayan (2001: 21) asserts that “data analysis is the process of observing patterns in data, asking questions relating to such patterns, seeking more data and furthering the analysis by sorting, questioning, thinking, constructing and testing conjectures”.

Maree (2012: 78) posits that “data analysis based on constructivist grounded theory focuses on constant comparison of the data leading to coding and then cataloguing of the data”. This implies that data analysis takes place concurrently with the data collection and procession progress.

In order to examine and explain the social processes of teachers as agents of change, constructivist-grounded theory generated the relationship of themes and codes. This approach allowed me to contextualise meaning through participant’s examples and experiences, which then formed thematic categories. Participatory action research (PAR) helped me to identify common themes related to the research questions.

Creswell (2012: 433) advises that “a study requires an immediate and ongoing analysis of data while it is still fresh, rather than waiting until all data has been collected”. Meaningful information was collected from data collected and where possible, the actual words of the participating teachers were analysed and interpreted. I relied on thematic analysis of the focus group transcriptions, field notes and my research journal. Themes emerged from the teachers’ discussions that were related to the research questions. The sources of data used for this study are shown below.

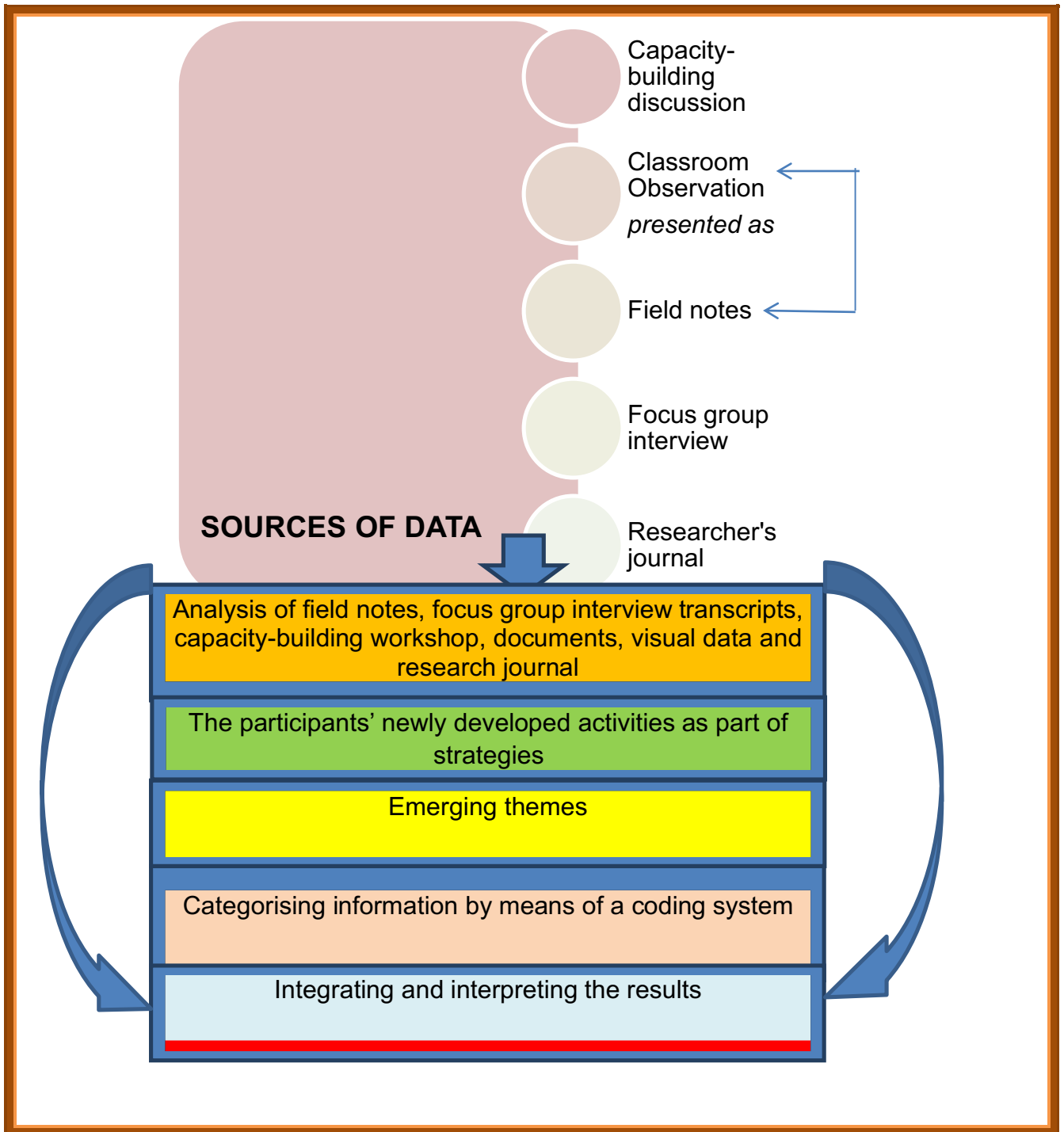


Figure 4.7: Visual representation of data analysis and interpretation (Adapted from McMillan & Schumacher, 2010: 322-323)

With regard to thematic analysis as a vehicle for analysing data, Braun (2006: 81) asserts that “thematic analysis is a method that works both to reflect reality and to unpick or

unravel the surface of reality.” Cohen et al. (2000) emphasise that thematic analysis is comparable to trend analysis, where researchers look at broad themes rather than identify more specific trends that may materialise through the text. An advantage of thematic analysis is corroborated by Braun (2006), who found that it is relatively flexible. Researchers use thematic analysis for easier summarisation of themes from selected data sources. This entailed transcribing the data in precise form. I incorporated categorised and related codes, and these categories reflected themes, which I use in the discussion of the findings.

The relationship between the research findings and the textual data was checked, as was the relation of the findings of each instrument with the research questions. I focused on following a systematic approach to make it easier to work with a range of data. Although I found that thematic analysis has a negative aspect – it is difficult to separate correlating themes from various sources of data collected – I preferred using it for its flexibility.

4.6 Strategies for enhancing the trustworthiness of this study

In this subdivision, I address issues of trustworthiness as a standard component of the process of PAR. During the study, the data collection was supported in such a way that the trustworthiness of the study was ensured.

The research was conducted in a principled, honest and transparent manner by including the teachers in the research process. I made the teachers feel comfortable and asked for their approval beforehand. I followed official channels when applying for permission and obtained informed consent of all role players (the district senior manager, circuit manager, school principals and teachers). All the teachers who took part in the research project were assured of utmost confidentiality and privacy of their identity and inputs. I also asked for permission to sit in the classroom during class activities to observe the way the teachers facilitated the development of leadership qualities.

To make certain of trustworthiness of findings, I employed different procedures during the analysis and interpretation phases of the study. Observations, field notes and focus group

interviews of each teacher were analysed to acquire a clear interpretation of their perceptions in an attempt to maximise validity. This study was grounded in real-life experiences of the teachers, obtained through information discussed during workshops, focus group interviews and classroom observations. The study also considered truthful interpretations or descriptions of the respondents' experiences and perceptions. To ensure that accuracy was achieved, I taped the focus group interviews in order to capture the exact words of the respondents. Field notes were consulted at important moments during focus group interviews and classroom observations.

4.7 Personal role of the researcher

In PAR, the researcher is seen as the research instrument in the data gathering process, and it is accepted that researcher subjectivity is something that cannot be eliminated (Nieuwenhuis, 2007). Official permission to perform research was obtained and ethical research principles were adhered to. This was followed by the application for permission to conduct research at the selected schools. Identified schools were visited to seek permission from the principal and the teachers to conduct the research in their classrooms. The researcher adopted the role of an observer, participant, interpreter and interviewer by establishing a researcher role (Engel & Schutt, 2013). This attitude is in harmony with Maree's (2012) argument that the researcher's role includes conducting and structuring interviews and analysing data. The researcher is considered an instrument of data collection (Denzin & Lincoln, 2003). This means that data is mediated through this human instrument. To fulfil this role, consumers of the research need to know about the human instruments. During the interviews, I asked more probing questions to get to deeper levels of understanding.

My experience as a preschool teacher, FP teacher and as a facilitator helped me to identify some strategies to enhance the development of leadership qualities in young learners in the classroom setting. I also established a good relationship with the teachers. This assisted me with communication of the research and the transfer and exploitation of knowledge for the benefit of teachers and policy makers. I shouldered the responsibility to behave honestly and ethically in the course of the research. During classroom

observation, I acted as a non-participant observer. I sat and recorded the facilitation of leadership qualities at the time agreed with each school. In this role, I recorded and captured artefacts made by the learners and leadership lesson presentation without interrupting the teacher.

After observation in eight classrooms, I conducted a final session of focus group interviews to discuss, reflect, assist one another and share ideas on the solutions that teachers suggested when facilitating leadership qualities to young learners. I preserved field notes which supplemented my classroom observations. I also referred to my schedule throughout the study.

4.8 Participants' rights

Participation in this study was voluntary and participants were permitted to opt out of the data collection process or withdraw from the study at any time. The first day I met with participants, they signed a consent agreement, which included privacy provisions (see Addendum C). The data was assembled and coded without individual identification. Transcriptions of focus group discussion were shared with participants for ongoing member checking.

4.9 Summary

In this chapter, I discussed the research design, paradigm and methodology that I employed during my study. I also justified my methodological choices by discussing potential advantages. The methods, instruments and texts used in my analysis were described. I explained how I attempted to improve the validity and reliability of the data collected by various methods.

CHAPTER 5

DATA PRESENTATION AND ANALYSIS



“Leadership is the process of influencing the activities of an organised group towards goal setting and goal achievement and it takes place as it relates to the pursuit of group goal” (House & Baetz, 1979: 341).

5.1 Introduction

In chapter 4, I presented the research design, paradigm and methods and described the data gathering instruments and the sampling methods and strategies. This chapter discusses the analysis of the data and presents the findings from the focus group interviews, capacity-building workshops, classroom observations, photos, document analysis and field notes to explain how teachers facilitate the development of leadership qualities that enable young learners to develop and assume leadership roles in the Foundation Phase. Charmaz (2000: 21) mentions the need to compare and/or synthesise the analysis with other studies, otherwise it can impede other researchers carrying out further research along the same line in future”. I will use verbatim responses to enrich my discussions and also relate the themes to existing literature.

Mayan (2001: 21) opines that “the researcher takes a voluminous amount of data and reduces it by observing similar patterns, testing conjectures and categorising the data into themes, and then assembling the analysed data into meaningful information for readers to understand the study and to extend the results to future research.” This idea will guide my PAR inquiry throughout. I also mentioned in chapter 4 that this study employs a thematic analysis of data whereby I examine and record themes within the collected data. Rich data

was collected through document analysis, focus group interviews, capacity-building workshops, visuals, observations, research journal and field notes.

The supporting sub-questions of the main question were:

- What are the leadership qualities that can be facilitated for Foundation Phase learners?
- How can teachers contribute to the development of leadership qualities in Foundation Phase learners?
- What challenges do teachers experience with regard to teaching leadership qualities to Foundation Phase learners?
- What recommendations in terms of policy and practice can be made regarding the teaching of leadership qualities?

In chapter 3, I outlined the transformational leadership theory as my base theory, which relates to everything leadership stands for. It relates to the current study as it focuses on the importance of teachers engaging and facilitating the development of leadership qualities in young children in order to accomplish set goals (Barthold, 2014:4).

My PAR inquiry required thorough interviews with the Grade 3 teachers. I had prepared semi-structured questions to ask during the focus group interviews. The focus group interviews provided rich data; the participants were from a homogeneous group (see Table 5.2), which allowed the teachers to freely engage with each other and offer a variety of opinions (Rule & Vaughn, 2011: 66).

5.2 Data contextualisation

5.2.1 Map of the study site



Figure 5.1: Location of the sampled area in the Vhembe District, Limpopo



Figure 5.2: The sampled area in Sibasa Circuit, Vhembe District

Figure 5.2 shows the location of the government schools (SCH A, SCH B, SCH C and SCH D), located within 12 to 18 kilometres from each other.

5.2.2 Participants’ demographic information

The codes below were used to reflect the participants’ demographic information.

Table 5.1: Coding of participants in the sample

Codes	Explanation	Number
T	Teacher	1,2,3,4,5,6,7,8
SCH	School	A,B,C,D
FGI	Focus group discussion	1,2,3,4
CBW	Capacity-building workshop	1,2,3,4
QTN	Question	1,2,3, etc.

Table 5.2: Teachers’ profiles

Location	SCH	T	Grade taught	Gender	Experience	Language
Sibasa Circuit (Vhembe District)	A	1	3	F	7 years	Tshivenda
		2	3	F	8 years	Tshivenda
	B	1	3	F	9 years	Tshivenda
		2	3	F	6 years	Tshivenda
	C	1	3	F	7 years	Tshivenda
		2	3	F	6 years	Tshivenda
	D	1	3	F	8 years	Tshivenda
		2	3	F	7 years	Tshivenda
Total		8				

The average experience was 7 years, which was enough to contribute appropriately during the focus group interviews. Also, my experience of teaching FP learners reminded me to note the importance of the demographic factor of gender as a comparison instrument. Many FP teachers are females; this is illustrated in the current study, where all participants were female. I had no communication problem with the teachers, since my

mother tongue is Tshivenda and all participants speak and understand Tshivenda perfectly.

5.3 Data analysis process

In this section, the data analysis process was a collaborative effort by the PAR team based on the data collected during the capacity-building workshops, focus group interviews and classroom observation through field notes. As for the analysis of the field notes (after classroom observation was done) and the research journal, I did the analysis myself.

The following activities were developed during the first capacity-building workshop, which was aimed at guiding learners to draw a leader they admired and discuss characteristics of this leader, participation in the big five money game, matching pictures that indicate leadership qualities, inviting learners to take up a leadership role by nominating a team leader and a captain during traditional dance and soccer or netball game (see CD1 Addendum G). These activities were captured as data which I analysed.

5.3.1 Document analysis

Three documents were reviewed to explain the government stance on facilitating the development of leadership qualities in the Foundation Phase.

- **Teachers' lesson plan files**

I checked teachers' lesson plan files. Teachers from School A-D were using lesson plans that they received from the department. Each lesson plan was important, and most of the aspects that need to be considered when preparing lessons were included. Most of the lessons could lead to develop young learners to be a leader, but it depended on how teachers facilitated it.

- **Learners' workbooks**

Workbooks of the learners contain activities of the learners to be completed after lessons. Most of the activities were not developing learners to assume leadership roles. But teachers from school A and D sometimes designed activities that encouraged learners to be a leader in a different field.

- **The Curriculum Assessment Policy Statement**

The Curriculum Assessment Policy Statement is the policy that teachers need to implement in their classroom. It aims to produce learners who know how to solve the problem, make decisions, work as a team, think critically and communicate effectively with other. Though it does not specifically deal with leadership, it can guide teachers to change learners to take leadership roles.

I found that all the teachers from SCH A to SCH D used the lesson plans received from the Department, which include very few aspects that can help to develop young learners to be leaders. Leadership can only be achieved if teachers facilitate it appropriately. I also noticed that most of the activities contained in the learners' workbook issued by the Department that is given to the learners to complete on their own were not in any way contributing to and/or developing learners to assume a leadership role. However, T1 and T2 from SCH A and T1 and T2 from SCH C sometimes designed extra activities that encouraged learners to be leaders in different fields. I also found that the CAPS aimed to produce learners who know how to solve problems, make better decisions, think critically, communicate effectively and be a good team player; yet CAPS did not specifically provide any guideline for the FP teachers to guide them on how to facilitate leadership qualities in young learners.

The capacity-building workshops were coded as CBW and focus group interviews as FGI. Some of the participants' responses were presented in blocks in both Tshivenda and English.

Four capacity-building workshops and focus group interviews were conducted. I started by conducting each of the capacity-building workshops with a planning session which was followed by focus group interviews. We met in one of the selected schools (SCH A), which was within reach of all participants (see Figure 4.4).

5.3.2 Identification of themes

Data was analysed thematically using the research questions to guide me. The use of thematic analysis resulted in the emergence of themes and sub-themes that were pertinent to the study. I related them to the focus group interviews, photos, classroom

observations, document analysis and field notes to explain how teachers facilitate the development of leadership qualities that enable young learners to develop and assume leadership roles in the Foundation Phase. Table 5.3 offers a summary of the themes and sub-themes.

Table 5.3 Summary of themes and sub-themes

THEME 1: DEVELOPMENT OF LEADERSHIP QUALITIES AND ITS IMPORTANCE Sub-themes:
1.1 Teachers' understanding of leadership qualities
1.2 Teachers' awareness of the importance of leadership qualities
THEME 2: FACILITATING THE DEVELOPMENT OF LEADERSHIP QUALITIES IN THE SCHOOL CONTEXT Sub-themes:
2.1 Facilitating leadership qualities to Grade 3 learners
2.2 Learning leadership qualities to assume leadership roles in the classroom
2.3 Facilitating leadership qualities during extramural activities
THEME 3: CHALLENGES AND WAY FORWARD OF FACILITATING LEADERSHIP QUALITIES IN THE FOUNDATION PHASE Sub-themes
3.1 Physical challenges regarding classroom size, resources and number of learners
3.2 Challenges posed as a result of learners' uncooperative behaviour and family background
3.3 Lack of policy guidelines regarding the facilitation of leadership qualities in the FP
3.4 Working towards overcoming the challenges facing facilitation of leadership qualities in the FP

In the sections that follow, I discuss the themes listed above. I present evidence from the data to support the themes and sub-themes that emerged from the empirical data.

5.3.2.1 Theme 1: Development of leadership qualities and its importance

Leadership, as defined by Bennis (1990: 120), “is a function of knowing yourself, having a vision that is well communicated, building trust among colleagues and taking effective action to realise your own leadership potential”. Leadership qualities in young learners as highlighted in this study refers to the behaviours they exhibit or learn in and outside the classroom, such as effective communication, problem-solving, decision-making and effective team playing, which can be facilitated by their teachers in the early stage. The awareness and importance of these qualities needs to be brought to the notice of the teachers, and they are expected to be leaders in their classroom and show good leadership qualities that young learners can learn from them. This theme is discussed below under the sub-themes 1.1: Teachers’ understanding of leadership qualities and 1.2: Teachers’ awareness of the importance of leadership qualities to facilitate for the FP learners.

5.3.2.1.1 Sub-theme 1.1: Teachers’ understanding of leadership qualities

During CBW 1, across all the sampled schools, participants seemed to understand what leadership qualities are and contributed actively by highlighting different leadership qualities that young learners need to have and/or learn.

Remarks from the researcher’s journal after the capacity-building workshop:
The teachers understood what leadership qualities are, as they mentioned different types of leadership qualities that they knew.

(CBW: SCH A, 11 October 2016)

The responses of FGI 1 showed that the majority of teachers in the four schools had a good idea of leadership qualities, but they were not aware that these should be demonstrated or taught to young learners. I discovered that the leadership qualities mentioned by these teachers were all interrelated and included all the leadership qualities already listed in this study: cleanliness, being energetic, having good decision-making

skills, confidence, explanatory skills, listening skills, effective communication skills, being a good team player, having problem-solving skills, being honest, creative, responsible and respectful, courteous and generous and able to think critically.

T1 from SCH A explained her view of a leader as leading by example, where followers can emulate the exemplary lifestyle of such leader. She said young learners, though playful, are expected to be conscious of cleanliness. She further explained 'energetic' as being full of spirit, willingness and motivation to participate actively in a team and on a project. She expressed a view similar to that of T2 from SCH C, namely that making an effective decision is an act of being responsible as a leader, which is reflected in the young learners during classroom activities and extramural activities. I observed at all schools that learners' participation in class group discussions was minimal in the first lesson, as the majority of the learners were focusing on me instead of participating; however, their participation was much better in the second lesson.

Remarks from the researcher's journal after focus group interview: The teachers were not aware that leadership qualities should be facilitated in class.

(FGI 1: SCH A, 11 October 2016)

T2 from SCH A emphasised confidence as one of the qualities of a leader, as leaders have to represent their followers in tough situations. She said a young learner must be confident and courageous enough to ask questions in class and participate actively in other school activities. A leader should also have good listening and communicating skills; young learners exhibit this skill when playing with and relating to their fellow learners and when they are able to express themselves to their teachers understandably. I observed in SCH A and SCH C that few learners volunteered to lead, the majority of them being shy, doubtful and not confident enough. In SCH B and SCH D more learners were actively ready and volunteered to lead, which showed that they were used to leading as part of the classroom routine. T1 from SCH B mentioned honesty and problem-solving skill as

leadership qualities. Young learners had to be honest, and honesty was a lifestyle that should be instilled in the learners at an early age, she said.

T2 from SCH B and T1 from SCH C shared the view of a leader being a team player, able to listen to other members of the team during a project and also to take instruction from the teacher. Being an effective team player, she said, meant being accountable to the teachers and being responsible for the team. Observing the learners from SCH A and SCH B during their lessons (Field notes, 14 October 2016, SCH A and B), I could tell that a few learners took instruction from their teachers at the beginning of their lessons in SCH A and SCH B while other learners were playing and not concentrating. However, in SCH D, the majority of the learners took instruction well, except for a few learners who were sitting at the back and probably could not hear the teachers very well.

T1 from SCH D shared a similar view with T2 from SCH B on creativity and critical thinking as leadership qualities. The ability of some young learners to think beyond their expected scope during group work and during extramural activities is an indicator of creativity and critical thinking. Observing the learners at all schools during their extramural activities (Field notes, 19 October 2016, SCH C and D); I could tell that the majority of the learners were actively involved in activities such as playing netball and soccer and traditional dancing. These learners showed great interest in leading a soccer team as captains and even alternated the leadership position among themselves. They were very happy during these activities, which showed that they were able to relate and communicate well among themselves.

T2 from SCH D dwelt on the attitude part of leadership qualities such as being respectful, loving, caring and generous. She mentioned that these were important traits that young learners should exhibit and/or be taught at an early stage. But she was not aware that it was important to facilitate leadership qualities seriously in school and that she could help learners to develop leadership roles. Generally, I observed that some learners in all schools gave answers freely and generously during classes, while some were not confident enough to express themselves (Field notes, 21 October 2016, SCH A and B. In fact, in SCH A, SCH B and SCH C not a single learner asked a question during class periods; only learners from SCH D asked questions and made suggestions during their

lessons. Leadership qualities appeared to be different among learners from each school as perceived by their teachers.

5.3.2.1.2 Sub-theme 1.2: Teachers' awareness of the importance of leadership qualities

I recorded a high degree of awareness among teachers as regards the importance of teaching leadership qualities to Grade 3 learners. All the participants in FGI 2 agreed that it was important to teach leadership qualities to the young learners, but they were not aware they were supposed to facilitate them or how to instil them, as this was not emphasised in the CAPS policy.

Remarks from the researcher's journal after focus group interview: CAPS didn't directly specify that leadership qualities should be facilitated in the FP.

(FGI 2: SCH A, 25 October 2016)

I noted that the CAPS didn't specify that leadership qualities should be facilitated in the FP, although one of the subjects included in the CAPS involves the rudiments of leadership qualities such as Life Skills. However, after FGI 2 the participants were enlightened and contributed immensely to the importance of teaching leadership qualities in the Foundation Phase.

One of the teachers (SCH A/T1) responded: "It will create job opportunities for the learners in the future." Instilling leadership qualities in the learners at an early stage will prepare them to be responsible positions in the corporate world, as employers want applicants with ready-made leadership qualities to join their firms as employees. I observed that very few learners were able to think critically (an essential skill for problem-solving in the corporate world) when allotted a task during group work.

During CBW 2, T2 from SCH A explained her view that teaching the young learners leadership qualities would help reduce the crime rate, as they would be taught to love and respect one another from an early stage. T1 from SCH B shared a similar view with T2

from SCH C and responded that “through team work, learners will develop the spirit of working together during learning activities and extramural activities and be able to assist one another.” Team spirit will teach young learners how to put others first. During observation, I found learners participating actively and playing their role as team members during group work in class activities. Also, observing the learners at all four schools during their extramural activities, I could tell that they had good spirit and work together; they played soccer, they worked as a team and also willingly changed the soccer team leader among themselves without strife; in the traditional dances they followed the same rhythm and dance steps, believing that team effort is what produces the success in the end.

T2 from SCH B said: "It is important to teach the young learners, as they are future leaders as they will be appointed in a leadership position and they must know that their decision should evolve from critical thinking and share other peoples' view."

Remarks from the researcher's journal after capacity-building workshop: The teachers see the importance of facilitating leadership qualities to young leaders as it can mould them to be future leaders

(CBW 2: SCH A, 25 October 2016)

T1 from SCH C was of the opinion that when learners are taught leadership qualities, they will be able to take responsibility to do their school work without being forced or coerced; they will know how to manage themselves. This element of leadership assists learners to develop a sound moral character and a sense of competence in responding to the personal, social and cultural aspects of life as they become more effective and efficient in what they do. T1 and T2 from SCH D shared the opinion that “the importance of teaching learners leadership qualities is that they will be able to work hard to face and solve any challenge they encounter inside and outside the school without quitting.” This is an important leadership quality; when young learners learn to be resolute and focused from a young age, they will stand for what they believe to be true until they are proven wrong.

5.3.2.1.3 Theme 2: Facilitating the development of leadership qualities in the school context

Facilitation in the school context is an action whereby a teacher supports a group of children, leading them to an understanding of common objectives and assisting them to achieve such objectives. Facilitation lays a strong base for future action. Teachers should understand that their actions in the classroom are laying the foundations upon which learners construct their personal worldviews and identities. Teachers must not just facilitate or teach these leadership qualities to the learners, but also lead a life that can be emulated by the young learners in the school context, which comprises classroom and extramural activities. This theme is discussed below under the sub-themes 2.1: facilitating leadership qualities among Grade 3 learners, 2.2: learning leadership qualities to assume leadership roles in the classroom and 2.3: facilitating leadership qualities during extramural activities.

5.3.2.1.4 Sub-theme 2.1: Facilitating leadership qualities to Grade 3 learners

In this study, some responses given by teachers explain why leadership qualities should be facilitated and how this improves learners' behaviour. The responses also reveal problems learners encounter during leadership facilitation.



Figure 5.3: FP teacher facilitating leadership qualities for Grade 3 learners (15/11/2016)

It is crucial for teachers to understand why it is important to develop and facilitate leadership qualities for young learners and how to address child leadership in the classroom. In CBW 1 conducted with the teachers, the majority of the teachers responded that they did not know how to facilitate leadership qualities for young learners. T1 and T2 from SCH A admitted that they were not sure how to facilitate leadership qualities and/or how important this was in the FP.

In SCH B, T1 said:

“A thi vhoni uri zwi a konadzea u tshimbidza zwiṭalusi zwa vhurangaphanḁa saizwi muthu a tshi tou bebwa nazwo nahone zwi nga si funzwe tshikoloni, Ndi vhona hu si na ndeme ya u ṭalusa na u tshimbidza zwiṭalusi hezwi saizwi zwi tshi sokou itea nga zwoṭhe musi ndi tshi khou funza”.

“I do not think it is possible to facilitate leadership qualities, as they are inborn and cannot be taught in school context. I think there is no need to identify and facilitate these qualities, as they happen automatically when I teach”.

In a similar vein, SCH B/T2 said: "I am unaware that I can facilitate leadership qualities. I think I can support learners who show the leadership qualities (such as self-confidence and effective team playing) in them already, i.e. inborn". During my observation, I observed that T1 and T2 from SCH A and SCH B were seriously struggling to facilitate leadership qualities in whatever they did, as they were not sure what they were doing. Unlike at SCH A and SCH B, T1 from SCH C was aware of facilitating leadership qualities in the Foundation Phase; however, she complained there was no time to facilitate leadership qualities as she needed to teach learners to read and write, which she saw as her primary duty. On the other hand, T2 from SCH C and T1 from SCH D said they thought facilitating leadership qualities happened automatically during teaching in the classroom; they did not see the possibility of facilitating leadership qualities in the classroom due to overcrowding. SCH D/T1 explained that facilitating leadership qualities in the Foundation Phase was not expressly included in the policy document to guide teachers on how to facilitate.

During observation, SCH C/T1, SCH C/T2 and SCH D/T1 were all struggling to help learners develop their leadership qualities, as they were not sure what they were doing; but later, during other sessions, they managed to assist learners by devising ways like placing playful learners in the front row during activities and mixing the learners together based on their different abilities during other activities.

T2 from SCH D stood alone in her opinion that even though she was not directly aware that she was developing leadership qualities in her young learners; she did devise methods of teaching her learners in a way that built their leadership qualities:

“Naho zwo vha zwi songo leluwa u dzudzanya vhagudiswa nga zwigwada, tshinwe tshifhinga ndi a tũtuwedza vhagudiswa vhanga u dzhia vhurangaphanda nga u nanga muimeli wa kilasi na murangaphanda wa tshigwada musi vha tshi khou shuma vhothe”.

“Although it was not easy to arrange learners in groups, I sometimes encourage my learners to take leadership roles by appointing a class representative and a group leader when they work together.”

Observation (Field notes, 26 October 2016, SCH B and C) confirmed that she seemed to know what she was doing during her teaching periods, as she led by example; this made learners look up to her as a role model, and they showed interest in learning and taking leadership roles.



Figure 5.4: SCH D/T2 facilitating leadership qualities for her Grade 3 learners (15/11/2016)

Teachers were asked during FGI 2 whether facilitating leadership qualities could improve the leadership behaviour of the learners. It was evident that all the teachers agreed that it improved the learners' leadership behaviour in the following ways: learners were able to relate with one another in a group; it developed learners' listening and speaking skills; it helped learners to develop self-confidence and made them responsible during learning activities; it helped the learners to be "goal setters" and "goal getters", and lastly it empowered them to become better leaders.

I observed (Field notes, 28 October 2016, SCH C and D) that T2 from SCH C and T1 and T2 from SCH D engaged their learners in activities that gave them the opportunity to practise the five leadership qualities highlighted in my study. Tasks such as "identifying leaders they admire and listing the qualities of such a leader" were given to learners to allow them to think critically when identifying such leadership qualities. Learners were asked to identify the five big animals on the South African banknotes and discuss which one was the strongest. This particular activity allowed the learners to think critically in order to solve the given problem by working together as a team and communicating

effectively among the team to come up with a final decision. These tasks helped to facilitate the leadership qualities in the young learners.

However, I observed (Field notes, 14 October 2016, SCH A and C) that T2 from SCH A and T1 from SCH C did not give their learners enough time to finish their tasks, as the time allocated for the lesson period seemed too short to facilitate leadership qualities effectively. I also observed that many of the learners from SCH B were also unable to finish their task. They could not manage the time allocated to them effectively and the teachers could not evaluate them. I also observed that T1 from SCH A gave her learners the task during class activity, but most of the learners could not think critically to identify the animals on the South African banknotes and were distracted by the colours and other images on the banknotes.



Figure 5.5: Observing Grade 3 learners busy working on leadership tasks (15/11/2016)

I observed that some learners had problems when teachers tried to facilitate leadership qualities for them, especially when they were forced to take up leadership roles. In all schools, the shy and quiet learners felt stressed and tense when their teachers forced

them to take up leadership positions. However, I also observed that most of the learners lacked adequate resources that could make learning more comfortable for them. Some learners had to share chairs, and the classroom was too small to accommodate the large number of learners (Field notes CD 1, 15 November 2016, School D).

5.3.2.1.5 Sub-theme 2.2: Learning leadership qualities to assume leadership roles in the classroom



Figure 5.6: Teachers modelling leadership qualities to young learners (15/11/2016)

They also argued that practices of leadership in the classroom encouraged learners to model a responsible way of life. Teachers act as coaches and groom young learners to improve knowledge and skills.

Remarks from the researcher's journal after classroom observation: Teachers as leaders in the classroom are to adhere to practices of leadership while facilitating leadership qualities in young learners and they were role models to their learners. (SCH A, 6 November 2016)

During focus group interviews, the teachers were asked to mention strategies they think would work in their classroom to facilitate leadership qualities. The following strategies were offered: Learners who are lazy and struggling must be given more activities to keep them occupied with achieving the set goals at the end of the class activity; learners should be motivated to serve as class managers or representatives; learners should be rewarded for participating actively in class; while reward serves as motivation to the learners, learners should be loved and cared for equally without prejudice, as love and compassion help learners to learn better than hate or harsh behaviours from their teachers; teachers should keep their emotions in check when relating with the learners, i.e. they should not be too emotional or short-tempered, as patience is the key to winning a learner over and making him or her better; engaging learners in remedial teaching; there should also be classroom norms and expectations that will keep the learners from misbehaving; and lastly, the learner's parent or guardian should be informed if the problem a learner is having seems to be beyond what can be solved in the classroom.

During the facilitation of leadership qualities, teachers should be passionate leaders in the classroom. The strategies suggested by the teachers were in line with the description given by the department, which describes passionate teacher-leaders as having a passion for achievement, a passion for caring, a passion for collaboration, a passion for commitment and a passion for trust. A teacher-leader who is passionate and collaborative actively promotes critical thinking, decision making, effective communication, teamwork and problem solving as ongoing skills in their class of young learners.

However, not all of the above strategies were adopted; as the focus group interviews showed that all the teachers had different strategies they adopted to facilitate leadership qualities in their classroom. T1 and T2 from SCH A mentioned that they used the same strategy, which was to place the playful learners in the front row with more leadership roles; this gave them a better chance of focusing on the playful learners. However, I observed that both teachers from SCH A actually didn't know how to facilitate leadership qualities at first; but after the workshop, they applied good strategies during their class sessions to facilitate leadership qualities amongst their young learners.

T1 and T2 from SCH B shared a similar view, but said they couldn't place playful learners in the front row due to the small classroom; instead, they gave the learners tags to indicate a leadership role, such as group leader, while they remained in their current seats. During observation, I noticed that the classroom was indeed small, but T2 tried to keep learners together to work as teams, especially when she gave them tasks during her other session instead of using the leadership tag she used before. T1 kept up the strategy of giving tags to the learners holding leadership positions in their current seats. Both strategies seemed effective, as both made the learners participate.

T1 and T2 from SCH C, on the other hand, said they focused on the learners who came late and those who were frequently absent in class, giving them more leadership tasks in order to keep them in class and to give them a sense of responsibility and accountability. During observation, I noticed that T1 preferred to give leadership tags to the learners and keep them in their current seats. On the other hand, T2 tried to keep learners in class by giving them more leadership tasks and gave the learners who frequently came late or were absent from class more leadership tasks in order to give them a sense of belonging and responsibility. Again, both strategies seemed effective.

In SCH D, T1 and T2 simply said they randomly gave their learners different leadership roles such as group leader, scribe, reporter and timekeeper during class activities, which helped most learners to participate in one leadership role or the other. I observed that it was not difficult for T1 and T2 from SCH D to assign such leadership roles. It seemed a very effective strategy to enhance leadership in the classroom.

Generally, I observed that at the end of each school day all the teachers encouraged their learners to practise what they had learned in class by giving them homework and projects related to leadership activities to complete. Such activities, as mentioned during focus group interviews, included learners identifying and imitating a leadership behaviour they admired in a leader – their class teacher or the late president Nelson Mandela and other known leaders in sport, business and politics. I also found that the intervention strategies discussed during the workshop were adopted by most of the teachers, who said that facilitating leadership qualities in the classroom was not easy, but achievable, by adopting the various strategies that worked best in their different classrooms. One of the teachers

(SCH B/T1) said: "Now I realise that it is important to facilitate leadership qualities in the school context." T1 from SCH D said: "Now I am enjoying facilitating leadership qualities in my classroom, as some of my poor performing learners are now improving in their studies and their behaviour is much better than before". T2 from SCH D added: "I feel like if I continue facilitating leadership qualities in my classroom, the performance of learners who are having problems learning in the old regular way will be greatly improved".



Figure 5.7: Learners taking leadership roles during class activities with their tags on their heads (scribe, timekeeper and group leader) (18/11/2016)

During my observation (see CD 2: Visual classroom observation and slide show for observation), I noticed that all the teachers implemented the intervention strategies in one way or the other as discussed during the workshop. They also exhibited new knowledge that they had acquired during the workshops.

5.3.2.1.6 Sub-theme 2.3: Facilitating leadership qualities during extramural activities

What they learn about leadership in class applies equally outside the classroom and should be implemented in their extramural activities. Sport and play offer different opportunities to inculcate important leadership qualities. Extramural activities offer balance to the academic side of education by making them physically active and helping them develop new qualities.



Figure 5.8: Learners during extramural activities (18/11/2016)

During extramural activities, I observed the teachers and the learners keenly. I noted the roles of the teachers and how the learners participated during extramural activities (see CD 2: Visual extramural traditional dance activity). I observed that T1 from SCH A and SCH C were guiding their learners how to play netball/soccer and also directing the learners participating in traditional dance. T2 from SCH A encouraged her learners to take up the leadership role and serve as soccer team captain or dance group leader. SCH B/T1, SCH C/T2, SCH D/T1 and SCH D/T2 never stopped motivating their learners to perform in one activity or the other. T2 from SCH B served as a good role model, as she led by example during different activities, participated in all activities and even wore the clothes (traditional clothes and soccer jerseys) to make the learners feel more motivated to participate.

I also observed that all learners in SCH A were participating actively during traditional dance and soccer games, while some learners even volunteered to be team leader for a

dance group and team captain for soccer. These learners were very happy during the activities; the learners even alternated leadership positions among themselves. In SCH B, SCH C and SCH D, the majority of the learners also participated in one activity or the other, but a few of the learners were shy and were just standing at the wall and looking at those that were participating. But they all showed that they were happy.

Remarks from the researcher's journal after observation of extramural activity:
Extramural activities are usually more informal than academic learning activities, so learners have the chance of developing their social skills by interacting with others.

(SCH D, 18 November 2016, Visual extramural traditional dance activity)

During the focus group interview, teachers were asked to indicate with which activity they would urge their learners to get involved to develop their leadership qualities. T1 from SCH A said: "Activities that will make learners compete with other teams from another school, such as interschool competitions in traditional dances, soccer and netball". This would develop their intellectual, social and emotional skills, which in turn would improve their self-confidence and courage, preparing them to take up leadership positions.

T2 from SCH A said:

“Mishumo ine ya do dzhenisa vhagudiswa uri vha vhe vharangaphanda ingaho sa murangaphanda wa mitshino ya sialala, khephutheini wa tshigwada tsha bola ya milenzhe na khephutheini wa tshigwada tsha bola ya zwanda heyo i do vha mishumo yone yo teaho u dzhenisa vhagudiswa vhatuku khayo”.

“Activities that will engage the learners to be team leaders, such as traditional dance leader, soccer team captain and netball team captain will be appropriate activities to involve the young learners in”.

This would develop their leadership skills and instil in them a sense of responsibility and accountability. T1 from SCH B said: “Activities such as debating, where teachers will give learners different topics to discuss during competition is a good activity to develop leadership qualities during extramural activity”. Debating develops the public speaking skills of the learners, prepares them to communicate effectively, develops their self-confidence and courage, which are effective leadership qualities.

T2 from SCH B and SCH D said:

“Mishumo ine ya ita uri vhagudiswa vha dzhene kha u humbula nga ndila yo tandavhuwaho ingaho sa u talusa vharangaphanda vho fhambanaho vhukati havho na u dovha hafhu ha taluswa zwi talusi zwa vhurangaphanda havhudi kha vharangaphanda havha vhane vha tevhelelea na u tamisa”.

“Activities that make learners engage in critical thinking, such as identifying different leaders around them and also identifying good leadership qualities from these leaders that are worth emulating and imitating.”

T1 and T2 from SCH C said:

“Mishumo ine ya do dzhenisa vhagudiswa uri vha kone u vha na vhusiki na khumbulelo kha kuhumbulele kwavho na u kona u dzhia tsheo dzo dziaho kha nyimele dza shango dzine dza kwama zwine vha nanga kha vhumatshelo havho nahone ndila ya kuhumbulele ndi zwiñwe zwine zwa vha mushumo une wa tea u dzhenisa vhagudiswa avha khawo nga tshifhinga tsha nyonyoloso”.

“Activities that will engage learners to be creative and imaginative in their thinking and making critical decisions in practical situations which can impact their future choices and opinions are also the kind of activity to engage these young learners in during extramural activities.”

T1 from SCH D said: “Activities like interschool mathematics competitions are great activities”. This stimulates the intellectual capacity of young learners, which can help build their self-image, time management and critical thinking skills.

I observed that SCH A/T1, SCH C/T2, SCH D/T1 and SCH D/T2 kept soccer and netball uniforms in the school and made sure that all participating learners had a uniform that fitted them. This served as a motivation for the learners to participate fully in extramural activities. I also observed that T1 from SCH A requested the learners’ parents to give their children traditional clothes, which were kept in the school so that no learner would be left without a dress to wear for traditional dances; this promoted their sense of belonging and motivated them to participate fully. I observed that T1 from SCH B provided snacks for her learners to motivate them to participate in extramural activities after academic activities. T2 from SCH B and T1 from SCH C encouraged their learners to join interschool competitions, which involved travelling from their school to another school. This would expose the learners intellectually and socially, as travelling is another viable form of learning. I observed the physical environment outside the classrooms and realised that the playground used for extramural activity at all schools was large enough for the teachers and the learners to accommodate them comfortably. I also observed that there were resources for the extramural activities at all schools. Soccer uniforms and netball uniforms were available at SCH A and SCH B while traditional clothes that were provided by

learners' parents were also kept at SCH C and SCH D. These helped facilitate the development of leadership qualities of young learners.

5.3.2.1.7 Theme 3: Challenges and way forward for facilitating leadership qualities in the Foundation Phase

Theme 3 discusses the challenges teachers experience when facilitating leadership qualities for their FP learners. They shared their thoughts and feelings about these challenges, as these limited their facilitation efforts. Despite these challenges, they suggested ways out and solutions they thought could help overcome these challenges. The following sub-themes emerged: 3.1: physical challenges regarding classroom size, resources and learner numbers; 3.2: challenges resulting from learners' uncooperative behaviours and family background; 3.3: lack of policy documents regarding the facilitation of leadership qualities in the Foundation Phase; and 3.4: working towards overcoming the challenges to the facilitation of leadership qualities in the Foundation Phase.

5.3.2.1.8 Sub-theme 3.1: Physical challenges regarding classroom size, resources and learner numbers

Physical challenges were major challenges hindering Grade 3 teachers from effectively deploying the leadership facilitation strategies discussed during the capacity-building workshop. When participants were asked to state the challenges they faced in class, they mentioned small classrooms, inadequate resources and high learner numbers.



Figure 5.9: Learners in overcrowded classrooms during learning activities (19/11/2016)

T2 from SCH A said: “I tried to facilitate leadership qualities, but the classroom space was too small to implement my strategy of grouping learners for activities.”

T1 from SCH B said: “I stopped trying to facilitate due to the lack of resources available. It is inadequate, especially the small classroom space.” With this limitation, little or nothing will be done as regards facilitating leadership qualities in the classroom.

I observed that teachers in none of the schools could divide their learners into groups or move around to monitor the tasks given to their learners during group discussions or other class activities (Field notes, 16, 21 October 2016, SCH A-D). Such monitoring was a major strategy for facilitating leadership qualities, but overcrowding made it impossible. Teachers also felt they could not successfully implement strategies to facilitate leadership qualities for their learners due to high numbers of learners in a classroom. T1 from SCH A said: “I was struggling to facilitate leadership qualities due to too many learners in my classroom.”

T2 from SCH C said: “it was difficult for me to facilitate leadership qualities due to a high number of the learners in my classroom.”

Overcrowding also had other negative effects. T2 from SCH B: “Learners refuse to participate in class due to overcrowded classes and also lack of materials, such as two learners sharing one chair.”

T1 from SCH C: “One teacher is teaching more than 60 learners. It is not possible for one teacher to facilitate the development of leadership qualities with such a high number of learners per class.”

T1 from SCH D and T2 from SCH C were also facing the challenge of limited resources (two learners sharing one chair and some learners had no learning materials), which made the academic environment uncondusive to learning and prevented the teachers from facilitating leadership qualities in the classroom.

I extended my observation to the classroom environment and discovered that SCH A and SCH B classrooms were not conducive to learning (see CD 2: Slide show and visual classroom observation). Most of the pictures on the classroom walls were not related to leadership qualities and could not motivate learners to assume leadership qualities.



Figure 5.10: Pictures on classroom walls not related to leadership (19/11/2016)

However, on the classroom wall of SCH C and SCH D, most pictures were related to leadership roles and could motivate learners to assume leadership positions.



Figure 5.11: Pictures on classroom walls related to leadership roles (20/11/2016)

Visual images are good aids for teaching young learners; they enter their memory faster and last longer than writing.

The situation in which teachers find themselves causes them to become stressed; the classroom size and learners number are beyond their control. The classes cannot be divided into two or three sections. There is a set time frame for teaching each lesson per term in a year. While there seems not to be any identifiable physical challenge restricting the facilitation of leadership qualities during extramural activities, a complete learning environment is characterised by a larger percentage of classroom activities; extramural activities are merely complementary to the core academic activities.

5.3.2.1.9 Sub-theme 3.2: Challenges resulting from learners' uncooperative behaviours and family background

Young learners consciously or unconsciously learn some behaviour outside the school, especially at home. Children imitate their parents, guardians or siblings and tend to imitate whatever they see them do, either good or bad. This home "training" influences classroom activities and makes it difficult for teachers to adequately facilitate leadership qualities for their learners. The young learners have two sources of learning and have to switch

between what they are taught in school and what they are exposed to at home. The teachers blamed the learners and their background for the challenges they faced while facilitating leadership qualities in their classroom. When participants were asked to indicate how these learners or their background posed a challenge to facilitating leadership qualities in their classroom, they pointed out the following:

During focus group interview, T2 from SCH A said: “Some learners have a barrier to learning as they are so spoilt depending on their family background.” T1 from SCH A said: “Some learners are stubborn and don't want to learn no matter how hard you try to make them learn.” T2 from SCH B said: “How kids are raised impairs their ability to participate in class, some of them just prove stubborn.”

It became apparent that learners' willingness to learn and their family background were influenced by their circumstances at home, regardless of the strategy the teachers adopted to facilitate leadership qualities during classroom activities. The teachers made this clear during the focus group interview. During my observation I discovered that in all the schools, there were some learners who did not take instruction from their teachers; they did whatever they wanted to do – which was always the wrong thing.

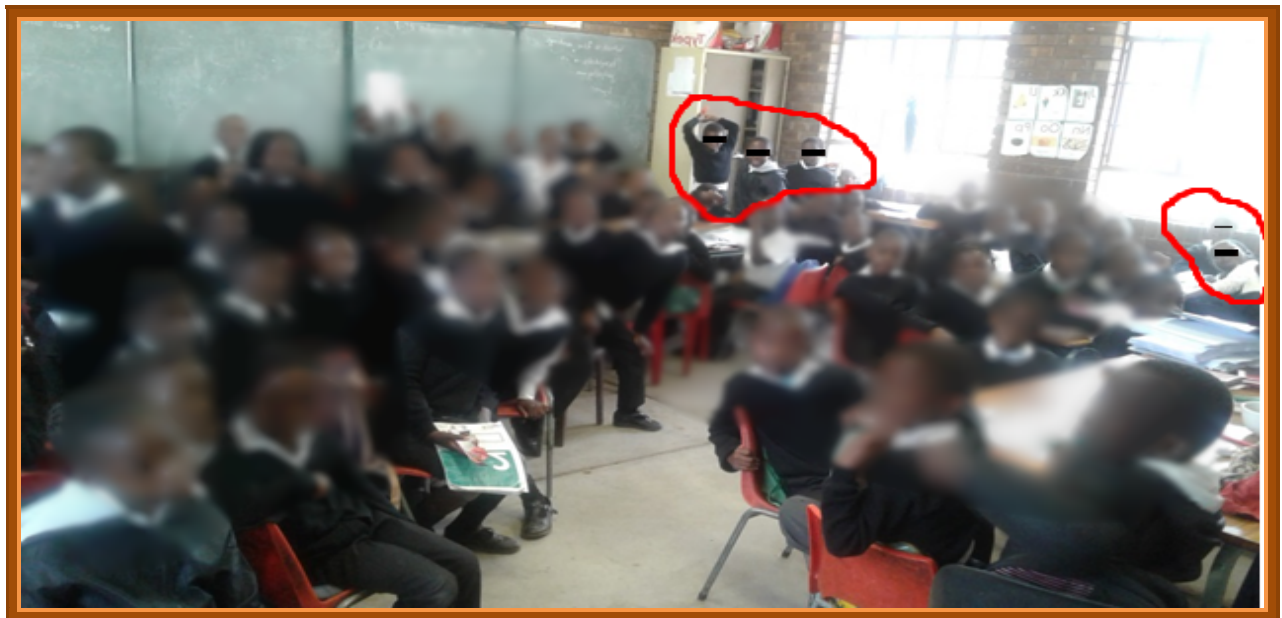


Figure 5.12: Uncooperative learners resting their heads against the wall without participating (20/11/2016)

The teachers further pointed out the following challenges posed by learners.

T1 from SCH A said: “Some learners are slow to understand what is being facilitated and yet not willing to learn and improve to be fast.”

T1 from SCH C said: “Some learners obviously lack skills to do the activities given to them and they are so reluctant to change or even participate in classroom activities.”

I observed (Field notes, 2 November 2016, SCH A and C) that some of the learners were reluctant to participate during group discussions and other classroom activities.

T2 from SCH C said: “Learners lack confidence.” She explained that a learner might know the answer to a question or even have a brilliant idea, but would be shy and hesitate to express him/herself; this limits the level of help (correction or recommendation) the teacher can give to such learner. I observed that in every school the majority of the learners didn’t give answers or ask questions freely during classroom activities, as they were not confident enough.

T1 from SCH D said: “Some learners are lazy by nature and are not ready or willing to improve, while others are afraid.”

T2 from SCH D said: "Other learners are afraid they will be laughed at, so they keep quiet throughout class activity." She further explained that most team leaders have too much work to handle, while others just sit without being interested to help or participate. I observed in SCH A that only 4 learners volunteered to lead a class of almost 60. In SCH B, SCH C and SCH D many learners also showed no interest in leading.

During the capacity-building workshop, T2 from SCH B pointed out that an important barrier to effective facilitation of leadership qualities was the poor time management of the learners; most of them did not finish any task given to them; which made it difficult to evaluate such learners.



Figure 5.13: Learners' incomplete tasks due to poor time management (20/11/2016)

This became apparent during my observation; in all schools the workbooks of most of the learners were incomplete. They did not make full use of the time given. This poor time management varied between schools; it was more of a challenge in SCH A, SCH B and SCH C than in SCH D.

5.3.2.1.10 Sub-theme: 3.3: Lack of a policy document on the facilitation of leadership qualities in the Foundation Phase

Teachers tended to ignore the facilitation of leadership qualities in young children during teaching and learning, as they did not know what it entailed and how to go about it. CAPS (2012:5) laid down a policy aimed at producing learners that are able to:

- “identify and solve problems and make decisions using creative and critical thinking;
- work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;

- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation”.

However, the government has failed to provide strategies, methods or a policy framework to serve as guide for the FP teachers to achieve these aims.

During focus group interviews, the teachers were asked if it was important to facilitate leadership qualities for Grade 3 learners, and they all agreed it was good. However, they blamed the government for not providing guidance and policies to enable them to facilitate leadership qualities in a uniform and appropriate way in the Foundation Phase. I noticed that most of the activities contained in the learners’ workbook issued by the Department did not contribute to and/or develop leadership in learners. However, T1 and T2 from SCH A and T1 and T2 from SCH C sometimes designed extra activities for their learners to facilitate the development of their leadership qualities.

T1 from SCH B stressed the challenge of limited time allocated to them to teach a lesson as a result of the new instruction issued by the Department. She said: "Time management contributes to facilitating the development of leadership qualities. Currently at school, the Department of Education has developed a tool that guides teachers to teach learners a lesson that can cover more than one topic and also indicate the time such teacher needs to spend on that particular topic. These are young learners, volatile and unpredictable, and the time given to teach these lessons is not enough to finish the lesson, which is a major challenge."

It is apparent that the government and policy makers are aggravating the challenges the Foundation Phase teachers are facing in facilitating the development of leadership qualities amongst their learners.

5.3.2.1.11 Sub-theme 3.4: Working towards overcoming the challenges facing facilitation of leadership qualities in the Foundation Phase

Overcoming challenges facing teachers in facilitating the development of leadership qualities in the FP is a joint effort of the teachers, learners, guardians, parents and the government. These and other stakeholders need to work together in the interest of facilitating the development of leadership qualities in the Foundation Phase. Some leadership and management thinkers maintain that the road to great leadership and management involves inspiring a shared vision, enabling others to act, challenging the process.

The teachers came up with suggestions during capacity-building workshops and focus group interviews, such as teachers partnering and learning from one another, continuing professional development programmes for teachers on facilitating leadership qualities amongst learners, encouraging interschool competitions and circuit clusters, teachers' personal development; the DoE and policy makers should design a tool that will assist teachers to facilitate leadership qualities amongst their learners; more workshops should be provided for the Foundation Phase teachers; curriculum advisors who are specialised in FP programmes should monitor FP teachers, blending the old curriculum with the new amended policy; the DoE should build more classrooms to avoid overcrowded classes and employ more Foundation Phase teachers in order to achieve a better teacher: pupil ratio.

During the workshop, T1 from SCH A said: "I feel that if we can work as partners amongst ourselves as teachers we could learn from ourselves how to facilitate leadership qualities better amongst our learners." T2 from SCH C shared a similar view.

T2 from SCH A said: "It is better for the policy makers to organise professional development programmes for us to equip us with necessary skills to facilitate leadership qualities in school context."

T1 from SCH B said: "It is important to attend circuit clusters where learners will learn and relate with others to build their intellectual and social skills."

T1 from SCH C and T1 and T2 from SCH D shared this view.

T2 from SCH B said: “I will rather design my own strategy that will assist me to facilitate leadership qualities in my class instead of waiting for the intervention from the government or policy makers.”

During the FGD 4, T1 from SCH A said: “Teachers should be ‘workshopped’ and the DoE should design a tool that will assist to train teachers.”

T2 from SCH A said: “Teachers who have more knowledge should share their experiences with other teachers on how they do it.”

T1 from SCH B said: “Curriculum advisors who are specialised in FP should monitor teachers in schools to see if they are implementing the development of leadership roles.”

T2 from SCH B said: “Old curriculum policies should be blended with the new amended policies.”

T1 from SCH C said: “Currently some teachers are struggling to facilitate the development of leadership qualities in the school context, so it is important for the policy makers to develop tools that can guide teachers on how to facilitate leadership qualities.” T2 from SCH C shared this view.

T1 and T2 from SCH D seemed to have a suitable solution to the small classrooms and overcrowding: “The DoE should build more classrooms and also appoint more teachers in the FP.”

It is apparent from all these suggestions that facilitating leadership qualities for FP learners must be a joint effort of the teachers, parents, guardians, learners and most especially the government and other stakeholders.

5.4 Summary

In this chapter, I presented the findings that emerged from the themes and sub-themes. It was apparent that facilitating the development of leadership qualities for young learners is a collective effort of teachers, parents, guardians, government and other stakeholders. I explained the importance of facilitating leadership qualities for Grade 3 learners and discussed the FP teachers’ awareness of such facilitation. I also discussed the strategies

to be adopted during classroom and extramural activities to develop leadership qualities in young learners. The various challenges facing the FP teachers in facilitating the development of leadership qualities for their learners was also highlighted. Finally, I discussed proposals by the participants for overcoming the challenges of facilitating leadership qualities in the FP.

In the next chapter of this study I will discuss capacity-building for leadership development.

CHAPTER 6

CAPACITY BUILDING EXPERIENCES FROM THE STUDY FINDINGS



“Leadership qualities inspire young learners to be better than they are today and help them focus on what matters most in life” (Ross & Lauren, 2014: 1).

6.1 Introduction

In chapter 5, I described the data analysis processes and reported the findings on the emerged themes and sub-themes. In that chapter, I explained the importance of facilitating leadership qualities amongst Grade 3 learners and discussed the awareness of leadership qualities among the FP teachers by reporting on the findings from the data. The various challenges facing the Foundation Phase teachers in facilitating the development of leadership qualities for their learners were highlighted and potential practical solutions were presented.

I commence this chapter by discussing the strategies that teachers suggested to assist them to facilitate the development of leadership qualities in the school context better. These strategies were identified collaboratively (PAR) and developed for the teachers to facilitate during classroom operations and extramural activities in order to develop leadership qualities amongst the young FP learners. The extent to which these strategies assisted the teachers to facilitate the development of leadership qualities are also discussed.

6.2 Capacity-building workshops

In this research study, the teachers suggested some strategies that could assist them to facilitate the development of leadership qualities in the school context. These experiences were used for capacity building during PAR project, which consisted of several capacity-building workshops. Goosby (2011: 5) defines capacity building as a means to complement and support current activities as well as guidance and strategy documents with an operational approach to defining and monitoring capacity-building strategies that are implemented. The study revealed that currently there is no tool that can assist or guide teachers to facilitate the development of leadership qualities. The following strategies were used:

- Teachers facilitate leadership qualities as part of their professional development and identifying and implementing the national curriculum
- Knowing and meeting the needs of their learners for example moving the learner's seat closer to the teacher
- Using leadership identifiers
- Teachers' facilitation of and active participation in extramural activities

When activities are considered, aims and goals should be set. In this PAR project it was assumed that appropriate strategies improve the facilitation of leadership qualities in schools. In this research study, capacity-building experience was fundamental to the identification of strategies which were developed to change the leadership behaviour of young learners. The following strategies were identified and developed in this study.

6.2.1 Identified strategy: Teachers facilitate leadership qualities as part of their professional development and implementation of the national curriculum

Facilitate the development of leadership qualities in schools as part of professional development by knowing and meeting the needs of their learners such as moving the learner's seat to near the teacher, using leadership identifiers when observing their learners and interpreting and implementing the national curriculum policy. Training and conducting workshops play major roles in implementing aspects of the curriculum. They

help teachers to identify “gaps” in the curriculum and gain more experience and learn how to implement “new” aspects such as leadership qualities. Training and workshops also help teachers to gain more knowledge, such as knowledge that will enable them to impart leadership qualities to young learners in a uniform manner in their various schools. For future reference, curriculum advisors should visit the schools to monitor and evaluate the implementation of such training and strategies by FP teachers that can be regarded as professional development.

Policies are important tools that are used to guide teachers how to implement teaching strategies in schools. The Curriculum Assessment Policy Statement should emphasise the development of leadership qualities in learners.



Figure 6.1: Curriculum Assessment Policy Statement for Life Skills

During the capacity-building workshop and in the focus group interviews, teachers indicated that they were not aware that there was a need to facilitate leadership qualities and they did not see such aspects in the CAPS document. The Department of Education (2008) does list several descriptors for passionate teacher-leaders (such as passion for achievement, passion for caring, passion for collaboration, passion for commitment and passion for trust), but does not point out how to facilitate leadership qualities in young learners. As a team member, I also identified “gaps” in the CAPS, and we collaboratively identified the strategies to be implemented.

In schools, professional development should be a critical concern of education leaders. The ability to facilitate leadership skills for young learners is part of this development, and participatory action research can be used to gain a better understanding of what works or not in a school's academic programme and then using the findings to improve the quality of education. If teachers are well trained in leadership qualities in school, young learners will develop better leadership behaviour, which they carry with them into adulthood. When teachers engage in professional development at their school with their colleagues, they can learn from and support one another by implementing what they have learned. In recent decades, the topic has been extensively researched, and many strategies and initiatives have been developed to improve the quality and effectiveness of professional development for teachers.

Professional development is a vital part of teacher training. It refers to a number of experiences that promote the education, training and development opportunities for the teachers who work with young learners. In this sense, professional development applies to a full range of activities that attempt to broaden the knowledge base, skill set or attitudinal perspectives. Professional development plays a vital role in facilitating leadership qualities to young learners. The process of professional development refers to how professionals such as teachers move from awareness (knowledge) to action (practice) and to adoption of a particular disposition in one's professional repertoire.

6.2.2 Identified strategy: Knowing and meeting the needs of their learners

Northhouse (2013) opines that teachers need to develop and instil leadership qualities in their learners during their classroom operations. During focus group interviews, participating teachers mentioned different leadership qualities that are expected from a young learner, such as cleanliness, being energetic, good decision-making skills, confidence, explanatory skills, listening skills, effective communication skills, being a good team player, problem-solving skills, honesty, creativity, responsibility, respect, critical thinking and being loving, courteous and generous. Teachers were expected to keep these leadership qualities in mind and adopt the best approach to facilitate these leadership qualities for their young learners.

Figure 6.1 below illustrates how FP teachers can serve as teacher-leaders and role models to instil the various leadership qualities. The learners are also expected to show and exhibit these leadership qualities back to their teachers, as shown in the image.



Figure 6.2: Teachers modelling leadership qualities to young learners (Artist: Ratshilumela, 2017).

The picture above illustrates a transformational teacher-leader in the classroom modelling leadership qualities to young learners. In the FP, teachers teach four subjects, namely Home Language, English First Additional Language, Mathematics and Life Skills; the teachers are expected to facilitate the development of leadership qualities through these subjects. In this research study, teachers were observed during Life Skills lessons. In a typical classroom, teachers are expected to show learners that the leadership qualities that they facilitate can prepare them to assume any leadership role inside and outside the school by engaging them to complete leadership tasks (see figure 6.2 and CD 2: Slide pictures).

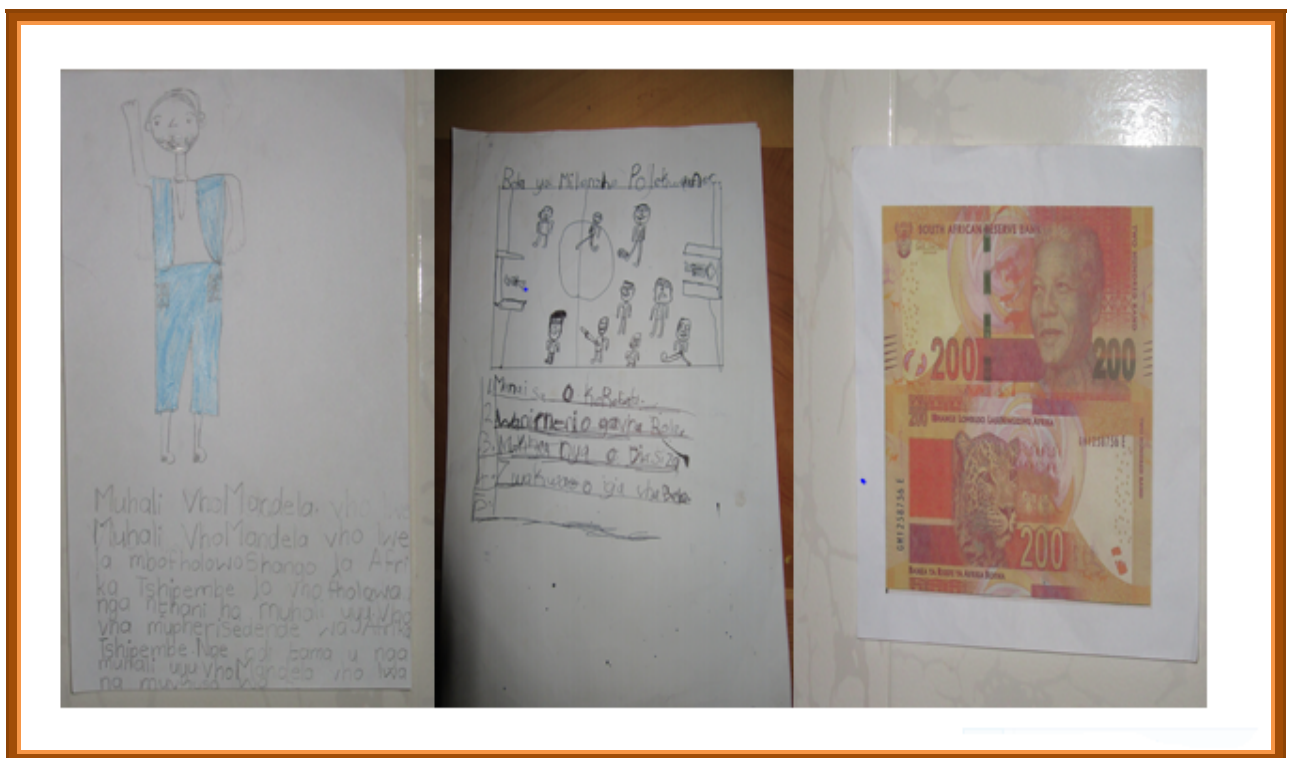


Figure 6.3: Leadership activities completed by the Grade 3 learners

Some learners require additional support in order to assume leadership roles and exhibit leadership qualities. Through support and adaptations to instruction, the teachers should identify ways of helping learners in order to overcome difficulties during classroom and extramural activities. Young learners should know that the leadership qualities that teachers facilitate for them are essential; teachers expect learners to demonstrate these leadership qualities during group discussions and extramural activities. A teacher who

observes a class is able to see commonalities as well as transformations of leadership behaviours in young learners when the practising of leadership in the classroom testifies to a learners' more responsible way of life.

Given overcrowded classrooms, it is advised that the Department of Education should create positions for assistant teachers in order to increase the number of Foundation Phase teachers, as is done in private schools. This can build teachers' confidence and make it easier for them to facilitate the development of leadership qualities in school context.

6.2.3 Identified strategy: Moving the learners closer to the teacher

In almost every classroom there are some young learners who require special attention. It is essential to move playful learners, learners who have learning problems, absentees, lazy learners, shy learners and frustrated learners from the back seats to the front, where the teachers can monitor them properly. I saw that some learners, especially the learners in the back seats, were playing and were not participating in classroom activities. The photo below shows some learners playing while a lesson was in progress.



Figure 6.4: Learners playing during facilitation of leadership qualities in the classroom (15/11/2016)

It is very important for teachers to monitor such learners and to engage them more in different leadership tasks to keep them busy, responsible and accountable. They need strong assistance from the teachers, as they could pass to higher grades without learning any leadership quality or even subject content. Teachers moved those learners closer to them so that they could easily monitor them and engage them in leadership roles, such as distributing learners' workbooks, class leader, timekeeper, reporter, by means of leadership tags.



Figure 6.5: Leadership role tags that teachers developed during the PAR project

6.2.4 Identified strategy: Using leadership identifiers in the classroom

Teachers should engage young learners to participate in various leadership capacities and give them leadership identifiers (group leader, scribe, timekeeper, reporter and class captain) in the classroom. Teachers can rotate these leadership roles amongst learners daily or weekly in order to allow all learners to assume leadership positions. Because of overcrowded rooms, the teachers at the four selected schools did not group learners as expected during teaching; but during the last capacity-building workshop it was suggested that learners could still assume leadership roles by using leadership identifiers, which teachers can make in the form of a flash card or caps, as shown below.

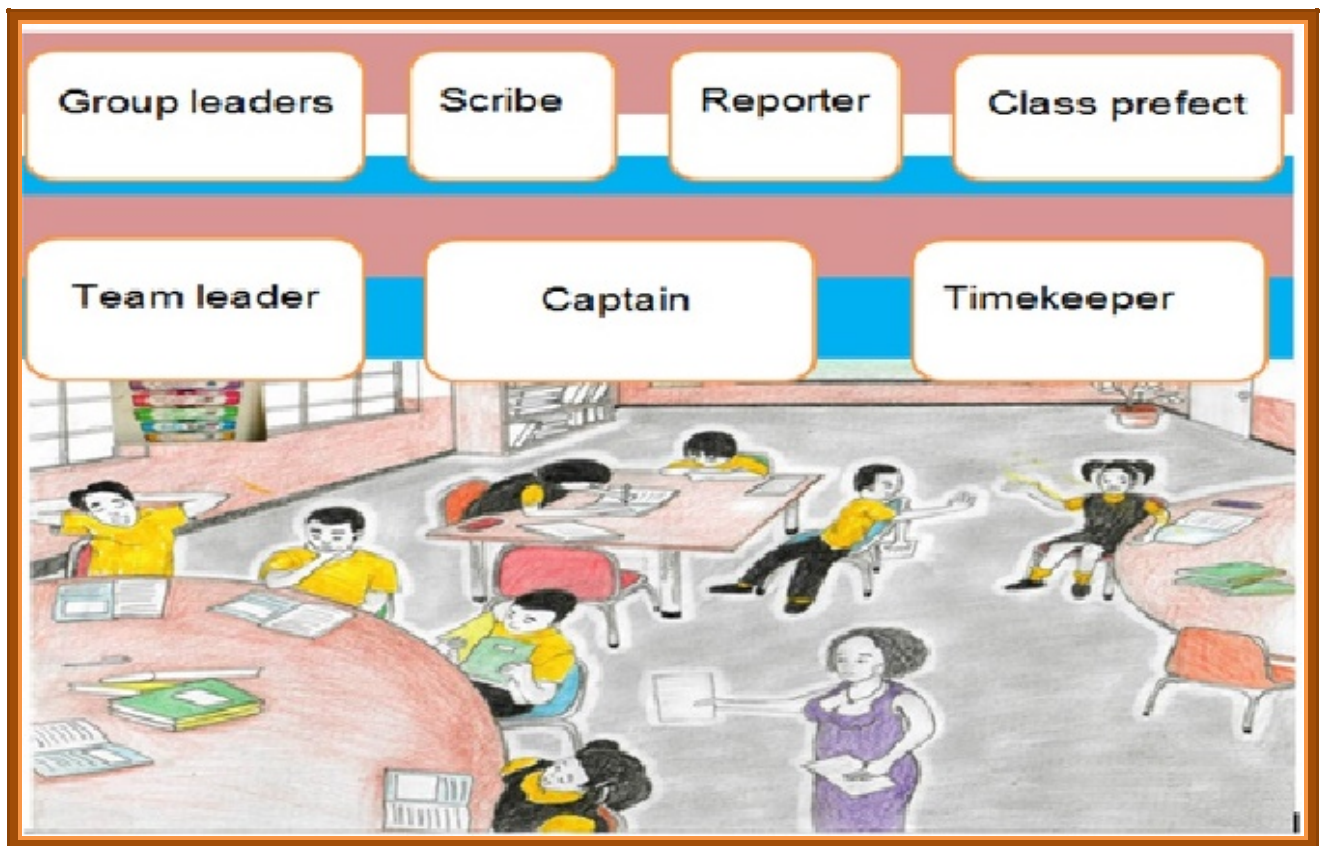


Figure 6.6: Leadership role identifier in the form of a flash card (Artist: Ratshilumela, 2016)

During capacity-building workshop 2 and focus group interview 2, it was found that teachers were experiencing problems with overcrowded classes; therefore it was essential for the teachers to give young learners leadership identifiers in order to engage them in different leadership roles, as the classrooms were not large enough to split learners into different groups. This helped teachers to identify and monitor lazy and shy learners and learners who had learning problems. Using leadership identifiers helped teachers to develop leadership behaviour in their young learners, as learners in a leadership role can be easily identified and monitored. The photo below shows learners wearing leadership identifiers as caps on their heads.



Figure 6.7: Learners wearing caps as leadership identifiers during facilitation of leadership qualities (18/11/2016)

Figure 6.7 shows that the classroom was full of learners; nevertheless, the teacher tried to engage young learners in different tasks in order for the learners to assume leadership roles by giving them leadership identifiers. A learner wearing a leadership identifier has a greater sense of belonging and responsibility in the classroom. These learners are motivated to perform in the leadership capacity of the tags they wear. The teacher rotates the leadership roles amongst young learners in the classroom to enable all learners to participate in one leadership position or the other.

6.2.5 Identified strategy: teachers' facilitation of and active participation in extramural activities

Extramural activities complement the formal classroom activities and offer balance to the academic side of education by making the learners physically active and helping them develop new qualities, such as playing an active role in a team and developing problem-solving skills. From the above point of view, it is essential for the Department of Education to motivate teachers to consider and participate actively in extramural activities. Teachers' participation motivates and encourages learners to participate in extramural activities.

Teachers' involvement in activities such as soccer, netball and traditional dancing helps grow learners' leadership qualities, self-esteem, self-confidence and sense of belonging and responsibility.

The Basic Education Policy Framework issued by the South African Department of Education (2012) views extramural participation as an integral part of education, and therefore it should form part of a holistic education programme. The motivation of teachers to consider extramural activities as important is crucial. Some teachers denied being responsible to conduct or even participate in it. The challenge of inadequate sports facilities should be solved by the government by providing an environment conducive to extramural activities (Van de Vijver, 2005). The school management is also advised to provide sports uniforms and traditional dresses for their learners, so they won't feel left out during such extramural activities.

Mine (2016) defines extramural activities as activities outside of the school curriculum, most often after school. Mahoney, Larson, Eccles and Lord (2005) add that these activities are considered to be organised activities, with structure and teacher supervision, and emphasise skill building and the promotion of positive leadership development for the young learners. Monitoring by teachers is vital, and it is essential for the Department to motivate teachers to facilitate and actively participate in these activities in schools. In South Africa, extramural programmes are implemented at a low rate, and learners' participation tends to be voluntary. In the Foundation Phase, learners learn four subjects, one of which is Life Skills. In this subject, there is a study area known as physical education where teachers can facilitate extramural activities and have the opportunity to encourage leadership roles such as team leader and captain. Using this medium, teachers influence young learners to actively participate in a team. The picture below shows a teacher's influence resulting from her active participation in traditional dance. After performing, the learner rests on the mat while waiting for another turn (see image of mat in corner figure 6.5).



Figure 6.8: Picture illustrating teacher's influence during a traditional dance (Artist: Ratshilumela, 2016)

Besides traditional dance, soccer was another major activity learners engaged in during extramural activities. The picture below shows learners playing soccer under the supervision of their teacher, who participates as a coach or a team manager.



Figure 6.9: Picture illustrating teacher's influence during a soccer game (Artist Ratshilumela, 2016).

The pictures above emphasise that teachers should be motivated to value extramural activities, which form an integral part of school activities. The teachers must also be ready to motivate and assist young learners to assume leadership positions such as team captain or dance group leader during extramural activities. Motivation by teachers to participate in extramural activities can help young learners to develop critical thinking skills and improve their chances to grow and improve their leadership qualities.

6.3 Summary

In this chapter, I discussed the capacity-building experience strategies that we adopted during PAR group discussions and also focused on extramural activities. In order to facilitate the development of leadership qualities in the FP effectively, teachers considered these strategies. During PAR we initiated a research project to reduce the shortcomings.

CHAPTER 7

DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATION



“Leadership is not a position or a title, it is an action backed-up with an example” (Sykes, 2015: 8).

7.1 Introduction

This research study presented data on facilitating the development of leadership qualities in the Foundation Phase during a PAR project. I explored the significance of my findings as they emerged from the data and discussed policy recommendations to solve the challenges. The findings were classified according to themes and sub-themes that emerged from the data collected through focus group interviews of the participating Grade 3 teachers, documentation, field notes, classroom observations, research journal and visual data. The data collection methods gathered data which assisted me to acquire a qualitative, in-depth understanding of the extent to which teachers can facilitate the development of leadership qualities in young learners. During the focus group interviews, participants expressed their understanding of the identification and the facilitation of leadership qualities as the ability to change learners’ leadership. In chapter 6 I discussed the identified strategies developed and implemented in this study.

During the capacity-building workshop, Grade 3 teachers expressed their concern about their learners who did not want to assume any leadership role in the classroom. Teachers also reported that facilitating leadership qualities was important, but were not aware they were supposed to impart them or how to impart it in schools. The teachers participating in the research study were using the lesson plan that was provided by the department, but they did not find it useful as the department did not provide any guideline for facilitating

leadership qualities in the FP; moreover, they acknowledged that they lacked the knowledge and skills to facilitate leadership qualities.

During the focus group interview discussions, I understood that the teachers had a good idea of leadership qualities that should be imparted to young learners. They also identified the strategies that could help them facilitate leadership qualities. However, during the classroom observations, it was apparent that some young learners did not take instruction from their teachers, were not willing to learn and struggled to assume leadership roles during learning activities. As an interpretivist, I concluded that the participating teachers in my PAR project had reason to feel frustrated.

In this final chapter I reflect on the research process, which was integrated with the data analysis process (see Figure 6.1). Therefore, I give a synoptic overview of the study and present the findings of the study in terms of the theoretical framework. I also present literature that supports my findings. In addition, I present findings which are contradictory to the body of literature in this research domain as well as findings on which the literature is silent. These silences are presented as new insights that emerged from the study. In the following sections, I answer the research questions that guided the study. I also present my conclusion, recommendations and the limitations of the research study.

7.2 The research process at a glance

This research study focused on facilitating the development of leadership qualities in Grade 3 learners. To this end the research study identified the leadership qualities that can be facilitated in school contexts. These qualities and their importance were deduced from the literature and discussed during the capacity-building workshop programme and were used to design a semi-structured questionnaire that was used during the focus group interviews with the Grade 3 teachers at the research site. Furthermore, the participants collaboratively identified strategies to be adopted for facilitating the development of leadership qualities in the classroom. They were included in the strategies that the Grade 3 teachers could use to facilitate these qualities.

In addition, the study examined the challenges that teachers experienced with regard to facilitating leadership qualities during classroom and extramural activities. It was evident that the physical challenges of classroom size, limited resources, overcrowded rooms, learners' uncooperative behaviours and family background and the lack of a policy document on the facilitation of leadership qualities in the Foundation Phase were the major challenges facing the teachers. However, this study offers ways of overcoming these challenges.

In the next section, I give the synoptic overview of this study.

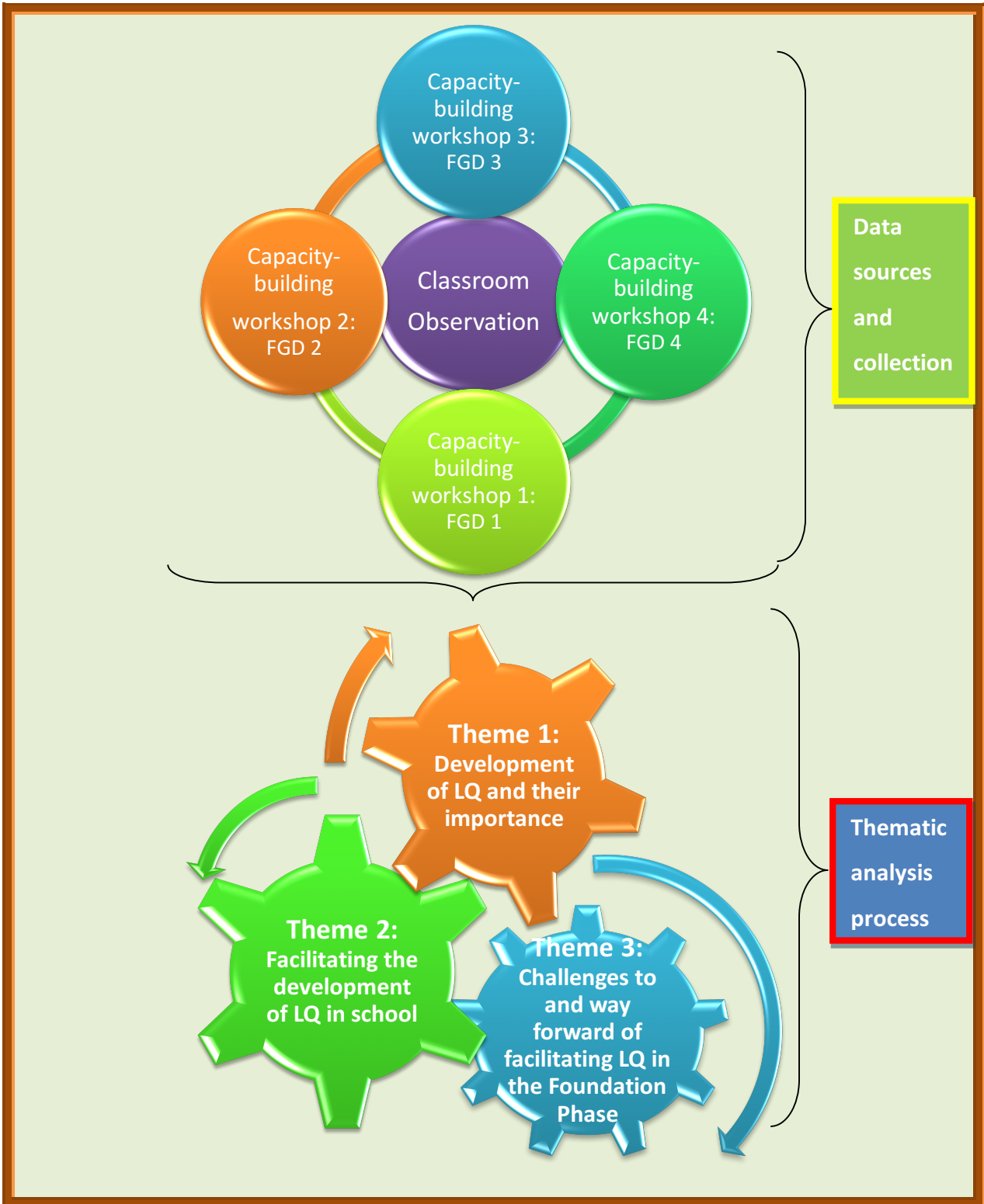


Figure 7.1: Graphical representation of the research process (LQ = leadership qualities)

7.3 Synoptic overview of the study

The research study focused on four rural schools in the Vhembe District as the unit of analysis. Some of the schools had more than one Grade 3 class. Primary participants of this study were Grade 3 teachers (Grade 3 is the final grade of the Foundation Phase). Qualified teachers with more than five years' experience were purposefully selected to participate in this study.

Chapter 1

This chapter concentrated on the background to the research study. I introduced the reader to the problem, the rationale as well as the purpose of the study.

Chapter 2

I explored the literature in order to compare the best practices and see what research had to say about facilitating the development of leadership qualities in young learners.

Chapter 3

I explored the theoretical principles that underpin this study. Knowledge of developmental learning theories and strategies for facilitating leadership qualities were also discussed.

Chapter 4

Participatory action research was used to gather data. This involved focus group interviews with Grade 3 teachers, observation in Grade 3 classes, documentation, field notes and visual data. To conclude this chapter, the ethical considerations as well as the trustworthiness of the study were set out.

Chapter 5

I analysed data drawn from participants' responses. Themes and sub-themes emerged and after that, I interpreted data in order to answer my research questions. The three themes illuminated key elements of facilitating the development of leadership qualities for Grade 3 learners.

Chapter 6

I discussed the capacity-building experience strategies from the study findings. The chapter explored different strategies that can be adopted to facilitate the development of leadership qualities in Foundation Phase learners.

Chapter 7

In this chapter, which is the final chapter, I support my findings with statements from the literature. I answer the research questions and present the recommendations, ideas for further study, conclusions and limitations of my study.

In the next section, I present the findings of the research project against the background of the existing literature in Tables 7.1 to 7.4.

7.4 Findings of the study against the background of existing literature

In this section, I start with the literature that corroborate the research findings (see Table 7.1). Next, I discuss findings that contradict the existing literature (see Table 7.2). Aspects which are generally found in the relevant literature, but not in my data, are listed in Table 7.3. Finally, I offer new insights from my findings (see Table 7.4).

7.4.1 Supportive evidence in the existing literature

Table 7.1: Comparison of research findings with existing knowledge: Supportive evidence

Theme1: Development of leadership qualities and its importance			
Sub-themes	Author and year	Existing knowledge	Interpretive discussion
1.1 Teachers' understanding of leadership qualities	Burns (1978), Denmark (2012), Gosling, Marturano and Dennison (2003) Noddings, 2005)	The teachers are expected to engage with their followers (learners) in such a way that they raise one another to higher levels of motivation and morality by	Teachers in this study showed understanding of various leadership qualities by identifying various leadership qualities exhibited by their learners in their

Theme1: Development of leadership qualities and its importance

Sub-themes	Author and year	Existing knowledge	Interpretive discussion
	Riggio, 2010)	modelling different leadership qualities.	various classrooms during classroom operations and extramural activities.
1.2 Teachers' awareness of leadership qualities	Southworth (2011) Bush (2013), Hyacinth (2014) Youngs (2010) Kretman (2009) Youngs (2008)	The acquisition of various leadership qualities will enable young learners to recognise and promote human values in and outside of the classroom.	In this study, teachers explained the importance of teaching leadership qualities to young learners. During focus group discussions, they indicated that learners can and will become a valuable asset to the work environment if they learn the leadership qualities at a young age.
	Barthold (2014), Northhouse (2013) Northhouse (2001) Youngs (2007)	Teachers need to develop and instil leadership qualities in the learners during classroom operations.	In this study, teachers taught the five major leadership qualities to their learners using different teaching strategies during classroom operations and extramural activities.
	Chorpenning (2015) Mawson (2010)	The better the learners' leadership qualities are developed in their early years, the better the world will be in the future.	In this study, the focus of facilitating leadership qualities was mainly on the Foundation Phase, and Grade 3 learners were the major focus during the intervention process and observation, as they are young learners.

Theme 2: Facilitating the development of leadership qualities in the school context

Sub-themes	Author and year	Existing knowledge	Interpretive discussion
<p>2.1 Facilitating leadership qualities to Grade 3 learners</p>	<p>Mooney (2000), Karnes and Stephens (1999), Reed and Koliba (2003), Kouzes and Posner (2002), Scheer and Safrit (2001)</p>	<p>Teachers should understand that their actions in the classroom are laying the foundation upon which learners construct their personal worldviews and identities.</p>	<p>During observation of the teachers and learners, it was apparent that teachers model a lifestyle that can be emulated by young learners and serve as a role model during the teaching process. Furthermore, learners found leadership qualities in their teachers and cited some of their behaviours as examples when they were told to identify various leadership behaviours they admire.</p>
	<p>Fox (2012), Kemp (2011), Motilal (2014), Roets (2000)</p>	<p>Foundation Phase teachers play a powerful role in influencing leadership development in young learners, as they can encourage and support learners' leadership behaviours.</p>	<p>In this study, it was apparent that teachers showed maximum support to instil leadership qualities in young learners during classroom and extramural activities by adopting strategies such as tagging learners as group leader, timekeeper, scribe or captain. Furthermore, it was observed that at the end of everyday activities,</p>

Theme 2: Facilitating the development of leadership qualities in the school context

Sub-themes	Author and year	Existing knowledge	Interpretive discussion
			<p>teachers encouraged their learners to practise everything that was taught in class that could help them develop leadership qualities.</p>
<p>2.2 Learning leadership qualities to assume leadership roles in the classroom</p>	<p>Murray (2014), Welch (2016), Carmichael (2016)</p>	<p>Teachers act as coach or mentor to groom young learners to improve their leadership qualities in order to assume leadership roles.</p>	<p>During the focus group interview, the teachers mentioned some strategies they adopted to help learners assume a leadership role in the classroom: giving lazy learners more leadership tasks, motivating learners to serve as class managers and rewarding learners for participating actively in class. Furthermore, I observed that all the teachers implemented the capacity-building experiences discussed during the workshop in various ways to motivate learners to assume leadership roles in the classroom.</p>
<p>2.3 Facilitating leadership qualities during</p>	<p>Munsamy (2016)</p>	<p>Extramural activities offer balance to the academic side of education and are</p>	<p>It was apparent that during extramural activities such as traditional dancing,</p>

Theme 2: Facilitating the development of leadership qualities in the school context

Sub-themes	Author and year	Existing knowledge	Interpretive discussion
extramural activities		usually more informally, which stimulates learners' minds and develops their social skills by interacting with others.	learners were able to interact and communicate effectively with their fellow learners, and during soccer games learners exhibited effective team playing by interacting effectively in order to win the game.
	Barthold (2014)	Learners are believed to be more happy, participative and interactive during extramural activities.	In the study, I observed that majority of the learners were happy and participated actively in various extramural activities such as soccer, netball and traditional dancing.

Theme 3: Challenges to and way forward for facilitating leadership qualities in the Foundation Phase

Sub-themes	Author and year	Existing knowledge	Interpretive discussion
3.1 Physical challenges regarding classroom size, resources and numbers of learners	Shamim, Negash, Chuku & Demewaz (2007) Renaud, Tannenbaum & Stantial	Challenges such as overcrowded classes predominate in rural government schools, which impedes learners' participation in classroom activities. Too many learners in the	During the capacity-building workshop, teachers pointed out that small classrooms, inadequate resources and high numbers of learners made it difficult to get learners' attention, as the noise level was too high.

Theme 3: Challenges to and way forward for facilitating leadership qualities in the Foundation Phase

Sub-themes	Author and year	Existing knowledge	Interpretive discussion
	(2007) Kuchah & Smith (2011) Smith (2008)	class and inadequate learning resources.	
3.2 Challenges posed as a result of learners' uncooperative behaviours and family background	Wehby , Lane, & Falk (2003) Nungesser & Watkins (2005) Ellis & Tod (2009) Guardino & Fullerton (2010) Kaplan, Gheen & Midgley (2002). Cihak, Kirk & Boon (2009)	Learners are members of a community and are influenced by their society, especially immediate family members, which can have an effect on their behaviour in school.	During observation in all four schools, some learners did not take instruction from their teachers. The participating teachers also commented during focus group interviews that some learners were stubborn by nature and reluctant to obey the classroom rules due to their different background and upbringing.
3.3 Lack of policy guideline on the facilitation of leadership qualities in the Foundation Phase	CAPS (2012)	The policy framework developed by the government focuses on producing learners that can think critically, solve problems and serve responsibly in a team as a team member.	In the study, all the participating teachers identified the absence of a policy framework to guide them in facilitating the development of leadership qualities as one of their major challenges.
3.4 Working towards overcoming the	DoE (2008)	All stakeholders must work together to overcome the challenges facing	During capacity-building workshops and focus group discussions, all participating

Theme 3: Challenges to and way forward for facilitating leadership qualities in the Foundation Phase

Sub-themes	Author and year	Existing knowledge	Interpretive discussion
<p>challenges facing facilitation of leadership qualities in the Foundation Phase</p>		<p>facilitation of leadership qualities in the Foundation Phase.</p>	<p>teachers came up with the suggestion that it is the joint duty of all stakeholders to overcome the challenge of facilitating leadership qualities in the Foundation Phase.</p>

The literature confirms the findings of this study that teachers were aware of the importance of facilitating the development of leadership qualities in the Foundation Phase. The findings were also in agreement with statements in the literature that the best time to facilitate leadership qualities for learners is their early childhood; it will influence their behaviour in and outside the classroom and make them responsible future citizens. My findings also confirmed that learners are able to develop their social skills during extramural activities, which form a major part of their holistic development and complement the formal learning process. The lack of a policy framework to guide the teachers in facilitating the development of leadership qualities in the Foundation Phase was identified as a major challenge facing the Foundation Phase teachers. The CAPS only focuses on the type of learners to be produced and does not say how to produce such learners.

Some of the findings of this study, however, contradict existing knowledge.

7.4.2 Findings contradicting the existing literature

Table 7.2: Comparison of research findings with existing knowledge: contradictory evidence

Theme1: Development of leadership qualities and its importance			
Sub-themes	Author and year	Existing knowledge	Interpretive discussion
1.1 Teachers' understanding of leadership qualities	Reggio (2009), Penn (2012), Hackett (2013)	Leadership is about one-third born and two-thirds made.	In this study, the majority of the participating teachers said there were no tests to find out who is a born leader or not, as all learners can learn and are collectively taught leadership qualities.
1.2 Teachers' awareness of leadership qualities	Murphy (2011)	Leadership qualities and capabilities only become evident in naturally occurring situations.	In this study, the participating teachers understood the importance of facilitating leadership qualities for young learners, and indicated that they can be taught in planned classroom settings. They used different strategies to make leadership capability evident in their learners, such as teaching them the basic leadership behaviours and making the learners assume leadership roles in school.

Theme 2: Facilitating the development of leadership qualities in school context

<p>2.1 Facilitating leadership qualities for Grade 3 learners</p>	<p>Barthold (2014)</p>	<p>The teachers' role is to catalyse the process of learning; they are the ones who guide and direct the learning process and must be aware of how to facilitate leadership qualities for young learners, whether they teach kindergarten, third grade or twelfth grade.</p>	<p>During the first capacity-building workshop and the focus group interviews, teachers said that they did not know how to facilitate leadership qualities for young learners. SCH B/T1 indicated that it was quite impossible to facilitate leadership qualities, as she believed leadership qualities were inborn and could not be taught. This was a result of the teachers' lack of knowledge of facilitating leadership qualities for young learners before they were enlightened in the capacity-building workshops.</p>
<p>2.2 Learning leadership qualities to assume a leadership role in the classroom</p>	<p>Ornstein, Livine, Gutek and Vocke (2014)</p>	<p>Learning leadership qualities in a classroom setting consumes a lot of instructional time.</p>	<p>I observed that teachers facilitated leadership qualities for their learners using various strategies that did not involve a special time schedule and did not affect other lessons. The instructional time for all lessons was maximised, and each lesson was an avenue to facilitate leadership qualities for the young learners.</p>

The findings of this research study contradict the literature that suggests that leaders are born and not made. The findings show that young learners can learn leadership qualities in the school context and build on them with their life experiences as they grow. Having inborn leadership qualities does not necessarily make a learner assume a leadership role without being taught. In this study, the teachers believed that leadership qualities and

capabilities can be evident in learners in normal classroom settings during group discussion and extramural activities and are not only evident in naturally occurring situations, as argued by Murphy (2011).

In addition, Barthold (2014) argues that teachers' role is to facilitate leadership qualities in young learners, and teachers are expected to be aware of this duty. However, my findings showed that Foundation Phase teachers were not aware that it is their responsibility to facilitate leadership qualities, or how to go about it, until they were enlightened during the capacity-building workshops on facilitating leadership qualities in the Foundation Phase. The participating teachers commented that facilitating leadership qualities was meant to be part of the normal teaching activities and did not need a special time schedule, which opposes the argument of Ornstein et al. (2011) that learning leadership qualities in classroom setting consumes a lot of classroom instructional time.

In the next section, I describe the silences in the research data. The purpose of this section is to emphasise findings which I expected from studying the literature, but did not find in my data.

7.4.3 Silences in the research data

Table 7.3: Comparison of research findings with existing knowledge: silences in the research data

Trend	Author and year	Interpretive discussion
The literature indicates that since teachers serve as leaders, role models, coaches and mentors in classroom, they are expected to be aware of how to facilitate leadership qualities in their classroom operations and in the school context; also, teachers in the	Mooney (2000), Kouzes and Posner (2007), Darder and Torres (2009), Fox (2012), CAPS (2012), Bush (2013), Northhouse (2013), Barthold (2014), Murray (2014),	In this study, it was evident during the first capacity-building workshop that most of the Foundation Phase teachers did not know how to facilitate leadership qualities for their learners. Moreover, during the focus group interview, it became apparent that most of the teachers did not believe it was possible to facilitate leadership

Trend	Author and year	Interpretive discussion
<p>FP are expected to produce learners who can think critically, solve problems and serve effectively as team members.</p>	<p>Chorpenning (2015)</p>	<p>qualities for young learners; some of them believed the learners were too young to understand what leadership qualities meant, while some believed leadership qualities were inborn traits that could not be learned; others believed leadership qualities could not be taught in a classroom setting. Furthermore, the majority of the teachers saw facilitating leadership qualities as not their responsibility, because the CAPS didn't provide them with any framework to serve as a guide in facilitating leadership qualities for young learners. Perhaps that is the main reason why the teachers were not aware of facilitating leadership qualities in the Foundation Phase. However, after a series of capacity-building workshops with the teachers, they realised the importance of facilitating leadership qualities to young learners and were more than ready to facilitate the leadership qualities in their classroom operations and extramural activities.</p>

The literature suggests that Foundation Phase teachers are expected to be aware of how to facilitate leadership qualities in their classroom operations and in school and are expected to produce learners that can think critically, solve problems and serve effectively as team members (Bush, 2013; CAPS, 2012; Darder & Torres, 2009; Fox, 2012 & Kouzes

& Posner, 2007). During focus group interviews, the participating teachers were asked specific questions about their awareness and the importance of facilitating leadership qualities in the Foundation Phase. It was apparent from their responses that the vast majority of the participating teachers were not aware of facilitating leadership qualities in young learners. However, participating teachers were enlightened after a series of capacity-building workshops on the importance of facilitating leadership qualities in the Foundation Phase.

Therefore, the Foundation Phase teachers embraced the importance and necessity of facilitating leadership quality in the Foundation Phase once they had been sensitised to its importance. They also expected the CAPS to provide a framework to guide them in facilitating leadership qualities in the Foundation Phase.

In the next section, I explore new insights gained from the study.

7.4.4 New insights from the study

Table 7.4: Comparison of research findings with existing knowledge: new insights from the research findings

New insights	Description	Interpretive discussion
The CAPS policy issued by the department did not include a guide for teachers on facilitating leadership qualities in the FP.	Some teachers did not see the importance or understand the process of facilitating leadership qualities in the FP since there was no guidance from the department.	FP teachers reported that the CAPS policy did not include any framework that could guide them on ways to facilitate leadership qualities in the FP and recommended that the department should provide them with a framework that would serve as a guide for facilitating leadership qualities in the FP.
Teachers had a better understanding of what facilitating leadership	FP teachers embraced the importance and necessity of facilitating leadership	The problem of unawareness of leadership qualities in the FP disappeared when they were

New insights	Description	Interpretive discussion
<p>qualities was all about in the FP.</p>	<p>qualities in the FP after their exposure to a series of capacity-building workshops.</p>	<p>enlightened on its necessity and importance during the capacity-building workshops. The participating teachers came up with different activity-based strategies that they designed to facilitate the leadership qualities during classes and extramural activities.</p>
<p>PAR collaboration with teachers</p>	<p>FP teachers were part of the PAR project. They identified strategies that assisted facilitation in the classrooms. In FGI they helped others who were still experiencing problems facilitating leadership qualities.</p>	<p>Learners were able to improve their leadership behaviour. They also assumed leadership roles during group discussions and extramural activities.</p>
<p>Learners performed better in their lessons when leadership qualities were facilitated consciously as part of their classroom and extramural activities compared with their prior performance.</p>	<p>Learners were able to perform well in their other lessons due to the different strategies adopted by their teachers to facilitate leadership qualities in the classroom operations and extramural activities.</p>	<p>Learners' interest in classroom and extramural activities increased and the majority of the learners participated in one activity or the other, which promoted their interactive and communication skills. Learners performed well as they were motivated by their teachers to take up responsibilities.</p>
<p>Different teaching strategies adopted by the teachers to facilitate leadership qualities in school improved learners' understanding of the</p>	<p>When teachers use different strategies such as giving more responsibility to lazy learners, assigning different leadership roles such as scribe, reporter, timekeeper</p>	<p>Learners were able to perform effectively in a team and were also able to think critically, solve problems and make good decisions, which they communicated to their teachers.</p>

New insights	Description	Interpretive discussion
importance of leadership qualities.	and group leader to young learners; learners are able to relate and resume different leadership roles inside and outside of school.	Learners were able to develop their social skills during extramural activities and to improve their communication skills, which forms part of their holistic development.

New insights into facilitating the development of leadership qualities in the FP were derived from the capacity-building workshops, focus group discussions and from my classroom observations. It was evident that teachers in this study were not aware of the importance of facilitating leadership qualities at first, but embraced the necessity thereof after they had been enlightened during the capacity-building workshops. But they blamed the Department for not providing a policy framework that would guide them in facilitating leadership qualities in the FP and then recommended that the department should provide such a guide.

It was apparent from my classroom observations that learners performed better in their lessons than before when leadership qualities were facilitated consciously as part of their classroom and extramural activities. Learners performed in one activity or another during classroom and extramural activities, which promoted their communication skills, interactive skill and confidence.

It is evident from the research data that participating teachers were able to develop strategies which they used to facilitate leadership qualities for their learners. It was apparent that the majority of the teachers adopted all the strategies that were discussed during the capacity-building workshops in their classroom operations and extramural activities. These strategies appeared effective, as the learners were seen to assume different leadership roles in the school, serving as scribes, reporters, timekeepers, group leaders, team captains and traditional dance leaders. These new insights also enabled me to address the themes and research questions of my study.

7.5 Discussion of findings according to themes

7.5.1 Theme 1: Development of leadership qualities and its importance

Teachers indicated that they understood what leadership qualities were in the school context. They also mentioned different leadership qualities that were expected from a young learner. They all mentioned interrelated qualities such as cleanliness, being energetic, good decision-making skills, confidence, explanatory skills, listening skills, effective communication skills, being good team players, problem-solving skills, honesty, creativity, responsibility, respect, critical thinking, being loving, courteous and generous, which includes and exceeds the five leadership qualities my study focuses upon. They also opined that the best time to for a learner to develop leadership qualities was when they were young, as stated by Barthold (2014). Northhouse (2013) states that teachers need to develop and instil leadership qualities in their learners during their classroom operations. However, it appeared that those leadership qualities seemed to differ from one school to another.

The participating teachers all agreed that it was important to facilitate leadership qualities for young learners; even though they were not aware they were supposed to do this. After the capacity-building workshop, they mentioned several reasons for supporting the development of leadership skills. SCH A/T1 mentioned that “It will create job opportunities for the learners in future.” T2 from SCH B reported that “it is important to teach the young learners because they are future leaders and they will be appointed in leadership positions and they must know that their decision should evolve from critical thinking and share other peoples' view.”

7.5.2 Theme 2: Facilitating the development of leadership qualities in the school context

The participating teachers in the study understood the importance of facilitating the development of leadership qualities in young learners after they had been enlightened in the capacity-building workshop. The teachers understood that their actions in the classroom as teacher-leaders laid the foundation upon which learners construct their

beliefs, worldviews and identities. I observed that during the course of the classroom operations and extramural activities, the participating teachers led by example and served as role models to the learners. Fox (2012: 6) argues that Foundation Phase teachers play a powerful role in influencing leadership development in young learners, as they can encourage, support or discourage and ignore learners' leadership behaviours. Darder & Torres (2009) argue add that when Foundation Phase teachers disregard dynamic leadership skills in their young learners, they are essentially allowing the lack of leadership development within the community to continue.

The participating teachers agreed during the second focus group interview that facilitating leadership qualities can improve leadership behaviour of the learners in the following ways: learners are able to relate with one another in a group; it enhances the performance of the learners by complementing their results during activities; it develops learners' listening and speaking skills; it helps learners to develop self-confidence and makes them responsible for learning activities; it helps the learners to be goal oriented, which ultimately empowers them to become better leaders. I observed that T2 from SCH C and T1 and T2 from SCH D engaged their learners in activities that gave them the opportunity to practise the five leadership qualities highlighted in my study. Tasks such as "identifying leaders they admire and listing the qualities in such leader" are given to learners to allow them to think critically to identify such leadership qualities.

Learners were placed in groups during class activities and were asked to identify the five big animals on the South African banknotes and discuss which one was the strongest. This particular activity required the learners to think critically, work together as a team and communicate effectively among themselves to come up with a final decision. These tasks facilitated their leadership qualities. Bisland (2004) is of the opinion that facilitating leadership qualities for young learners can encourage them to serve in leadership roles from an early stage. He adds that leadership qualities shape a child's character and assist him or her to make informed decisions in life.

The teachers discussed a number of strategies they applied to facilitate the development of leadership qualities and proposed the following strategies: Learners who are lazy and struggling are given more activities to keep them working to achieve the set goals at the

end of the class activity; learners are motivated to serve as class managers or representatives. While learners are rewarded for participating actively in class, they are all loved and cared for equally, without prejudice. T1 and T2 from SCH A placed the playful learners in the front row and gave them more leadership roles; this allowed the teachers to focus on the playful learners, and T1 and T2 from SCH B simply gave their learners tags to indicate their leadership role, such as group leader, scribe and/or timekeeper. T1 and T2 from SCH C reported that they focused on the learners who came late and those who were frequently absent, giving them more leadership tasks in order to keep them in class to give them a sense of responsibility, acceptability, belonging and accountability. T1 and T2 from SCH D simply said they gave their learners randomly different leadership roles during class activities, which helped most learners to assume a leadership role.

I observed that many of the participating teachers encouraged their learners at the end of each workday to practise what they had learned in class and also gave them homework and projects related to leadership activities to do. One of the teachers (SCH B/T1) said: "Now I realise that it is important to facilitate leadership qualities in the school context." Likewise, T1 from SCH D said: "Now I am enjoying facilitating leadership qualities in my classroom, as some of my poor performing learners are now improving in their studies and their behaviour is much better than before." I observed that the teachers implemented the strategies that were collaboratively discussed during the capacity-building workshops. This helped the young learners to assume different leadership roles during class activities, which enhanced their presentation skills, teamwork spirit, self-confidence, public speaking skills and courage.

Extramural activities complement the formal classroom activities and balance the academic side of education by making them physically active and helping them develop new qualities. Munsamy (2006) opines that extramural activities are usually more informal than academic learning activities, so learners have the chance of developing their social skills by interacting with others, which contributes to learners' holistic development. Barthold (2014) states that learners are believed to be happier and more participative and interactive during extramural activities. Learners were actively participating in activities such as soccer, netball and traditional dance. I observed that the teachers were guiding

the learners to play netball/soccer and also directing the learners participating in traditional dance. Learners playing soccer volunteered to be team captain and willingly interchanged the captaincy. It was clear that the learners were all happy and participated in one activity or another.

7.5.3 Theme 3: Challenges to and way forward for facilitating leadership qualities in the Foundation Phase

Despite the importance of facilitating the development of leadership qualities in the Foundation Phase, the teachers experienced a number of challenges that limited their efforts. Physical challenges were the major obstacles that prevented the Grade 3 teachers from deploying some of the facilitation strategies discussed during the capacity-building workshop and included small classrooms, high learner numbers causing overcrowded classrooms and inadequate learning resources. SCH A/T2 and SCH B/T1 reported that they “tried to facilitate leadership qualities, but the classroom space was too small to implement some of the intervention strategies, such as grouping learners into different groups during class activities”, and SCH A/T1 and SCH C/T2 said “it is difficult to facilitate leadership qualities due to a high number of learners in each classroom.” SCH B/T2 reported that “learners refuse to participate in class due to overcrowded classes and also lack of materials, such as two learners sharing one chair”, and SCH C/T1 said “one teacher is teaching more than 60 learners, which is not possible for one teacher to facilitate the development of leadership qualities with such a high number of learners per class.” I observed that SCH A and SCH B classrooms were not conducive to learning; most pictures on the classroom walls were not related to leadership and could not motivate learners to assume leadership roles. However, on the classroom wall of SCH C and SCH D, most pictures were related to leadership, which could motivate learners to take up leadership positions.

Some of the teachers blamed the learners and their background for the challenges they faced while facilitating leadership qualities. They pointed out that young children (consciously or unconsciously) learn some behaviour outside the school, especially at home, as they imitate their parents, guardians or siblings and tend to learn whatever they

see them do, either good or bad. This home training is brought into the classroom activities and makes it difficult for the teachers to facilitate leadership qualities adequately.

Murphy (2011) pointed out that leadership has been identified as an important skill; nevertheless, teachers tend to ignore the facilitation of leadership qualities in young learners during teaching and learning because they do not know what it entails and how to go about it. The teachers were aware of the importance of facilitating leadership qualities, but blamed the government for not providing guidance and a policy framework to enable them to do it. It became apparent that the government and policymakers were aggravating the challenges the FP teachers were facing when facilitating the development of leadership qualities.

According to the Department of Education (2008: 23), teachers, unions, parents, learners, government and other stakeholders need to work together to develop leadership qualities in the FP. The teachers suggested the following solutions to overcome the challenges they faced while facilitating the development of leadership qualities in the FP. Teachers should partner with and learn from one another, from different schools, from continuing professional development programmes for teachers on facilitating leadership qualities. Interschool competitions and circuit clusters should be encouraged; teachers should develop themselves personally; policymakers should design a tool that will help teachers to facilitate leadership qualities in school; leadership workshops should be presented for the FP teachers; specialised curriculum advisors should monitor Foundation Phase teachers; the old curriculum should be blended with the newly amended policy, and the DBE should build more classrooms to prevent overcrowding and employ more FP teachers to improve the pupil-teacher ratio.

I observed that transformational leadership and integration of leadership styles essentially improves the teaching processes. Teachers with a moral value system lean more towards a transformational leadership style and teachers with a pragmatic value system lean more towards a participatory leadership style. The study shows that effective leadership can be provided by searching for correlations between the value systems and leadership styles.

7.6 Answering the research questions

In this section, I answer the sub-research questions first and then the main question.

7.6.1 Sub-question 1

What are the leadership qualities that can be facilitated for Foundation Phase learners?

Leadership qualities are critical skills to be learned by young learners, and nurturing these leadership qualities at an early stage of a child's development will make them good leaders tomorrow (Kark, 2011). This study identified five major leadership qualities: effective communication, critical thinking, good decision-making, problem-solving and effective teamwork. It was evident from the findings that the teachers were aware of these leadership qualities in school context. They also identified leadership qualities such as cleanliness, being energetic, good decision-making skills, confidence, explanatory skills, listening skills, effective communication skills, being a good team player, problem-solving skills, honesty, creativity, responsibility, respect, critical thinking and being loving, courteous and generous. All these leadership qualities, and many others, can be facilitated for young learners.

7.6.2 Sub-question 2

How can teachers contribute to the development of leadership qualities in young learners?

The best period to teach leadership qualities is when a child is still young (Barthold, 2014). Fox (2012) points out that FP teacher play a powerful role in influencing leadership development, as they can encourage, support or discourage and ignore leadership behaviours in learners. Teachers in the study facilitated the development of leadership qualities by playing their roles effectively as facilitators, coaches, mentors and teacher-leaders in the classroom. It was evident from this study that teachers engaged their learners in activities that gave them the opportunity to practise the five leadership qualities highlighted in my study, which were discussed as the capacity-building experience strategies during the capacity-building workshop. Critical thinking was stimulated by giving learners tasks such as identifying leaders they admired and listing the qualities in such

leaders, or were asked to identify the five big animals on the South African banknotes and discuss which one is the strongest. The leadership activities that teachers engaged learners in encouraged them to assume leadership roles.

Learners solved such problems by working together as a team and communicating effectively among the team to make a final decision. Teachers also facilitated the development of leadership qualities by being passionate leaders in the classroom. The Department of Education (2008) asserts that a teacher-leader should have a passion for achievement, for caring, for collaboration, for commitment and for trust. Teachers in this study also encouraged their learners at the end of each workday to practise what they had learned in class and were given homework and projects related to leadership activities to complete in their free time.

7.6.3 Sub-question 3

What challenges do teachers experience with regard to facilitating leadership qualities to Foundation Phase learners?

During my focus group interviews and observations, it was found that teachers are experiencing a number of challenges when facilitating leadership qualities in the FP. The teachers complained mainly about the physical challenges of small classrooms, high learner numbers leading to overcrowded classrooms and inadequate learning resources. SCH A/T2 and SCH B/T1 reported that they “tried to facilitate leadership qualities, but the classroom space was too small to implement some of the intervention strategies such as grouping learners into different group for class activities”, and SCH A/T1 and SCH C/T2 said “it was difficult to facilitate leadership qualities due to a high number of learners in each classroom.” SCH B/T2 reported that “learners refuse to participate in class due to overcrowded classes and also lack of materials such as two learners sharing one chair”, and SCH C/T1 said “one teacher is teaching more than 60 learners; it is not possible for one teacher to facilitate the development of leadership qualities with such a high number of learners per class.”

Teachers also blamed the learners and their background for the challenges they faced while facilitating leadership qualities. They said that young children (consciously or unconsciously) learned some behaviour outside the school, especially at home, as they imitated their parents, guardians or siblings and tended to learn whatever they saw them do, either good or bad. This home training influenced classroom activities and made it difficult for them to adequately facilitate leadership qualities for their learners.

The teachers blamed the government for not providing guidance and a policy framework to enable them to facilitate leadership qualities in the Foundation Phase. It became apparent that the government and policymakers were aggravating the challenges the Foundation Phase teachers were facing.

7.6.4 Sub-question 4

What recommendations in terms of policy and practice can be made regarding the teaching of leadership qualities?

According to the Department of Education (2008: 23), teachers, unions, parents, learners, government and other stakeholders need to work together to assist the facilitation of the development of leadership qualities in the Foundation Phase. The participating teachers suggested a number of solutions that could be implemented to solve the challenges they faced in this regard. The following recommendations in terms of policy and practice emerged: teachers should partner with and learn from one another; continuing professional development programmes for teachers on facilitating leadership qualities amongst learners should be provided; interschool competitions and circuit clusters should be encouraged; teachers should develop themselves personally; policymakers should design a tool that will assist teachers to facilitate leadership qualities amongst their learners; leadership workshops should be presented for Foundation Phase teachers; specialised curriculum advisors should monitor Foundation Phase teachers; the old curriculum should be blended with the newly amended policy and the DoE should build more classrooms to avoid overcrowding and employ more Foundation Phase teachers to improve the learner-teacher ratio.

7.6.5 Main research question

How can teachers facilitate the development of leadership qualities in the Foundation Phase?

In my study, teachers collaboratively identified various leadership qualities and adopted different strategies to facilitate the development of leadership qualities for the FP learners. Different capacity building ideas were developed and discussed during the workshops, which enhanced the facilitation of leadership qualities during classroom and extramural activities. Teachers accepted the fact that it is important to facilitate leadership qualities for young learners. They recognised that the better the leadership qualities are developed at an early age, the better leaders they would be in future. The teachers also identified leadership qualities, which include the five leadership qualities my study focused on (see CD1: Addendum G and section 5.3.2.1.1).

Teachers employed activity-based strategies to enhance the facilitation of leadership qualities in young learners during their classroom operations and extramural activities. I observed that the teachers engaged their learners in activities that gave them the opportunity to practise the five leadership qualities highlighted in my study. Learners were given tasks such as identifying leaders they admired and listing the qualities of such leaders, and were asked to identify the five big animals on the South African banknotes and discuss which one is the strongest to stimulate critical thinking. For these activities, learners were placed in groups, worked together as a team and learned how to communicate effectively. The strategies facilitated the active and progressive participation of the Grade 3 learners in activities, which enhanced their involvement in a leadership role.

The study showed that despite the capacity-building experiences of the programme discussed and employed by the participating teachers, they still experienced some challenges when facilitating leadership qualities for their learners. These included small classrooms, high learner numbers leading to an overcrowded classroom, inadequate learning resources, uncooperative learner behaviour and family background and the lack of a policy framework to guide the FP teachers in facilitating leadership qualities in the FP.

However, recommendations such as teachers partnering and learning from one another, provision of continuing professional development programmes for teachers on how to facilitate leadership qualities amongst learners, teachers developing themselves, more classrooms to reduce overcrowded classes and more FP teachers to reduce the number of learners allocated to one teacher were suggested by the teachers. Capacity building enabled them to facilitate these qualities for young learners. My main new insight is that through PAR, they collaboratively identified strategies and implemented them in their classroom. They became leaders in their classrooms, which enabled them to facilitate leadership qualities for young learners.

7.7 Interpretation of findings through the theoretical framework

The theory of leadership can be traced back to the writings of Plato, Plutarch and Caesar (Bass, 1981). Most popular theories were developed from the 1840s, and this continued to the development of authentic leadership as recently presented by scholars such as Kruse. According to Kruse (2013: 2), “authentic leaders are self-actualised individuals who are aware of their strengths, limitations, emotions and show their real selves to their followers. Learning an authentic approach to leadership is crucial in order to bring some changes in the type of transformation to young learners and learning.”

Focusing on the young learners and the teachers as the centre of the framework, the transformational leadership theory and Erikson’s theory of psychosocial development were the base theories for my research. Transformational leaders are those who stimulate and inspire followers to achieve extraordinary outcomes and in the process develop their own leadership capacity.

Findings from this study indicate that teachers, as leaders in the classroom, helped their learners who are in their early development stage to grow and develop leadership qualities by implementing different leadership strategies during classroom and extramural activities, and they also led by serving as role models to the learners, who modelled a positive image to the learners. This was congruent with the transformational leadership theory and Erikson’s theory of psychosocial development.

The framework helped me to gain useful insights into leadership behaviours and child development, which helped me to understand the data more clearly and to gain insight into the phenomenon being studied.

Erikson's theory of psychosocial development explained the different stages of development, especially of learners ranging from age five to eleven. My study focused on the FP learners aged about five to nine years. It became apparent how such learners can easily be influenced and taught leadership qualities; some of the participating learners actively and willingly assumed various leadership positions during class activities (class representative, group leader, scribe and timekeeper) and during extramural activities (team leader and team captain).

Erikson describes the early school stage (industry vs. inferiority stage) as a fundamental stage for young learners during which they develop a sense of pride, competence and confidence in their accomplishments and leadership abilities through interaction with their teachers and peers. I observed that many of the Grade 3 learners developed a sense of responsibility, as they had been trained and motivated by their teachers to assume leadership positions, and other learners gained more confidence in communicating effectively with their peers and teachers. This developed their confidence and sense of belonging. Furthermore, the classroom activities the Grade 3 learners were exposed to also increase their sense of pride and competence, because they managed to accomplish various tasks they were instructed to carry out.

The transformational leadership theory of Bass and Avolio (1994) is the second theory that guided me to identify a transformational leader and the role a transformational leader plays in influencing his followers to become leaders. Through five qualities (see figure 2.3), this theory assists teachers to facilitate and transform learners to become leaders. My study showed that the FP teachers were able to identify different leadership qualities worth imparting to young learners, and they were also more than ready (after the capacity-building workshop) to adopt various working strategies to develop their learners into leaders who can communicate effectively, make decisions through critical thinking and also serve effectively in a team.

The participating teachers employed activity-based strategies to facilitate the development of leadership qualities in their learners. I observed that these activities gave the learners opportunities to practise their leadership skill by assuming various leadership roles in their classroom. I also observed that teachers motivated their learners to exceed normal expectations; as a result, learners' performance improved more than usual and teachers inspired their learners as they served as role models. The theoretical framework for child development and leadership qualities is presented below. This figure illustrates that young learners should not be only followers, but leaders in each stage of development.

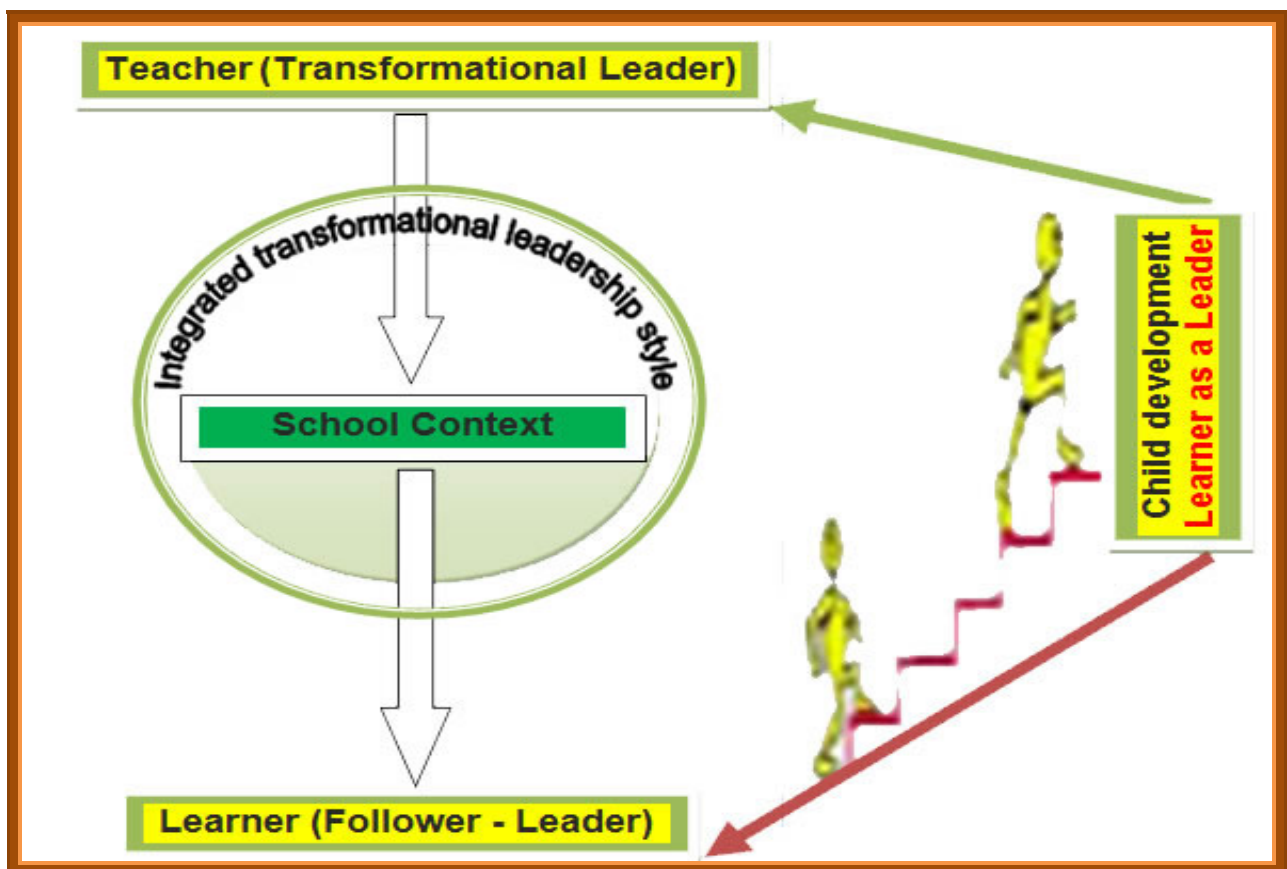


Figure 7.2: Theoretical framework of teachers' facilitation of leadership development

The integrated transformational leadership style in a school context enables teachers to facilitate leadership qualities for young learners. When young learners develop and assume leadership roles, it shows leadership development where learners can become transformational leaders.

7.8 Conclusions of the study

In this section, the conclusions about teachers facilitating the development of leadership qualities in the FP are discussed.

7.8.1 Conclusion 1: Facilitating leadership qualities in the Foundation Phase is important

It became clear in this study that many of the FP teachers were aware of the concept of leadership qualities and the importance of facilitating the development of leadership qualities in the FP. FP teachers should be encouraged to actively facilitate the development of leadership qualities for their learners. These will enable the learners to actively participate in classroom and extramural activities and will also equip them to assume leadership roles from a young age. It will also enable them to recognise and promote human values and communicate effectively with others in and outside of the classroom.

7.8.2 Conclusion 2: The development of leadership qualities can be facilitated in the school context

The facilitation of leadership qualities in school involves the way teachers teach young learners leadership skills so that their leadership behaviour is recognised and improved. This participatory action research study explored the facilitation of leadership qualities in class and during extramural activities and encouraged FP teachers to employ teaching strategies that would enhance this process.

The study found that different intervention strategies were used by the participating teachers to facilitate leadership qualities. The result of these strategies became apparent from the study as learners performed in leadership roles during class and extramural activities. Their performance had improved compared with past results. The strategies also enabled the learners to develop the five major qualities: effective communication, critical thinking, decision making, problem solving and teamwork. I therefore conclude that task-based activities, classroom discussions, sports, games and traditional dance should be used to enhance the development of leadership qualities in young learners.

7.8.3 Conclusion 3: Teachers face challenges when facilitating leadership qualities in the Foundation Phase

The study provides evidence of challenges such as small classrooms, high learner ratios leading to overcrowded classrooms and inadequate learning resources. Uncooperative learners' behaviour, family background and the absence of a policy framework to guide the FP teachers when facilitating leadership qualities in the FP are also major challenges facing FP teachers.

The study proved these challenges can be solved when teachers, unions, parents, learners, government and other stakeholders understand the need to work together in the interest of facilitating the development of leadership qualities in the FP. I therefore conclude that the suggested solutions, such as teachers partnering with and learning from one another, provision of continuing professional development programmes for teachers on facilitating leadership qualities amongst learners, teachers developing themselves, more classrooms to reduce overcrowding and the employment of more FP teachers should be considered.

7.9 Recommendations and future direction for research

The recommendations of this study are based on the information obtained from participating Grade 3 teachers during the capacity-building workshops, focus group interviews and observation. I have formulated recommendations about the facilitation of leadership qualities for the DBE and FP teachers, especially the Grade 3 teachers. In the following sections, I also emphasise the need for further research on leadership qualities in the FP and also from Grade 4 to Grade 12.

7.9.1 Recommendation 1: Leadership development in the Foundation Phase should be encouraged

The conclusions of this study clearly indicate that it is important to focus on facilitating the development of leadership qualities in the FP. Therefore, I recommend that the teachers should be encouraged to actively facilitate the development of leadership qualities during their classroom operations and extramural activities. These will enable the young learners

to develop the five leadership qualities, which will enable them to assume leadership roles from a young age.

7.9.2 Recommendation 2: Appropriate strategies should be developed and implemented

Foundation Phase teachers should be encouraged to employ teaching strategies that will enhance the facilitation of leadership qualities for their young learners. The study showed that learners' performance was improved by the strategies adopted by the FP teachers during classes and extramural activities. I therefore recommend that task-based activities, classroom discussions, sports and traditional dance should be actively employed to enhance the development of leadership qualities in young learners.

7.9.3 Recommendation 3: The challenges impeding the development of leadership qualities in Foundation Phase learners should be addressed

The findings of this study showed that FP teachers faced a number of challenges when facilitating leadership qualities. I therefore recommend that the DBE should direct its attention to these challenges and solve the problem of small classrooms by building more and/or larger classrooms. The problem of too many learners to one teacher should be solved by employing more FP teachers. The DBE should provide a curriculum policy framework specifically addressing the need to facilitate leadership qualities in the FP which will serve as guide for the FP teachers and other teachers from Grade 4 to Grade 12 and should present workshops, seminars and professional continued training programmes for Foundation Phase teachers on facilitating the development of leadership qualities in the Foundation Phase.

7.9.4 Recommendation for further research

- Further research is needed to establish the facilitation of the development of leadership qualities in Grade 4 to Grade 12.
- Further research is needed to establish whether the capacity-building strategies employed in Grade 3 in this study can be extended to other grades.

- Teachers should employ task-based activities and sport and games where they allocate leadership roles and develop leadership qualities in children in the Foundation Phase.
- The policy framework should be amended to include guidelines for Foundation Phase teachers to facilitate the development of leadership qualities for young learners adequately.
- Comparative studies should be undertaken in other provinces to generate more information on leadership qualities in the Foundation Phase.
- Training courses and workshops for teachers should be organised to include facilitation of and support for young learners' leadership qualities.
- There is a need to amend the CAPS policy framework to include the facilitation of the development of leadership qualities in the Foundation Phase.
- While awaiting input from the Department, school principals should develop school training manuals that show teachers how important it is to teach, encourage and support young learners to develop leadership qualities in school.

7.10 Reflection on the implementation of participatory action research

This study showed that the implementation of PAR improved practice and the creation of knowledge in social groups. It created new ways of working, interaction and knowledge. PAR created knowledge (leadership qualities) that was useful and meaningful to the participants. It also helped me as a researcher to “close the gaps” by implementing appropriate strategies.

7.11 Limitations of the study

The findings of this PAR are limited, as it was a case study and it is commonly believed that case studies cannot be global. Facilitating leadership qualities without a policy framework issued by the Department is a limitation that needs government attention. If the development of leadership qualities in the FP is not initiated from the top, the FP teachers

will have no uniform guideline to follow and might not even see it as their obligation to facilitate the development of leadership in young learners.

Simon and Goes (2013: 2) define limitations as constraints that are largely beyond researchers' control, but could affect the study outcome. But they also state that limitations often flow from methodology and the study design choices.

The notice to the teachers that the researcher was coming to their schools was proper and necessary, but could have prevented me from observing the "normal" actions and performance of the teachers or learners.

Only four schools, 8 teachers and Grade 3 were observed. It would therefore be incorrect to generalise my findings to include all schools in Limpopo or to other grades.

Despite the limitations mentioned, this study confirmed that facilitating the development of leadership qualities in the FP can encourage learners to assume leadership roles at a young age and exhibit the five leadership qualities of effective communication, critical thinking, decision making, problem solving and effective teamwork.

7.12 Conclusion

This PAR study, which focused on the facilitation of leadership qualities in the Foundation Phase, led to an informed understanding that effective leadership is essential for the success of any educational organisation and its teaching and learning processes. It was evident that the collaborative nature of the project enabled the teachers to become partners who shared the views, experiences and ideas for the learning activities at every capacity-building workshop and it enhanced their professionalism. My study showed that the success of an academic learning environment (including both the capacity-building workshops and the classrooms) is closely related to the qualities of leadership of teachers as well as learners' leadership skills.

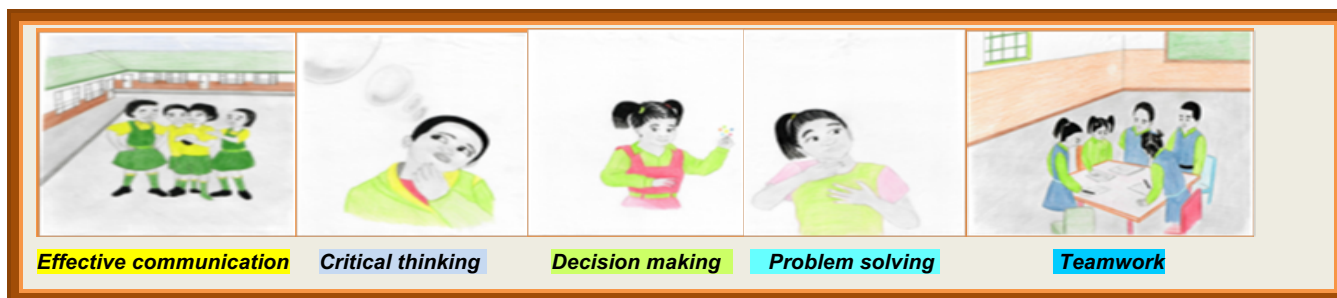
The study found that facilitating the development of leadership qualities became a priority for the teachers, as these qualities led the learners to focus more on their classroom activities. Furthermore, this development should take place at an early stage instead of attempting it later in their school years, when the harm has already been done. The

participating teachers agreed that young learners are members of a society, and this society can influence them positively or negatively; therefore the development of leadership qualities in young learners should be a collective effort of parents, guardians, government and other stakeholders as well – but these influences are beyond a school's control.

This study contributes to the literature on leadership qualities and is a pioneer study for FP teaching. It also offers the strategies to be adopted in the facilitation of leadership qualities during classes and extramural activities and of the challenges the FP teachers face during the facilitation of leadership qualities.

This study offers new knowledge to the participating teachers in that they must see the development of leadership qualities in learners as a responsibility. The concept that the participating teachers could (and should) model leadership qualities and see themselves as leaders in their classrooms was also something new to them. This project helped them to develop the passion for facilitating leadership qualities to young learners and change learners from followers into future leaders.

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