Learning to Lead: Induction and professional development needs of novice school principals in Sri Lanka

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Abstract

If the school leaders and leadership are crucially important, it is a deep concern how they professionally develop to perform their roles (Crow et al, 2008) and what their professional development (PD) needs are. This emphasises the need for well-designed PD training for school leaders to develop the required PD skills and facilitate their PD needs. In line with this idea, this thesis examines the PD needs of novice principals with reference to the Sri Lankan context. This study analyses how the PD needs of novice principals were addressed through two training programmes offered by the Ministry of Education in collaboration with the National Institute of Education, Sri Lanka. Among the two trainings, induction training has been offered for more than 20 years without any policy-level initiatives at the initial leadership role of the novice principals. In contrast, the Basic Principals Programme (BPP), a continuing PD training programme for novice principals who are serving leaders, was introduced by the National Competency Framework for School Leadership and Management (NCFSLM) and is a new policy initiative with international support.

As the study focuses on understanding the lived experience of study participants, the study was conducted as a phenomenological study as it provides the opportunity to understand and describe the subjective experiences and perspectives of stakeholders on the PD needs and offered training programmes. Data collected through qualitative interviews were corroborated with documentary analysis, and the data were analysed and presented thematically, for better understanding of subjective information of the novice principals towards PD needs and received training.

The key finding of this study is that the PD needs of the novice principals were person-centred, to begin with, and focused on developing themselves as leaders and enhancing leadership skills to lead others. In contrast, as serving leaders, they identified the development of their leadership competencies as a requirement to lead others effectively. In other words, there was a shift from focusing on self-centred human capital to extending relationships as social capital. The novice principals' PD needs were embedded within four underlying concepts: a) leader and leadership development; b) soft skills and hard skills, c) intrapersonal and interpersonal skills, and d) human capital and social capital, which are complex and interconnected.

The findings also illustrated that the induction training focused on developing the self of a novice as a leader with a range of soft skills rather than hard skills. The soft skill development included intra and inter-personal skills that helped them to effectively navigate various challenges in their initial leadership roles. In

contrast, continuing PD training (BPP) aims to develop competencies in facilitating the PD needs of serving leaders. These are task-oriented and centred around specific skills. Thus, data does not support the idea that BPP facilitated serving leaders to meet their PD needs. The delays in offering the programmes due to the impact of COVID-19, influenced by administrative circumstances, were identified as reasons for the failure to address the PD needs of novice principals.

The thesis concludes by presenting a set of recommendations for national-level policymakers. These recommendations include conducting a needs survey before initiating training programmes, standardising the offered training according to the NCFSLM, and implementing measures to ensure quality and consistency. This involves ongoing training and updates for administrative offices and trainers.

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ADB- Asian Development Bank

BPP- Basic Principalship Programme

ESA- Education Services Australia

MoE- Ministry of Education

NCFSLM- National Competency Framework for School Leadership and Management

NCP- North Central Province

NIE- National Institute of Education, Sri Lanka

NIE - National Institute of Education, Singapore

NPBEA- National Policy Board for Educational Administration

NUEPA- National University of Educational Planning and Administration

OUSL- Open University of Sri Lanka

PD- Professional Development

PDoE- Provincial Department of Education

SL- Sri Lanka

SLAS- Sri Lanka Administrative Service

SLPS- Sri Lanka Principal Service

WB- World Bank

WP- Western Province

Chapter 1 Introduction

1.1 Focus and significance of the study.

The primary focus of this research revolves around a comprehensive analysis of how the professional development (PD) needs of novice principals were addressed through the PD training programmes offered by the Ministry of Education (MoE) together with the National Institute of Education (NIE) in Sri Lanka (SL). Within the past years, induction training was conducted when the MoE recruited a new cohort of novice principals. However, no established standards or benchmarks were in place to guide the design of the induction training or any of the offered PD training, as revealed during preliminary discussions with officials from the MoE in October 2021 and based on the records maintained in the MoE. This situation is applicable to all training offered within this context. As a result, since the early 2000s, the MoE has recognised the necessity of implementing standardised principal training programmes within the educational context. However, all these attempts were stagnated till 2013.

In this context, the implementation of the Education Sector Development Programme for 2013-2017 holds significant importance. It aimed to support the government's medium-term sector development programme, 'Education Sector Development Framework and Programme,' which was a massive project with the financial support of the Asian Development Bank (ADB) (MoE, 2012; MoE, 2016[a]). The programme's main objective was to enhance the 'human capital foundation for a knowledge economy: transforming the school education system to further enhance the achievements of the general education system through addressing equity, quality, and efficiency considerations' (MoE, 2012; p.15). Within these developments, the school principal emerged as a key figure responsible for fostering a knowledge economy through the improvement of general education. Consequently, it was emphasised the necessity to identify long-term and short-term PD training programmes for all categories of staff of educational services, including school principals (MoE, 2012).

To put the aforementioned emphasis into practice, the MoE entrusted this responsibility to the NIE and the Centre for Educational Leadership Development (MoE, 2016[b]), training institutes operating under the purview of the MoE. This led to the development and implementation of the National Competency Framework for School Leadership and Management (NCFSLM), which was a massive project funded (as a loan) by the ADB. ADB had released US$1 million for NIE for designing the NCFSLM. Also, another US$2 million has

been granted to the MoE for the implementation of NCFSLM (ADB, 2020) at the provincial level. Thus, ADB (2020) insist that MoE is not satisfied with implementing NCFSLM at the provincial level. Therefore, it is a timely need to examine the implementation of the framework within the context, highlighting the positive and negative aspects of the implementation.

The implementation of NCFSLM led to the introduction of two continuing PD training programmes, namely the Basic Principalship Programme (BPP) and the Advance Principalship Programme (APP), which is a new initiative in the context. The BPP, a continuing PD training, is one of the fundamental implications of NCFSLM offered in 2018 (MoE & NIE, 2018). Despite these new introductions, the induction training programme remained unchanged. It was not amalgamated with the NCFSLM as a training programme offered for the novice principals. However, within these contextual changes, the interconnection of existing induction training and the BPP is significant. The novice principals who completed the induction training in 2016 were the first group of novice principals to participate in the BPP as well. Hence, it is important to investigate how both training programmes fulfilled the PD needs of novice principals during their two training experiences.

Apart from the above, offering BPP is one of the fundamental implications of NCFSLM (MoE & NIE, 2018). According to the ADB (2020), initial planning was completed in July 2017, and since then, implementation of BPP has been in progress. Moreover, it has planned to train a gradually increasing number of principals annually, commencing 100 principals in a pilot project in 2017. For the pilot project, a group of 45 participants was initially chosen (ADB, 2020), and subsequently, in 2018, a group of 50 participants was selected from each province for a three-month training programme. However, the commencement of the programme in 2018 was delayed and continued until 2021 within all provinces. In fact, it is significant that ADB has reported that MoE has not been satisfied with the provincial-level implementation process of the training (ADB, 2020). By 2020, ADB, as an international funding agency, has been watchful about how the funds would be utilised to enhance the quality of education before giving more funds for further developments (ADB, 2020). In this context, during my visit to the MoE in November 2021, it came to light that the funding of the ADB had ceased, and the project had concluded, yet there was ongoing work to be completed. Consequently, the MoE was actively pursuing additional funding from the World Bank (WB) to sustain the continuation of the BPP. Within this framework, it is vital to examine the on-the-ground advantages and disadvantages that have risen when implementing the BPP as it focuses on addressing the PD needs of novice principals.

In this context, educational administrators, who serve as both policymakers and implementers, hold the view that novice principals lack fundamental knowledge in education, as evidenced by various sources (NEC, 2009; Kasturiarachchi, 2019; MoE, 2017; Fernando, 2019). As a counterpoint to this belief, the study aims to provide valuable insights for administrators in facilitating them to be more attuned to the PD needs of novice principals when designing training programmes. The study proposes changes to amalgamate the induction and BPP based on a comparative analysis of the PD needs of novice principals with reference to the PD needs of novice principals as well as internationally recognised successful PD programmes (Dinham et al., 2013; Ng, 2013; Ng, 2015; Jensen et al., 2015).

Additionally, the findings of this study are significant for the Faculty of Education at the Open University of Sri Lanka (OUSL), the institution with which I am affiliated. The Department of Leadership and Management in the Faculty is currently progressing with three new programmes for school principals, and the insights derived from this study will play a pivotal role in streamlining the development of these programmes to address the specific needs of principals.

Finally, the intended outcomes of this study are not confined solely to SL but also have the potential to offer valuable insights on an international scale. Given that all countries worldwide are engaged in the PD of novice principals, the scarcity of research on their induction and PD needs, as highlighted by Bush (2018), makes this study particularly relevant. Therefore, the findings will serve as a resource to assist other countries in enhancing their induction and PD programmes for novice principals. Moreover, the insights generated by this study will prove beneficial for countries in the South Asian region which share similar socio-cultural, political, and economic backgrounds. They can draw upon the experiences and recommendations provided by this research.

1.2 The aim of the study

As stated above, novice principals participate in two distinct training programmes, namely, induction training and BPP, a PD training programme. These are two training programmes with different focuses. In light of these two training programmes, this EdD study aims to explore two complementary perspectives of the provided induction and BPP as PD training. First, it seeks to understand the PD needs of novice principals, encompassing both their initial leadership role and their role as serving leaders. Second, it aims to examine the PD needs perceived by the administrators responsible for shaping the PD programmes for novice principals. By examining both sides, the study will

provide a comprehensive and comparative understanding of the PD needs and expectations of both the policymakers and policy receivers of the training.

Aligned with this aim, this study also seeks to investigate how effectively addressing and satisfying the PD needs of novice principals contributes to the enhancement of their self-efficacy as leaders. By addressing the PD needs of novice principals effectively, the study aims to demonstrate how novice principals become more capable and confident in their leadership roles. This implies that training programmes tailored to their needs can empower them with the skills and knowledge required for effective leadership, contributing to their overall self-efficacy.

1.3 Research Questions

The following research questions were formulated to achieve the aim of the study.

1. What are the needs of novice principals as they move into their roles as leaders in Sri Lankan schools?

    1a. To what extent does the existing induction provision in Sri Lanka meet novice principals' needs?

    1b. To what extent does the existing professional development programme in Sri Lanka meet novice principals' needs?

2. What do novice principals perceive as the main challenges when transitioning into their roles as leaders?

3.To what extent does the leadership training in Sri Lanka prepare novice principals to become school leaders?

    3a. What are the enabling factors?

    3b. What are the hindering factors?

1.4 Definitions of key terms

The study employs several terms, each with distinct meanings and significance. To elucidate these differences, it is important to provide clear definitions of these terms, which are mentioned below.

1.4.1 Novice Principal / Novice Principals

For the purpose of this study, the principals who are in the first three years of their principalship will be considered as novice principals.

Many terms are used to introduce newly recruited principals, such as Aspiring principals (Ng. 2015), Beginning Principals (Jerdborg, 2023; Wright et al, 2009), New Principals (Augustine-Shaw and Liang, 2016; Ghimire, 2019) and novice principals (Viloria et al., 2019). In this study, the term 'novice principals' is used to introduce newly recruited principals as school leaders. Shoho and Barnett (2010) defined a novice principal as 'any principal who was in the first 3 years of his or her first principalship' (p.572), while Harman (2013) defines 'principal who has 4 or fewer years in the principalship' (p.18) as a novice principal. These definitions show that there is no hard and fast rule to consider the time period of being a novice. It shows that, the period of being a novice was decided based on the study context. Further, the determination of the period for considering an individual as a novice was contingent upon the unique contextual factors inherent in the study. In this study I took into account various contextual elements, including the educational environment, leadership dynamics, and the intricacies of the principalship role within the specific educational setting under investigation (SL context).

1.4.2 Induction training

In this study, the term 'induction training' would be considered a short-term proactive introduction to the post of principalship before the novice principals assume their duties as principals (Bush, 2008). This training helps to internalise the novices to the profession in satisfying their psychological, sociological and managerial aspect and help to enhance their morale and positive attitudes towards the profession. In defining the term, the following definitions are considered as the most precise produced definitions which helped in defining the term 'induction' relevant to the study. Induction is defined as a process by introducing new appointees to become familiar with the context which they are leading and induction may occur within a school context or at the wider system level (Bush and Moloi, 2008), which begins with succession planning and continue through to in-service development (Bush, 2018). Further, Antonacopoulou & Guttel (2010) state that within the process, "inductees acquire social knowledge and working skills necessary to take the organisational role" (p.26).

In this study, induction training is considered to be offered to novice principals who begin their initial leadership role as a leader.

1.4.3 Professional development

The term "Professional Development" can be defined as, personal and personality development by enhancing knowledge, attitudes and intellectual

skills in this context in line with the key ideas of Evans (2014). Evans (2014), states that the process of PD consists of developing professional work-related knowledge, skills and attitudes could lead to enhancing intellectual knowledge that help the gradual development of critical thinking.

In this study, BPP is considered PD training offered to novice principals serving as school leaders.

Considering the definitions, 'induction' and 'professional development' are two types of training that can be seen as part of PD. In this study, 'Induction' and 'Professional Development' will be used separately and together where necessary.

1.4.4 Stakeholders

This study identifies the following groups of people who are involved and interested in making an affect or being affected within the process of induction and PD training offered by the MoE and NIE in SL. They can be classified into four categories;

I. Novice Principal/s –The recipients of induction and PD training.
II. Policymakers (National Level) - Administrative Officers attached to the MoE and NIE as policymakers.
III. Policy implementers (Provincial Level) - Administrative officers attached to PDoE as policy implementers.
IV. Trainers – Administrative officers who were involved in delivering the training programme.

1.5 My interest and experience

My leadership experiences expanded throughout my life as a class monitor, school prefect, girl guide, schoolteacher, and university academic. The OUSL gave me space to engage in different leadership activities within my academic and administrative capacities. I was engaged in the induction training programme offered for the newly recruited academics, where I saw how they struggle to adapt to the open distance context after graduating from conventional universities. In reflecting now, I feel there is room for improvement and change in addressing their PD needs. Similarly, I believe the induction and PD training offered for novice principals should address their needs, as highlighted by different studies in different contexts (Shields, 2008; Shoho and Barnett, 2010; Ng,2013; Theodosiou and Karagiorgi, 2017).

In addition, the Faculty of Education, where I am attached to, is in progress with the development of new PD training programmes for school principals. There,

we considered local and international training programmes with reference to different key aspects of programme design, structure, delivery and evaluation. At the preliminary discussion, my reflective question was, "Are we facilitating the PD needs of principals?". This fundamental experience led to the beginning of this thesis. My key interest is to investigate what the induction and PD need of novice principals and how the provided PD training meet the needs of novice principals within the SL context.

Apart from my academic role, I work with different groups, such as officials in the Ministry and NIE, trainers, and principals. In such situations, meeting the sample participants of this study may be unavoidable. This highlights my positionality as an insider and outsider (Savvides et al., 2014). For many within the context, I am an outsider, but not for my sample participants due to professional relationships. As an insider researcher, this gives me many insights while presenting challenges. Some study participants are past and present students of the OUSL. There is an instance where a participant is a past student who does not show any known gesture towards me, which is challenging to me as an insider. In such instances, I become an outsider. For some, the OUSL connection leads them to trust me as an insider. This reflects the importance of balancing my dual role reflexively and positioning myself effectively throughout the research process (Ritchie et al., 2009; Pechurina, 2014).

1.6 Thesis overview

In Chapter 1, I introduce the Thesis and define key terms. Then, in Chapter 2, I introduce the context of the study. It describes the school context, how principals were appointed to the existing schools and the role of the school principals after being appointed. Further, this chapter will demonstrate the existing contextual problems in appointing and training principals and what policy initiatives were made to overcome the lack of training among principals.

Next, in Chapter 3, I survey the literature and analyse key concepts embedded in the training provided for school leaders. In line with key concepts, it examines how the professional standards developed for school leaders in different countries offered training in line with the key concepts of leadership and leadership development. Moreover, it discusses the induction and PD training offered internationally with special reference to SL. The gap spotting for this study was illustrated based on the discussion on SL. Finally, a conceptual framework is presented as a summary of the discussed content.

Moving to Chapter 4, I present the research design and methodology of the study. There, I discuss the nature of the study and the rationale for conducting it as a phenomenological study, which delves into understanding the perceptions, experiences, and understanding of novice principals about the training they experienced. Subsequently, I describe the data gathering and analysis details, considering the ethical dimensions relevant to the study.

Next are Chapters 5 and 6, two data analysis chapters. In Chapter 5, I present data relevant to the PD needs of novice principals as perceived by the novice principals, its adequacy in meeting the PD needs, challenges faced and enabling and hindering factors of the provided two training programmes. Further, the chapter illustrates how the novice principals' perspectives on PD needs differ between the two training programmes, along with my interpretations. Chapter 6 analyses the data, presenting the policy makers and policy implementers perspectives on the provided training, who are administrative officers attached to national and provincial levels in the education system. This chapter also presents the enabling and hindering factors relevant to both training programmes, considering their relevance to meeting the PD needs of novice principals.

Then, Chapter 7 discusses the findings, structured around emerging themes aligned with the research questions. The chapter discusses the eight complex concepts (leader and leadership development, soft and hard skills development, intrapersonal and interpersonal skill development, and social and human capital development) embedded in the PD needs and their interconnection and integration. Then, I argue that the PD needs of novice principals are centred around these eight concepts and demonstrate how these concepts positively impact meeting the PD needs of novice principals. I also discuss how these eight concepts can be applied to the PD training programmes offered for novice principals.

Finally, Chapter 8 concludes the study. I present the main argument of the study along with the findings and their contribution to the field. I make recommendations for policymakers to consider changing the existing training, taking into account the PD needs of novice principals. Further, I present the identified limitations of the study along with areas for further research.

Chapter 2 The Context

2.1 Introduction

The chapter intends to gain a comprehensive understanding of the complex and extensive context within SL. To achieve this, it commences by providing an overview of the general education system in SL which provides the foundational background necessary for a thorough comprehension of the study. Moreover, it delves into the intricacies of principal recruitment, training, and the challenges currently faced in school leadership training within the Sri Lankan context. Addressing these challenges, the chapter proceeds to highlight recent developments in leadership training within SL. Furthermore, it will state the details of the background of the policy initiatives relating to the PD of novice principals in SL which leads to the research focus.

2.2 The Sri Lankan school system

The current education system in SL spans over 13 years of schooling and is designed with "the capacity to cater to the entire child population from Grade 1 to Grade 13" (NEC, 2016, p.v). This formal school system can be divided into two main categories: National schools, which are under the direct management and financial responsibility of the MoE, and Provincial schools, which are managed and funded by the Provincial Department of Education (PDoE).

Moreover, within the formal school system, schools are classified based on several criteria. These criteria include the educational stage offered by the school, the subject streams available at the senior secondary level (MoE, 2021), and the student population size. The existing classifications are as follows:

Table 2.1 Classification of Schools in Sri Lanka

School Type	Number of Schools*	Classified Criteria
Type 3[#]	3,968	Elementary schools with classes from Gr.1 to Gr 5 or Gr 8
Type 2[#]	3,226	Junior Secondary schools with classes from Gr 1 to Gr 11
1C[#]	1,941	Senior Secondary schools with classes from Gr. 1 to Gra or Gr 6 to 13 with only Arts and Commerce streams at G.C.E.A.L
1AB[#]	1,011	Senior Secondary schools with classes from Gr.1 to Gr. 13 or Gr 6 to Gr.13 with Science, Maths, Arts and Commerce streams at G.C.E.A.L
*Annual School Census of SL- Summary Report -2021 (MoE, 2021) [#]The numbers used in the nomenclature for school types were provided by the MoE, and I followed the same structures as in the documentation for a clear indication of the source material.		

General Education in SL is provided through an extensive network within the Sri Lankan context, in line with the above classification. This classification plays a vital role in recruiting, appointing and promoting principals within the context, as all administrative functions related to appointments are made based on the above classification of schools (Presidential Task Force on Sri Lanka's Education Affairs, 2020). The novice principals, who are new to the profession, are directly appointed to either Type 3 or Type 2 schools, either elementary or Junior schools in less facilitated rural areas. The main reason is that these small schools have no qualified principals who are being appointed for long periods. If any principals existed in the school, they would be transferred to a better school or may be promoted as a normal promotion, which is a contextual practice as well as a problem. As a result, several small schools in rural areas face threats that lead to the verge of closure due to a lack of qualified principals. In this scenario, this classification prevents appointing qualified principals to small schools even if it is required as a means of developing effective schools in the system (Presidential Task Force on Sri Lanka's Education Affairs, 2020).

As shown in Table 2.1, the majority of schools within the Sri Lankan context are Type 3 and Type 2 (MoE, 2021), which are not in the category of 'Better schools', 'Attractive Schools' or 'Popular Schools' within the context. The academic performance of these schools is very low compared to the 1AB and 1C schools within the context (Abayasekara and Arunatilake, 2018; Aturupane and Little, 2020). In overcoming the situation, MoE has introduced projects such as 'Programme for School Improvement', 'Thousand School Project', 'Navodya School Project', to develop the school system, where the school principals play a vital role as transformational leaders and change agents in implementing those projects for school development (Lekamge et al., 2007; Perera, 2011; Aturupane et al., 2013; Wehella, 2014). All these projects are internationally funded projects which have involved lots of money. Arunatilake and Jayawardena (2010), analysing the distributional aspects of formula-based funding and the efficiency of decentralised management of education funds in SL, emphasise the need for qualified principals for the success implementation projects and the funds allocated by the projects for developing effective schools. In the context of development interventions, Aturupane et al. (2013) and Kasturiarachchi (2019) emphasise the critical significance of obtaining a profound understanding of the role of school principals and their professional skills by themselves. This understanding is essential for the successful implementation of these projects. Therefore, the following section will delve into the role of school principals in the Sri Lankan context.

2.3 The principal's key role within the Sri Lankan education system

Principals were recruited to the SL Principals Service (SLPS) as per the service minutes of the SLPS in 2014. Section 04 in the service minutes describes the role of a school principal as;

> The officers of the Principals Service should carry out all <u>the functions concerning school administration and management</u>, including the duties that are assigned in connection with the <u>conduct of national-level examinations and other examinations</u> relating to the education of the government schools under the administration of the line Ministry and Provincial Education Ministries in conformity to the National Education Policy in addition to the duties involving education as <u>decided upon and required by the government for implementation</u> through schools towards strengthening of the <u>sports activities and other subject related work in schools as well as the process of learning and teaching</u>.

<p align="right">(Gazette, 2014, p.2A)</p>

The above underline sections illustrate the key areas that school leadership should focused on. As per the underlined sections, school principals are responsible for a wide range of functions related to school administration and management, a description which is vague and vast. The above definition lacks a clear focus on the roles and responsibilities of the school principals (MoE, 2023). it gives some directions to understand the key aspects of the expected role of the school principal as administrative and academic. Further, it gives a comprehensive idea, which ensures that the principal is in a single point of accountability for administrative and managerial in line with the policy implementations which are clear, direct and positive. However, these may be overwhelming responsibilities, especially for novice principals, which has led to challenges in effective management and prioritisation of tasks in their main function as instructional and pedagogical leaders. In line with the service minutes explanation of the role of the principal, the NEC (2016) states that the present role of the Sri Lankan principals comprises academic leadership and management of personnel and resources of the school. However, in most instances, it is the management role of the principal that is highlighted, which hinders the academic leadership, which is the most needed and essential (NEC, 2016). This indicates how administrative tasks, such as budgeting, scheduling, and facility management, often consume a significant portion of the principal's time, leaving limited room for direct involvement in enhancing the academic

environment as an academic leader. These situations tend to divert principals from their core responsibility of academic leadership.

In the present context, reports have highlighted the importance of the different leadership roles of school principals as leaders (MoE, 2014: MoE & NIE, 2018; MoE, 2016[b]). MoE (2023), in submitting the draft report on the Report of Committee Appointed to Study and Recommendation on SL Principals Service, emphasises the need to change the performance of principal roles as instructional leaders, transformative leaders and ethical leaders, which helps to develop an effective leader for the 21st century. However, the typical Sri Lankan school principal's role is centralised to administration, planning, managing personnel, logistics and finances within the school (Perera, 2011; MoE, 2014; Kumari, 2019), and the majority of principals lack adequate skills and knowledge to perform their role in line with the aforesaid leadership roles (Perera, 2011; Kumari, 2019; Parakramawansa, 2012; Kasturiarachchi, 2019). Moreover, it is significant that the Handbook for School Principals (MoE, 2020) has also given more space to emphasise the managerial and administrative aspects relevant to the principal than the academic leadership. Therefore, it is inevitable that principals were more interested in performing as administrative and managerial leaders than academic leaders. Further, Perera (2011) states that principals lack the comprehension and vision for new changes to be implemented and fear that they are unable to perform unknown tasks, which increases their anxiety and affects the development of effective schools negatively. These ideas are repeatedly emphasised in many contextual studies and reports (Lekamge et al., 2007; NEC, 2009; Lekamge, 2010; Parakramawansa, 2012; Kasturiarachchi, 2019). Conversely, Lekamge (2010) and Kumari (2019) insist that principals understand the importance of instructional leadership and transformational leadership as their key leadership roles thus, they face different problems when performing their role as principals. In line with the above highlights, the next section examines the problems related to school principals in SL, which relates to the novice principals as well.

2.4 The problems related to school principals in Sri Lanka

Drawing attention to the existing literature, the problems and challenges associated with school principals in the Sri Lankan context can be classified into two categories: professional-related and contextual-related. The most significantly highlighted problem is the lack of professionally qualified principals within the context (NEC, 2016) which has impacted school efficacy and student performance negatively. As an illustration of this situation, Abayasekara and Arunatilake (2017) investigated the impact of school-level resources, including

the role of school principals, on student performance at the O-Level examination. The findings highlighted that 27% of schools were managed by principals who are not in Sri Lanka Principal Service (SLPS) or Sri Lanka Administrative Service (SLAS) grades, a percentage which rises to 46% in schools categorised as 'very poor' performing schools. Many studies conducted related to the quality of education have highlighted that the MoE is accepting the fact that the schools were led by unqualified principals (Perera, 2004; Perera, 2011; MoE, 2017; World Bank, 2018), which has created a number of different problems related to the quality of education.

The lack of qualified principals within the system has raised the question of how principals are being recruited for the position, which illustrates the existing contextual problem. According to the Principal's Service Minutes (2014), the teachers who fulfil the required academic and service experience can join the SLPS by passing the entrance examination or those in SLAS who are attached to the MoE as administrative officers can also directly be appointed to schools as principals. Though there is a very clear path that exists for recruiting the principals to the system, the MoE admits the implementation and existence of improper procedures for the training, recruitment and promotion of school principals within the context (MoE & NIE, 2018). Further, Little (2011) emphasised the negative impact of political and ad hoc appointments in all job categories within the Sri Lankan education system, and the principalship is no exclusion from the situation explained by Little (2011). Due to the situation created with such appointments, the prominence of the weak leadership role performed by the unqualified principals within the context is inevitable. Hence, their existence creates long-standing problems which are complex and challenging not only within the principalship but to the whole system.

Moreover, the MoE (2017) state that there are instances where those who hold the position of a principal in some government schools are not appointed by following a formal procedure. In many rural schools, when the principalship becomes vacant, there is a high probability that the senior teacher or next-in-command would hold the acting principalship position without considering the academic, professional or government procedures of appointing a qualified person to the vacant position. Considering the situation, an unqualified person takes the acting principal position, and he/she continues as the principal (Perera, 2004; MoE, 2017; World Bank, 2018). Sadly, these appointees, as novice principals, do not receive any induction to the profession at the being or any PD while being in the position. The main reason may be that even though they functioned in the role of principals, they were not officially recognised as principals as they are teachers in the profession. These contextual problems

are evident in the lack of qualified principals in the SL context and the need for proper induction and PD training for school principals. However, a study conducted by Weerakoon et al. (2022) shows that ¼ of the study sample does not belong to the SLAS or SLPS categories, but they are categorised as 'others', which illustrates that they serve as acting principals with no formal appointment. This highlights the existence of unqualified principals in the system, and they are in need of enhancing their leadership and managerial capacities by attending the different training programmes offered by different institutions in the system, which is a positive approach.

The overarching issue lies in the lack of qualified principals available in the system to fill vacant positions. This problem has persisted and accumulated over time, and no recruitment has been made between 2002 and 2009. In addressing the accumulated situation, MoE has initiated recruiting novice principals since 2009. Per the unpublished data in the MoE, from 2009 to 2017, the MoE recruited 1718 novice principals in 2009 (MoE, 2010), 3756 novice principals in 2016 and 1858 novice principals in 2017 (unpublished data, MoE, 2020). Thus, recruiting novice principals into the system does not provide a comprehensive solution to the problem. The solution lies in the quality of induction and PD training they will receive. Effective training equips novice principals with the necessary knowledge, skills and attitudes and helps them to internalise the principalship and progress within the profession.

Similarly, Kasturiarchchi (2019) argues about the existing deficiency gap of perceptions in PD needs, between principals as policy receivers and administrators who are policymakers and implementers within the context that impact the quality of the training. Administrators think that novice principals lack basic understanding and theoretical knowledge of the field of education (deficit thinking), while the principals believe that the training lacks practicality and relevance in fulfilling their PD needs. Furthering the perceptions of principals, Fernando (2019) insists that the principals believed the existing co-relationship between PD needs analysis and the training process and irrelevant analysis may have led to the provided training being irrelevant in meeting their PD needs. These situations unveil the fact that provided training programmes have failed to satisfy the PD needs of principals.

Another significant problem is that different universities and institutes offer different training programmes for principals. Ideally, all programmes should align with the Sri Lanka Qualifications Framework (SLQF), and programmes should be designed in line with the K-SAM model (UGC, 2015), which is a holistic model which goes beyond knowledge (K), skills(S) and attitudes(A) but mind sent and paradigm(M). Thus, the research findings on the offered training

for school leaders (Weerakoon et al., 2022) illustrate that the programmes are less focused on mindset and paradigm, which illustrate how the qualification holders perceive the world; thus, the managerial and administrative aspects are considered. In order to enhance mindsets and paradigms within school principals, it is vital to focus on developing intrapersonal skills as a leader, which is an internalised development process within a leader. Thus, these aspects seemed lacking as per the research conducted within the Sri Lankan context.

In overcoming the vicious circle of the above, the MoE introduced the NCFSLM as a policy introduction in 2018 with the funding support of ADB apart from the induction training for novice principals. The next section will examine how these policy initiatives work on PD principals, with special reference to novice principals in the context of SL.

2.5 Policy initiatives in the context

Within the Sri Lankan context, different training programmes by different institutes, including MoE, NIE, PDoE and Private and National institutes and Universities, are offered in an ad hoc manner for novice principals as well as existing principals in the system. In the case of novice principals, the induction training programme, which is a one-month training, has been offered by the PDoE under the guidance and supervision of the MoE and NIE. In the preliminary discussions with the officials at the MoE, it was revealed that Induction training was designed years ago, and when a new cohort of principals was recruited, MoE made slight changes if necessary and offered the training. Within the month of training, two training modules, Leadership Capacity Building (120 hours) (Appendix 1) and Management & Administrative Development (60 hours) (Appendix 2), have been offered for the batch of principals recruited in 2016. Thus, no policy-level documents were being developed by the MoE or proper policy for school principals' PD is an identified problem. To overcome the problem, NCFSLM is a policy introduced in 2018 as a strategy to train all principals as qualified professionals within the context. The NCFSLM is a competency-based framework, as shown in Figure 2.1 below.

In order to achieve the expected outcomes, PD needs to foster the development of interpersonal skills, which are centred around how well an individual communicates and interacts with others, and intrapersonal skills, which revolve around self-awareness and self-management. By doing so it will equip novice principals with the necessary skills for the successful implementation of applied learning opportunities, as demonstrated in the competency domains, areas, and standards introduced by the framework.

Figure 2.1 National competency framework for school leadership and management in Sri Lanka

(MoE and NIE, 2018; p.6)
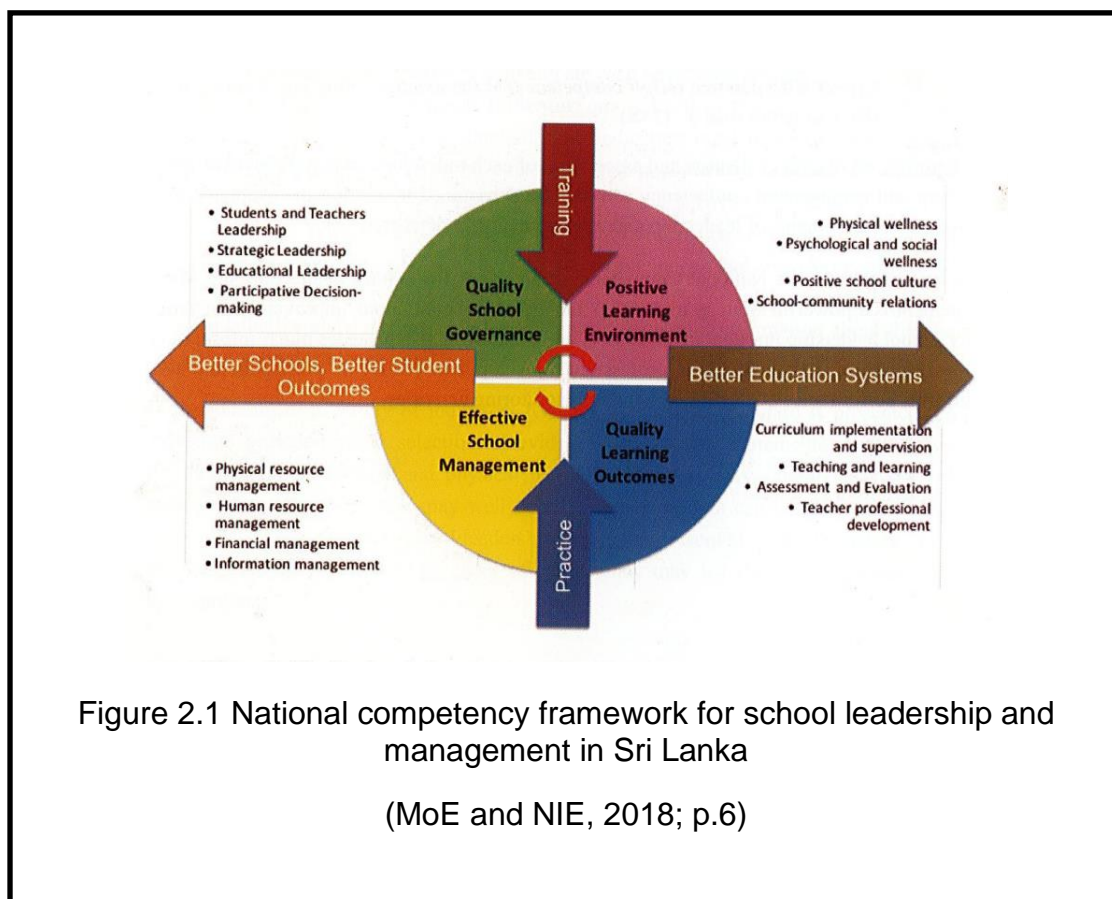
To attain the required competency standards, the NCFSLM has introduced two PD programmes for principals: the BPP and the Advanced Principalship Programme (APP) (MoE & NIE, 2018). This initiative aims to bridge the gap between policy and practice. The BPP is specifically tailored for principals who lack leadership and management competencies, such as novice principals, while the APP is recommended, for experienced principals already serving within the educational system. In the selection process for the two training programmes, the framework provides detailed assessment rubric (MoE & NIE, 2018, pp.19-50). This rubric covers the academic, administrative, and management aspects of principals' leadership performances. Principals will be assigned to either the BPP or APP based on their performance scores. The evaluation categorises principals into (a) beginning competence, (b) developing competence, (c) advanced competence, and (d) expert competence. Considering the contextual situation, many principals, including novice principals, are expected to fall into the categories of beginning competence or developing competence. In response to this need, the MoE and NIE have developed the BPP programme first, while the development of the APP is currently underway.

The policy framework consists of 64 competencies (See Appendix 3) which aim to be achieved by being distributed among two training programmes which consist of four modules in each programme. In the BPP, out of four modules, two modules are on school leadership, one on school curricula, and the final module is on financial management. The training is designed to enhance leadership as well as administrative capabilities in order to address contextual criticism, which includes the quality of the training delivery (Kasturiarachchi, 2019) in meeting the PD needs of the principals (Fernando, 2019).

Theoretically, the four modules offered in the BPP are supposed to cover both leadership and managerial aspects relevant to 21st-century principalship (MoE & NIE, 2018). Their performance is evaluated per the assessment rubric provided by the MoE and NIE (2018) under the four competency domains, as illustrated in Figure 2.1. It appears that these four criteria focus on leadership skills such as instructional leadership, transformational leadership, ethical leadership, and authentic leadership, which shows the modern leadership thinking among novice principals (Bush, 2008), which many principals lack in the Sri Lankan context (Kumari, 2019). Implementing the policy has happened through the PDoE under the monitoring of the MoE and guidance of the NIE. However, different provinces have implemented the training at different levels, which made MoE unsatisfied (ADB, 2020). Though the induction training has been completed within the timeframe, the BPP has been implemented in different stages in island-wide ad hoc manner. Therefore, it is important to examine how the BPP is implemented as a new policy introduction compared to the induction training.

Interestingly, within the context, all novice principals recruited in 2016 after a long pause of recruiting have undergone the induction and BPP as a PD training. Within the NCFSLM, as a policy framework for school leaders, they have not integrated the induction training into it but introduced BPP and APP as new initiatives for policy practice. Thus, it is vital to examine how the training novice principals were met by the offered training programmes in different provinces in SL.

2.6 The research focus

The research focus is limited to two out of nine provinces within the Sri Lankan context: the Western and North Central provinces. These provinces were selected based on their experiences with induction training and the BPP introduced by the NCFSLM, a new policy in the country. Preliminary discussions with officers at the NIE revealed that induction training was offered in all provinces for one month as soon as novice principals were recruited in late

2016, and all provinces completed the programme within a similar timeframe. Afterwards, in 2018, the NCFSLM introduced the BPP, which was offered to principals in all provinces as suggested by the NCFSLM. It was observed that the programme offerings varied and stagnated differently among provinces. This highlights that while the implementation of the BPP introduced by the NCFSLM differs, there were no significant differences in the provision of induction training across all nine provinces.

Additionally, preliminary discussions with officers at the NIE, supplemented by reference to the Master files maintained by the MoE and the NIE, revealed that all provincial Directors/Assistant Directors attached to Provincial Departments of Education (PDoE) had been invited to participate as resource persons in developing the NCFSLM alongside the NIE and MoE (MoE, 2018). However, according to MoE & NIE (2018), only six provincial directors participated as resource persons in the development of the NCFSLM. Therefore, the selection of provinces for this study also considered the involvement of provincial directors in developing the NCFSLM, as they are key personnel responsible for implementing the BPP in accordance with the NCFSLM within their provinces.

Furthermore, it was observed that, except for the WP, only one officer from each province was involved in the NCFSLM resource person pool. However, in the WP, three officers in the rank of Assistant Director were involved, signifying significant participation compared to other provinces. Additionally, it is noteworthy that there was no involvement or representation from the NCP, the largest province in the country, in this national-level initiative. Based on these reasons, the comparative rationale for selecting these two provinces is as follows:

Western Province (WP) – The smallest province with three districts with a high density of school population. Importantly, the MoE and NIE, the central hub for policymaking and administrative bodies, are in the WP. Moreover, many training programmes have been piloted, and initial implementations are being carried out within the WP, which could be an advantage. Further, being in the highest number of schools and students are included within the province. Compared to all the provinces in the country, WP province is much more facilitated with human and physical resources.

North Central Province (NCP) – As demonstrated by the school census 2021 (MoE, 2022), NCP consisted of 1/3rd of students and schools compared to WP. Though NCP is the largest province in its area, it is one of the poorest provinces (World Bank, 2021), with a lack of resources, especially basic needs such as

water and sanitary facilities within the province, where the schools are no exception.

2.7 Chapter summary

Though SL has a well-structured school system, the existing system lacks qualified principals to gear up the quality of education. The root cause of this deficit lies in the absence of qualified principal recruitment by successive governments since 2005 (per the unpublished data, MoE). Therefore, many teachers who were so-called seniors with political influences have become acting principals with no proper qualifications or training for the principalship. These implications have negatively impacted the quality of the education system in the long run. To overcome the problem, novice principals were recruited, and they received proper induction training in 2016 under the guidance of MoE and NIE. With the aim of furthering the quality of school leadership, NCFSLM was a new policy introduction, which introduced BPP and APP, two PD training programmes for all principals. In line with these changes, it is significant to examine how these training programmes were offered to satisfy and meet the PD needs of novice principals. With this in mind, the next chapter explores a selection of relevant literature with the aim of identifying specific gaps to be investigated in this research.

Chapter 3 Literature Review

3.1 Introduction

This chapter delves into the relevant literature for this study. Initially, I discuss the eight concepts embedded in the PD needs of novice principals (3.2). Subsequently, I emphasise the importance of PD training in the literature (3.3) and then delve into how professional standards serve as benchmarks in developing PD training (3.4). Following that, I present the theory and practice underpinning the offered PD training (3.5), followed by an exploration of PD needs for novice principals, considering both international and Sri Lankan contexts (3.6). Finally, I address the existing research gaps in conducting this study (3.7).

With reference to the literature, I identified that school leadership training is a vast area within the field of educational leadership and management. In narrowing down the search of literature with reference to my study, I implemented a comprehensive search to identify who a novice principal is and what their PD needs are through a thorough exploration of relevant scholarly works. I employed a combination of keywords such as novice principal, beginning principal, first-year principal, induction training, and PD needs in searching relevant literature within these online databases. In addition to using key terms, my search went back to the late 1960's. I went back to searching literature on dates with reference to the introduction of key concepts, which are discussed in section 3.2.

My initial search began with Google and Google Scholar, then extended to JSTOR, Athens, SAGE Journals, ERIC (EBSCO), and White Rose e-Theses, which are online databases. Additionally, I conducted literature searches through direct library searches at the University of Leeds, UK, the OUSL, and the NIE in Sri Lanka. Furthermore, I referred to the reference lists of key articles and dissertations, which were scrutinised for additional sources. I delved into peer-reviewed journals and grey literature relevant to the study to enhance inclusivity. Finally, my literature search was also facilitated by supervisory guidance from subject experts and a series of workshops provided by the University Library team on how to conduct literature searches for doctoral students.

After adhering to the above-mentioned rigorous process, I present the literature relevant to the study in the following section.

3.2 Conceptual cocktail mix in leadership training

Reviewing the literature on induction and PD training, it is revealed that the two training programmes, namely the induction and BPP, are amalgamated with different conceptual dimensions such as leader and leadership (Day, 2000; Day et al., 2014; Murphy and Johnson, 2016), human capital and social capital (Subramony, 2018; Van De Valk, 2008), soft and hard skills (Schuller,2001; Hendarman and Cantner, 2018), and interpersonal and intrapersonal skills (Day, 2000; Hanson, 2013). Therefore, in this section, a discussion is made separately to illustrate their conceptual differences and intertwined with reference to induction and PD training.

3.2.1 Leader development to leadership development

In examining PD training offered for school leadership development, Nicolaidou & Petridou (2011) state that "Leader and leadership development, although they are used interchangeably, do not necessarily mean the same thing" (p.52). In a similar vein, Yukal et al. (2020) state that these two terms have been defined differently, and researchers formed the terms in line with their intentions and perspectives, considering their interests. Within the organisational framework, leader development holds paramount significance, given that the leader assumes a pivotal role in providing direction to achieve the organisational vision, inspiring and motivating members, and fostering a conducive working environment. To achieve this, leaders must cultivate individual potential and internal capacities for guiding others. This process involves honing knowledge, skills, and abilities through the acquisition of relevant experiences associated with their formal leadership role, thereby augmenting a leader's internal capacities (Day, 2000; Lord & Hall, 2005). The development of internal capacity within a leader results in 'leader developmental efficacy [that] predicts intentions to self-develop leadership' (Reichard et al., 2017, p. 137). Consistent with this concept, Day et al. (2014) assert that 'individual characteristics [are] associated with leader development activities' (p. 68), focusing on individual skill enhancement such as self-awareness, emotional intelligence, decision-making, and communication skills (Day, 2000, p.548). These skills can be assessed through individual growth and success. To fulfil this scope, Nicolaidou & Petridou (2011) recommend integrating 'experiential learning, coaching, mentoring and support through the implementation of a school development plan' (p.79) over an extended timeline and continuous mentoring or coaching.

Compared to leader development, leadership development is focused on a much broader perspective on developing skills and abilities to develop extended social networks by applying self-understanding to social and organisational

needs (Day, 2000). The training programmes focus on developing leadership for effective and collaborative work across the organisation. The best example is the "Leaders in Education Programme" offered in Singapore, which focuses on developing distributed instructional leadership among novice leaders (Salleh et al., 2015). The concept of 'distributed instructional leadership' illustrates the dependency or inter-dependency between instructional leadership, which aims to enhance academic achievement, and distributed leadership, which focuses on interactions with the school community to achieve expected academic excellence (Lee et al.,2012; Wolfe et al., 2023). In developing distributed instructional leadership, the training incorporates different team-building exercises, field visits, group coaching, resilience to change and the development of shared values and visions for organisational success (Ng, 2015; Salleh et al., 2015). This focuses on developing a diverse range of skills that facilitate leadership within a leader. All these leadership skills are nurtured within the leader. This highlights the interconnectivity between the two concepts of leader development and leadership development, as discussed by various researchers (Day, 2000; Nicolaidou & Petridou, 2011; Reichard et al., 2017; Daniëls et al., 2019). The skills acquired through leader development are not only applicable to their immediate role as a leader but also extend to a broader community of leadership. The leadership cultivated within an individual can be leveraged for the benefit of the organisation's members (Ng, 2015; Salleh et al., 2015). In essence, leader development focuses on cultivating one's self to function proficiently in the role of a leader. Conversely, leadership development focuses on the skills needed to lead others in the capacity of a leader.

In the discussion of leader and leadership development, the drawbacks highlighted by Dopson et al. (2019) in reviewing the literature on leader and leadership development are significant. They state, "The material reviewed often uses 'leadership development' interchangeably with 'leader development', creating confusion. Apart from Day (2000), we rarely found any considered discussion of differences between these two distinct concepts" (Dopson et al., 2019, p.220). While agreeing with Dopson et al. (2019), I believe this study will facilitate filling the conceptual gap in leader and leadership development highlighted by Dopson et al. (2019). Moreover, I believe the conceptual difference in this study will facilitate understanding what skills should be developed within a leader to perform leadership differently.

3.2.2 Soft skills and hard skills development

The history of the terms 'soft skills' and 'hard skills' seemed to appear in the U.S. military report submitted by Whitmore and Fry (1974) that defined the

terms in the mid-20th century. 'Soft skills' are defined as 'important job-related skills that involve little or no interaction with machines and whose application on the job is quite generalised' Whitmore and Fry (1974, p.3). Nitonde (2014) state that soft skills are interpersonal and intra-personal skills which define the individual's 'Emotional Quotient' and 'Intelligence Quotient'. Ariratana et al. (2014), have identified eight components of leadership soft skills for educational leaders as communication and presentation, leadership competency, teamwork, analytical thinking and creative problem solving, professional and morality, learning, usage of information technology, development of interpersonal relationship (p.333), with reference to three models presented by Crosbie's (2005) concept, Somerset's (2001) model, and Tang's (2012) concept. These soft skills embedded both intrapersonal and interpersonal soft skills which will be discussed in the section 3.2.3. Further, Nitonde (2014) emphasise that soft skills are linked with the development of the body and mind, which can be interpreted as personality development as well as socialisation from the perspective of Sociology. Conversely, Verbeke (2014) raises the question of how to equip novices with the appropriate soft skills to help them succeed in their positions. According to his study findings, though some soft skills can be developed through education or mentoring, experts insist that learning skills on the job are not ideal (Verbeke, 2014). This suggests the need for formalised training on soft skill development.

In contrast to soft skills, hard skills are emphasised as the abilities needed to perform specific tasks in a job, relying on technical competencies grounded in academic knowledge (Strang, 2022). They are "mainly cognitive in nature and are influenced by an individual's IQ" (Denney et al., 2020, p.138). This highlights the nature of hard skills as primarily cognitive and influenced by an individual's Intelligence Quotient (Hendarman and Cantner, 2018). In their day-to-day roles, leaders engage in tasks such as analytical thinking, data analysis, and strategic planning, all of which involve data-driven functions and decisions—characteristics of hard skills. Furthermore, it is evident that hard skills are directly linked to performance and are easily measurable. Gentilucci et al. (2013), referring to the USA, assert that many training programmes tend to focus on delivering concrete skills like budgeting and understanding the law, as opposed to softer skills, which are challenging to teach and measure. Trainers prefer these 'hard skills' because they are easier to explain and evaluate. Consequently, Hendarman and Cantner (2018) have studied the significant and positive association between soft skills and hard skills with individual-level innovativeness, demonstrating that hard skills complement soft skills and vice versa.

With reference to soft skills and hard skills, Katz (1974) illustrates a three-skill approach, a theory that categorises and articulates the competencies required for the job level. Katz (1974) postulates that individuals in higher positions need more soft skills (and fewer hard skills), the opposite is more hard skills (and fewer soft skills) for line managers like school principals. Examination of a principal's leadership preparation and the expected leadership performance of leaders in different school contexts is centralised on instructional, visionary, and transformative leadership practices (Ng, 2015; Darling-Hammond, 2022; Steinberg and Yang, 2022). In order to perform all these leadership styles, the research conducted by Ng (2015), Darling-Hammond (2022), and Steinberg and Yang (2022) illustrates that a range of soft and hard skills are embedded within their discussions. To execute different leadership styles, a leader should possess soft skills such as self-confidence, motivation, and self-awareness to plan and lead effectively. On the other hand, subject-specific knowledge or hard skills, including proficiency in administrative procedures, educational law, financial regulations, and information technology, are also necessary. In this context, I believe that both sets of skills are equally important for effective leadership, regardless of the leadership style.

3.2.3 Intrapersonal and interpersonal skills

Love (2014), referring to Gardner (1983), states that "the essence of intrapersonal intelligence as the ability to understand, know, and respond in a self-valued manner. Persons who exercise an extensive level of intrapersonal intelligence exhibit high level of self-esteem" (p. 25). Moreover, research on "intrapersonal skills" includes self-awareness, self-regulation, self-motivation, (Day, 2000) resilience, and emotional intelligence, which help leaders understand their strengths and weaknesses to make informed decisions as effective leaders. At first glance, it is evident that these intrapersonal skills are general to all leaders, irrespective of the profession or field. Conversely, with reference to positive psychology, Shek and Lin (2015) argue that intelligence quotient (IQ), emotional intelligence quotient (EQ), adversity quotient (AQ), and spiritual intelligence quotient (SQ) are competencies of intrapersonal skills that are important for a leader. They highlight that these four intelligences "are important for a person to recognise correctly and respond rationally to various environmental challenges as a leader" (Shek and Lin, 2015, p. 258). To understand how these intelligences synchronise with the intrapersonal skills of a leader, they explain these intelligences specifically. According to Shek and Lin (2015), the characteristics of IQ broadly involve adaptive problem-solving and critical thinking (p. 260); EQ contains both cognitive and emotional skills that help people deal with the emotions of self and others, enhancing overall work

performance and leadership (p. 256); AQ addresses issues of failure, misfortune, or other kinds of severe adversity closely related to resilience (p. 256), and SQ is significant because through transcending oneself or understanding the meaning of life, one will be better prepared to provide high-quality service in leadership (p. 256). A careful examination of these four intelligences reveals that what I mentioned above as general intrapersonal skills are also embedded within these four skills.

Day (2000), in reference to Gardner (1993), defines interpersonal skills as "the ability to understand people—a basic concern in building trust, respect, and ultimately, commitments" (p.585). Interestingly, Christison (1999), in reference to Gardner (1999), states that interpersonal skill is "the ability to understand another person's feelings, motivations, and intentions and to respond effectively (p.8)". These definitions bring the notion that interpersonal skills link with a range of abilities or skills a person needs to develop to connect with people in a positive manner. Dargantes (2020) studied qualities associated with school leaders as perceived by teachers. In this study, leaders demonstrated a variety of interpersonal skills to establish positive connections with teachers. The qualities related to interpersonal skills were adopted from the research conducted by Gerontic and Stanley (2016). Figure 3.1 illustrates the interpersonal skills investigated by Dargantes (2020) in school leaders.

Table 6. The Level of Perception on Interpersonal Skills

B. Interpersonal Skills	Wt. Mean	Descriptive Rating
1. Shows concern for the achievement of goals set with the group.	4.0	Very Good
2. Understands the need of the individuals and groups within the organization.	3.9	Very Good
3. Establishes friendly trusting and respectful relationship.	4.1	Very Good
4. Encourages teachers to participate in any school activities to be effective in work.	4.1	Very Good
5. Inspires teachers in their duties and responsibilities to be effective in work.	4.30	Very Good
6. Shares the burden and sympathy to teachers with problems.	3.7	Very Good
Average Weighted Mean	4.0	Very Good

Figure 3.1 Interpersonal skills performed by school leaders.

(Dargantes, 2020, p.61)

As shown in Figure 3.1, the interpersonal skills performed by leaders are embedded within their actions. For example, 'Shows concern for the achievement of goals set with the group' is embedded in a range of interpersonal skills. These include communication skills for discussing and conveying the school's vision, goals, and expectations; the ability to build and maintain relationships with the school community to create a collaborative and inclusive school culture; emotional intelligence for being better equipped to navigate challenges and inspire others; and resolution and decision-making ability for being diplomatic and consensus-building. These interpersonal skills are related to all actions mentioned in the Figure 3.1. Moreover, publications on intrapersonal and interpersonal skills have stated that 'intra- and interpersonal skills are important for self-development, social collaborations, and career success (Day, 2000; Hendarman and Cantner, 2018; Purwanto, 2020).

3.2.4 Human capital and social capital

As discussed above, the leader develops him/herself, while leveraging the organisation's members with his/her leadership skills (Day et al., 2014). However, the literature on leader and leadership development (Day, 2000; Nicolaidou & Petridou, 2011; Dopson, 2019) reveals that leader and leadership development are amalgamated with another dimension of leader development, as human capital and social capital.

Becker (1964) introduced the concept of human capital as an economic notion. In line with the economic implications, he argued that individuals' education, training, and other investments in their skills and knowledge contribute to their individual productivity. This idea was solidified by Schultz's (1962) human capital theory of economic growth, which pointed out that human capital is the foremost factor in managing economic and physical capital. Further Becker (1975) extending his idea of human capital on economic notion, emphasises the importance of general and specific training on the jobsite to increase human capital productivity by learning new skills. Furthermore, developing a leader's skills as an individual results in asserting human capital, which is also applicable to developing the school principal as a leader.

The notion of social capital deals with collective leadership through building networked relationships among leaders with other parties (employees, partners, etc.), which improve cooperation and resource exchange in creating organisational value (Day, 2000). Bourdieu (1986), explaining the networked relationships embedded in social capital, states that networked relationships embedded in social capital are not naturally inherited or even a socially given embodiment like a family and friend but "an institutional given one which is

necessary in order to produce and reproduce lasting, useful relationships that could secure material or symbolic profits" (p.22). This idea of Bourdieu (1986) highlights the value embedded in relationships through the interpersonal exchange in the social capital. There are research studies which support the positive connection between leadership development and social capital, which enhances organisational performance. (Van De Valk, 2008; Roberts, 2013; Subramony et al., 2018). Among them making a self-reflection on the leadership development and social capital, Van De Valk (2008) state that many have an "incomplete understanding of the dynamic nature of this relationship and highlights the lack of sufficient evidence to support a causal assertion that one leads to the other" (p.47). This underscores the existence of complexities or nuances that remain unclear, and establishing a cause-and-effect link is challenging due to insufficient supporting evidence between the two concepts.

In my examination relevant to literature on PD training, provided training, and the leadership performance of school leaders, I identified that the above four pairs of concepts were embedded. A careful examination of all concepts revealed that these concepts are interrelated and difficult to distinguish clearly by drawing a line. The best example is the difficulty of distinguishing soft and hard skills, as skills like communication fall into both aspects. Significantly, within the discussions in the referred studies by myself, these concepts played a fundamental role in presenting leadership performance, developments, policy initiatives, and many more aspects. With this understanding, I established four conceptual pairs as they lay the foundations for my study. With this understanding, I highlight the significance of providing PD training for novice principals in their initial leadership role and as serving leaders in the next section.

3.3 Importance of training in professional development for novice principals

The PD training establishes a foundation for novice leaders to enhance their skills, confidence, abilities, and understanding relevant to their role as leaders within the school context. With this understanding, I present the PD training designed for novice principals, both in their initial leadership stage and as serving leaders.

3.3.1 Professional development training in the initial leadership role

The leadership role of a school principal is becoming increasingly complex. Ashton and Duncan (2013) state that principals, especially novice principals who are new to the profession, often find themselves unprepared for their

leadership role. Research frequently employs terms such as 'isolation' and 'loneliness' (Slater et al., 2008; Sayce and Lavery, 2010; García-Garduño et al., 2011), and phrases like 'lost,' 'overwhelmed,' and 'shell-shocked' (Lashway, 2003, p. 2) to express their feelings and experiences during their first year principalship. These expressions highlight the lack of induction provided to novice principals for a role that is inherently demanding. It is noteworthy that the challenges faced by novice principals have been extensively discussed in the USA, UK, and other parts of Europe (Slater et al., 2008), as well as in Australia (García-Garduño, 2011), but there has been a lack of focus on the Asian context.

Focusing on the induction training provided at the initial leadership roles of novice principals, Lochmiller (2014) states that induction training provides critical support for novice principals, which includes supporting novice principals to socialise (Antonacopoulou, 2010; Gherardi and Perrotta, 2010; Sayce, 2010; Bush, 2018; Pineda-Báez et al., 2019) and familiarise themselves with the context (Bush, 2008; Stein, 2016; Susilowati, 2021). The socialisation of novice principals was discussed as professional socialisation associated with the formal preparation with induction training at the initial phase of a leadership role and organisational socialisation associated with familiarising in the school context after assuming duties as principal (Antonacopoulou & Guttel ,2010; Bush, 2018; Bonnici, 2021). This socialisation should concentrate on fostering intrapersonal skills and nurturing internal motivation within novice principals, including the courage to confront and adapt to the new school context amid challenging situations. In light of these considerations, the developing of interpersonal skills, such as effective communication, conversational abilities, and endearing behavioural traits (Ng, 2015), specifically designed to familiarise novices with the school context, is essential.

In many contexts, teachers transition into the role of principals (Bush, 2018). In such situations, the shocks stemming from the career shift (a teacher becoming a principal) and the professional shift (change in roles and responsibilities) may overwhelm novice principals. To address this challenge, supporting them by providing PD training, specifically induction training, especially during their initial leadership roles, is vital. This emphasises the need for school leaders who can navigate these challenging shifts in the modern context to create a positive school culture, address underperformance, articulate a clear mission statement, empower others, maintain high visibility, and set things right. However, Assan and Lumadi (2013), in their study, have identified several obstacles, including loneliness, difficulties with colleagues, challenging routines, administrative burdens, and contextual problems that novices encounter in their initial

leadership roles. These challenges may hinder their interest in the profession. To overcome such challenges, especially in facing the complexities of their roles, Bush (2018) emphasises that principalship is a specialist profession requiring specific training. This underscores the importance of offering targeted training designed for novice principals, aligning with the recommendation to provide well-designed induction training during their initial leadership roles, as suggested by Lumadi (2013). Moreover, Bush (2008) states that there is growing evidence indicating that novice principals face significant problems and challenges within their first years of assuming the principalship due to a lack of specific training at the outset. Among these challenges are adjusting to a new school context, easing into a new role (Ng, 2015), dealing with isolation, managing time, socialising, facing a lack of feedback, and handling technical problems (Anderson, 1991). These challenges persist over decades, underscoring the crucial need for specifically designed induction training for novice principals in any context. Overall, these aspects illustrate the complexities that novice principals face during their initial leadership roles.

Conversely, the complexities, challenges, and problems mentioned above raise the question of what skills these novices lacked in failing to meet these challenges. An examination of the nature of these problems and challenges reveals that they lacked the skills discussed in section 3.2 to perform effectively as leaders and extend their leadership to others. This highlights the necessity for well-designed induction training to overcome these complexities, challenges, and problems.

3.3.2 Professional development training for serving leaders.

In discussing PD training, Mizell (2010) states that professionals in various fields use different terms for this type of training, including staff development, in-service training, professional learning, PD, or continuing education. Despite these terminological distinctions, the purpose remains consistent. According to Hubber (2008), PD training is designed to 'provide various training and development opportunities for established school leaders, tailored to their individual needs and those of their schools' (p. 168). Simplifying the definition, Mizell (2010) states that PD is designed 'to learn and apply new knowledge and skills that will improve performance on the job' (p. 10). Both definitions highlight fundamental dimensions: PD focuses on leadership development, addressing skills and abilities essential for effective job performance, facilitated by individual leader development, which attends to individual training needs. Comparing both definitions, the emphasis on leader development for job

performance is highlighted, making it the primary focus of PD training in contrast to induction training.

The impact of school leadership is widely acknowledged as a crucial factor influencing student outcomes (Crow et al., 2008; Leithwood et al., 2008; Jensen et al., 2017; Bush, 2018) and teacher effectiveness (Steinberg & Yang, 2022). Therefore, Leithwood et al. (2008) emphasised that school leadership is an indispensable catalyst for positive school development. To function effectively as catalysts, principals need to enhance their leadership and professionalism through participation in PD training. Since no one is inherently brilliant at their job performance, continuous skill enhancement through PD is necessary throughout a career. This necessity is particularly relevant for all principals, especially novice principals who lack experience.

At present, principals face increasingly turbulent and unpredictable challenges (Jensen et al., 2017). Research conducted in different contexts illustrates that these challenges vary based on the content. In examining the challenges faced by novice principals, Saidun et al. (2015) have identified isolation, time management, lack of position-related knowledge, failure to integrate theories with real practices, lack of experience in decision-making and problem-solving, and inability to adapt to the culture at the new school as challenges in Malaysia. In contrast, Bayar (2016) identifies challenges faced by principals in Turkey, such as violence, negative attitudes from families toward school, issues with immigrant students/families, teacher unions, teachers' attitudes and behaviours toward principals, and increasing undesired behaviours in classrooms/schools. This illustrates that challenges differ according to contexts, and novice principals who have completed their induction may face these challenges more profoundly if they lack experience and training relevant to such situations. Therefore, the system's task should be to provide PD training for novice principals to develop their resilience, critical thinking, adaptability, and leadership skills, thus enhancing schools in changing and unpredictable contexts (Jensen et al., 2017). This not only suggests but also insists on the need for PD for novice principals after their induction training.

While induction primarily focuses on orienting novices to the profession, PD is geared towards developing the necessary skills, knowledge, and attitudes among novice principals to provide better services in the school context (Bush, 2018). This underscores the divergence in objectives between induction and continuing PD. Despite novice principals' desire to offer their services to the best of their abilities from the very first day, numerous barriers may exist due to their lack of experience and knowledge relevant to a principalship. PD, in this context, serves as an opportunity for novice principals to bridge these gaps and

evolve into effective leaders, enabling them to provide their services in the most proficient manner.

While identifying the need for PD training from the novice principals in their initial leadership role as well as serving leaders, the next section will discuss how the training programmes were developed internationally in meeting the needs of novice principals.

3.4 Introduction of leadership standards as a benchmark

In reference to the PD training offered for school leaders globally, it is evident that numerous institutes, including universities and government-accredited institutions, provide training for principals. However, studies (Militello et al., 2013; Doyle and Locke, 2014; Du Plessis, 2017; MoE and NIE, 2018) have identified the non-existence of a pool of principals who are capable, qualified, and prepared to serve as replacements in the profession. This challenge is prevalent in both developed and developing countries. Furthermore, the complexity of leadership gaps in education is exemplified by the crisis in the recruitment and retention of school leaders (Militello et al., 2009; MacBeath, 2011) and the frustrations the school leaders experienced (Brown and Militello, 2016). These issues may be attributed to the lack of intrapersonal skills such as self-motivation, self-awareness, and self-regulation (Day, 2000). Overcoming these situations highlights the need for strategic, multifaceted solutions to ensure the sustainability and quality of leadership within educational institutions.

Further, as educational systems become increasingly complex (Ng, 2015), the need for a structured and comprehensive approach to training school leaders is recognised (Bush, 2018). The USA and England, two leading nations in the world before the dawn of the new millennium (Davis et al., 2005; NPBEA, 2015; Pashiardis and Johansson, 2016), identified the challenging situation and insisted on the need for professional standards for school leaders. In line with this recognition, they initiated action since the late 1990s by, developing professional standards for school leaders to prepare them for facing unpredictable and turbulent challenges in the new millennium. As a result, standard-based leadership training emerged as a strategic response which offers a framework that aligns leadership development as a benchmark and best practice.

In line with these initiatives, the next section will discuss professional standards from seven selected countries: the USA, England, Australia, Hong Kong, Singapore, India, and Sri Lanka as mentioned in table 3.1. The rationale for the selection of the countries is as follows:

The USA, England and Australia were selected among the seven countries, considering their international reputation for having a comprehensive education system. Among them, the USA and England are significant as they pioneered in introducing standard-based principal training to the world (Earl, 2012). From the United Kingdom, England was selected over the other three countries (Scotland, Wales, and Northern Ireland) as it was the first country to introduce standards on par with the USA and has one of the most reputed and precise standards currently in the world. Furthermore, the USA and England also serve as role models in facilitating the incorporation of modern leadership thinking into school leadership standards and providing standard-based development training for school leaders internationally. Additionally, the selection of England is significant for the Sri Lankan education system, as Sri Lanka still follows the same education system introduced by the British during colonial times. The selection of Australia is also significant as it has developed a successful model, as proven by follow-up research studies.

The inclusion of Singapore and Hong Kong, as developed Asian countries, could be identified as the two best countries that offer school leadership training programmes in the world. Furthermore, Singapore and Sri Lanka, both countries, were roughly equal in the 1960s, but Singapore has since become a developed country, which may inspire Sri Lanka with its best practices. On the other hand, India is a regional power within South Asia, whereas Sri Lanka has continued many collaborations due to their neighbouring states. The selection of these three Asian countries will facilitate Sri Lanka in overcoming some of the contextual tensions when identifying their best practices in developing leadership training programmes by incorporating modern leadership thinking. It is significant to include these four Asian countries, as they were former British colonies with similar education patterns and now have their own education systems. Further, at the initial developments of this study, I chose China for this study, but I abandoned it due to the complexity of identifying national-level standards, as many documents are in Chinese and lack international publications in English and also variables are too many to be able to make a valid comparison. Instead, I chose Hong Kong, where documents are published in English. Overall, the selected countries represent situations in the West, East Asia, and developing South Asia. Examining their systems will help identify research gaps in Sri Lankan principal leadership training.

In line with the above considerations, the following discussion is based on the key features embedded in the mentioned standards in the selected countries. The discussion is structured around the themes that emerged in line with the key features outlined in Table 3.1, namely:

- vision, mission, and core values,
- curriculum, instruction, and assessment,
- organisational management and development,
- professional advancement,
- theory and practice of school leadership development.

3.4.1 Vision, mission, and core values

Among the seven countries, American standards have given much emphasis on Vision, Mission, and Core Values by emphasising that they act as the foundation principle in guiding school leaders to "advocate high-quality education and academic success and well-being of each student" (NPBEA, 2015, p.9). To ensure the achievement of these aspects, the American standards (NPBEA, 2015) provide a detailed guide for principals on areas to consider, such as developing and promoting a vision for the school on successful learning, strategic measures to achieve the vision, adapting changes in achieving the vision, action plans and develop a shared understanding within the community. These directions provided by the American standards (NPBEA, 2015) are a comprehensive approach to developing visionary leadership practices within school leaders by introducing effective leadership practices that contribute to the successful implementation of the introduced.

Interestingly, values within American and English standards are embedded within the standard of values in the curriculum, instruction, and assessment (standard 4, NPBEA, 2015) and standards on behaviour, school culture and curriculum and assessment (DfE, 2020). It's significant that values are embedded in academic aspects within both contexts, which illustrates that school leaders should focus on developing values and ethics within students and teachers.

In order to develop values and ethical behaviours within the students and teachers, principals need to be ethical leaders in order to design, plan and develop the values within the school as discussed by Özan, (2017) and Özgenel and Aksu (2021). Conversely, it can be assumed that the ethical dimensions underpin the standards of behaviour, PD and accountability. Further, ethical dimensions are related to the intrapersonal skill development of the school principal as a leader. A leader who respects ethical principles may contribute to developing a school culture that celebrates diversity, fosters mutual respect, and prepares students to lead a multicultural and interconnected world.

Table 3.1 Professional Standards for school leaders in the 21st century						
USA / Standards Professional Standards for Educational Leaders (PSEL)	**England / Standards National standards of excellence for headteachers (NSEL)**	**Australia / Model Australian Professional Standard for Principals (APSP)**	**Hong Kong (2018)/ framework Professional Standards for School Principals (PSSP)**	**Singapore (2013) / Framework**	**India (2014) / Key Areas**	**Sri Lanka (2018)/Framework Competency domains**
1. Mission, Vision, and Core Values 2. Ethics and Professional Norms 3. Equity and Cultural Responsiveness 4. Curriculum, Instruction and Assessment 5. Community of Care and Support for Students 6. Professional Capacity of School Personnel 7. Professional Community for Teachers and Staff 8. Meaningful Engagement of Families and Community 9. Operations and Management 10.School Improvement[1]	1. School culture (builds on teachers' standard 1) 2. Teaching (builds on teachers' standards 2 and 4) 3. Curriculum and assessment (build on teachers' standards 3 and 6) 4. Behaviour (builds on teachers' standard 7) 5. Additional and special educational needs (builds on teachers' standard 5) 6. Professional development (some match to teachers' standard 4) 7. Organisational management 8. School improvement 9. Working in partnership 10.Governance and accountability	The Standard is based on three leadership requirements: • vision and values • knowledge and understanding • personal qualities and social and interpersonal skills. These requirements are enacted through the following five key professional practices: 1. Leading teaching and learning 2. Developing self and others 3. Leading improvement, innovation and change 4. Leading the management of the school 5. Engaging and working with the community	1. Ethical Enablers – of All-round growth and balance advancement 2. Versatile Architects of Vibrant learning organisations 3. Visionary entrepreneurs of Educational Transformation and Continuous school improvement [4]	5R5M (Five Roles and Five Minds) framework of school leadership development in the	1.Perspective on School Leadership 2.Developing Self 3.Transforming Teaching-Learning Process 4.Building and Leading Teams 5.Leading Partnerships 6.Leading School Administration [6]	1. Quality school governance 2. Positive school environment 3. Effective school management 4. Quality learning outcomes
[1]National Policy Board for Educational Administration (NPBEA, 2015.)	[2]Department for Education (DfE), England (2020)	[3] Australian Institute for Teaching and School Leadership (AITSL, 2015)	Hong Kong (COTAP, 2018, p.14)	Leadership in Education Programme (LEP)[5]	National Centre for School Leadership (NCSL,2014)	MoE and NIE, 2918

Among the seven countries, the Singaporean model is notable for its significance. It has evolved by integrating roles, morals, and values within the leader's mindset, resulting in practical implications. Notably, Tan (2023) emphasised the influence of a unique set of Singaporean values, in addition to Asian values, on Singapore school leadership. This uniqueness contributes to the positive results in school performance achieved by Singaporean principals.

However, it is noteworthy that morals and values were not directly mentioned in the frameworks of India and SL, two countries with high religious and cultural considerations. In the Indian context, the Central Board of Secondary Education (2020) has included moral and ethical dimensions in the training handbooks provided for school principals. This signifies that state-level training has been designed considering the ethical dimensions of school leaders. Similarly, the framework does not directly address morals and values in SL. However, the competency standards and the assessment rubric for principals' performance have incorporated ethical and moral dimensions (MoE & NIE, 2018). It is stated that school leaders have a 'process in place to develop a collective vision and set of values and beliefs for the school' (MoE & NIE, 2018, p.8). This indicates principals' competence in developing a collective vision and values for a school to foster a cohesive learning environment. Nevertheless, the concern remains about how these values and ethical dimensions are inculcated within the principals through the provided PD training programmes within the Sri Lankan context.

In the aforementioned standards, visionary leadership dimensions are synchronised with many aspects of leadership apart from being ethical. In order to develop and implement the school's vision and mission, the school leaders should be distributed leaders who can obtain support from the wider school community. Conversely, visionary leaders are transformational leaders who implement their vision and mission and direct and motivate others to achieve the vision through the mission. Throughout these implementations, the ethical character of the leader is demonstrated. Significantly, Caldwell et al. (2014) and Goleman et al. (2013) emphasise this interconnection of visionary, ethical and transformative leadership within leaders, and Goleman et al. (2013) are in view that ethical leaders are transformative when achieving their vision.

3.4.2 Curriculum, instruction, and assessment

School principals are the instructional leaders of the school. As an instructional leader, his/her main task is implementing the curriculum. Arrieta (2021) asserts that curriculum implementation is intertwined with the responsibilities of instructional leadership, emphasising the crucial role played by the PD training of school leaders

in enhancing their leadership abilities in this context. Further, Lunenburg and Lunenburg (2013), also support the strong relationship between the curriculum-instructional leadership of a school leader. Significantly, all professional standards facilitate the curriculum-instructional leadership of school leaders.

The standards demonstrate that all countries have set the scene for encouraging school principals to develop themselves to enhance positive teaching and learning to foster educational excellence. In order to foster educational excellence, Hallinger (2005) states three dimensions of instructional leadership: defining the school's mission, managing the instructional programme, and promoting a positive school learning climate that facilitates principals to lead towards academic excellence. To achieve these aspects, the standards developed by the USA on Curriculum, Instruction and Assessment (standard 4), Community of Care and Support for Students (Standard 5), Professional Capacity of School Personnel and Professional Community for Teachers and Staff (Standard 6 and 7) in the NPBEA (2015) demonstrate the leadership requirements that principals training programmes should draw upon within their professional training. Similarly, DfE (2020) has stated that school leaders should be experts in the areas of school culture, teaching, curriculum and assessment, behaviour and additional and special educational needs, which supports novice principals to be instructional leaders by expertise in the three areas mentioned by Hallinger (2005). Similar to the statements of standards in the USA and England, the Australian Professional Standard for Principals (2015), the three leadership requirements facilitate leading teaching and learning by Leading Improvement, Innovation, and Change, which enhances a positive learning environment to foster educational excellence.

Significantly, the competency framework adopted in the Sri Lankan context supports Arrieta's (2021) findings regarding the relationship between curriculum and instructional leadership of school leaders. Under the competency of Quality Learning Outcomes in the NCFSLM (MoE & NIE, 2018), it is mentioned that school leaders should acquire skills in curriculum implementation and monitoring, teaching and learning, assessment and evaluation, and teacher PD (p.12 & 13). This illustrates the interconnection and interaction not only of curriculum-instructional leadership but also of visionary, transactional, and transformational leadership within the leadership roles of school leaders. Significantly, the Five Roles in the Five Minds (5R5M) framework (Jayapragas, 2016) in the Singaporean context are well-matched for the effective functions of the combination of leadership styles illustrated in the Sri Lankan context. Interestingly, the 5R5M framework is embedded with eight concepts discussed in section 3.2 of this chapter. From a broader perspective, the Five Roles (Educational, Technical, Human, Symbolic, and Cultural) illustrate the hard skills. In

contrast, the Five Minds (Ethical, Respectful, Creating, Synthesising, and Disciplined) illustrate soft skills along with the intrapersonal and interpersonal skills within a leader.

3.4.3 Organisational management and development

The common feature across the standards of the seven countries is their interconnectedness. The collective effort of all standards contributes to the development of effective and efficient school leaders through organisational management and development. Principals, in pursuit of better organisational management and development, integrate various resources by performing four fundamental leadership functions: planning, organising, leading, and monitoring (Lunenburg, 2010). As Bush (2018) emphasised, this aspect necessitates specialised training and is a key component of organisational management.

Professional standards in the selected countries highlights the importance of this training. In the American standards focus on developing management skills related to resource management, relationship management, technology management, and strategic management. In England, key areas identified for leaders' development include "financial, human and educational resource management, strategic planning, employee relations and risk management" (DfE, 2020, p.20) as highlighted in the Department for Education's guidelines. In Australia, operational management functions are viewed innovatively and practically. Australian standards emphasise the use of "data management methods and technologies to ensure that the school's resources and staff are efficiently organised and managed to provide an effective and safe learning environment as well as value for money" (AITSL, 2015, p.17), thereby broadening the scope of operational management.

The significance of the identified areas is specific and task-oriented, potentially leading to the development of effective resource utilisation, improved productivity, better communication fostering a positive learning environment, and goal achievement during change implementation. More importantly, it adds the critical lens of leaders for better implementation of the standards after the PD training.

The "Preparation for Principalship Course Framework" has been developed based on the Professional Standards for School Principals in Hong Kong. Interestingly, the management component is embedded within all aspects of the Preparation for Principalship Course Framework in Hong Kong. In the course framework it has highlighted many areas of management such as "knowledge management", "school-based management", "management of teachers", "class management", "resources management"," "human resources management", "staff management", "integrity

management"," "premise management", "crisis management", and "conflict management" (Education Bureau, 2022). All these integration aspects across all dimensions of the management component focus on preparing future leaders to manage all facets of the school as an organisation. It is significant that while accepting the importance of this management aspect for better organisation, studies conducted by Pang and Pisapia, 2012; Walker, 2014; Li et al., 2016 emphasise the importance of being critical throughout the process, may considering the multifaceted nature of the responsibilities expected to perform by the school principals.

Under the domain of effective school management, the Competency Framework introduced in SL has introduced four areas in which principals should be competent for better organisational management and development. One specific area is physical resource management, where principals should be aware of optimal resource utilisation, infrastructure maintenance, safety and security, environmental sustainability, and space optimisation in order to ensure a conducive and safe learning environment in supporting the teaching and learning process. Further, novice principals are very interested in knowing more about managerial aspects, which stems from their administrative leadership, which supports their instructional leadership, as highlighted by Ng and Szeto in 2016.

While ensuring the physical environment, it highlights human resource management, which leads to ensuring qualified staff perform their professional duties and establishing various programmes to enhance positive morale within the school community by the school leaders (MoE and NIE, 2018). This introduction acts as a quality controller in ensuring the quality of the teaching-learning process within the school context, facilitating the principals' instructional leadership. Furthermore, financial management, introduced by the NCFSLM (MoE and NIE, 2018), facilitates the strategic allocation of resources, including budgeting, planning, and implementing transparent financial practices, which facilitate strategic decision-making within the school. Implementing these financial aspects helps build trust towards school leaders and stakeholders. Finally, information management facilitates data-driven decision-making, student performance monitoring, and better communication between parents and officials within the school. Apart from information management, office management facilitates streamlining academic and administrative tasks within the school context, as stated in the NCFSM (MoE and NIE, 2018).

A careful examination of organisational management and development demonstrated in all standards requires skills that belong to the category of hard or technical skills that can be measured based on performance. This contradicts the

idea presented by Katz (1974) that the higher the position needed, the fewer hard skills. However, in order to implement the mentioned hard skills, it is evident that the principal's critical thinking, innovative thinking, and multiple intelligence are essential. In other words, soft skills facilitate the implementation of hard skills.

Conversely, organisational management and development directly demonstrate the administrative leadership of a school leader. However, the different aspects that the principals need to administer within the school context linked and facilitate the other leadership styles, such as instructional leadership and visionary leadership performed by the school leaders. For example, staff management in Hong Kong or human resource management in SL leads to ensuring the quality of academic performance in the school context, which relates to the instructional leadership of school leaders.

Overall, the above discussion reveals that many countries focus on standard-based PD. Highlighting the key importance of standards, with reference to the PSEL introduced in 2015, Murphy et al. state that standards provide the profession with a powerful platform to understand the content and qualities of educational leadership work (2017, p. 24). In line with the ideas of Murphy et al. (2017), the above discussion illustrates how the outline of expected behaviours, skills, and knowledge that effective school leaders should possess is developed by the educational bodies in the selected countries. However, the above analysis also reveals that all selected countries have not followed professional standards as a benchmark in providing leadership training, although the standard-based approach is internationally recognised. Sri Lanka, the focus of this study, has developed a competency-based approach to offering leadership training for school leaders, which significantly differs from the standard-based approach. The competency-based approach focuses on identifying and developing specific skills, knowledge, and behaviours which are essential for leadership within a particular context (Hodge, 2007). Thus, leadership development should consider developing not only the skills but also the qualities for a person to be an effective leader (Richards, 2008). Extending this idea, Richards (2008) argues that a "competency-based framework may not be the most appropriate tool in leadership development across many organisations" (p. 130) as behaviourally based competencies address only one aspect of leadership development. In line with this idea, it is evident that developing competency standards does not provide any guidance for the development of a leader but rather gives guidelines on what skills the leaders should perform without developing leadership within a leader. This is a loophole within the competency-based framework introduced in the Sri Lankan context.

3.4.4 Professional advancement

Professional advancement or employee empowerment is crucial for any organisation as it directly impacts the overall quality of the organisation. In the school context, the professional advancement of academic staff and school leaders is necessary to foster academic advancement within the school. Hankins et al. (2020) define professional advancement as "a process that facilitates, cultivates and affords staff the opportunity to utilise their talents and positively impact the company" (p.108), illustrating the importance of the PD of employees for the advancement of both parties namely the organisation and its employees.

Within an academic context, professional advancement of academic staff and school leaders is necessary to foster academic advancement. Indeed, the professional standards for school leaders act as a benchmark for facilitating the professional advancement of school leaders. The question is how these standards guide school leaders in this regard.

The seventh standard in the American standards provides a detailed guide on how principals should maintain a sustainable culture to encourage the academic advancement of teachers and other professional staff, ultimately contributing to student development. Similarly, DfE (2020) also provides an extensive guide on enhancing professional advancement for teachers with a range of PD approaches in facilitating principals in this regard.

Hairon and Dimmock (2012) state that, within the Anglo-American discourse, this combination of teachers' and principals' professional advancement called "Professional Learning Communities" has made positive advancement towards the PD of both parties. However, according to Hairon and Dimmock (2012), in "Professional Learning Communities in Asian contexts strong hierarchies have largely been ignored" (p.405). This is a significant consideration for developing countries like SL.

The assessment rubric developed by the NCFSLM (MoE & NIE, 2018) for the evaluation of principals gives a number of key aspects that principals should perform to ensure the PD of teachers within his/her staff. It offers detailed guidance on how principals take the lead in the professional advancement of school principals by providing opportunities to observe teachers' best practices, ensuring the opportunities for teachers to update with various instructional practices and theories. However, NCFSLM does not guide how principals should encourage or reflect on their professional advancement within their career path.

Furthermore, within the Singaporean and Indian contexts, two strategies have been introduced to promote the professional advancement of school leaders. In the Singaporean context, directions have been made for the professional advancement of principals through the establishment of 'professional learning communities' (Hairon and Dimmock, 2012; Ng, 2013). In the Indian context, the key area of self-directed learning encourages leaders to 'reflect on their professional practice and design their own learning trajectory for professional development' (Malik and Diwan, 2020, p.13). This approach is particularly beneficial for countries like India with large populations, where challenges may arise in providing training for every principal. Instead, it prompts leaders to think strategically about their PD.

However, the Australian model is explicitly different. While professional standards are developed to foster the development of school leaders, they uniquely emphasise guiding principals' personal health and well-being. This emphasis is crucial to managing the complexity of the role and the diverse learning capabilities and actions required, as illustrated by AITSL (2015). When comparing the standards, it becomes evident that only the Australian model provides explicit guidance on the well-being of school leaders—a critical consideration. Notably, school principals face numerous challenges and difficulties. Overcoming these challenges necessitates careful attention to their well-being, as highlighted by AITSL (2015).

3.5 Theory and practice of school leadership development

This study intended to examine the PD training needs of novice principals in their initial leadership role and as serving leaders. In this light, I have examined what training programmes are offered in the selected countries to meet the PD training needs of novice principals. This examination identified two types of training provided at the initial stage of leaders and while they were serving as leaders. In line with this identification, this section presents the embedded features of the theories and practices in the selected training programmes by identifying the main features of selected induction and PD training programmes.

Among the countries examined, Australia, and SL have designed two programmes. The first programme can be considered as an induction for those who are in their initial leadership role and, secondly, another PD training while in service. In contrast, the USA, England, Hong Kong, Singapore, and India have only one programme, provided at their initial leadership role. The discussion on the theory and practices is based on five themes in the analytical framework of Walker et al. (2013), forming a basis for identifying the embedded theory and practice in the selected induction and PD programmes for novice principals.

Table 3.2 shows the features of the selected programmes. The analysis of the theory and practice of school leadership development in the selected countries is presented in accordance with the features of these training programmes and the empirical literature of the selected countries.

Table 3.2- Features of the provided PD training programmes									
Country / Features	**USA** - Aspiring Principals Programme	**England** - National Professional Qualification: Headship	**Australia** - Principal Induction Programme	**Australia** - Principal Preparation Programme	**Hong Kong** - Certificate for Principalship	**Singapore** - Leaders in Education Programme	**India** - Capacity Building Programme for School Heads	**SL-** Induction Training Programmes for novice principals	**SL-** Basic Principalship Programme (BPP)
Induction	√	√	√	---	√	√	√	√	
In Service Training	---	---	---	√	---	---	---	---	√
Duration Maximum	14M FT	18M PT	10 D Per 1 Y	1Y FT	2Y PT	7M FT	1Y PT	1M FT	3M FT
Mentoring, coaching	√	√	√	√	√	√	√	√	√
Face-to-face/ residential	√	√	√	√	√	√	√	√	√
Online	√	√	√	√	√	---	---	---	---
Action learning (via project)	√	√	---	√	√	√	√	√	√
Peer learning	√	√	---	√	√	√	√	√	√
Internship	√	√	---	√	√	√	√	√	√
school visits	√	√	---	√	√	√	√	√	√
360° profiling tools	√	√	---	√	√	√	√	√	√
University accreditation and affiliation	---	University of Leeds	---	Monash University	---	---	---	---	---
Key: FT - Fulltime, PT – Part-time, Y- Year, M – Months, D - Days									

3.5.1 Purposes

All the selected training programmes aimed to develop novice principals as leaders. However, the purpose of the training programmes varied depending on the nature of

the programme in line with the needs of the local context. Moreover, as England, Australia, and SL offer two programmes for novice principals, the purpose of the two programmes differ, while both remain focused on the main goal of developing novice principals.

Among the programmes, it is significant that the USA, Singapore, Hong Kong and India have focused on developing school leadership in order to address the pluralistic nature within the contexts. NYC Leadership Academy (2023) in America introduced the PD programme for novice principals with the intention of developing transformational school leaders to uplift the skills of students in poverty and students of colour. Similarly, India consists of diverse socio-economic backgrounds, which require diverse school leaders in the context. Therefore, the handbook designed for principals training for Indian school leaders has focused on the diverse leadership requirements of diverse categories of school leaders encompassing all stages of school education (NUEPA, 2014). By drawing attention to the Singaporean context, they have a much wider but specific purpose: nation-building (NIE, 2013), which forecasts the future at present. However, in the Sri Lankan context, the MoE & NIE (2018) state that the induction training and competency framework have developed with a focus on developing leaders to face the challenges in the 21st century. However, this is a broader aspect but does not specify how the novice principals as 21st-century leaders contribute to the country's development as nation-building compared to Singapore or Hong Kong (Ng, 2008; Jensen et al., 2017). This seemed to be a drawback with reference to the Sri Lankan context.

Among the selected countries, excluding Australia and SL, all other countries offer only one training programme for novice principals. It is significant that in line with the broader purpose of PD of novice principals, each programme offered in Australia and SL has specific purposes to achieve, compared to countries that offer single training programmes. For example, National Professional Qualification for Headship in England offers single training "for school leaders who are, or are aspiring to be, a headteacher or head of school with responsibility for leading a school" (DfE, 2020; p06). This programme encompasses a range of leadership dimensions developed within novice principals in order to ensure every pupil gets an excellent education.

The broader purpose encompasses the training offered for the novice principals within the English context. In contrast, Australia, and SL attempt to achieve this broader purpose by dividing the training into two programmes. Within the Australian context, the induction programme is focused on "developing capabilities in leadership, school management and whole-school improvement with a focus on student learning outcomes" (AITSL, 2023; p.7). On the other hand, the Principal

Preparation Programme intends to develop and prepare novice principals for the principalship as the next stage in their career pathway: transitioning from teacher to principal. Similarly, the induction offered in SL focuses on developing school principals as a leader in line with their professional shift.

The Principal Preparation Programme in Australia is for working principals intending to " develop and prepare participants for the principalship as the next stage in their career pathway" (Watterston, 2015; p.08) in line with the professional standards. Further, principal preparation focuses on leadership development with capacity building, specifically preparing principals for the unique role of principalship (AITSL, 2023). On the other hand, the induction programme of SL has focused on skill development within novice principals as leaders. In contrast, the BPP training focuses on addressing the specific needs of novice principals to perform their leadership role as serving leaders. Overall, the above evidence shows that the purposes of the training offered in different countries differ according to those countries' needs and instincts. However, the mentioned purposes illustrate that principalship is a specialist profession that needs specialist training in order to take the lead in the schools in achieving the mentioned purposes, as highlighted by Bush (2018). Therefore, the next section examines how the framework of the programmes has been designed to achieve the said purposes.

3.5.2 Framework

The framework acts as a structure for examining the offered training programmes. Walker et al. (2013) have identified theoretical underpinnings, systematic coherence, curriculum coherence, and degree of structure as key features in examining the frameworks of the offered training.

The theoretical underpinnings of the training programmes vary across countries. In the USA and England, the programmes have been developed based on professional standards designed by the central governments (NPBEA, 2015: DfE, 2020). In Singapore, the LEP's theoretical underpinning is grounded in Sergiovani's and Gardner's theoretical models in considering the empirical research (NIE, 2013) with a focus on nation-building. Similarly, Hong Kong's training programmes are based on the six leadership areas introduced by the central government. In the Sri Lankan context, the induction training is developed based on the GROW model (Goal, Reality, Options, Will) (MoE, 2016[a]). This coaching framework helps novice principals develop themselves to find solutions for themselves as novices and explore solutions in the challenging Sri Lankan context. This is similar to the Aspiring Leadership training offered in New York, which offers experiential learning methods to help leaders develop the real-world skills needed to foster educational equity

(NYC Leadership Academy, 2023). Further, BPP is derived from a competency framework similar to the USA and England, where the programmes have been derived from different standards. However, it is noteworthy that the induction and BPP are not derived from the same conceptual framework, and there is a lack of coherence between the two training programmes. This highlights existing gaps in the training offered in SL.

In all countries, the central government has developed the standards and the training programmes offered in line with the standards. Especially in the USA, England, Australia, Hong Kong and India, training is centrally designed and offered it to the widely spread community. The universities or recognised professional bodies who are accredited providers, such as NYC Leadership Academy in the USA or Yorkshire Leadership Community in England, offer training for novice principals for a wider community engaged in offering the training. In these countries, the principals have the opportunity to join accordingly. Thus, the training is centrally designed in Singaporean and Sri Lankan contexts, and the offering is narrowed down to a selected and limited number of principals. Within the Singaporean context, it is 30 principals at once (NIE, 2018), and in SL, the number is decided by the authorities' desire. This illustrates that principals' training opportunities are generally restricted in Singapore and SL. Further, the provided training is centralised with the government's intentions. Moreover, it is significant that no university contribution is made to the training of novice principals in SL compared to the other selected countries.

3.5.3 Context

In all contexts, the novice principals were professionals with a range of experiences in the field of education. Therefore, the course content and the delivery of all training programmes are expected to align with the centrally designated professional standards/frameworks in facilitating the training needs of novice principals. The common feature among all training programmes offered is that they are designed in line with the transformative learning theory (Dirkx et al. 2006) and facilitated with the Andragogical approach (Knowles, 1973), which facilitates adult learning. Evans (2014) states that transformative learning has facilitated a transformation in a person's psychological, conventional and behavioural perspectives. This transformational change is very much needed for novice principals as they undergo a career shift by teachers becoming principals. To ensure the success of transformative learning, it is identified that all designed training programmes are allied with a range of teaching-learning methodologies, such as reflective learning, peer learning, and experiential learning. These methodologies are facilitated by self-learning, as explained in the Andragogical approach (Knowles, 1973).

Further, to make the desired transformation, the course content in all countries is embedded with a range of leadership skill development activities to facilitate the individual development of a principal as human capital and develop leadership skills as social capital. This aspect leads to considering how the training content is being delivered, either the focus on the impact of social and cultural forces on the school or the relationship of schools to the community, with a focus on social capital or considering the impact on the leadership of self-nurturing and personal competencies on human capital (Walker et al., 2013). By examining the course contexts, it is noticed that both aspects were embedded in the training programmes. Watterston (2015), with reference to the Australian context, states that self as a leader, instructional leadership, leading improvement and the holistic nature of the principal's role are the common themes in the content of programmes. The 'self as a leader' is directly related to the intrapersonal skill development of a leader [as discussed in section 3.2.3]. In contrast, the other aspect is related to the leader's social capital, which leads to achieving the organisational goals. In order to help leader development, Hong Kong has developed a self-assessment with the 360-degree tool which is a performing management tool (Walker and Quong, 2003), that helps intrapersonal development as a leader. Similarly, England, Australia, and the USA also used 360-degree tools or some other strategies in identifying the training needs of novice principals prior to the content delivery. SL also mentioned identifying the induction training needs of novice principals by implementing a 360-degree tool (MoE, 2016[a]). However, it is unclear how these were implemented within the context, as I did not find evidence of allocating money or any agenda when I searched master files maintained at the MoE in 2021.

Further, it is common that research conducted in all countries has emphasised transformational, visionary, and instructional leadership as leadership skills needed to transform. A comparative analysis conducted by Gu et al. (2018) between policy enactments in schools in England and Hong Kong has brought to light that, despite the contextual disparities between the two nations, there are notable similarities in values-driven leadership practices in high-performing schools. These values-driven leadership practices have proven instrumental in successfully implementing policy enactments across high-performing schools in both settings. However, it is noted that such research emphasis or need for values-driven leadership practices are not highlighted within the Sri Lankan context.

3.5.4 Delivery

Programme delivery is three-fold: done as Courses (America, England, Australia, India), Coursework (Hong Kong, SL) and Projects (all countries). The common

feature in programme delivery is centred on the Cohort Model. The Cohort Model is a collaborative and supportive approach to PD by synchronising group work in learning. However, within leadership preparation where, the delivery of the programme is considered shaped by the expectations, experiences, and beliefs of the members of the cohort (Tingle et al., 2019; Garcia et al., 2020; Darling-Hammond et al, 2022). Umekubo et al. (2015) have identified how the cohort model created opportunities for organisational learning by enhancing formal and informal relationships within the cohort, leading to higher levels of social capital and intellectual capital within the cohort of school leaders in California, America. Further, it is identified that the cohort model has 1) increased opportunities for trainees in educational leadership preparation programmes, 2) integration of field-based experiences, 3) a supportive learning environment, and 4) networking opportunities (Garcia et al., 2020) within the American context. Similarly, to obtain the benefits that Garcia et al. (2020) mentioned, the selected countries have introduced different components to facilitate adult learning. Singapore has introduced field visits (International and Local), individual and group projects and presentations, which are first-hand experiences that lead to enhanced innovation and empowerment within novice principals (Jayapragas,2016). With reference to the SL context, the Manuel for Induction training (MoE, 2016[a]) mentioned that the implementation of presentations, group activities, and field trips provides the opportunity to exchange the experiences and beliefs of the members of the cohort. This is an opportunity for novice principals to share their ideas with the cohort members, instructors, and other stakeholders in the field and enhance their critical and innovative thinking, which is similar to "grow your own" leadership development programmes offered in the American context (Tingle et al.,2019). However, no delivery modes were mentioned relevant to BPP training, a programme introduced in 2018. This is a significant gap in programme delivery as this is a project implemented with a load facility from ADB. Therefore, it is vital to examine how both types of training have been delivered and the extent to which they have satisfied the training needs of novice principals.

One significant component of the programme delivery is introducing a small-scale learning project with extensive action leading. However, due to its unique features, the Singaporean "Creative Action Project" is highlighted compared to other project designs offered in the selected countries. The Singaporean training is offered based on the $L = P + Q$ formula, where P represents programmed knowledge, and Q stands for questioning insight. This formula is fundamental to the Creative Action Project (Seong, 2007). This project is designed for the novice principals to think of " what the school will be like in 10–15 years' time and implement a component of this future school"(Wong and Ng, 2020, p.262). This brings the opportunity to exhibit soft

and hard skills within a leader by performing their leadership as both developing self as human capital and serving others as social capital. In the Sri Lankan context, the induction training has no project work but a presentation on 21st century learning. This is an individual presentation of how they plan to make changes within the school context in facilitating the students as 21st-century learners. This facilitates the enhancement of their critical thinking and creativity along with their communication skills, as discussed in section 3.2. However, the BPP training consisted of the assessment based on a small project relevant to the modules they have engaged in. The BPP is offered in four phases. One week after completion, novice principals engage in project activities in their school after one phase before commencing the other theoretically. This is an opportunity to engage in project work and experience its theory in practice when they return to the next phase with experiences and reflections to share with the cohort.

Among the training programmes, mentoring is offered for the novice principals. Mentoring is defined as "an experienced person (the mentor) assists another (the mentee) in developing specific skills and knowledge that will enhance the less-experienced person's professional and personal growth (Bertrand et al., 2018, p.5 & 6). This is a powerful tool to share "experiences and best practices of seniors with novices and has shown positive results in such programmes in different contexts (Bush, 2013; Beam et al., 2016; Steinberg and Yang, 2022). However, within the Sri Lankan context, no mentoring or follow-up support was given to the novice principals though the NCFSLM (MoE & NIE, 2018) has suggested appointing senior principals as mentors. This gap pertains to the training programmes offered and the way it may be difficult to find mentor principals who are ethical and knowledgeable enough to act as mentors, as many are not qualified within the system. This contextual problem was discussed in the chapter 2 in detail. In line with these initiatives the next section examines the Operational features of the provided training.

3.5.5 Operational features.

Operational features explore the administrative aspects of programme structure and delivery. In all countries, novice principals were selected after a rigorous selection process considering their work experiences or performance based on meeting the selection criteria. Excluding England, Australia, and Hong Kong, the rest of the countries had limited places, and the respective authorities made selections.

 The training offered allows novice principals to be leaders in their respective contexts. Training programme durations varied in a range from ten days to two years, available on both a full-time and part-time basis. Further, it is significant that England and Australia have amalgamated the principal training qualification to

pursue postgraduate studies. For example, the principals who have National Professional Qualification can join the Master of Education programme offered by the University of Leeds and, in Australia, it is with Monash University. Furthermore, this practice allowed the principals to be eligible to claim credits for exemptions in pursuing a master's degree at their respective universities. This is a best practice that England and Australia have shown, and others can follow.

Walker et al. (2013) have identified a tripartite collaboration in offering training in different countries. First, the governments at the national level; second, the collaboration between the national level and state level; and third, standards and frameworks; Universities and institutes as providers by offering the programmes and schools by facilitating novice principals to complete their training. In offering the training within England, Hong Kong, Singapore, India, and SL, central governments have taken the initiative in designing the standards, and training being offered by the accredited providers. In the USA and Australia, the central government has designed the training, and the state level has amended national level standards as suits to the state level. Accredited universities and providers offer the training.

It is noteworthy how the programme fees for the provided training were covered. In America, England, Singapore, India and SL, training is sponsored by the governments or government-accredited authorities as they are citizens of the country. In America and England, all details are mentioned on the accredited provider websites. The fee was not mentioned in SL and India as the central government selected the candidates and called for the training. In Australia, scholarships are given by the provincial governments. For example, the New South Wales Government grants a scholarship up to a maximum of $4000. However, in Hong Kong, the recipients must bear the cost (Walker et al., 2013). Considering the developed countries of Australia and Hong Kong, free training provided by the two developing nations, SL and India, is highlighted. This is because education in these countries is provided as a welfare service to the state, including free training for the nation's benefit.

The above themes demonstrate how standard-based PD training programmes are offered internationally. The key intention of the preceding discussion is to understand the training programmes offered, their key features, and how they relate to meeting the PD training needs of the novice principals, with reference to the Sri Lankan context. In line with this understanding, the next section examines the research conducted on the PD training needs internationally and locally.

3.6 Professional development needs of novice principals

This section comprises two sections to present the research conducted on the PD needs of novice principals. First, it presents the research conducted in the international context on the PD needs of novice principals. Then, research on the PD needs of novice principals in SL is discussed.

3.6.1 Professional development needs of novice principals – International context

 novice principals who enter the principalship as first-time principals expect well-planned induction training in order to meet the demands of the challenging role of principalship (Wright et al., 2009). Although much literature (Anderson, 2017; Du Plessis, 2017; Cheng, 2016; Boon, 2022) considers different aspects of existing principals, limited literature per se focuses on the personal and professional needs of novice principals (Bush, 2008; Wright et al., 2009; Militello et al., 2013; Bush, 2018; Haage et al., 2021; Susilowati, 2021). Among them, there is very little focus on the PD provided in the initial leadership role of novice principals (Bush, 2008; Haage et al., 2021; Bush, 2018). Thus, such literature has been instrumental in identifying the gaps in PD needs and designing a well-planned programme to fill these gaps.

The literature relevant to induction and PD needs highlights two aspects of the PD needs. First, the needs pertinent to changing the identity shift of novice principals from teacher to principal (Bush, 2018), which can be considered a career shift as well as a professional shift (a change of roles and responsibilities in the profession). Secondly, the need for knowledge and skills required to perform their duties as a principal (Murphy, 2016; Holmes, 2021; Kumari, 2023). The facilitation of the identity shift is linked with self-awareness (Boon, 2021), relation and emotional management (Ng, 2015), resilience (Ng, 2015), adaptability, and socialisation (Muteba, 2017; Bush, 2018), which smoothens personal development, social participation and workplace success (Hendarman and Cantner, 2018). These aspects are related to the development of intrapersonal skills, discussed in section 3.2.3. Moreover, research has illustrated technical and managerial skills (Woods et al., 2009; Sayce and Lavery, 2010; Susilowati, 2021), communication skills (Wright et al., 2009; Susilowati, 2021), and administrative skills (Beam et al., 2016; Ng, 2016; Ng, and Szeto, 2016; Gopang and Kazimi, 2021), which helps novice principals to progress with multifaced duties in the school. These skills will help them implement policy decisions and instructional and curriculum changes, which implies their leadership role as instructional leaders and curriculum leaders.

In the seven countries I have analysed, Singapore's five roles and five minds concept is a significant training programme heavily focused on human capital development. Explaining more deeply, Jayapragas (2016) discusses how this leads to developing human dimensions through its social constructivism philosophy, with reference to the good practices of Finland and America, which will help novice principals to socialise in the school context. Exploring the positive impact of induction, Aravena (2016) states that English principals have faced problems with interpersonal relationships between the headteachers and the teaching staff (with reference to Foster and Hilaire, 2004; Garcia-Garduño et al.,2011) where the training has bridged the gap by developing a professional identity of school leaders with reference to Cowie and Crawford (2009). Dotres (2020) shows how PD training programmes address their needs from the emotional, knowledge, and skills perspectives of novice principals in the Florida District of America. Further, it is also discussed how it has helped participants deal with many of the challenges faced during their first year as principals in meeting their PD needs. However, it is significant that above discussed aspects were not emphasised in the literature relevant to Sri Lankan context.

In meeting the PD needs, many researchers in the field (Wright et al., 2009; Ng, 2008; Crawford and Earley, 2011) have expressed that principals are very satisfied to engage with a programme in real work in a real-life situation. Further, it is identified that mentoring, peer learning, budget-related topics, the opportunity to network and operations as the most beneficial areas in induction and PD training programmes (Crawford and Earley, 2011; Ng and Szeto, 2016; Hicks, 2017; Tingle et al., 2019). Thus, although these were positive results in training, it is also mentioned that "principal preparation programmes do not meet the needs of their students simply because they do not understand what the needed skills and abilities are to successfully do the job" (Johnson and James, 2018, .25). Their words echo by Bush and Jackson in 2002. At the beginning of this millennium, Bush and Jackson (2002) emphasised that appointing novice principals is not a problem in developed countries like England. However, providing training for other leadership roles is often inadequate, uncoordinated or worse (p.418). This illustrates that not addressing the PD needs of novice principals has been an accumulated problem and is also continuing internationally.

Analysing the situation, Shaked and Schechter (2018) state that present PD training programmes have failed to prepare school leaders who can successfully face the growing complexities of today's educational leadership as they lack the system thinking needed to overcome such situations. System thinking "is comprised of four underlying concepts or skills: distinction-making, organising systems, inter-relating,

and perspective-taking" (Taylor et al., 2020, p1). This definition illustrates that system thinking for school leaders comprises a broad range of intrapersonal and interpersonal skills (Shaked et al., 2017) associated with hard skills to effectively perform their leadership roles in meeting the PD needs of novice principals.

In overcoming the abovementioned challenges and problems relevant to meeting PD needs, Dotres (2020) suggests incorporating more specific and detailed practical and subject aspects of leadership into the training. For example, to integrate content knowledge to address the needs of specific categories of students, such as English language learners and special education students, to enhance instructional leadership among novice principals on how they can instruct teachers, parents and students to enhance their learning. Moreover, research in various international contexts (Walker et al., 2013; Wright et al., 2009; Bush, 2018) highlights the significance of tailored PD programmes in augmenting the skills within novice principals.

3.6.2 Professional development needs of novice principals – Sri Lankan context

Following an extensive review of the literature, there appears to be a shortage of published research pertaining to school leadership in Sri Lanka, with a notable dearth of studies focusing on novice principals. Considering the prevailing situation, this section aims to examine the existing research gaps in the PD needs of novice principals, drawing insights from the research conducted on principals' leadership.

In examining the PD needs of Sri Lankan principals, the two studies conducted by Kumari (2023) and Wettasinghe and Wedikandage (2023) are significant, as they have focused on the current situation of how the system examines the PD needs of principals. The study findings of Kumari (2023) of illustrate that the lack of PD opportunities for school leaders has hindered the most needed leadership styles, such as instructional, visionary, and transformational leadership. This is in line with the negligence of the responsible officials in this regard (Fernando et al., 2019). Supporting the studies conducted by Kumari (2023) and Fernando et al. (2019), research conducted by Wettasinghe and Wedikandage (2023) has demonstrated that principals perceive present training programmes as not addressing their PD needs, as no proper needs analysis is being conducted. This illustrates the dearth of published research in attempting to identify the PD needs of novice principals pertaining to the Sri Lankan context.

Further, conducting a quantitative study, Parakramawansa (2012) states that the notable disparities and variations in school performance have contributed to an

unbalanced education system, creating challenges within the context. In response, he conducted a quantitative analysis of the managerial role of Sri Lankan school principals, aiming to discern the disparity between the anticipated and the actual performance of principals. The findings revealed that principals demonstrated a high level of performance in budget and general administration and management. In contrast, their performance in personal and academic management was noted to be at a moderate level. This indicates that the principals within the context have performed better in leadership with administrative functions, and their PD needs lie with their need to develop personal and academic management, such as self-awareness, self-esteem, resilience, and instructional leadership.

Moreover, Parakramawansa's (2012) findings illustrate that school leaders perform better in transactional leadership than transformational leadership, aligning with Lekamge (2010). Moreover, Lekamge (2010) highlights that school principals lack transformational leadership in order to implement changes in the school, which is a PD need within novice principals. In contrast, Kumari (2023) found that primary school principals tended to perform as instructional leaders together with the teachers, which may be the beginning of the transformative leadership of the school.

It is well understood that to perform the above-mentioned leadership styles, the novice principals should be competent with a range of skills and competencies relevant to a leader's personal and professional skills. Significantly, the NEC (2009) suggests selecting personnel with specific qualities and skills, such as knowledge, leadership, proficiency, resourcefulness, foresight, and commitment, coupled with adequate training in management and leadership (p. 191) for the SLPS as novice principals. This illustrates a range of PD needs that novice principals should develop within them as leaders.

Interestingly, MoE (2023) emphasised that PD is a right for self-improvement and seeking self-advancement, while PD is considered an essential component of organisational performance. To achieve better organisational performance, MoE (2023) emphasises the need for principals to fulfil their leadership roles: instructional leaders by directing and ensuring a conducive learning environment for better performance; curriculum leaders by implementing the curriculum; administrative leaders by administering and managing school financial, human, physical, and other resources; and visionary leaders by directing schools to achieve their vision. This, in turn, leads to transformative leaders who make positive changes within the school (pp. 59-60). Further, MoE (2023) draws attention to several functions of the school leaders, such as curriculum implementation, student learning assessment and reporting, school planning, work teams, school administration, financial

management, student welfare, community engagement and staff Management. These functions may be considered as the PD needs that novice principals should be competent with in performing the mentioned leadership styles within the school context.

The discussion on the PD needs of novice principals in the Sri Lankan context above is based on a few studies and government reports, providing a partial perspective. However, it is unclear whether the mentioned factors truly represent the actual PD needs of novice leaders in their initial roles and serving leaders. The PD needs of novice principals in the Sri Lankan context remain a grey area due to a dearth of conducted research. In light of this situation, the next section presents the existing gaps in the literature relevant to the PD needs of novice principals, both internationally and locally. This emphasises the necessity of conducting further studies on this subject with a special focus on SL.

3.7 Gaps in the literature and opportunities for the present study

Although many researchers (Slater et al., 2008; Wright et al., 2009; Sayce and Lavery, 2010; García-Garduño et al., 2011; Tintore et al., 2022) have investigated the problems and challenges principals face in their initial leadership roles. Significantly Tintoré et al. (2022), in their examination of problems and challenges faced (including the PD needs) by novice principals, state that these inquiries are often limited in geographical scope and are predominantly focused on certain countries. In this context, 55% of the documents they accessed were from Anglo-Saxon countries, and 36% were from non-Anglo-Saxon countries. A significant finding was that the studies conducted in non-Anglo-Saxon countries, the vast majority of them, were coordinated by Western academics. This highlights a notable gap in research conducted on novice principals within developing countries like Sri Lanka.

In focusing on the situation in Sri Lanka, many studies, and reports (NEC, 2009; Perera, 2011; Kasturiarachchi, 2019; Fernando, 2019) emphasise weaknesses, problems and challenges pertaining to Sri Lankan principals and novice principals are not excluded from these. NEC (2009) states that newly appointed principals lack the necessary capacities, competencies, and professionalism to lead a school effectively. This emphasis illustrates the prevailing gaps in professional skills and competencies that newly appointed principals lack to perform their leadership roles effectively. Significantly, this highlight provides directions for the PD training providers in the Sri Lankan context to focus on addressing these gaps in the

professional skills and competencies of novice principals. However, the situation highlighted by NEC in 2009 has remained unchanged, as the same contextual problem is emphasised by MoE & NIE (2018) with the introduction of NCFSLM in 2018 and by MoE (2023). The identification of PD needs among principals and novice principals has been overlooked until 2016 (MoE and NIE, 2018) within the Sri Lankan context. Therefore, while recognising the importance of identifying the needs of current principals, this acknowledgement emphasises the significance of identifying the needs of novice principals for three compelling reasons.

Firstly, it becomes apparent that the training provided to existing principals lacks the essential leadership skills required for the present context. This situation may be applicable, particularly to those who are essentially novices. The above sections in this chapter have detailed how the initiation of principal training should involve PD, aiming to raise awareness about contextual issues and foster the necessary leadership skills, especially among novice principals. Furthermore, I have highlighted numerous grassroots-level problems that require long-term solutions to address the identified issues. Therefore, there is a pressing need to investigate the PD needs of novice principals. Such research can play a vital role in uncovering gaps in the current training process for novice principals. Identifying these gaps will be instrumental in reshaping PD training to better meet the PD needs of novice principals.

Secondly, the current induction training, offered in 2016, was provided to novice principals in their initial leadership roles, recruited in the same year, marking the second instance of PD training after a considerable gap of several years. In 2018, a significant number of novice principals from the same cohort were chosen to participate in the BPP, a new introduction to the context. Despite the timely completion of the induction, the three-month BPP was extended beyond the initially anticipated timeframe from 2018 to 2021, signifying a noteworthy delay. Therefore, it is vital to examine the PD needs of novice principals in two instances: their initial leadership roles in 2016 and as serving leaders in 2018. This examination may identify any shifts in the PD needs over time, alignment between the provided training, and the needs of novice principals in line with their perceptions and experiences.

Thirdly, the existing body of published literature on Sri Lankan school leadership predominantly focuses on the PD requirements of current principals, neglecting the specific discussion of induction needs for novice principals. This observation aligns with Sayce and Lavery's (2010) assertion that literature addressing the PD needs of novice principals is scarce. Identifying relevant literature on the induction and PD

needs of novice principals within the Sri Lankan context proves challenging. Consequently, this existing gap offers a valuable opportunity to conduct research to pinpoint the specific PD requirements of novice principals in their leadership roles within the current school context.

In highlighting the need for and importance of conducting this study, I will summarise this chapter in the next section by presenting a conceptual framework. The conceptual framework is based on the discussions in the literature and their implications in the Sri Lankan context.

3.8 Chapter summary: The conceptual framework

This conceptual framework, demonstrated in Figure 3.2, (See page 58) shows the two types of PD training programmes as offered for novice principals in their initial leadership role and as serving leaders, as discussed in section 3.5.

The conceptual framework, demonstrated in Figure 3.2, illustrates the two PD training programmes offered for novice principals in their initial leadership role and as serving leaders, as discussed in Section 3.3. The foundational development of the training programmes is represented by No. 1 in the Figure 3.2. This level signifies the initial planning stage of the training programmes, which is facilitated by the development of professional standards (see Section 3.4), the integration of theory and practice relevant to PD training (see Section 3.5), and research conducted in different contexts related to PD training and PD needs (see Section 3.6). This stage is common to both types of training provided for novice principals.

No. 2 in Figure 3.2 represents the programme delivery, where novice principals receive the designed training in their initial leadership role or as serving leaders. Subsection 'A' illustrates the induction training offered during the initial leadership role of the novice principals. This training focuses on inducting novice principals into the profession, emphasising the development of self-esteem before honing their leadership skills, as discussed in Section 3.3.1. The training is embedded with eight types of concepts relevant to leader and leadership development, as mentioned in Section 3.2. Subsection 'B' illustrates the training provided for serving leaders, which focuses on developing practical aspects of leadership performance, as discussed in Section 3.3.2. The designed training places a significant emphasis on skill development compared to the induction. Subsection 'C' illustrates that the efficacy of leadership is enhanced after completing the training as serving leaders. Finally, it is expected that the completion of the PD training makes novice principals transformative leaders capable of bringing about change within the school context.

Considering all the theoretical concepts and frameworks, a conceptual framework is suggested in order to bridge to the methodology. The next chapter will discuss the relevant methodology used in the study.
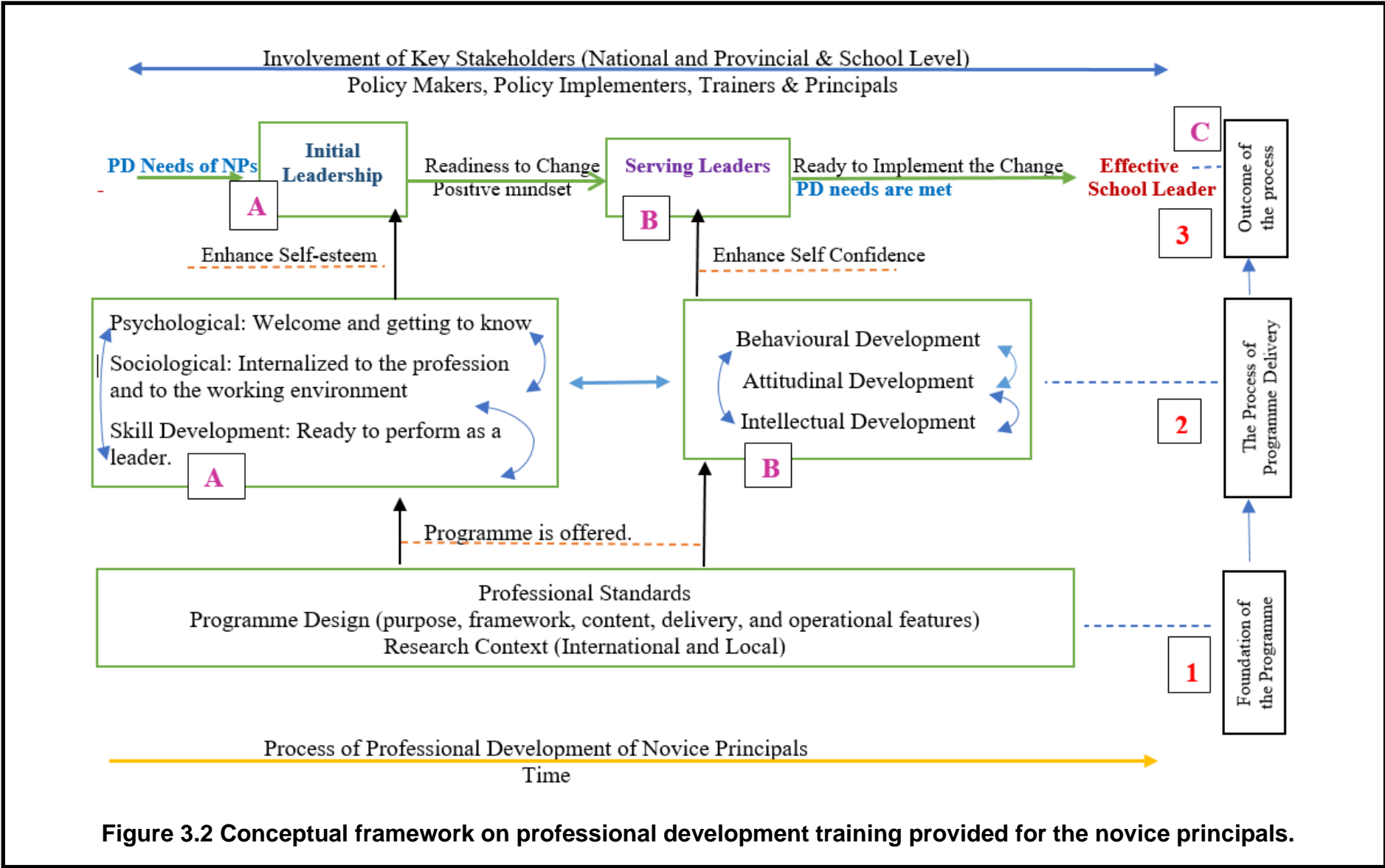
Figure 3.2 Conceptual framework on professional development training provided for the novice principals.

Chapter 4 Methodology

4.1 Introduction.

This chapter presents the methodology of this study. The chapter details the research aim and questions (4.2), followed by my worldview (4.3). It then presents the research design of this study (4.4). Subsequently, it continues to explain the study sample with reference to study participants and access and selection of participants (4.5). Next, the four phases of the research process (4.6) are discussed, followed by how the research rigour is ensured in the study (4.7). After presenting the ethical issues considered relevant to the study (4.8), the last section summarises the chapter (4.9).

4.2 Research aims and questions.

This study aims to analyse how the induction and PD needs of the novice principals were addressed through the two types of training provided in their initial leadership role and as serving leaders. Furthermore, examining the PD needs of novice principals will help us understand how addressing these needs contributes to their development as leaders within the school context. Conversely, this examination will benefit the administrative officers responsible for directing the country's education and will also assist novice principals in understanding their needs, enabling them to perform as leaders contributing to the country's education.

In achieving the above aim the following research questions were formed.

1. What are the needs of novice principals as they move into their roles as leaders in Sri Lankan schools?

   1a. To what extent does the existing induction provision in Sri Lanka meet novice principals' needs?

   1b. To what extent does the existing professional development programme in Sri Lanka meet novice principals' needs?

2. What do novice principals perceive as the main challenges when transitioning into their roles as leaders?

3.To what extent does the leadership training in Sri Lanka prepare novice principals to become school leaders?

   3a. What are the enabling factors?

   3b. What are the hindering factors?

4.3 My worldview

In presenting my worldview, I take the stance that a worldview is "a basic set of beliefs that guide action" (Guba, 1990, p. 17 in Cresswell, 2013, p 18).

In line with this idea, existing phenomenological and sociological literature draws attention to this concept, emphasising that individuals perceive reality through the prism of their experiences by actions. Explaining this subjective nature of social constructivism, Kim (2000) explains that reality is socially constructed through human activity and does not exist before its social invention. Extending this idea, Kim (2000) further states that knowledge is created through social interaction with the environment in which individuals live (Lincoln et al., 2018; Cohen et al., 2018). Further developing the idea, Merleau-Ponty, in his 2002 publication, while acknowledging the contributions of Husserl, Heidegger, and Sartre in the phenomenological tradition, argues in his theory of the body that our body is not merely physical but is structured based on the situations and experiences gained from the world. This idea emphasises that an individual's cognition and understanding are developed through micro-level interactions, highlighting the subjective nature of the world, as supported by much literature (Kim, 2000; Denzin and Lincoln, 2011; Cresswell, 2013; Lincoln et al., 2018; Cohen et al., 2018). Consistent with above ideas, as a researcher who interacts with people in a changing social context, I believe that individuals perceive the world through their experiences and their interpretations are based on these experiences. I also believe that reality is socially constructed based on the multiple experiences of individuals. Further, I contend that reality is subjective and shaped by social, cultural, and individual interpretations.

The aim of this study is to examine the PD needs of novice principals and how the provided training addresses their PD needs, contributing to their development as leaders. To explore the PD needs and how the training is being offered, it is important to understand the beliefs, feelings, perspectives, and experiences (Newby, 2014) of novice principals who have undergone the training. Conversely, it is important to comprehend the ideas, perspectives, and experiences of the administrative officers involved in designing and delivering the training. This approach incorporates multiple voices into the discussion of PD needs and training provision. Furthermore, the inclusion of multiple voices has facilitated the generation of descriptive accounts representing multiple realities. This has helped in understanding the nature of the PD needs of the novice principals and the quality of how the offered training meets the PD needs of novice principals. This represents my ontological position.

4.4 Research design

In addressing the research questions, it is necessary to examine the participants' understandings and feelings regarding PD needs, as well as their experiences and perspectives on the offered PD training programmes. In the study, I sought participants' experiences and feelings to understand their PD needs and training experiences within their first three years. This nature of examination aligns well with the qualitative inquiry as it focuses on understanding the world in an interpretive naturalistic approach (Denzin & Lincoln, 2011). The strength of qualitative research is its ability to express how people experience or understand a phenomenon by using thick textual descriptions (Creswell, 2013; Harman, 2013; Leavy, 2017). This helps illustrate the insights of stakeholders in addressing the research questions.

Many researchers (Creswell, 2013; Massion, 2018) emphasise that, when considering the best approach for conducting a qualitative study, aligning the research objectives with a methodology that suits the desired outcomes would be ideal. As qualitative research explores various aspects of human experience and social phenomena, Creswell (2013) introduces five approaches namely, narrative, phenomenology, grounded theory, ethnographic research and case study. These approaches emphasise selecting an appropriate approach in alignment with the research objectives and a methodology that suits the desired outcomes. Among these five approaches (Creswell, 2013), my research aligns its intentions with phenomenology, which could be vital to examining stakeholders' insights based on their experiences in meeting the needs of novice principals.

Phenomenology believes that human beings extract meaning from the world through their personal encounters, which leads to obtaining the meanings of all the fundamental concepts of the phenomenon. Moreover, phenomenology examines individuals' experiences as a multi-dimensional phenomenon that is psychologically oriented, culturally driven, and socially structured (Alhazmi and Kaufmann, 2022), which brings out the nature of phenomenology that is interested in examining what they experienced and how they experienced the phenomenon (Gallagher, 2012; Creswell, 2013). This explains the central focus of this study: understanding the subjective meaning of stakeholders' experiences regarding the induction and BPP. Additionally, in alignment with Husserl's philosophy, Gallagher (2012) states that all 'knowledge comes through consciousness, and (…) pay[ing] attention to consciousness (the way people experience things) is of more interest than the way things actually are in reality' (p.9), which enables phenomenologists to look beyond the surface.

Conducting a phenomenological study by Eliphas (2010) on how novice principals experienced the induction training has brought out that the conscious experiences of the novice principals, which are different from reality in constituting the 'essence', which is the culminating aspect of a phenomenological study, as highlighted by Creswell (2013). This observation extends to the Sri Lankan context. In conducting this study, I did not just examine the PD needs of the novice principals and how the training was delivered; instead, I examined the dynamic interplay between the PD needs and the training offered in which the participants attempted to make sense of their experiences as illustrated by Eddles-Hirsch (2015). Many researchers (Eliphas,2010; Eddles-Hirsch, 2015) who conducted phenomenological studies have brought out the essence of the experience for individuals, incorporating 'what' they have experienced and 'how' they experienced it. This led to an examination of rich, detailed descriptions of how the novice principals experienced the two PD development training programmes. Further, it allowed me to engage with the interviews with an "open mind and listen in a receptive manner" (Eddles-Hirsch, 2015, p.252) to understand the PD training the participants have experienced. This prompted me to delve deeper into their meaning-making process, based on their insights, experiences and perspectives on the provided training. Thus, it is important to explore how the PD needs of novice principals were met to understand the multiple realities within the context.

In line with this foundation, the subsequent section delineates the methodology employed for sample selection in the study.

4.5 The study sample

4.5.1 The participants

As the phenomenological study aims to explore individuals' lived experiences and perceptions, selecting the right participants who have directly experienced the phenomenon is essential to ensure the depth and authenticity of the study findings (Creswell, 2018). Hence, the choice of participants who can provide rich insights about the experienced phenomenon under investigation is crucial. In this case, careful consideration of the selection criteria of stakeholders was essential, given their diverse experiences with the phenomenon, encompassing both the induction and BPP as PD training. This diversity is particularly relevant in addressing the research questions outlined in section 4.2.

I. Administrative Officers from the MoE: - Involvement with the induction training and being a member of the Advisory Committee or serving as a

resource person in developing NCFSLM, BPP and induction training (03 Administrative Officers)

II. Officers from NIE: - Involvement with the induction training and served as a resource person in the developing NCFSLM and BPP (01 Administrative Officer)

III. Administrative Officers attached to the PMoE: - Officers who are responsible for administrative functions of the induction training and BPP offered at the provincial level. (02 Administrative Officers)

IV. Trainers: - Being a trainer at the induction and BPP (03 trainers)

V. Principals: - A novice principal who has completed the induction training and a trainee under PD in 2018 (WP- 07, NCP-06)

The following tables 4.1 – 4.4 shows the details of the selected participants of this study.

Table 4.1 shows the personal details of four national level officers selected from the MoE and NIE.

Table 4.1 Personal details of national level administrative officers	
Pseudonym	**Personal Details**
Pavi	Pavi is a senior officer who brings valuable experience to the MoE from various domestic and international leadership and policy development roles. His expertise has contributed to both induction and BPP training programmes. He has played a significant role in developing the NCFSLM as a lead team member and in the BPP programme. His international exposure to international funding agencies is remarkable. He holds a PhD and a Bachelor of Science degree.
Laal	Laal is a senior administrative officer who has worked in various national-level academic institutes in different administrative capacities. He holds an arts degree and five postgraduate diplomas in administration and leadership, including two from India and the United Kingdom. He was a teacher and a principal before joining the SLAS. As an administrative officer, he has served as a trainer in induction training and as a team member of the NCFSLM. He has also contributed to developing the NCFSLM and the BPP programme alongside Pavi and the team.
Geeth	Geeth holds bachelor's, master's, and PhD degrees. She is affiliated with the NIE, the official training body of the MoE in Sri Lanka. Although she is attached to NIE, she works closely with the MoE in policy development and administering policy implementation. Furthermore, she has been involved in both training programmes, not only by coordinating between the MoE and NIE but also by offering training and developing the NCFSLM and the BPP programme from the beginning.
Hiru	Hiru is a science graduate with a Post Graduate Diploma in Education and is currently pursuing her Masters. She has served as a science teacher and a deputy principal in a national school in Colombo. After

| | | | joining the SLAS as an administrative officer attached to the MoE, she has administered both programmes at the national level. Provincial-level administrative officers implement the instructions given by Hiru, who is in charge of the central ministry, which offers both training programmes in the provinces. |

Table 4.1 shows the personal details of the administrative officers who were responsible in offering the induction and BPP for the novice principals. Further, this table also demonstrates the national and provincial level trainers who were involved in induction and BPP in both provinces.

Table 4.2 Personal details of provincial administrators and trainers			
Level	Province	Pseudonym	**Personal Details**
Programme Administrators - Provincial			
Provincial	Western	Thaara	Being an engineer, he brought experience from outside the education and administration spheres. He directly joined the SLAS. As an administrative officer, he served in different PMoEs across various provinces. Upon returning to the WP, he was given the responsibility of offering training and PD to school principals. His involvement with principal training provided him the opportunity to contribute to the development of the NCFSLM as a resource person representing the PDoE in the WP.
	North Central	Neel	Neel, an arts graduate with national and international post-graduate qualifications, previously served as a teacher and a principal at the SLPS before joining the SLAS. When the responsible officer for principal training retired, Neel, drawing upon his prior experiences as a principal, assumed responsibility for principal training in the NCP.
Trainers of the Programme			
National	-	Miya	With over 30 years of experience implementing education policy into practice, she is a retired officer with a PhD qualification. She was involved not only in training novice principals in induction and BPP but also in training trainers for the BPP.
Provincial	Western	Maala	She is an officer of the SLAS attached to the PMoE and has served as a trainer in both training programmes in the WP. Prior to joining the SLAS, she had no experience as a teacher or principal.
	North Central	Piya	He is an administrative officer who recently joined the PMoE in the NCP. He previously worked as a teacher and a principal before joining the PDoE as an SLAS officer in 2019. He has also served as a trainer in both programmes.

Table 4.3 shows the details of the principals selected from the WP.

Table 4.3 Personal details of principals selected from the WP	
Pseudonym	**Personal Details**
Dula	She was an English teacher with 14 years of service, holding qualifications including a National Diploma in Teaching, an arts degree, and postgraduate qualifications. During her tenure as a teacher, she assisted the principal with administrative activities in the school. She was recently appointed as the principal of an urban primary school (Type 3 school), which is currently facing closure due to a lack of students. She faces several challenges in leading the school, which currently has 70 students.
Maal	Maal has 12 years of experience as a primary teacher and holds qualifications, including a Diploma in Primary Teaching, an arts degree, and a Postgraduate Diploma in Education. While serving in the teaching profession, he was appointed as the deputy principal to an acting principal who was a monk. Maal had to take the lead as the monk was less active in the position, providing him with valuable experience for assuming the principal position. After joining the SLPS, he briefly served as an assistant principal and deputy principal in two schools. Eventually, he was appointed principal of an urban primary school (Type 3 school) with 370 students from disadvantaged backgrounds.
Sumie	She was also a trained English teacher who had experience in assisting her school's principal while being a schoolteacher. After joining SLPS, she was appointed as a principal in a semi-urban primary school (Type 3 school) in the Gampaha district.
Ravi	He was a trained science teacher with a science degree and a Postgraduate Diploma in Education. During his tenure as a teacher, he was responsible for numerous co-curricular and extracurricular activities and collaborated closely with the school principal to implement administrative procedures. He was subsequently appointed as the principal of a Type 2 semi-urban school in the Gampaha district.
Millie	She is the youngest principal in the sample. After completing a minimum of five years in teacher service, Millie joined the SLPS in 2016. She was appointed as a principal in a semi-urban primary school in the Kalutara district. She is active and maintains a good rapport with her higher officials, staff, students and school community.
Weera	He was a primary teacher for more than ten years and is experienced in deputy principal duties. After joining SLPS he was appointed as the deputy principal of an urban primary school in the Kalutara district with fewer facilities. After three months, he was promoted to principal in the same school in the Kalutara district.
Sene	Before joining as a teacher, he had experience in the construction field, commencing from a labour position and ending up as a site manager. He joined the teaching profession as a graduate teacher in Sinhala language. Seeing his commitment as a teacher, he was requested by the Zonal Education Office to accept an acting principal position (while being in the teaching service) in a problematic rural school which is almost closed. While working as an acting principal, he passed the SLPS exam and was appointed as the primary school principal in the same school.

Table 4.4 shows the details of the principals selected from the NCP.

Table 4.4 Personal details of principals selected from NCP	
Name	Personal details
Rumee	She was a commerce graduate with a Postgraduate Diploma in Education qualification. Currently, she is in the writing stage of her master's dissertation. During her tenure as a teacher, she took on the responsibility of overseeing various school projects and activities while assisting the school principal. Upon joining the SLPS, she was appointed as the principal of a rural primary school in the Anuradhapura district, which was on the verge of closure.
Viru	He was a trained mathematics teacher in the English medium with experience working as a subject coordinator and sectional head at a national school in the Anuradhapura district. His initial appointment in the SLPS was as a deputy principal in a 1AB school. Shortly thereafter, he was appointed as the principal of a primary school in a remote area with approximately 50 students across all five grades.
Lalee	She was an arts graduate with a Postgraduate Diploma in Education qualification. During her tenure as a teacher, she served as the deputy principal for seven years. Upon becoming a novice principal in the SLPS, she was appointed to a primary school in a remote area with fewer than 65 students.
Kuma	His first appointment was that of a primary teacher, and he received his teacher training as a music teacher. While being in the teaching service he completed his degree in education. After been recruited to SLPS, he was appointed as an assistant principal for six months in the same school where he worked as a teacher. Afterwards, he was appointed as the principal of a primary school in a difficult service area in the Anuradhapura district with only five teachers.
Aara	She is an arts graduate with a Postgraduate Diploma in Education qualification. Throughout her career, she has held various positions, including development officer, teacher library assistant, and teacher since 2000. While working as a teacher, she assisted the principal with office tasks. Upon joining the SLPS, she was appointed to a primary school with 275 students and 11 teachers.
Thissa	He is a primary trained teacher who completed his arts degree (external) and Postgraduate Diploma in Education while working in the teaching profession. During his tenure as a teacher, he served as an acting principal in several primary schools. Upon joining the SLPS as a principal, he was appointed to a Type 2 school with 205 students.

4.5.2 Access, selection and recruitment

The initial access I needed was the national and provincial level officers who were participants and the gatekeepers in accessing the principals and documents. The initial attempt was to get in touch with the respective officer in order to get access details. Therefore, the official websites were checked, and emails were sent as Maramwidze (2016) suggested, which was a failure. For the WhatsApp messages, the response was "I will contact you", which never happened.

Access was made further difficult due to the lockdown caused by COVID-19, as my mobility was once again restricted. However, telephone communication with

known officials of the NIE and MoE laid the foundation for me to understand the situation well before selecting the study participants from national and provincial levels. A senior officer who was attached to the NIE (a senior colleague of my undergraduate time) was contacted so I could get an understanding of the training and the officials actively involved with the process. After this, I changed my initial intention of recruiting the higher officers, such as the Director/NIE, and selected those who were actively involved in the induction and NCFSLM.

The selection of participants was purposive. All participants had to have experience as an administrator, trainer or trainee of both the induction and PD training. The selection criteria are as mentioned in section 4.5.1. However, different strategies were implemented to select and recruit stakeholders, which are mentioned below.

National and Provincial level Officers

The NCFSLM has detailed all resource persons who engaged in developing it as a policy document. Upon reviewing it, I identified that national and provincial-level officers were involved in various capacities. As indicated in the NCFSLM, officers from the MoE and the NIE took the lead in developing, implementing, and administering the policy. Additionally, the MoE and NIE were responsible not only for developing the policy document but also for its implementation across all provinces. Consequently, they encouraged provincial officers attached to the PDoE to participate as resource persons in developing the NCFSLM. The involvement of provincial officers was crucial as they were tasked with implementing the NCFSLM in their respective provinces under the guidance of the MoE and NIE.

After carefully reviewing the NCFSLM (MoE & NIE, 2018), I selected national-level and provincial-level officers based on their performance and contributions to the NCFSLM. I encountered no issues in selecting administrative officers attached to the national level. For the provincial-level officers, I focused on contributors from the Western and NCP, where the study will be conducted. However, I observed that I could only select officers from the WP according to the list provided in the NCFSLM, as the NCP did not contribute despite being invited by the MoE to participate in developing the NCFSLM.

Initially, I intended to enlist the senior officer responsible for implementing the NCFSLM within the WP as a significant number of officers has contributed from the WP compared to others in developing the NCFSLM. However, the initial rough response from the senior officer made me reconsider my choice, realising they might be too busy and not directly involved in implementing the NCFSLM within the province. Reflecting on this, I decided to change my initial selection

and identify the officer directly involved in implementing the NCFSLM within the province.

In this instance, I was strategic. The contact numbers were acquired through known connections associated with the MoE and the NIE, who is an officer, who had links with all connections and also a gatekeeper. Before engaging in direct conversations, I sought permission to initiate a call via the same known contact. This approach facilitated my accessibility, and I observed a willingness on their part to allocate time for the interview, possibly due to prior introduction given before our direct interaction. Implementation of this procedure draws attention to the difficulty in maintaining confidentiality and anonymity. Given the role of the officer as a gatekeeper, coupled with their familiarity with fellow officers in both personal and professional spheres, it is inevitable that they become aware of my intention to approach them for interviews. However, as we never met physically due to lockdown restrictions, no one except the interviewee knew when we conducted the interviews via Zoom. This maintained the confidentiality. I used pseudonyms (Nespor, 2000; Walford, 2005; Saunders et al., 2015) as name_ designation_ Affiliation as Pavi_ National Level Admin_ MoE to anonymise data.

Further, as I obtained the contact numbers of the officers attached to the WP through a known contact, officers were aware of my call. It made it easy to get to the point. After a brief self-introduction, they agreed to join the interview. Before the interview, I emailed and used WhatsApp calls to send them the information sheet (Appendix 4) and participant consent sheet (Appendix 5), and they returned the signed sheet via email or WhatsApp. I generated a Zoom link and sent it to them prior to the Zoom interview.

However, when selecting an officer from the NCP, I had already decided to exclude the senior officer in charge of NCFSLM, opting instead for the officer engaged in administering and implementing the NCFSLM within the NCP. After easing lockdown barriers, I obtained the contact number from the MoE and directly contacted the officer, who responded positively and was supportive. I have implemented the same procedure in providing information as mentioned above.

Further, I submitted the letter of permission to conduct the study issued by the Research Division of the MoE (Appendix 6) and also the ethical approval received from the University of Leeds (Appendix 7) to the Human Resource Division of the MoE and NIE when accessing the master files and obtaining the contact details of the national-level officers. Also, the PDoE, which granted

permission to access the files, obtained contact details of officers and the principals to conduct the study as they acted as gatekeepers in the field.

National and Provincial level Trainers

The national-level trainer was selected by contacting the MoE, as their names were not included in the NCFSLM. Four trainers at the national level were engaged as trainers of trainers who were involved in the development of the NCFSLM. These four trainers conducted training for trainers at the provincial level, leveraging their subject expertise in the four domains of the NCFSLM. Since I had already selected the other three national-level officers, I had no choice but to select the remaining trainer to delve deeper into training.

The provincial-level officers were selected based on contacts provided by the provincial officer responsible for implementing the NCFSLM within the province. From the provided numbers, I randomly selected and contacted them. During the initial call, I confirmed their involvement as trainers in the induction training and implementation of the NCFSLM, offering BPP.

I emailed and messaged them my details, research procedure, information sheet (Appendix 4), and participant consent sheet (Appendix 5). Interviews were conducted via Zoom.

Principals

My first attempt was with the WP principals. Due to the imposed lockdown restrictions, the officer in charge could not provide me the complete contact list of percipients in all three districts. Thus, I was provided with the group leader's (participant in the ongoing PD training) contact number. The group leader provided contact information for three principals from three districts (Gampaha, Colombo and Kalutara) in the WP. This approach, akin to the snowball sampling method (Masson, 2018), facilitated the expansion of my network. As a result, my original intention of selecting six principals from three districts in the WP was realised. During the initial discussions with the officers of the MoE and the NIE, I was informed that the MoE had decided to offer the BPP to a group of 50 principals in each district-level group. As my intention was to examine the participants lived experiences as trainees, I decided to select six principals from each of the WP and NCP where the study will be implemented. The selection of six principals from each province is based on the following reasons.

- In this phenomenological study, I considered collecting data from individuals who have experienced the phenomenon. Therefore, I heeded the suggestion made by Cresswell (2013) with reference to Polkinghorne

(1989), selecting 5 to 25 participants who have experienced the phenomenon.

- Initially, I chose 12 school principals as participants, taking into account my capacity as an individual researcher to handle the data by transcribing, translating, and analysing within my timeframe.

During this process, one principal initially missed my call and expressed his interest in participating. I welcomed his inclusion, respecting his consideration and keen interest, along with recognising the significance of his experiences for the study. Consequently, this additional principal's participation contributed to the Kalutara District's representation, resulting in three participants from that district all together seven principals in the WP.

I obtained the list of participants for the BPP during my visit to the PDoE in the NCP. While the WP had offered BPP for novice principals who completed induction training in 2016, the NCP provided training by evaluating the performance of principals according to instructions outlined in the NCFSLM as a policy document and preliminary instructions from the MoE. Consequently, there was a heterogeneous group of principals, ranging from novices to experienced, attending the BPP. Therefore, I meticulously identified novice principals based on individual details, primarily age and years of service, and recruited them by phone calls. From the list, five principals agreed to participate, and I received a suggestion for one participant from a participant principal. Additionally, I had to select all six participants from one district in the NCP, as the BPP was offered only to province out of two provinces in the NCP district.

As they did not know me, I gave a lucid self-introduction and invited them to participate in the data collection procedures at the initial call. Excluding one of whom I contacted, all agreed to attend the Zoom interview without hesitation. Due to their familiarity with WhatsApp, our communication predominantly took place through that platform rather than email. I shared the information sheet and participants' agreement form via WhatsApp, and they consented to return the completed documents similarly.

4.6 The Research process

The initial plan in the research process was changed due to the COVID-19 pandemic. Table 4.1 (see page 71) illustrates the initial plan and the implementation changes in the study process.

Table 4.5 Changes in the conduct of research

Phases	The initial plan - 2021	Implementation - 2021
Phase I	Document Analysis	Piloting
Phase II	Piloting	Document Analysis
Phase III	Interviewing	Interviewing
Phase IV	Data Analysis	Data Analysis

4.6.1 Phase I – Piloting

The pilot was conducted in the month of August 2021. It involved piloting interviews with one national-level officer and one novice principal.

A pilot study involves a preliminary and limited-scale methodological trial undertaken to pave the way for a primary research attempt (Leavy, 2017; Ismail et al., 2018). Its purpose is to verify the practical viability of methods or concepts before implementation (Lowe, 2019). In line with this idea, I aimed to pilot interview schedules as an integral part of the research process. This had two purposes. First, to evaluate the adequacy of the planned method and procedures as I am the primary instrument of data generation. Secondly, it sought to evaluate the suitability and quality of the proposed data collection instruments across various data types, as Lowe (2019) suggested, being a newcomer to the field.

I designed the pilot study with limited access to documents for both the induction and training programmes. When creating the transfer document, a family member visited the MoE to meet a friend of mine who was affiliated with the MoE on my behalf, inquiring about the current situation of school leadership training. As a result of this inquiry, the MoE provided a hard copy of the NCFSLM. Since I was in the UK, I received a scanned copy of the NCFSLM. During a brief visit to Sri Lanka in late 2019, I acquired a hard copy of the handbook on induction training. This provided me with a clear idea of how the two training programmes offered. Since these documents were not in the public domain, receiving them was very helpful for the initial planning of the pilot study. Additionally, some documents were published on the ADB's official website as they were the initial funders in the development of the NCFSLM. The publication titled 'Sri Lanka: Education Sector Development Programme' in 2020 helped me understand the ongoing situation of the BPP, providing insights into the MoE's perception at that time, which was not mentioned elsewhere. Moreover, these were the key documents I used in developing the transfer document and the

pilot study. Furthermore, prior to the pilot study, I contacted an officer involved with both induction and BPP and had a telephone conversation to clarify my understanding of how the two programmes were offered. This provided me with much ease in conducting the pilot interviews, as I did not have access to document searches due to the COVID-19 pandemic situation.

The development of interview questions is discussed in section 4.6.3. The pilot study provided me with insights into establishing connections with principals and national-level administrative officers in different ways. National-level officers, being very busy, required patience as I waited for their response to my email. When calling them, I took extra care to choose a suitable time, and I felt tense during these interactions. In contrast, contacting the principal for the pilot test posed no issues, and she agreed to participate immediately. As a Doctoral Candidate, I experienced distinct interaction dynamics between a principal and a national-level administrative officer during the recruitment process for the pilot study. Overall, piloting helped me ask questions in confidence and practice how to probe and conduct interviews.

Before conducting the pilot study, all the details were sent via email as well as WhatsApp and their consent was sent/sought via email prior to conducting the pilot study. Zoom was used to conduct pilot interviews, and recording was initiated with the interviewer's consent, capturing all provided instructions throughout the interview's entirety. The interviews typically spanned from one to one and a half hours. Within this timeframe, I facilitated the interview, addressing both the anticipated conversational and social aspects. The pilot study significantly enhanced my ability to pose questions confidently, ensuring their lucidity and pertinence. It provided exposure to conducting comprehensive, semi-structured interviews and facilitated the establishment of a strong connection with the interview data. Additionally, the pilot phase helped me to understand the flow of an interview and experience the difference between interviewing a national-level administrative officer and a novice principal.

The interaction with both parties began with a social dialogue, establishing a positive rapport that seamlessly transitioned into the subsequent discussion. The interview with the novice principals was based on how they experienced the induction and PD training, while the interview with the officer was centred on the administration of the training—essentially capturing two sides of the same coin. Both parties were allowed to express their ideas relevant to the topic freely. The first half of the interview was based on the induction training, while the second half was on PD training. As the interviewer, a strict pattern was followed, but with a natural flowing pace. Most importantly, the pilot study helped to understand that it is impossible to determine precisely how the

participants will answer questions. Throughout the discussion, I observed instances where responses either contributed to a previous point of discussion or introduced additional insights related to a subsequent question.

The interviews were conducted in Sinhalese, the native language of both the interviewer and interviewee, which made it convenient for both the interviewer and interviewee to have comfortable discussions. The recorded discussions were transcribed (Appendix 8) and translated into English (Appendix 9). The translated interviews were sent for feedback from my supervisors for their comments, which explicitly screened the way I questioned and the probes I made in doing an in-depth constructive interview. Through the pilot study, I learned the process that was to be implemented in Phase III.

4.6.2 Phase II – Documentary analysis

Initially, documentary analyses were planned for Phase I. However, the analysis was delayed due to COVID-19 lockdown restrictions preventing access to the relevant documents. Before obtaining access to all documents, I submitted the Ministerial Approval I had received, allowing me to conduct the study and access relevant documents and files maintained by the MoE, the NIE, and the PDoE related to the two training programmes. In this manner, I obtained informed consent from the relevant officials, who also act as gatekeepers to the field.

The main aim of conducting the documentary analysis was to get a sound understanding of how the induction and PD training programme was designed, administered and delivered to the novice principals before conducting the study. Explaining the documentary analysis, Fitzgerald (2012) highlights the two important aspects that echo my intention. First, the data from the documents can be used to make explicit a range of perspectives on relevant events, activity groups or individuals. Secondly, "documents offer a form of voice – a voice on past events and activities that provides a level of insight for the reader into these events, activities and participants" (Fitzgerald, 2012, p. 297).

The two programmes (Induction and BPP) consisted of different documents. As both programmes were offered with the involvement of the MoE and NIE, I had access to the master files maintained by both institutes. With regard to the specific programme, the induction training programme had only two training manuals developed for the two courses offered at the induction training. The PD training had progress reports submitted to the ADB, NCFSLM, and student course materials (not used for the programme offering).

The table below shows the documents that I have accessed by visiting the MoE and NIE relevant to the two training programmes.

Table 4.6 Documents received relevant to the PD training

Induction Training	BPP
• Trainer Manuel - Module I - Leadership Capacity Building' • Trainer Manuel - Module II – Administration and Management • Master file maintained by the MoE • Master file maintained by the NIE.	• National Competency Framework for school leaders and mangers – policy document • Progress Report 1 – Human Capital Development and Implement Support – Leadership Development -2016 • Progress Report 2 – Human Capital Development and Implement Support – Leadership Development -2018 • Course materials designed but not used for the programme. • Master file maintained by the MoE • Master file maintained by the NIE

The above-mentioned documents and the semi-structured interviews constituted the data for this study. The documentary analysis was an iterative process conducted before, during, and after the interviews. Initially, I superficially skimmed the documents to gain a general understanding. Subsequently, I thoroughly examined the documents for three purposes. First, to better understand the context, which facilitated the drafting of the first two chapters of the study. Second, while conducting interviews, I reviewed the documents to identify questions that could be incorporated into the interviews as part of the research process. Third, I utilised a combination of content analysis of the documents and thematic analysis of interview data to present the findings, as illustrated by Bowen in 2016.

When accessing and handling documents, quality control aspects of the documents introduced by Scott (1990), such as authenticity, credibility, representativeness, and meaning, were considered. Mogalakwe (2006), reflecting on her own experiences, suggests considering the names of the government officers who publish reports or any other documents on behalf of

the government. In this study, the authenticity of all the documents was secured as they were officially published by the MoE and NIE, who own the primary data source, which is genuine and from impeccable sources. The credibility of the selected documents illustrates an accurate account of the documents from that chosen standpoint (Scott, 1990). Independent official bodies prepared the selected documents in advance of my access. The similarities within the Master files of the two institutes construct the credibility of the documents themselves. The acceptance of reports by National and International Organisations (WB & ADB) enhanced the documents' credibility, making the selected documents believable. Therefore, none of the selected documents were prepared for my research. On the other hand, credibility applies to the respondents made by the administrative officers who are government officials. I do not believe they purposefully fabricated any information in the reports or interview data.

Representativeness refers to whether the evidence "is typical of its kind, or if it is not, is the extent of its untypicality is known?" (Scott and Morrison, 2006, p. 76). The progress reports and the NCFSLM were developed by local and international subject specialists who represent most of the actual situation (positive and negative) relevant to the PD development training offered for the principals. However, confirming the representativeness and authenticity of the documents I consulted proves challenging. On the other hand, though there were delays in accessing the files due to the COVID-19 restrictions, I was not restricted from accessing any of the ministerial files, institutional files or provincial ministerial files by any of the respective senior officials in the government bodies. They allowed me ample time to read and take notes from the files to support my study. Therefore, it cannot be said that representativeness and authenticity were not there.

The ultimate goal of the documentary analysis is to comprehend the meaning and significance conveyed within the documents. In order to understand the meaning of the document, Scott (1990) emphasises that the researcher should be skilled enough to understand the significance of what is being said based on the literal value, which conveys a face-value meaning. In agreeing with this idea, the documents selected such as progress reports and policy documents were analysed based on Taylor's critical policy analysis model (1997). It consists of three stages, namely context, text and consequences. Asking questions at different stages as Why' and 'What' questions in understanding the context, questions such as 'Why was this policy introduced?', 'What problems does it try to solve?'. The question, 'How does the policy try to solve the identified problems?' will help to understand policymakers' intentions in line with the text and consequences. On the other hand, the instructional manuals were

evaluated based on the framework introduced by Littlejohn (2011). The framework consists of two sections as, "publication"(which explains the tangible or the physical aspect of the publication) and "design" (which considers the nature and the focus of the document), with three levels of analysis. The three layers are focused on 'What is there' (objective description), 'What is required of uses' (subjective analysis), and 'What is implemented' (subjective inference), which enhance inference and subjective judgement on the selected documents. The interconnectivity of the three layers will lead to understanding the underpinning philosophy of the document. This analysis was very helpful in understanding the existing contextual situation in offering the programmes. Further, collaborating interview data with the instructional manuals provided in offering induction and PD training in SL in fulfilling the PD needs of the novice principals.

Documentary analysis grants the opportunity to obtain information to understand policymakers' relevance, importance, procedures and intentions in introducing BPP as induction and PD training for principals in SL. In the planning stage, I intended to conduct the documentary analysis prior to the pilot interviews. However, as a result of the lockdown restrictions imposed due to COVID-19, I could not meet the relevant officials to obtain permission and access to hard copies of policy documents and training manuals (no soft copies were available) or to read the official files relevant to the induction and PD training, maintained by the MoE and NIE. I see this as a drawback in questioning at the pilot interviews which was overcome by interviewing the rest of the participants.

4.6.3 Phase III – Interviewing

This study aims to investigate how the stakeholders as individuals perceive and make sense of their acquired knowledge, feelings, and insights from their direct involvement in the induction and PD training organised by the MoE and the NIE in SL. Considering the nature of the study, phenomenological interviews were chosen. The essence of phenomenological interviewing is great depth and, therefore, with fewer respondents. Høffding and Martiny (2015) state that the phenomenological interview directly confronts four aspects, namely, acquiring detailed first-person descriptions of an experience in question, grasping the invariant structures of experience, first-person perspective needs to be understood in its terms and construing subjectivity as they are "embodied, enactive and embedded" (p. 561) which lead in making meaning of experiences as they are lived. In line with this idea, four key questions were designed for the

interview, which were navigated with follow-up questions. I opted to conduct one interview with each participant, each lasting for 60 minutes to 90 minutes.

As suggested by Kvale and Brinkmann (2009), the interview guide is designed as a semi-structured interview schedule with open-ended questions. Semi-structured interviews involve a predetermined set of questions, yet they offer flexibility in exploring the phenomenon in detail based on the interviewee's responses. This approach facilitated open conversations about how participants experienced the two training programmes at different stages of their professional journey by providing the opportunity for "negotiation, discussion and expansion of the interviewee's responses as illustrated" by Maan (2016, p91). Furthermore, the interviews were tailored to each individual respondent, with prompts and probes used to elicit more detailed responses. This approach contributed to a more in-depth understanding of the experiences and enhanced the credibility of the interviews.

In designing the interview questions, the structured phenomenological approach was considered, as suggested by Seidman's three-interview series. Seidman (2006) proposes a sequence of three interviews: the initial interview centres on "life history," followed by a second interview delving into "experiential details," and ending in a third interview dedicated to "reflecting on meaning." While designing the interview questions, the attributes of the three interviews were combined into one schedule to explore the "lifeworld" - the analytical and descriptive encounter of phenomena by individuals in their daily existence, as emphasised by Creswell (2013).

Following Seidman (2006), one interview schedule was prepared, including three aforementioned interview series. The first part of the interview was on personal experiences, which dealt with life history and their previous experiences in the profession. The opening question was,

> "Can you tell me about your professional life? journey to the present position".

This made me understand them and helped participants develop a rapport with me.

The rest of the interview was in line with the research questions as a reflection on the understanding and experiences of the stakeholders. Secondly, the following two open-ended questions were posed in order to examine their experiential details about the two training programmes. Moreover, when designing the questions, Morrison's (2012) idea was considered 'unrealistic for humans to reflect in a structured manner upon their behaviour' (p.22). In overcoming the situation, Morrison (2012) suggests conducting the interviews

as a re-evaluation or re-description of stakeholders' experiences based on their reflections. This facilitated obtaining rich data about the phenomenon based on stakeholders' experiences.

The second and third open-ended questions were as follows.

2nd Question - After the recruitment as novice principals, how were you/ novice principals inducted into the profession of principalship?

3rd Question - Can you explain how the BPP relates to school leadership training?

The above two questions were the key questions for the two training programmes. In answering the research questions, the above questions were facilitated with a series of prompt questions within the interview appropriately, such as "You mentioned that you expected the training to be a big thing. What do you mean by that…" or "You mentioned that you visited schools. Can you explain how it facilitated you". These questions helped me to understand their experiences and the difference between what they expected and what they experienced.

Further, the third element of the 'series' is the 'reflections on meaning', which could be related to visions for the future, career trajectories, and how the programmes can help them achieve their ambitions. Therefore, future-oriented questions related to what they want to do and what they hope to achieve as school principals were included as,

4th Question - What changes do you suggest for the improvement of induction /BPP training, reflecting on your experiences?

Though the pilot interviews were planned to be conducted online and the rest face-to-face, due to the lockdown situation at the end of December 2021, the plan was changed, and all interviews were conducted online via Zoom. Interviews were conducted in both Sinhalese and English languages. Before conducting the interviews, the informed consent forms were received and sent via email or WhatsApp in this situation. As all recordings of Zoom were password- protected, confidentiality and data security were maintained in Phase I and Phase III.

As a researcher, I believe conducting a single interview may limit participants' opportunity to express their feelings, understanding, and experiences fully. Alternatively, implementing a series of three interviews could provide time gaps, enabling participants to recall the past and discuss it in subsequent interviews. However, with the issues and challenges arising from lockdown restrictions, I find it practical to limit the study to one interview.

4.6.4 Phase IV – Data analysis

All Sinhalese interviews were transcribed by listening to the recorded interviews multiple times, followed by a translation into English. Highlighting the time-consuming nature of the transcription process, Mann (2016) suggests obtaining help from a translator and a transcriber if needed. While recommending the use of transcribers, Mann (2016) emphasises concerns about the trustworthiness of transcripts and their analysis. In this study, the trustworthiness and confidentiality of the interviews were maintained throughout, as no transcribers or translators were involved.

Though the original plan was to store and manage data by using NVivo, extended periods of power outages, problems with the internet, and connectivity problems with remote access made me use traditional pen and paper, which I was much more comfortable with. The data analysis followed three phases: setup, analysis, and interpretive phases, as outlined by Lochmiller (2021 in Lochmiller and Lester, 2017), which provides simplicity and clarity. I kept all documents in a locked cupboard in a locked room in order to safeguard confidentiality.

I followed the three phases recommended by Lochmiller (2021). In the setup phase, I first double-checked the recordings, ensuring they were saved in the password-protected Zoom platform. Next, I assigned pseudonyms to all participants, and a coding system was developed for each participant, using pseudonyms such as Pavi_National Level Officer_MoE / Rumee_NP_Anauradhapura_NCP. These codes were used when presenting the findings for each participant. Transcription and translations began with pseudonyms to ensure anonymity and confidentiality. Although Lochmiller (2021) suggested instantly uploading data to different storage platforms, I chose to use pen and paper for transcription and translation, providing me with an opportunity to become familiar with the data. Furthermore, Lochmiller (2021) recommends establishing a simple coding system beforehand. While the coding system I initially created was not simple and was later modified, it assisted me in gaining a comprehensive understanding of my data and themes.

Secondly Analysis phase Lochmiller (2021) suggested asking basic descriptive questions such as

- What is happening?
- What is the participant saying?
- What key points or ideas are they expressing, which helped me familiarise myself with the data? (p. 2035).

Though these tips were helpful, it took much time for me to get used to them and generate codes and themes related to the study. Within the process of data analysis, before developing themes, the analysis commenced with working with the textual data and arranging them in a meaningful way, considering the similarities and differences, which led to developing themes; a similar process was implemented by Sundler et al. (2019). This gave me an opportunity to familiarise myself with the data set.

Thirdly, in the interpretive phase, Lochmiller (2021, p.2036) suggests the following questions as a guide to commence analysis.

- How do the categories support the development of the theme?
- To what extent is the theme supported by the perspectives of multiple participants?
- What areas of agreement, disagreement, similarity, or difference does the theme include?
- Which quotations or examples offer the most compelling support for the theme?
- How should I substantiate the theme using quotations and/or primary data sources?

Following the above is not a mandatory requirement. However, these questions aided me in interpreting interview data in conjunction with document analysis.

The analysed data was categorised under main themes, as shown in Table 4.7. I used colour codes for better presentation and clarity in understanding the thematic categorisation. The colour coding in the table highlights three key areas where the themes are centralised. Themes coloured in yellow represent PD needs, while themes in blue represent programme delivery. The problems and challenges faced by novices in their initial leadership roles, as well as by serving leaders, are highlighted in pink.

Table 4.7 Themes and sub themes generated from data

Themes	Sub Themes
PD needs at the initial leadership role	School Management and administration, Personal Development, IT Skills, relationship with school community, Shift and Change (Teacher to Principal), Bearing Responsibility, Develop a model school,
PD needs as serving leader	Administrative Procedures, Curriculum implementation, New trends in the World, Accept the challenges, Widen potentialities,
Leadership needs at the initial leadership	Role Models, Community work, Strategic leadership, Attitudes, Curriculum development

Participatory Leadership, Instructional Leadership |

Themes	Sub Themes
Development of NCFSLM	Contextual Need, Support Received from National Universities, International Experiences and sharing knowledge, Contextual understandings, Content of the Framework, Funding, Political interference, administrative changes, In/completion, Measuring Principal Performance
Programme Delivery (Induction)	Practicality, Residential Training, Motivation, Peer Learning, Soft and Hard skill development, vision building, networking, Facilitate career shift
Programme Delivery (BPP)	Content, Assessment, Quality of the trainers, Teaching Methods, Incompletion of the programme, Hard skill development,
Problems and challenges faced – during the initial leadership	Acceptance as a principal, Support from the staff, lack of physical and human resources, Low salary scale, Accept the Challenges by the community, Administrative support from higher authorities, no Office space, hidden political agendas, schools at verge of closure, Political Interferences (Party politics, Transfers, Recruitments,)
Problems and challenges faced – as serving leaders	COVID- situation, incompletion programme, Problems with funding,

4.7 Research Rigour

Qualitatively, 'rigour' pertains to how a researcher can demonstrate the value and significance of the conducted study (Lincoln and Guba, 1985). In overcoming the common criticism of personal bias and lack of reproducibility, Mays and Pope (1995) suggest systematic and self-conscious research design, data collection, interpretation, and communication as the basic strategies to ensure rigour in qualitative research. Roberts and Priest (2006) state that the way of 'demonstrating and communicating the rigour of research processes and the trustworthiness of research findings' (p.2) will enhance the reliability and validity of research. In the literature several quality criteria were suggested to strengthen the research rigour (Long and Johnson, 2000; Hadi, 2015). However, I considered the ideas of Mason (2018) to ensure the research rigour within this study. Interestingly, Mason (2018) highlights the reflective practical problems related to the concepts of validity and reliability when ensuring rigour, providing a logical foundation for enhancing rigour. Therefore, this practical aspect emphasised by Mason (2018) is considered to enhance the research rigour within this qualitative study, as it helped me think logically when conducting the study, including sample selection and ethical considerations as a researcher. Focusing more on research rigour, she explains the role of the researcher in enhancing rigour by stating that 'rigour of the approach comes ultimately from researcher skill, inventiveness, insight, and imagination – in deciding how best to carve the facets so that they catch the light in the best

possible way' (p. 77). This idea was really helpful for me when deciding on the sample, formulating questions during the interview, and analysing and discussing data from different angles related to PD needs and leadership within my study.

Mason (2018) expresses that the reliability of a qualitative study is concerned with ensuring and demonstrating to others that the data generation and analysis are not only appropriate to the research questions but also to adopt a thorough, careful, honest and accurate research process, is in line with the selection of systematic and self-conscious research design stated by Mays and Pope (1995). In order to ensure the reliability of the study, two methods have been used in data gathering, documents and interviews and triangulated appropriately. The documents were carefully selected, considering the ability to answer the research questions (Fitzgerald,2012). The documentary analysis is conducted as mentioned in section 4.6.2, which ensures the careful, honest and accuracy of the analysis. Mason (2018) suggests using different methods or sources to corroborate each other in triangulation, which enhances the validity of the study. Following Mason (2018), the analysed interview data in this study were corroborated with the analysis of the documents. This helped me overcome the problematic situation of "a data set that seems inexplicably to point in different directions" (Mason, 2018, p. 326). Furthermore, I have presented at PGR conferences on my methodological aspects, which provided the opportunity to share and discuss in this regard (Peer debriefing).

To enhance the reliability of the interview process, an emphasis was placed on enhancing intra-subjective reliability, which allows for the replication of consistent responses, as emphasised by Kvale and Brinkmann (2009). To achieve this, the open-ended questions drafted, as mentioned in section 4.6.3, were carefully posed to each interviewee throughout the process. According to Roberts and Priest, (2006) maintaining technical accuracy by recording and transcribing is also a set of strategies that contribute to ensuring intra-subjective reliability. The records of the interviews were carefully listened repeatedly when transcribing, and translations were done carefully without changing the meaning. As I personally undertook the translations, I cross-verified the Sinhala meanings with a Senior Lecturer affiliated with the Faculty of Education at the OUSL. This lecturer possesses specialised knowledge of Sinhala and is proficient in understanding English. This collaboration helped me improve the clarity of my English translation without altering the original ideas and explanations in the selected quotations. All these led to generating situated knowledge with different stakeholders (Mason, 2018).

The validity of data-generation methods and the validity of interpretation are two ways that ensure the validity of a qualitative study (Mason, 2018). As data generation methods, documents and interviews were selected considering their efficiency and capacity as instruments in generating data to answer the research questions. The policy documents, reports, and master files were selected as documents, as they were strong enough to provide background and the processes in offering the induction and PD training within the SL context. In section 4.5.1, a detailed description of the quality criteria of the selected participants in generating meaningful data for the study has been presented carefully. Further, section 4.6.3 illustrates how the interviews were conducted as meaningful conversations in the generation of new knowledge based on the interviewees' reflections and perspectives on the induction and PD training, as stated by Alase (2017). This led to see the multiple realities embedded within the context.

Validating the interpretation represents the final outcome of the study which is one of the crucial and challenging aspects of research. In order to ensure the validity of the interpretation, Mason (2018) suggests exercising selectivity in how the stakeholders "possess and employ ideas". This helps to connect how they have expressed ideas in line with the research questions. In light of this, when interpreting, I looked into the surface meaning and the literal meaning of what was being said by the stakeholders and the analysis was corroborated with the documentary analysis, which led to interpreting data with rigour. The findings are presented in two chapters, and I was able to see the interconnectivity of the two findings chapters, which shows the reflexivity of the study.

4.8 Research Ethics

Before progressing with the data collection, I obtained the approval from the University of Leeds AREA Faculty Research Ethics Committee in March 2021 (See Appendix-7). Though the context of the study is SL, there were no specific guidelines or policies on research ethics relevant to the Sri Lankan context. Therefore, the ethical procedures were based on the British Educational Research Association Ethical Guidelines for Educational Research (BERA, 2018). The key areas of ethical considerations that were integrated into the study were anonymity, confidentiality, and informed consent, which has been addressed within the process of implementation.

4.8.1 Anonymity

The principle of anonymity is, 'do not include information about any individual or research site that will enable that individual or research site to be identified by others' (Walford, 2005, p.84). From the beginning, I anonymised the names and designations of each participant. All recordings and their personal information were documented using pseudonyms to maintain deductive disclosure, as stated by Nespor (2000), Walford (2005), and Saunders et al. (2015). In analysing and discussing the data, I utilised pseudonyms along with the names of the district and province, as I believed it was necessary for presenting the data. Conversely, I do not believe that stating the district or province will provide ample information to disclose any personal details of the participants.

4.8.2 Confidentiality

Introducing the concept of confidentiality, Wiles et al. (2008) state that confidentiality 'is closely connected with anonymity in that anonymity is one way in which confidentiality is operationalised' (p. 417). By maintaining confidentiality, one is expected not to disclose the identity of individuals, or the information provided without permission. All my interviews were centred around the experiences of stakeholders regarding PD needs and the provided training, which are official but have no involvement with their personal or family life. Conversely, it is easier to identify administrative officers compared to novice principals, as they may use official terms within the interviews. Therefore, I took extra care in identifying such phrases or words and did not use any of them in this study. Furthermore, I maintained confidentiality throughout the research process, including data collection, analysis, thesis writing, presentation, and future use of data (Kaiser, 2009), by anonymising and editing data (data cleaning) where necessary (Saunders et al., 2015). Moreover, I did not share any information about the participants with others in the community. By adhering to all these, I believe all these attempts prevented deliberate or accidental disclosure in any circumstance.

4.8.3 Informed consent

As a researcher, I am very much committed to my moral duty in ensuring the participants' voluntary informed consent for involvement in the study (Thomas, 2013; BERA, 2018). Throughout the process, I remained open and provided as clear information as possible from the recruiting process, data analysis, and presenting data at conferences in order to ensure voluntary participation (Pring, 2001), and explained clearly and confirmed their right to withdraw from the study at any point while the study is being conducted (BERA, 2018). To

facilitate informed consent, I provided a participant information sheet about the study (Appendix 4) and an informed consent form (Appendix5) to each participant and provided a week for them to study the documents and decide on their voluntary participation. Further, after providing the information in writing, I verbally explained all the details of the information sheets again. Also, I explained how I would record and use their data by transcribing and translating. However, I informed that their recordings would be deleted after completing the thesis.

Further, the MoE acted as the gatekeepers who guard access to the research site (Busher & James, 2012). Therefore, in 2020, I obtained ministerial approval to contact and access national, provincial, and school-level stakeholders and conduct the study after February 2021 (Appendix 6). I submitted this approval letter to all gatekeepers at the national, provincial, and school levels before contacting the participants or gaining access to documentary analysis, where I received their informed consent.

4.8.4 Data storage

All recordings were password-protected, preventing access by anyone other than myself as the researcher. Additionally, all interviews were listed, transcribed, and translated in a confidential room. The transcribed and translated data were kept in a locked cupboard within a secured room, and I was the only person with access to this room. I believe that these measures ensured the secure storage of data throughout the study.

4.9 Chapter summary

This chapter presented the outline of the methodology of the study. It has stated the study's aims and the research questions accordingly. Next, the worldview of the multiple realities embedded within the context has also been expressed in detail. Then I explained my research design. The four phases of research design have explained piloting, documentary analysis, interviewing and data analysis in detail in line with ethical dimensions. The next two chapters will present the analysis of data gathered from documents and interviews.

Chapter 5 Findings on Professional Development Needs & Challenges in Leadership Transition - Novice Principals' Perspectives

5.1 Introduction

This chapter presents the principals' perspectives on PD training in the SL context, aligned with the research questions. First, it discusses the PD needs of novice principals at the beginning of their leadership roles and during their tenure in the school. This is followed by findings on how existing induction training addresses these needs. Next, it explores how the PD needs of novice principals are met while serving as school leaders, which aligns with the BPP. These findings address the first research question. Then, it delves into novice principals' perceptions of the challenges they face during their transition into leadership roles, both at the initial stage and as serving leaders, addressing the second research question. Finally, it examines the enabling and hindering factors of the PD training provided in preparing novice principals to navigate challenges and become effective school leaders, with reference to the two training programmes offered in SL. This addresses the third research question.

5.2 Professional development needs of novice principals

This section delves into two aspects of the PD needs of novice principals in their roles as leaders. First, section 5.2.1 presents findings pertinent to the PD needs of novice principals at the commencement of their initial leadership roles as leaders. Second, section 5.2.2 focuses on the PD needs of novice principals as serving school leaders.

5.2.1 Professional development needs of novice principals in their initial leadership role

Traits and behavioural adaptation

Aligned with their professional shift, novice principals were particularly concerned about understanding the appropriate behavioural traits required for their roles as school leaders. Their concerns reveal two sides of the coin. First, novice principals were eager to understand the trait-based approach to performing effectively, demonstrating behaviours significant to the role of a principal. This concern stems from their transition from teachers to principals. Second, effective leadership cannot be solely attributed to personal traits;

situational factors and behaviours are also crucial components. However, the novice principals did not emphasise this second aspect during their interviews.

In expressing the interest on getting to know on personal traits of a school leader Rumee said,

> ...I was very interested in [knowing the] personality [of a principal]. How should I behave when I go to a school as a principal? I will be entering the school as a novice principal. Therefore, as a novice principal, how should I behave? …
>
> (Rumee _NP_ Anuradhapura_NCP)

The aforementioned words reflect a readiness to assume leadership duties. To achieve this, there's a strong emphasis on understanding personality traits that indicate a principal's leadership and are recognised by others. This recognition is based not only on knowledge and competence but also on intrinsic personal qualities. These qualities align with observable traits that contribute to one's identity and persona, shaping their leadership style. However, while the individual may be aware of the trait-based approach to leadership, it's unclear whether they understand the need for their behaviour to align with the specific situation they encounter as a novice leader in a new school context—a complex scenario. Her words appear to oversimplify leadership by overlooking the influence of situational factors and behaviours. In essence, leadership quality is determined by the positive interaction between leadership traits and the situation. Their oversimplification may ignore the impact of situational factors on behaviour.

While expressing the desire to understand personality and behaviour as a initial PD need, novice principals also highlighted the need to change one's behaviour as a leader in line with the professional shift during the interview. Highlighting this Sene stated.

> I need to know what I should change within myself as a leader. I was in my frame as a teacher [before]. Now I have to move from it. As a principal, how should I behave? What should I know as a leader? Do I have to work as a leader or as a manager? I want to know what my role is…
>
> (Sene_NP_Kalutara_WP)

Sene also acknowledges the necessity of adjusting his behaviour to align with the professional transition from teacher to principal. His words reveal a sense of self-awareness as he questions what changes he needs to make within himself as a leader. This introspection showcases a positive trait, indicating his willingness to reflect on his strengths and areas for improvement. Additionally, his statements demonstrate an understanding that effective leadership goes

beyond possessing certain traits; it involves adapting behaviour to meet the demands of the leadership role. This precise understanding clarifies his leadership responsibilities and how to fulfil them.

However, his emphasis on personal traits suggests a belief that leadership is primarily trait-based, potentially leading to an overemphasis on personal traits rather than considering situational factors and behaviours associated with leadership. Furthermore, Sene's questions about whether he should function as a leader or manager indicate a lack of clarity regarding the distinctions between these roles. This ambiguity may stem from the trait-based perspective that defines leadership exclusively in terms of personal traits rather than considering behaviours or situational factors.

Extending interpersonal relationships

The principal's key responsibility is to take the lead in developing an effective school by guiding and directing all stakeholders and showcasing the success of a principal. However, a leader's success relies on the support they receive from all stakeholders. Therefore, novice principals need to cultivate better relationships with others. On the other hand, all novice principals were teachers before. As teachers, their interactions may have been limited to the school context, involving homogenous groups such as colleagues, students, and parents within the teaching-learning environment. With the transition from teaching to administrative positions, novice principals embark on a transformative journey, requiring them to navigate a broader, more diverse landscape of stakeholders. The data indicate that their concerns about expanding relationships were not confined to the school context but extended to the national level.

Among the stakeholders, principals had different perspectives on advancing relationships and interactions based on their experiences in education. Dula reflects on her experience as a teacher, highlighting how novice principals change with the new position of principalship. She explained,

> When one becomes a principal, the smile is gone, and an evil face is shown. I have seen this. So, I reflect on the principals I have met and their good and bad qualities. I, being a teacher, have seen their behaviour. When I become a principal, I think about how the teachers will view me as a principal. I think I have to have the ability to understand how the teachers will think about me as a principal, as I was a teacher first…

> (Dula_NP_Colombo_WP)

The dramatic phrases "smile is gone" and "evil face" signify a lesson to be learned regarding the perceived shift in behaviour or attitude which should be a concern for novice principals when taking on a leadership position. The choice of words, especially "smile is gone," may emphasise a negative change that leads to unfriendly interactions with the school community. The use of "evil face" may connote a complex feeling of superior status with power, potentially resulting in less connection with subordinates and others. The use of both phrases oversimplifies the complexities of human behaviour. Since these words were based on Dula's experience as a teacher, they may influence Dula's perception of the principal role. Her concern about how teachers perceive her illustrates her self-awareness and recognition of the importance of understanding teachers' perspectives to effectively fulfil her duties as a leader. Moreover, Dula's words illustrate how novices should extend their interpersonal relationships with the immediate group of people, the teaching staff of the school. This may link positive communication, teamwork and emotional intelligence for positive interactions. If a principal does not know how to interact with the school community, the prestige linked to their reputation is less. However, Dula's positive attitude toward understanding what the teachers think of her as a principal shows the need to develop skills for interacting with the school community and maintaining a good reputation as a novice leader.

At the interviews, novices also expressed their need to extend their relationships beyond the school level. Viru highlighted this idea and said,

> … the first thing that came to my mind was that I have to manage the staff and communicate with parents, children, and higher authorities such as the directors at the zonal and provincial levels. I had my doubts about being able to do this. So, I need to improve my skills relevant to these areas.

> (Viru_NP_ Anuradhapura_NCP)

The above citation reflects the roles and responsibilities of a novice principal as a leader that comes with their new position. The roles and responsibilities illustrate the multitasking nature of principalship, which may be complex for a novice principal. This internalised complexity has led to self-doubt and concerns within Viru, which may be an inevitable feeling growing naturally among all novices. His words also indicate his need and expectation for skill development in interpersonal relations with positive communication, understanding, and listening skills to overcome the mentioned challenges, which are significant. Moreover, interactions and connections are developed, extended, and changed when one becomes a principal. Therefore, it is necessary to improve skills in developing and maintaining positive

interrelationships within the educational context and by extending the connections to include broader contexts. Adding similar ideas in this regard, Weera added,

> I think, as my surroundings change, I need to develop and change my thinking according to these changes. In addition, I need to build a better relationship with the school community; both external and internal relationships are essential.
>
> (Weera_NP_Kalutara_WP)

Weera's words illustrate the expansion of interactions from the school level to the national level. Novices entering the profession bring the knowledge and experiences accumulated previously and their behaviour patterns in interacting with others. Their previous interaction patterns may be limited to the school context, involving homogeneous groups like colleagues, students, and parents. However, principals' relationships are not confined to homogenous groups but extend to heterogeneous groups at zonal, provincial, and national levels. This is because, to develop as an effective school leader, the principal needs support not only from homogeneous groups such as students, teachers, and parents but also from a heterogeneous group, including government officials, foreign agencies, non-government organisations, other school principals, and educational officers. Therefore, it is important to understand the "art of positive interaction" by learning how to communicate and interact beyond existing connections and engage with the same stakeholders in different manners, contributing to their reputation as effective leaders.

Guided vision for the future

Induction training is offered to facilitate the novice principals to be leaders. As they do not know much about the position, a proper professional guidance is necessary. A guided vision provides novice leaders with a clear direction and purpose. It outlines the goals and objectives they should strive to achieve, helping them understand the broader vision of the school. Highlighting on this regard, Weera from Kalutara said,

> …I expected them [trainers] to introduce a visionary framework, which can be used for school to move forward. I thought they would explain how to use the framework with set targets. In addition, I wanted them to set targets for us as new principals... I was in need for a complete programme which addressed my training needs...
>
> (Weera_NP_ Kalutara_WP)

Weera's desire for visionary frameworks often involves setting a clear direction and goals for the school's future development. This also illustrates that Weera

seems to believe that the government has set directions for novice principals to take leadership in educating future generations by being visionary leaders as well as transformational leaders. Furthermore, he insists on the need to set targets with a practical orientation, emphasising the importance of not just having a vision but also understanding how to implement it in changing the context of being a transformative leader. In such a scenario, he requires a comprehensive training programme, indicating a desire for a comprehensive curriculum that covers various aspects of school leadership with a range of skills and knowledge. Moreover, the above quotation not only expresses interest in theoretical concepts but also seeks guidance on applying them in a real-world context with a balanced vision, strategy, and practical application.

Further, as they are new to the leadership role, the provision of a visionary framework would have facilitated their journey as novice principals. In this scenario, the quotation from Weera holds significance among all interviews conducted with principals, policymakers, and implementers, as he is the only person who insisted on the need for a vision-driven framework for novice principals. However, none of the national or provincial-level officers expressed ideas or highlighted the importance of providing a visionary framework for novice principals during their induction into the profession, which is significant.

Administrative procedures and bureaucracy

All government institutes in SL are administered based on the Establishment Code of 1977. To facilitate the functioning of these institutes, circulars relevant to each institute are issued based on the Establishment Code. This principle also applies to school administration. Novice leaders who lacked understanding of the key administrative procedures outlined in the circulars and the Establishment Code have expressed their need to acquire such knowledge.

Further, the principal, as the chief administrative officer is responsible for overseeing all operations within the school. Among the various administrative functions led by the principal, creating a safe learning environment and ensuring the smooth operation of the school are prominent. To accomplish this, novices have identified the need to understand different aspects of various administrative functions independently. Expressing their needs in this regard, Aara said,

> I wanted to know more about circulars. I wanted to have the correct
> procedures to perform the duty. As a teacher [refers to her past], I
> had no understanding or knowledge about circulars. [Now as a
> principal], I want to understand them correctly... for example, if
> someone wants to take leave, what counts as sick leave? How to get

sick leave? When to submit the medical certificate? I wanted to know these correctly...

<div align="center">(Aara _NP_Anuradhapura_NCP)</div>

The above quote shows that the shift from teacher to principal signifies a significant professional transition. In line with this shift, the need to understand circulars indicates self-recognition and an understanding of the increased administrative responsibilities associated with the role of a novice leader. Additionally, demonstrating self-awareness and a willingness to address knowledge gaps is a positive direction for PD as a novice leader. The phrase "wanted to know these correctly underscores Aara's interest in detail and accuracy in understanding and implementing administrative procedures as a leader. This level of precision is vital in the leadership role of a principal.

Sene from Kalutara also added his needs on getting to know about administrative procedures,

> … I need to know administrative procedures, especially financial regulations, legal frameworks and circulars. I should know about the circulars in detail. Another important thing that I need to know is how to prepare the school timetable, which is practical...

<div align="center">(Sene_NP_ Kalutara_WP)</div>

The above statement reflects a recognition of specific knowledge and skills required in the administrative role of a school leader, particularly in the context of managing a school. It also shows Sene's awareness of wider areas, such as circulars and law, that he wanted to know about for better school administration as a novice principal. Further, his words may emphasise that his need for awareness of the specifics within circulars and law is crucial for accurate interpretation and implementation. His need to know how to prepare the school timetable is significant, as a well-prepared timetable is crucial for the smooth functioning of a school, organising classes, and optimising resources. This illustrates the need for regulating work for better administration as a leader.

Apart from the above Dula from Colombo expressed her needs as.

> I was a teacher before. As a teacher, my duties were restricted to teaching, managing the classroom, and student discipline - very limited. However, principals' administrative responsibilities are much broader. The principal needs to look into all aspects of administration, including physical resource management, staff management, safety and security, community relations, and much more, for the smooth functioning of the school. These are all

administration. Therefore, I wanted to familiarise myself with all these aspects before taking on a role as a principal.

(Dula _ NP_Colombo_WP)

Dula's words demonstrate a thoughtful and informed perspective on the differences between teaching and administrative roles, focusing on a principal's expanded responsibilities. Moreover, Dula shows her understanding of the broader area of administrative responsibilities of a school principal by managerial aspects, including physical resource management, staff management, community relations, safety and security, that fall under the umbrella of administration. The use of the term "familiarise" indicates Dula's need to gain a thorough understanding of administrative aspects. This highlights the importance of being knowledgeable and comfortable with various administrative functions for effective leadership in the role of a principal. In addition to needing to understand administrative procedures, novice principals highlighted their need to know about financial aspects as a key requirement at the beginning of their initial leadership roles. Their perspectives in this regard are presented below.

Expertise in financial management

Among the PD needs, it is noteworthy that all novice principals have emphasised the necessity for a thorough understanding of financial regulations related to school administration. This highlights the importance of understanding financial regulations as a primary need.

As a novice principal, Kuma thinks that he needs to gain knowledge of financial procedures and face challenges in financial management:

I need to learn … financial management, which is crucial for school principals. … I strongly believe in the importance of learning the financial regulations relevant to the school.

(Kuma_NP_Anuradhapura_NCP)

The use of the phrase "I need to learn" demonstrates a proactive attitude towards personal and PD as a beginning leader. This shows that a good leader recognises gaps in their knowledge and actively seeks to address them. Kuma's proactive stance aligns with the idea of continuous learning and improvement. The mention of learning "financial regulations relevant to the school" indicates a focus on compliance and governance. The above words show that an effective leader, Kuma understands the importance of adhering to regulations, especially in educational settings where compliance with financial rules is vital for accountability and transparency.

Additionally, the novice principals who have worked closely with the principals or acted as acting principals reflected on their working experiences and highlighted the practical reasons for knowing the financial procedures relevant to school administration. Rumee said,

> … based on my working experience with my school principal, I knew that financial problems would arise in the school. Therefore, my basic need as a novice principal was to learn financial regulations relevant to the school …

<div align="right">(Rumee_NP_ Anuradhapura_NCP)</div>

The mentioning of working experience with a school principal indicates that the novice principal has gained insights from real-world scenarios. Based on their experiences, the above excerpt illustrates self-awareness of the specific skill gap – the lack of knowledge of financial regulations relevant to the school as a novice leader. On the other hand, the expectation of learning financial matters due to prior experience highlights a practical orientation. It's not merely about theoretical knowledge but about the application of that knowledge to address real-world challenges, emphasising the pragmatic aspect of financial skill development. Furthermore, the words reflect a commitment to ethical and legal standards in financial management, which aligns with developing novices as ethical leaders.

Apart from the above interests, as a novice principal, Ravi expressed his concerns about why effective handling of financial matters is crucial for individuals in leadership roles, particularly for school principals. He said, "I have heard that there were instances where the principals were interdicted, not for fraud but due to lack of competencies in managing the school finances" (Ravi_NP_ Gampaha_WP). These words demonstrate that the interdiction is not for fraud but rather for a lack of competencies. Thus, his words stress the need to provide training in developing skills among novices so that there is recognition of the importance of competence in financial matters, even if fraudulent activities are not involved. Furthermore, these words focus on PD and skills enhancement rather than punitive measures for unintentional misconduct, aiming for better job security.

During interviews with the novice principals, it became evident that their shared interest lay in gaining a deeper understanding of financial management. Further exploration of their professional backgrounds, as outlined in tables 4.3 and 4.4 (see page 65 & 66) in the Chapter 4, revealed a consistent trend: the majority of principals have not undergone academic or PD in the realm of school financial management throughout their academic journey. Except for Rumee, who holds

a Degree in Commerce, the remaining novice principals have specialised in various subjects, indicating a gap in their knowledge of accounts and finance. This deficiency in financial expertise is likely a significant factor motivating the keen interest of nearly all novice principals in acquiring knowledge about financial matters.

This section presented the PD needs of novice principals at the beginning of their initial leadership role. The next section presents the PD needs of novice principals as serving leaders.

5.2.2 Professional development needs of novice principals as serving leaders.

Academic Leadership

As serving principals, novice principals have identified that their key role is centralised around the academic leadership of the school. In emphasising the need to be academic leaders, they mentioned the necessity of acquiring knowledge about leadership that supports them in performing their academic leadership role. In emphasising this aspect Millie made the following remark.

> I have very little knowledge of the curriculum. I do not understand how a curriculum is developed, revised, and integrated. It feels distant from me... Today, I realise I have not paid adequate attention to the curriculum. My actions have been limited to visiting classrooms and monitoring teachers and lessons. I need to do more. Therefore, I must learn more about the curriculum. I think the BPP can help with that. It would be a positive change.

> (Millie_NP_ Kalutara_WP)

The "very little knowledge" illustrates her self-awareness of the existing knowledge gap as a leader. The words 'distant from me' illustrate that the curriculum has not been her focal point as a serving academic leader. Moreover, the principal's responsibilities in performing the different roles of the school, leadership and their performance as curriculum leaders are inseparable. As a curriculum leader, she may need to be involved with strategic planning and development of the overall curriculum by organising the content, and ensuring that the curriculum is comprehensive, coherent, and meets the needs of diverse learners. All these functions and roles fall into the subcategories of the broader role of an educational leader. Her self-reflection indicates her desire to broaden the scope and engage more deeply with curriculum-related aspects. This desire

is a positive trait within an education leader as her learning progress enhances her self-efficacy.

It is also shown that when attending the BPP, novice principals seemed to be aware of where they lacked skills as academic leaders. Lalee, reflecting on her situation, said,

> I am here for the students. It's my responsibility to guide them towards achieving their academic goals. In these schools, many students struggle to succeed in national-level examinations. Therefore, I hope that this training will provide me with the knowledge and skills to plan and implement the curriculum effectively and assist most students in passing.

<div align="right">(Lalee_NP_Anuradhapura_NCP)</div>

The above excerpt discusses several practical aspects of academic leadership. Firstly, she emphasises her role as a school leader for the benefit of the students. As an academic leader, she understands her responsibility and prioritises the needs and success of the students. Aligned with this central idea, she expresses her desire to learn more about strategic academic planning, demonstrating her commitment to fostering an environment where students can thrive academically. Secondly, despite contextual challenges in rural Sri Lanka, her aspiration to take the lead in curriculum implementation underscores her commitment to educational development. This highlights her need to enhance her instructional and curriculum leadership to ensure high-quality education under her guidance. Thirdly, her acknowledgement that many students struggle to succeed in national-level examinations illustrates the importance of identifying areas for student improvement and implementing targeted interventions to support student success as an academic leader. Additionally, her mention of failing students at the national level examination indicates the necessity of developing data-driven decision-making skills, enabling leaders to track progress, adjust instructional strategies, and allocate resources effectively by the academic leaders.

Filling the administrative and financial training gaps

In section 5.2.1 above, it was illustrated that novice principals were particularly interested in understanding administrative and financial procedures as a prioritised need during their attendance at the induction training (see pg.91-95), where they begin their initial leadership roles. However, when returning for the PD training as serving leaders, they expressed that they still needed to know the administrative procedures in detail while being in an administrative position.

This may be because the novices had realised that what they learned at the induction was insufficient to lead the school. As expressed by Millie,

> I left [induction training] thinking that I knew everything. After the assumption of duties, I felt, what is this? There was much more than what was said at the induction. I realised what administration is by going there [after assuming duties as a school principal]. I felt it was not as beautiful as what was shown to us… now I want to know more about administrative procedures in detail and financial regulations…
>
> (Millie_NP_ Kalutara_WP)

Her words illustrate the confidence enhanced by the induction training within her being a leader, which is positive. The phrase "After the assumption of duties, I felt, what is this?" reflects her sense of surprise, confusion, or even frustration as she had to face real-life challenges as a novice leader. "I realised what administration is by going there" emphasises the gap between what is being learned at the induction and real-life experiences, which are complex. Moreover, she feels that they have experienced a simplified version of administration during the induction, which is more challenging and complex in reality. So, she highlighted the need to know more about the administrative aspects, which are unsolved problems, when returning to the BPP.

Moreover, the school principal is the ultimate responsible person for all the financial activities within the school. The principal should facilitate, support and assist with all the financial matters related to school assets, liabilities, properties and other financial matters related to the school. The responsibility does not take into account whether the principal is new to the principalship or not. Therefore, for the novices, financial management was not an easy task, and the majority of novices expressed their concern about further learning about financial matters related to school. One of the novice principals illustrated this point,

> I want to learn more about financial regulations. Especially when I face a problem, I want to know whether I have followed the correct path within the procedures. Which pathway is better? When I make a decision related to finance, how am I granted to spend money? What is the budget limit? I have very little understanding on financial matters. I am a science graduate. So, I need to know more about financial regulation.
>
> (Ravi_NP_Gampaha_WP)

Ravi is honest in acknowledging his current level of understanding related to financial aspects. His motivation and need to know more about financial matters emphasise his positive attitude toward attaining PD training. His concerns revolve around practical application, decision-making, and adherence to procedures, indicating a commitment to responsible financial management as the chief administrative officer in the school. This need is crucial as it prevents him from falling into pitfalls.

The school runs on the principal's plan. Among the management attributes, planning is an important which is the skeletal structure that provides a basic idea to the principal of how the school should function in achieving the school vision. Ravi felt that what they knew about school planning was insufficient. He said,

> At the beginning (refers to the induction training), we were given a basic understanding of planning. But we have to develop an annual plan as well as a five-year plan. What I know is not enough. In this training is should provide ample time to discuss how to develop school plans.

> (Ravi_NP_Gampaha_WP)

This statement acknowledges the gap between the initial understanding provided during the induction and their ability to critically assess the existing gap based on their experience as school leaders. Specifically, the emphasis on the annual plan and five-year school plan indicates the need for hands-on experience and a holistic understanding of developing such plans. Furthermore, he acknowledges that his current knowledge in this regard is insufficient to effectively fulfil his administrative requirements. His suggestion for in-depth discussions on developing school plans may further emphasise the need for hands-on experience and discussions with peers, facilitating adult learning as highlighted in andragogical theories.

Answering the unanswered

When attending the BPP, the novices had already experienced more than two years of experience as leaders. Throughout this period, there were instances when they encountered numerous challenges and problems that they could not solve. Therefore, when attending the training, they intended to find answers to their unanswered problems and challenges. Thissa explained,

> When attending the induction training, I had no problems related to the principalship. That is because I have not assumed duties. However, upon participating in the BPP after working for 2-3 years, I

encountered various problems. So, BPP became a platform to address and solve the unsolved by discussing them with others. I needed practical solutions...

(Thissa _NP_ Anuradhapura_NCP)

Aara echoed this by saying,

At the induction, I expected answers without facing problems in the position. However, when attending BPP, I encountered numerous challenges and problems that proved difficult to solve. So, I expected answers for those challenges and problems that I have experienced.

(Aara _NP_ Anuradhapura_NCP)

The above two excerpts emphasise three aspects related to the PD needs of novice principals. First, the self-comparison of their needs before and during their service made them realise that their PD needs have evolved over time. This recognition highlights the disparity between the imaginary problems they anticipated in the position and the actual challenges faced while in the role. Secondly, both Thissa and Aara express a need for answers and solutions to the unresolved challenges and problems they encounter as serving leaders. This illustrates the dynamic and evolving nature of leadership roles. Thirdly, they anticipate that attending the BPP would help them find practical solutions for their problems through a collaborative platform. Additionally, they may require a collaborative platform with experienced peers and senior officers, providing opportunities for their PD.

Language proficiency and computer literacy

Language proficiency and computer literacy are two pivotal skills in the modern world, each crucial to the personal and PD of 21st-century school leaders. Interviews with novice leaders revealed that they were keen to enhance these aspects in their roles as serving leaders. Significantly, they did not identify these needs in their initial leadership roles, but after two years of returning to BPP, they have emphasised the importance of enhancing language proficiency (English and Tamil) and computer literacy.

I believe that principals lack competency in English. I have not worked in English before, so improving my English proficiency is desperately needed. I am doing my best to improve my English on a personal level, but I need professional help. The other areas of concern are IT and computer literacy. Many diverse methods are being used worldwide to improve student education, incorporating

new technology. I feel that PD training should focus on enhancing these skills among school principals.

His words carry significant weight, as he has already identified one of the critical contextual issues that act as a barrier to nurturing novice leaders in the educational domain. This could be attributed to the numerous challenges he may have encountered in comprehending and communicating effectively in English with various stakeholders during his tenure as a principal. However, his remarks lack specificity regarding the precise deficiencies in English competency among principals. These shortcomings could encompass all four essential language skills—reading, writing, listening, and speaking—or they could be specifically related to areas like English for academic purposes. However, improving their English is a priority.

Conversely, his emphasis on enhancing skills in computer literacy addresses a practical necessity. Given the shift to online platforms for the teaching-learning process, exacerbated by the pandemic situation, principals have been compelled to spearhead the implementation of such innovations within their respective contexts. Undertaking leadership roles in such implementations poses significant challenges, particularly in developing countries facing economic constraints. Confronting these challenges may have enabled Maal to understand firsthand how these skills directly contribute to educational leadership and student outcomes.

Extending the idea Dula elaborated her opinion as,

> I lack computer knowledge. I need to familiarise myself with computer and IT skills. I believe that my lack of technological proficiency renders me unsuitable for the position. On the other hand, learning an additional language like Tamil is very much needed for this profession.

As a serving leader, her self-conscious belief is that lacking technological proficiency makes them unsuitable for their current position. This underscores the importance of technology skills in contemporary professional environments, particularly in roles that necessitate interaction with digital tools and platforms. She may have expressed her concern about technological aspects due to challenges faced during the pandemic, where advancements were dynamic and demanding prompt adaptation.

Conversely, while competent in English, Dula highlights the importance of learning an additional language like Tamil for the profession and emphasises the necessity to understand the diverse linguistic contexts in which the individual operates as a leader. As a principal, proficiency in multiple languages can enhance communication and foster stronger connections with stakeholders in multicultural settings like Sri Lanka. Additionally, Sinhalese and Tamil are official languages in Sri Lanka, and English serves as a "link" language for communication in the country. In this context, competence in English is crucial for novice principals to guide students in exposing themselves to the world. Simultaneously, Tamil is essential for principals to communicate their ideas effectively and needs with Tamil-speaking individuals within a school setting. Furthermore, she acknowledges that 21st-century school leadership should be strengthened with proficiency in multiple languages and literacy in IT and computers when offering PD training.

Leadership insights and lessons

As serving leaders, the novice principals were highly interested in gaining insights and sharing experiences with their peers and seniors relevant to their field. Among the expressed PD needs of serving leaders, a highlighted aspect for many novice principals was the desire to hear the experiences of senior principals serving as resource persons. Several mentioned, 'I expected to hear the stories of senior principals' or 'I anticipated senior principals would come and share their experiences with us, detailing how they developed their schools as novice principals.

Among the expectations, Millie expressed a remarkable expectation in contrast to the others. She wanted to hear not what the seniors implemented correctly but what mistakes they made while stepping towards success. She intends to learn the right procedures to follow by getting to know the mistakes of others. She mentioned,

> If we know where we make mistakes, fail, or engage in malpractices, we could omit many administrative problems. Therefore, while delivering sessions or sharing their [resource persons] experiences, I always wanted to know the aspects that went wrong relevant to what was being discussed. Identifying where things go wrong or acknowledging a mistake is always practical … there are lessons to learn.

(Millie_NP_ Kalutara_WP)

Millie emphasises the importance of identifying and understanding common mistakes that may lead to critical situations. This focus on identification also

underscores the development of proactive problem-solving skills. Mentioning the delivery of sessions or the sharing of experiences highlights the introspective approach actively applied during these sessions. This sharing can provide better insights for developing critical thinking, strategic problem-solving methods, and better planning to avoid future issues as future leaders in the school. These discussions and shared experiences offer opportunities to compare and contrast with their own school settings to avoid pitfalls. Furthermore, these discussions and shared experiences facilitate peer-learning sessions, leading to constructive learning—considered one of the most effective methods for adult learning.

> When sharing experiences, knowing about one's success stories is not enough. Knowing more about a man who has failed in his targets is important. We need to delve into these experiences and ask questions such as how and why they failed. This understanding helps develop the leadership skills needed for the position, for a novice principal.

> (Sene_NP_Kalutara_WP)

Sene emphasises the importance of understanding both the positives and negatives of one's leadership journey, offering valuable lessons for the personal and PD of novice leaders. Additionally, the insistence on 'knowing more about a person who has failed in his targets' holds significance, providing insights for decision-making, strategy, and resilience in individual leadership development and for leading others. Sene's approach to questioning is noteworthy, showcasing his inquisitive nature for digging deeper to gain a better understanding—a crucial skill for effective leadership. This method aids in comprehending the root causes of success or failure, offering profound insights for leadership development. Moreover, these discussions cultivate skills within novices, preparing them to solve complex problems and navigate dynamic situations as serving leaders.

This section addresses the PD needs of novice principals both in their initial leadership roles and as serving leaders. Subsequently, their perspectives on how these needs were addressed through two training programmes offered by the MoE in collaboration with the NIE are presented: induction training at their initial leadership roles and BPP as novice serving leaders.

5.3 Meeting the professional development needs of novice principals.

This section presents information on how well the existing PD training programmes cater to the needs of novice principals. Section 5.3.1 is specifically concerned with how well the existing induction provision caters to the needs of novice principals who are new to the leadership role. Section 5.3.2 presents the degree to which the BPP addresses the PD needs of novices who are serving as leaders.

5.3.1 Adequacy of induction training for initial leadership role

Intrapersonal skill development

Intrapersonal skill development is vital for novice school principals as they navigate the complexities of educational leadership within the school context. Novice principals need to develop self-regulation, self-motivation, self-confidence, self-reflection, stress management, and resilience, which are integral to understanding and managing their emotions and behaviours as leaders. This internal process is closely tied to the development of intrapersonal skills. The interviews revealed that induction training had assisted novices in cultivating intrapersonal skills, contributing to the development of their leadership abilities.

The interview discussion with Dula revealed that she was tense when attending the induction training. Reflecting on the first few days' experiences, Dula said,

> I feared they would ask me to talk in front of all. So, I was seated in the last row on the first day… however, by the second day, I was seated in front because of my interest in what they taught…my fear was gone. [laughing]

> (Dula_NP_ Colombo_WP)

In line with the career shift of a teacher becoming a principal, it may be common that manifestation of initial fear about public speaking is a situation that can be challenging for many individuals. In such a situation, it is natural to be backwards in finding a comfortable zone among many. However, progressing with the training, she has developed confidence through intrinsic motivation, in the form of genuine interest, in overcoming the initial fear. It is interesting to see her ability to overcome the fear of public speaking by developing intra-personal skills of self-awareness and emotional regulation.

Further, to overcome the anxieties, tension and fears among the novice principals, induction training has been considered to promote the physical and mental well-being of the novice principals. The Module -I - Leadership Capacity Building (see Appendix 1) has offered to develop novice principal as a leader. The first unit offered in this module focus on addressing the 'inner self' of novice principals, aiding them in cultivating self-confidence, resilience, and emotional regulation to become leaders.

Reflecting on what they did during the induction training Viru Said.

> When attending the training I was not aware of how to interact with others, how to communicate ideas clearly, speak in front of the staff. But the training was very helpful. They trained us how to talk with others, how to conduct a staff meeting, they even a planned grooming session for us which gave a better understanding of the functionality that is needed to fulfil as a leader.

<div align="right">(Viru_NP_Anuradhapura_NCP)</div>

Viru's words illustrate the transformative impact of induction training on the intrapersonal skill development of a school leader. He acknowledged that he initially lacked confidence in personal communication and stated how the training groomed his self-confidence in conducting staff meetings effectively. Furthermore, the induction training provided has inevitably guided interpersonal interactions, such as building rapport, active listening, and conflict resolution, thereby enhancing novice principals' intrapersonal skills. Interestingly, the training has also focused on developing strong intrapersonal skills, enabling leaders to establish positive relationships with staff, students, and parents, and fostering a supportive and collaborative school community. On the other hand, the grooming session may have enhanced self-awareness, self-management, and leadership competencies within novice leaders, facilitating their fulfilment of duties with sound decision-making, which is crucial for effective school leadership. His sense of pride and confidence in his ability to lead the school after completing the training shows increased self-efficacy due to enhanced intrapersonal skills acquired through the induction training.

Interpersonal skill development

A better interpersonal relationship is crucial for novice leaders for two reasons: first, to establish themselves as leaders in the school, and second, to lead the school towards excellence. In pursuit of these goals, the induction training has provided numerous sessions on developing skills related to interpersonal skill development, falling within the broader spectrum of soft skill development.

Figure 5.1 illustrates the topics covered in the development of interpersonal skills within novice leaders.

As depicted in Figure 5.1 above, the areas were designed and presented during the induction to assist novice leaders in establishing robust relationships, promoting collaboration, and cultivating a positive and supportive school culture through effective interpersonal relationships. In line with the offered sections, effective listening (Unit 2, 1.2.01 in Figure 5.1) is essential for understanding the concerns and perspectives of various stakeholders in both their inner and outer circles, as mentioned before. This understanding may foster positive interpersonal relationships between the school leader and the stakeholders. Given the leader's role as the chief administrative officer in the school, novice principals have to convey their decisions, whether positive or negative.

UNIT 2	Communication and Collaboration.	37 Hrs
1.2.01	Listening is not Hearing – Develop effective listening behaviors	01
1.2.02	Fundamentals of effective communication	02
1.2.03	Presentation skills	02
1.2.04	Respect need to be earned - Respect self & others	02
1.2.05	Negotiation and influencing - Assertive Communication	02
1.2.06	Trust Building	02
1.2.07	Conducting effective meetings & meeting etiquettes	04
1.2.08	Managing conflicts effectively	02
1.2.09	Building winning teams	04
1.2.10	Emerging Communication Technologies	04
A & E	Assessment & Evaluation – Communication & Collaboration (Mgt. Game)	02
A & E	Assessment & Evaluation – Presentation Skills – Individual Presentations	06

Figure 5.1 Session on interpersonal skill development

(MoE & NIE, p. 9)

In both instances, effective communication (Unit 2, 1.2.02 in Figure 5.1) is vital. Then, trust (Unit 2, 1.2.06 in Figure 5.1) is fundamental for effective interpersonal relationships, contributing to positive leadership among novice leaders. Building trust effectively within both inner and outer circles depends on the interpersonal relationship between both parties. With this understanding, to assist novice principals in developing positive interpersonal relationships, the training has specifically focused on trust-building as a key training area. Additionally, school leaders frequently conduct and attend various meetings (Unit 2, 1.2.08 in Figure 5.1), fostering positive interactions with all stakeholders. This illustrates the extent to which training has been delivered to address the PD needs of novice principals at the beginning of their leadership roles. (See Appendix 3 for full illustration of Competency Domains)

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The adequacy of training is visualised in how novice principals perform their leadership with internal and external communities. Explaining how they maintain interpersonal relationships with the school community Millie said.

> In my school, we have a team of 12 teachers, and I maintain a cordial working relationship with each of them. I believe that fostering a friendly atmosphere is important, and I am pleased that they work to their fullest capacity... my parents are facing financial challenges, but they contribute to the school not with monetary support but through their dedicated labour. I value the collaborative and supportive environment we have created together.
>
> (Millie_NP_Kalutara_WP)

It is evident that as a novice leader, Millie values and actively cultivates a friendly and collaborative atmosphere within the school context. Her strategy of being 'cordial' is crucial as it contributes to creating a positive school environment that propels the school towards excellence. In fact, the cordial relationships Millie fosters motivate teachers to work hard, demonstrating the support extended to the existing leadership of the school. Additionally, she maintains good relationships with parents, who contribute to school development through their labour upon her request. Further, Millie explained her interpersonal relationship with the outer circle of the school.

> Many school principals complain that they do not get money annually.
> I don't know; I get the allocation to school on time. This may be because I have maintained a good rapport with the Zonal education office...
>
> (Millie_NP_Kalutara_WP)

Millie's words illustrate a positive experience which is attributed to maintaining good relations with the Zonal education office, possibly underscoring the importance of interpersonal relationships in administrative processes. Her words are significant as receiving a financial allocation for school development on time is crucial within the SL context. However, she received funds for ger school on time. This may be due to her positive interpersonal relationships and networking might play a role in the timely allocation of funds. Overall, Millie has maintained a positive interpersonal relationship with her community, which may be an impact of the offered induction training in meeting their need to widen interpersonal relationships and lead the school towards excellence.

Hard skill development

In order to possess strong educational leadership in the school context, hard skills have become necessary for novice principals. Hard skills consist of the technical, administrative, and subject-specific knowledge and competencies that provide a base for effective school leadership. In expressing the PD needs of novice principals in their initial leadership role (Section 5.2.1), it became evident that they are particularly keen to gain more details about administration and financial management which are hard skills. During the interviews, it was apparent that, above all, novice principals were most interested in these aspects.

The analysis of the Induction training curriculum, based on documentary evidence, reveals that the second module (see Appendix 2) is specifically designed to nurture hard skills to enhance the effectiveness of novice leaders. When explaining experiences with the second module, Weera said

> From the beginning of the training, I expected them to start explaining from scratch. They explained circulars, which helped me gain a basic understanding of circulars as a novice principal. Furthermore, it empowered me to some extent, allowing me to commence my role as a principal after assuming duties. I can't say it was 100% successful.

(Weera_NP_Kalutara_WP)

Weera has expected the training to start with foundational explanations, particularly in relation to circulars which shows his desire for learning. Further, he desires a comprehensive, structured training programme covering the basics of hard skills, which helps for administrative leadership. He concludes the lines by stating that "I can't say it was 100% successful." which acknowledges the incompletion of the training, which may have led to dissatisfaction with him. However, it can be stated that while the training positively impacted hard skill development, there may have been areas for improvement or aspects that were not fully addressed.

Explaining the extent to which the financial aspects were covered, Thissa stated,

> Some sections were not covered well. Especially in the financial aspects, I think that they covered around 10% of the area. That is not enough. Due to that, novices in the Anuradhapura district were not competent in Financial Management, and we faced many difficulties after assuming duties. This was likewise the case with school planning. They covered the session on developing the school's annual and five-year plans within 2-3 hours. That's not enough. We

faced many problems as we lacked knowledge of these areas…

<div align="right">(Thissa_ NP_Anuradhapura_NCP)</div>

Thissa's ideas acknowledge that certain sections, specifically financial aspects, were not well-covered in the training programme. According to his estimation, only around 10% of this area was addressed, highlighting a significant gap in hard skill development related to financial management. This deficiency has led to inadequate readiness to handle financial management responsibilities within the school context. Moreover, the findings reveal that Thissa recognised a lack of financial knowledge due to facing many challenges and difficulties while carrying out responsibilities related to school finances. The same complaint was echoed by the majority of principals within the sample (Sene, Ravi, Viru, Maal), illustrating dissatisfaction with the inadequate coverage of hard skills in areas like financial management.

Overall, the above perspectives presented by the novice leaders reveal that the provided training has mainly address the training needs alliance with the soft skills in developing novices as a leader. However, it cannot be rejected that the hard skills were neglected but less.

The following section presents how the BPP has addressed the PD needs of serving leaders.

5.3.2 Adequacy of BPP for serving leaders

Practices for practicality

Section 5.2.2 in this chapter illustrates the PD needs of serving leaders. These needs align with various leadership aspects related to leadership performance. Further, the PD needs of serving leaders reflect the dynamic challenges they face in their day-to-day responsibilities, emphasising the practical and real-world nature of their leadership endeavours. In light of these insights, ideas were expressed on the practicality of the training that enhances the leadership capabilities of serving leaders.

In line with the expressed PD needs, the serving principals were in need of practical knowledge related to school administration. The competency framework has served as a positive guide on administrative procedures implemented by the novice principals. Reflecting on this experience, Viru said,

> The programme was offered based on four competency domains. One competency domain was covered within a week. I learned that so many activities I had not done were necessary and needed to be done in school. I learnt those when covering the competency

domains… for instance, though I learnt about financial regulations, there were some aspects which I needed to amalgamate with the present practices… overall, thanks to competency domains, I was able to correct some of the administrative procedures…

<div align="right">(Viru_NP_Anuradhapura_NCP)</div>

The above data illustrates two aspects of the impact on professional leadership practices within novice principals. One aspect is that the PD training has allowed them to realise the different administrative procedures they have to implement, which they have not considered implementing. This highlights the gaps or areas for improvement that novice principals have to consider within their leadership. Secondly, training has prompted them to implement procedures they have not previously incorporated, as revealed by the evaluation of the BPP. This demonstrates a direct and practical impact made by the training in meeting the PD needs of serving leaders. Further, this is a positive learning journey that motivates serving leaders to be profound administrative leaders within their schools. Moreover, these attempts may lead to enhancing the efficacy of the school, due to the practical and transformative nature of the learning experience provided by the programme. This, in turn, has the potential to transform serving leaders into transformative leaders.

According to the data, after completing one week of training, the principals were given an assignment on what they had done/had to do in streamlining the school administrative process. Rumee explained how the given assignment benefited her in administering the school. She said,

> The assignment was based on what we had done and the things to be done after the training. We had to produce evidence in completing the assignment. For example, they asked to submit a photo of the Code of School Discipline in the assignment. If it was not there, I had to develop one for the school in submitting the assignment. Moreover, it asks how I manage the school discipline and what measures were taken to address the disciplinary issues. So, I have to start maintaining documentation related to it… If I have not kept the inventories in order, I had to arrange the inventories from the beginning… Likewise, many of the school's administrative procedures were streamlined due to the assignment given by the BPP.

<div align="right">(Rumee_NP_ Anuradhapura_NCP)</div>

The BPP has facilitated extending interpersonal relationships, thereby widening the connections among novice principals. In the NCP, the training group was a

mix of senior principals with novice principals within the Anuradhapura district. This has positively impacted novices as they have widened their knowledge of leadership practices relevant to a similar school context.

> … it's worth noting that not all participants were novice principals; most were experienced and older, with only a few novices. They were from different parts of the district. When interacting with them, seniors shared many practical and easy ways to lead the school based on their experience. As they were experienced, they had very effective problem-solving methods … they had different strategies for improving the results… they shared those insights with us. I also experimented with some of those…

> (Viru_ NP_Anuradhapura_NCP)

As illustrated above, the diverse group of leaders, varying in terms of experience and geographical location, has significantly contributed to developing a rich learning environment. This exposure has allowed novice leaders to access various perspectives and strategies related to school leadership. The most important aspect is gaining practical applications of knowledge and insights shared by the experienced participants. This rich experience leads to meeting the PD needs of serving leaders expressed during the interviews - it offers not only theoretical concepts, but also actionable insights derived from real-world leadership experiences. Furthermore, this setting has fostered meaningful knowledge exchange, promoting collaborative learning between novice and experienced principals.

Developing 21st century leaders.

The fifth objective for introducing the NCFSLM is to 'Formalise the training and recruitment of school leaders matching the challenges of the 21st century' (MoE & NIE, 2018: p. 02). This objective underscores the evolving nature of education in the modern era, encompassing factors such as technological advancements, changing demographics, and globalisation. Aligned with this evolution, it includes the necessary changes to educational leadership practices and the leadership itself. Therefore, the BPP is designed to develop 21st-century leaders equipped with corresponding leadership skills. Reflecting this emphasis, Maal shared his experiences related to 21st-century leadership.

> No, I don't believe I acquired any specific knowledge in that regard. Instead, I proceeded with my external knowledge and the knowledge I built upon. Whatever tiny bit of knowledge I received from the training is just words about developing 21st-century

leaders. That is a significant problem in the context. Those are mere words…

His words show a lack of belief in acquiring specific knowledge relevant to leadership development from the training. Further, Maal's words express his concern that the training may not adequately prepare and develop skills within him to face leadership challenges in the 21st century, which he perceives as a significant problem in the Sri Lankan context. The repetition of "mere words" and "just words" illustrate his dismissive feelings and disappointment. On the other hand, the mention of "mere words" may suggest a desire for more than theoretical concepts. There may be an expectation for practical, actionable insights that can be applied in real-world contexts.

In contrast to Maal's dissatisfactory expression, Dula positively expressed her disappointment, stating, 'We just completed the first week... So, everything was compressed... in a summary format... I believe trainers will cover whatever they missed in the coming weeks.' In her words, I sensed her reluctance to openly express dissatisfaction with the incomplete programme. Her use of 'hope for the best' illustrates her expectation to fill the gap of what is being missed and satisfy herself in the future rather than not express her dissatisfaction in the present.

Nonetheless, it is interesting how Sene explains his metaphoric version of 21st-century school leadership relating to the training. He explained,

> A principal suitable for the 21st century should be like water. He should be a man who can take the shape of the alms bowl... moreover, a principal should be a man with a pig mouth (ඌරු කටකුයි) and grave skin (කබර හමකුයි)...To be like that, he needs a lot of experience. Theory can be delivered, but imparting experience is difficult. We want experiences…which we lacked during the training…

The metaphoric description of Sene illustrates the multiple intelligence of leadership of a 21st-century leader, which may be his needs and expectations as a leader. The metaphor of a principal being like water illustrates his capacity for adaptability and flexibility in any situation. Principal having a "pig mouth" and "grave skin" are significant metaphors. A "pig mouth" illustrates the principal's ability to speak up or engage in any communication (good or challenging). The "grave skin" may suggest resilience or the ability to face any challenging situation, which illustrates the leader's resistance in facing challenges is thick and strong, similar to grave skin. Moreover, his words demonstrate a deeper

meaning of how 21st-century school leaders should develop their capacity to resist positive, negative, and unexpected challenging situations. However, his words illustrate that the training had failed to impart experiences in developing such resilient competencies.

This section assesses the adequacy of PD training programmes in meeting the PD needs of novice principals in both their initial leadership roles and as serving leaders. The next section addresses the challenges encountered by novice principals in these respective roles.

5.4 Perceived challenges by novice principals.

In presenting the challenges, first, I explored the challenges perceived by novice principals in their initial leadership roles. Then, it is followed by the challenges perceived by novices who are already serving as leaders.

5.4.1 Challenges perceived by novice principals in their initial leadership role.

Adjusting to the school context.

The transition from teaching to school principalship and adjusting to a new role as a principal is tense and perplexing. In facing the tensions and challenges in the new school context, flexibility and adaptability are key leadership practices that leaders can perform as crucial survival skills. The findings illustrate how novice principals adapted to the challenges in the context, demonstrating confidence, flexibility and adaptability. Viru reflected on his first few weeks at school and said,

> … some of the senior teachers have told the other staff members that they were reluctant to address me as 'Sir' [a phrase commonly used to all higher officials to show respect] as the principal as I am many years younger than them.

> (Viru_NP_Anuradhapaura_NCP)

As stated in Chapter 2, many schools within the Sri Lankan context run without qualified principals who are in the principal position for their so-called seniority or with political influences. In such a context, the above excerpt illustrates addressing cultural dynamics within the institution. Viru is young, and being appointed with proper training and qualifications may have challenged the existing senior staff. In return, they have challenged Viru for not paying proper respect to their new leader. This scenario illustrates addressing cultural dynamics within the institution. In facing the challenge, Viru said, "as a novice, I

feel that the induction training was beneficial. Without it, I would be lost. I faced those challenging situations with courage, having developed the confidence to take the leadership role in school'. His words show his patience and resilience to the pressure created by the seniors, which helped him to adjust to the new school context without any clashes with the staff. As the induction training has paid much attention to personality development, novice principals benefitted from that.

It is also interesting to hear the story of Rumee, a different aspect of Viru. Rumee said,

> In my staff, a few senior teachers were older than me. They are in Teacher Service Grade I. I was younger than them and in Principal Service Grade III. Their salary was higher than mine. They joked about my salary. I, being a principal, received a lower salary than them. Though I heard, I pretended I knew nothing of what they said and continued working with them…

<div align="right">(Rumee_NP_Anuradhapaura_NCP)</div>

Making fun of salary issues may attempt to undermine a competent young female principal who is officially appointed as their leader. These remarks could potentially highlight professional jealousy among senior teachers towards novice principals. These dynamics may have created a challenging situation for Rumee as a novice leader. However, Rumee has demonstrated a strategic approach by continuing to work despite criticism, showcasing her confidence, resilience, and adaptability within the given context. Moreover, her avoidance of conflicts may have contributed to maintaining a balanced, positive work environment, which is a timely necessity for any novice leader.

Sene explained an interesting experience. He said,

> Consider of my situation when the teachers boiled water for tea on the principal's desk while I was sitting there as the principal. Think of the impact of informal groups in the school where I was the principal. How far did they accept the position of principalship? Think of my patience and the time spent studying their behaviour. When they plugged in the kettle, if I asked, 'What are you doing?' will they give me a cup of tea? Will everything be, OK? What I did was I slowly went away and thought, how will I change this? I became a part of them by adjusting to them. Later, with their support, I initiated gradual changes.

<div align="right">(Sene_NP_Kalutara_WP)</div>

The persistent practice of boiling water on the principal's table illustrates the influence of the informal group in the school on the organisational culture and dynamics. It may also indicate their resistance to changing established practices as an informal group within the school. Sene has shown a flexible, amiable, and cooperative demeanour by permitting them to prepare tea on his table. His adoption is very much needed to earn respect and work together in future. Moreover, his decision not to change everything at once showcases his practice of flexibility and adaptation. This strategic approach employed by Sene illustrates his adaptability within their community. Adapting to a new school context as a principal is challenging and time-consuming. The situation above demonstrated that the principal, as a novice leader, successfully adjusted to the new school context with an enhanced personality, potentially influenced may by the induction training received.

Managing the external factors

School leadership is influenced by various external factors that shape the educational landscape and how schools operate. When novice principals were appointed to the school, they faced challenges with external factors beyond the principal's control. Thus, findings show that novice principals, as the school leaders, were strategic enough to change such external factors to benefit the school. Explaining such a situation, Kuma said,

> When I was appointed, I faced a huge challenge. The school started at 7.30 a.m. No one was interested in attending school by 7.30 a.m. Teachers came after 7.30 a.m. as the bus came to school after 7.30 a.m. So, the first thing I did as the principal changed the school time from 8.00 a.m. to 2.00 p.m.

> (Kuma, NP_Anuradhapura_NCP)

In rural SL, there is a lack of fixed bus schedules, with only a limited number of trips available in the morning and afternoon. Consequently, teachers frequently arrived late. Hence, the first challenge Kuma faced was commencing the school on time - a critical responsibility of the school leader. The change in the bus timetable has been an external factor beyond his control. He opted for a strategy within his control to address this issue: adjusting the school's start time. Moreover, adjusting school time reflects his flexibility in decision-making considering the contextual situation, but also aligns with practical reality. Moreover, this could be considered a very strategic reaction without hurting anyone in the school community, which may lead to him getting much support from the staff.

Similar to the above, Sene also has faced the same situation. His response was rather the opposite.

> … the teachers come to school at 7.45 a.m. on the first bus to the village. Then they start having breakfast for some time… so how to make a change in this school… What I did was I went to the Depot. I did not meet the higher authorities in the Zonal or Provincial Education office. I did not talk with the teachers. I discussed with the Director in the Depot and met the conductor and driver of the bus. Explaining the need and situation, the bus timetable was changed. This change was conveyed by hanging a board on the bus. After a week, everybody arrived on time, and school started at 7.30 a.m.
>
> (Sene_NP_Kalutara_WP)

Not coming to school on time was a challenge. However, it is noteworthy, as a leader, that he has attempted to identify the root cause of the issue, which is important. Avoiding confrontations with the staff, the tactical measures taken by the Sene to commence the school at 7.30 was strategic. Further, not contacting higher authorities but moving to a localised solution is much more localised, practical and makes sense. Moreover, the above excerpt shows that strategic thinking empowers school principals to navigate challenges effectively, make informed decisions, and create a resilient and forward-thinking educational environment. In addition, navigating challenges effectively is a skill that novice leaders should develop for the success of their schools and the well-being of their students.

Political interference

In general, Political interference in school leadership refers to situations where external political actors, such as government officials or policymakers, exert influence or control over the decisions and management of educational institutions. At the interviews it was revealed that politicians as political actors with their supporters, have interfered with the school leadership. Though their interference is expected to be positive, discussions revealed that it was negative and challenging for the leadership of the novice principals.

As discussed in Chapter 2, instances exist where teachers become principals without qualifications solely due to political influence. When novice principals were appointed to such schools, the unqualified individuals acting as principals were unwilling to step down from their positions. Rumee encountered such a situation in the second week of her principalship. Describing how problems were created for her by such a principal who had already left due to her

appointment, she was unaware. The government medical officers organised a vaccination programme, and schools allowed this with parental permission. However, the media entered the school without prior information or permission to question the forced vaccination of a child. Explaining her experience, she noted that.

> My mind was working so fast. I was shivering. I have not faced such an incident. But I did not panic… I was called to the police station. By that time, so many stories were broadcast. At the police, I requested the police to inquire if such a vaccination programme had taken place after I became the principal. Until today, no inquiry has been conducted, and I do not know what happened. However, later on, I got to know this was a trap to send me away from this school. Before I was appointed, a person in a nearby school was appointed as an acting principal who was a supporter of a politician. With his political power, he laid this trap to send me away for him to become the principal with the help of the politician...

> (Rumee_NP_ Anuradhapura_NCP)

The above excerpt portrays a sensitive, alarming, and complex situation that novice principals face. The phrases used, such as 'shivering,' 'the fast working of your mind,' and 'not panic,' suggest the gravity of the situation, which is complex and critical, especially for a novice principal who has just been appointed. However, identifying the course of the trap (not through a formal inquiry) illustrates how political supporters leverage political influence. On the other hand, the politician may not be aware that their supporters are involved in such activities. Nevertheless, this aspect is crucial to consider in training novice principals on how to face uncertain challenges as leaders, without falling into potential pitfalls within the educational system.

In 2016, around 3000 novice principals were recruited to the system with the intention of appointing them, where there were many schools led by unqualified acting principals who were teachers. As a result, Thissa was appointed as a vice principal in a school, where the acting principal was a teacher. This appointment was not fulfilled with the objectives of recruiting novice principals to the system.

> I submitted a request to the provincial ministry, stating my problem. It was practically difficult to be a vice principal for a teacher. Considering the situation, the acting principal was transferred, and I was appointed as a principal. However, the provincial ministry was not able to transfer the acting principal. After three months, I was

transferred to another school, and once again, the same person [supporter of the politician] who was transferred previously was appointed as acting principal due to his political influence…

<div align="right">(Thissa_NP_Anuradhapura_NCP)</div>

Appointing Thissa as vice principal in a rural village school does not align with the intended objective of recruiting novice principals to address leadership gaps. He may have had difficulty working with an unqualified principal who is politically influential. The frequent transfers and reappointments may disrupt the stability of the school leadership process and may also impact the feelings of novice principals with dissatisfaction and lack of job security. Nonetheless, what the most important is that Thissa was strong enough to face the challenge and continue as a school leader.

Schools on the verge of closure

Rural schools in Sri Lanka encounter numerous challenges, often resulting in closures. These challenges include declining enrolment, financial instability, low academic performance, lack of resources, and administrative issues. As a result, principals in these schools face significant hurdles that threaten the effective operation of their respective schools. Aara, being appointed to a primary school in a rural village in the Anuradhapura district, shared her experiences. She explained.

Aara :

> When I come to the school no school here… I found only two halls. No one was there. I was appointed to a primary school principal… Grade one was there. No teachers. No Principal. The students are in the nearby secondary school… I was under a tree for two weeks…

Sasheeka: What did you do under a Tree?

Aara :

> I made plans. The classroom is like cattle shed. No fence… existing building was crumbled. The ground was eroded was covered with very sharp stones and roots. No one could walk at all… there was no proper road to enter the school. With the help of students' parents, I clear all… Simultaneously I conducted interviews for Grade I… I went Zonal and PDoE for help. Getting advice and also teachers. It was very Challenging…I thought I have to do something for this school.

then step by step I made arrangements to have classrooms… now we have two classes in each grade…

<div align="right">(Aara_NP_Anuradhapura_NCP)</div>

Her story illustrates her courage and ability to adapt into any challenging situation as a leader. Despite the lack of physical and human resources, she has initiated developing the school from scratch. She may have strategically sought help from all stakeholders, including parents and officials. As a visionary leader, she had a clear vision and well-planned strategies. This gradual improvement signifies her persistence and dedication. Further, these situations cannot be taught prior but what is important is developing courage, resistance, and adaptability in facing such challenges within novice leaders.

However, Sene had a different experience.

> There were lots of problems. The school is closed. Many reasons were behind this. The previous principal had sold all the physical resources in the school and left. No students… no bus… have to walk 5 km…, and this is about to close… somehow, a few villages have informed this situation to the area's member of parliament. So, he emphasised on finding a principal and restarting the school. So, I was appointed. All are in a mess. So, I had to do all documentation from A to Z… to attract students, and I personally talked to parents. I think I spent almost a week travelling around the whole village.

<div align="right">(Sene_NP_Kalutara_WP)</div>

The situation described above is indeed challenging. It appears that the malpractices of some principals led to the school being on the verge of closure. However, it is good to hear the positive intervention of a politician in developing a school and for appointing a principal considering the need. At the interview, I realised that Sene seemed to be happy in being recognised as a person who can develop a school, which adds recognition to him by both officials as well as areas MP. The development process of the school from scratch has made him an all-rounder. These experiences may have helped him to have a sound understanding of all aspects that he has to consider in developing the school. Moreover, his personal engagement in finding students for school admission may have helped him to build trust and extend his interpersonal relationships with the parents, students and all villages which is vital for his leadership.

Moreover, Rumee also have appointed to a school that is recommended to close the secondary classes. Her experience is different from others.

This school has classes up to grades 1-11, with the secondary classes on the verge of closure. Before my appointment, there was an acting principal who was a teacher at a nearby school, visiting once a week. The initial plan was to convert this school into a primary school and appoint the acting principal as the principal. When I assumed the role, there were very few students in the secondary classes, and they were planning to leave. Retaining them in the school posed a significant challenge. I formulated numerous plans to encourage their retention.

(Rumee_NP_Anuradhapura_NCP)

Rumee's leadership illustrates her ability to navigate a complex and challenging situation. The underlying plans to create a position for an acting principal who is a teacher are surprising and illustrate malpractices in the context. These situations impact the efficiency of the school. However, although Rumee was initially unaware of the plans to abolish the secondary section for personal agendas, she has taken measures to minimise student attrition. As a leader, her statement, 'numerous plans to encourage their retention,' reflects a proactive approach that signifies her interest and commitment to finding creative and effective solutions to keep students engaged and enrolled.

5.4.2 Challenges faced by the novice principals as serving leaders.

Re-empowering the school community.

The principals faced a significant leadership challenge during the extended lockdown period. Prolonged lockdowns have brought about substantial disruptions and adjustments in various aspects of our lives, encompassing attitudes, emotions, interactions, and daily routines, not just for students but also for teachers and parents. Under the circumstances, Lalee, demonstrating her keen understanding of these circumstances, showcased her leadership by devising a plan to rejuvenate and empower the entire school community. She said,

… on the other hand, our children have been lost for one and a half years, and now the children are mentally depressed and have many big problems. It will be very difficult to fix the mentality of children. It is also a big setback for all children, teachers, and parents. Students were away from face-to-face teaching and were addicted to online technologies. Teachers were also on strike. ... It is difficult for us to start school now as everything is not as normal as back then…

The above quotation describes the challenges and impacts of the disruptions caused by the COVID-19 pandemic on education, particularly on the mental well-being of children. The mention of children having "many big problems" indicates that the disruptions may extend beyond academic-related problems. These may align with the emotional, social, and economic well-being of the children and their families, which may lead to complex issues. The phrase "a big setback for all children, teachers, and parents." illustrates the interconnectivity of the problem with all stakeholders and her awareness as the leader of the challenge ahead. Further, her understanding led to exhibiting a need for a recovery path, which may be both complex and challenging for school leaders.

Similar to Lalee, Ravi expressed his awareness of the evolving dynamics within the school community and openly acknowledged his understanding of the impending challenges he would face as the principal of an urban school.

> … the challenge is that I will meet a totally different group of students and teachers. They are depressed due to many problems. Due to the strike, I believe teachers will restrict their working hours from 7.30 a.m. to 1.30 p.m. … as the teachers faced many problems in the past, I think it will take some time to get them on track. Further, students are not involved with online teaching. Students were stuck at home. Various mental conflicts are running through their minds. … Can you imagine the students' mentality in poor families without help. I have to get involved in helping them to overcome such situations. So as a team, I plan to work with teachers in offering different programmes to the students, teachers, and parents to make them back to normal …

The above words illustrate the complexity of the problem. In addition to the impact of the pandemic, teachers are on strike, which makes the leader's job much harder. He is aware of the challenge in garnering full support from teachers during this difficult time. Furthermore, he is aware that many students are currently disengaged from learning due to various family issues and the adverse effects of the pandemic, leading to stress. As a leader, he recognises the need to provide additional support for the stakeholder's well-being, and he has formulated ideas for offering such assistance through teamwork with teachers. This shows his strategy for obtaining different opinions and ideas from the teachers and developing strategies to solve problems as a collaborative leader.

Overall, the challenges posed by the COVID-19 pandemic disrupted traditional education and highlighted the need for a collaborative and adaptive approach. As we emerge from this crisis, re-empowering the school community involves re-establishing trust, fostering open communication, and actively involving all stakeholders in decision-making processes. This effort acknowledges the resilience and dedication of teachers, the support and engagement of parents, the resilience of students, and the importance of local communities.

Change in mode of delivery.

The traditional teaching-learning process in Sri Lankan schools relied on face-to-face methods. However, the advent of the pandemic necessitated a shift to digital platforms, posing a significant challenge for a developing country like SL with limited digital literacy. This transformation highlighted a change in the principal's role, evolving from instructional leadership to digital leadership. Digital leadership combines leaders, resources, hardware, and technology (Yusof et al., 2019). During this period, novice principals adapted their leadership practices by supporting, utilising, encouraging, and managing technologies to create a conducive digital teaching-learning environment for both teachers and students.

As a NP, Sumie faced the challenge that teachers were not competent in using digital technology. Therefore, Sumie's efforts were to provide teacher training on using digital media for instruction. Sumie stated,

> The biggest challenge I encountered was that teachers were afraid of technology. In my school, many teachers lacked the basic knowledge of installing software applications on their electronic devices or conducting Zoom meetings. Zero knowledge about technology. That was the reality. I organised a session to provide hands-on training on these essential skills. Then, I guided them on how to engage in teaching by using these applications. We shared our knowledge and experiences. Later, we created some videos as well…

> (Sumie_NP_ Gampaha_WP)

The above assertion depicts the actual situation of digital literacy among Sri Lankan teachers. The insistence on "zero knowledge about technology" is critical and illustrates the challenge that school leaders face in transitioning to digital learning platforms. Having accepted the challenge, her approach to organising a hands-on session is practical and progressive. This combines her instructional leadership and digital leadership together to move forward with teaching learning in challenging times. Her attempts have become successful,

leading to the development of videos. In overcoming the challenge, she has contributed to building a technologically competent teaching community, performing her role as an instructional and digital leader.

Though technology keeps lines of communication and teaching open, Viru came up with the constraints faced when offering online teaching in rural areas in SL. He explained,

> We decided to offer online teaching for grades 10 and 11 in the O/L class. However, the main problem was the signal strength. Some students do not have a smartphone to get connected. Some have no money to get data. Due to the prevailing situation, we called a parents' meeting, and with their consent, we directed students as small groups [as bubbles] to get into one house and join online classes. Apart from schoolwork, teachers do venture into teaching from 6 p.m. to 9.00 p.m. Additionally, a short note done by a student on one topic is shared and discussed with all the students via Zoom. This is motivational and helps weak students to learn through peer learning.

<div align="right">(Viru_NP_ Anuradhapura_NCP)</div>

The above approach demonstrates Viru's ability for problem-solving and commitment to ensuring that students continue their education despite the challenges posed by the pandemic. Challenging the pandemic, Viru has taken measures to involve multiple stakeholders, including teachers, parents, and students, in finding practical solutions to connectivity and learning barriers. Additionally, the focus on peer learning and motivation indicates a holistic approach to education that goes beyond the traditional classroom setting, which illustrates his instructional leadership. Further, it is interesting to hear how the bubble concept was implemented to overcome the problem while promoting learner-centred self-learning activities, which demonstrates the performance of Viru as a situational leader.

Engaging in creative and joyful learning experiences is essential for the mental well-being of each child. However, these opportunities have become limited due to the pandemic. In overcoming the challenging situation while maintaining distance, Millie has taken proactive steps to bring the school community together in a joyful manner. Explaining her experience, she said,

> I believe in initiative strength. In the 21st century, initiative strength is considered a life competency… If I think I can do it, I do it. during the lockdown, we staged an online drama for Poson Poya day [religious festival]. Due to COVID-19, we could not meet. So, in one house, they build a mountain; in another, the

deer and monks are in different houses, and they stage an online drama. The children played well as the teachers trained them well. This was suggested by the teachers, and we decided to do it…

(Millie_NP_ Kalutara_WP)

Her words are significant as they illustrate her inner strength in facing challenges, especially during challenging times like the lockdown. Acceptance of her teachers' suggestion of staging an online drama shows her positive interpersonal skills with her teachers, which is very much needed in challenging times. Also, her positive thinking, and understanding of the need for interactive learning while being in lockdown. It reflects a can-do attitude and a belief in the power of taking action to make a positive impact, even in challenging circumstances. Further, her leadership approach, grounded in the belief in initiative strength, is evident in the creative and proactive measures taken during the lockdown.

As serving leaders, they often encountered challenges and problems related to the pandemic. Therefore, during the interviews, the key challenges for serving leaders were highlighted as re-empowering the school community and transitioning to digital learning. On the other hand, it is noteworthy that they did not express any complaints about administration or financial matters. However, it is evident that serving principals have faced these challenges courageously. Whether facing the challenges courageously or not, it is essential to examine the enabling and hindering factors in the provided PD training that may have influenced novice leaders in these regards. Therefore, the next section presents these factors.

5.5 Factors that effect in preparing novice leaders.

This section explores enabling and hindering factors in the provided training for preparing novice principals as leaders. This addresses the third research question, "To what extent does the leadership training in SL prepare novice principals to become school leaders?". First, it presents the factors that influenced the training of novice principals as leaders through the provided induction training. Then, it presents the factors that influenced the training of novices as serving leaders through the provided BPP as a PD training.

5.5.1 Enabling factors of associated with provided training.

<u>**Enabling factors related to induction training.**</u>

Vision building

During the interviews, it was revealed that different strategies have been implemented to develop visionary leadership within novice leaders. Reflecting on the first day's experiences, Viru said,

> … commencing the induction training, they [the trainers] told each participant to keep a dream on a "Dream School". I believe that those words struck my mind. So, I also had a dream school. I believe that the induction training gave me skills to develop my dream school… moreover, the dream school concept helped me to overcome problems and make a change in the school while developing the school as I expected…. in designing the dream school of mine
>
> (Viru_NP_Anuradhapura_NCP)

The experience allowed the novice principals to dream of a school they would build in future, which set the direction for building a shared vision among novice principals. In fact, the concept of a dream school exhibits visionary leadership practices in two ways. First, the concept has helped novices to develop an imaginary school within themselves that they would like to lead in the future, which enhances their intrapersonal skills. This self-communication leads to confidence building to be effective leaders. Secondly, his words where he expressed his desire for a dream school and his motivation to "overcome problems" and "make changes in the school as [he] expected" highlight the effectiveness of the dream school concept as a strategy for developing a transformative vision among novices, aimed at turning their current schools into more effective school. Mille reflect on her experiences and said.

> I remember our induction training being conducted in a school with new buildings. After the theoretical introduction, the first thing they did was allow us to examine the school very closely and carefully. We were given the opportunity to visit the school, inspect the office, classrooms, and observe what was happening around the school setting, including existing practices. This experience provided me with a better understanding of the functions of a school and its administrative structure. It also instilled in me a clearer understanding of the type of school I aspire to build.
>
> (Mille_NP_Kalutara_WP)

One key aspect revealed by her words is that the training focused on developing a personal vision through observation and analysis of various aspects of the school environment. This hands-on experience allowed participants to gain a comprehensive understanding of a school's functions and dynamics, allowing them to formulate their vision for the future. They could imagine the kind of school they aspire to build and lead. Additionally, the opportunity for observation was provided after completing the theoretical aspect of the training, which is strategic for developing their own school vision. This experience may facilitate the cultivation of visionary leadership among participants while developing their transformational, transactional, and administrative leadership skills, which are necessary for visionary leadership.

Practicality

The above section illustrated that the induction training had been designed to develop the leader and leadership capabilities of novice principals fitting their initial leadership role. Thus, the training has not only focused on passing theory which provides a comprehensive understanding of leadership principles, concepts, and models, but also on practice. In providing an opportunity to deepen the understanding of theory, different practical approaches have been used by the trainers. Expressing ideas in this regard, Sene said,

> The Director of [ABC] province shared his experiences with us. We conversed a lot. Ideas clashed. We argued based on our experiences. If someone is listening, there are things to learn from such a constructive conversation.

> (Sene_NP_Kalutara_WP)

Interestingly, the phrase "ideas clashed" indicates that there was not just passive agreement but an active engagement in the conversation too. When ideas clash, it often leads to deeper exploration and critical thinking. This may lead to inter and intra-personal and professional growth, facilitating learning and the exchange of valuable insights.

Furthermore, novice principals expressed their appreciation for the inclusion of school visits as part of the training programme's delivery. Reflecting on the experiences Thissa said

> … we visited different schools. Primary, 1C and a National School, … I talked to the principal, the vice principals and sectional heads in all places. I collected different information from different schools. Some were photos. I observed how they manage their offices [and the difference between small and big schools]. Those principals gave

much information. They showed the disciplinary problems as well, for us to learn. One principal showed the logbook as well. We don't know how to keep a log entry. Those school visits gave us a comprehensive idea of how to conduct a school.

<div align="right">(Thissa _NP_ Anuradhapura _NCP)</div>

The experience gained by Thissa reflects how the diverse range of school visits has allowed for getting a more comprehensive understanding of the education system. Extending the experience of gathering insights by interacting with different administrative roles in the schools has provided a detailed perspective on school management. Most importantly, observing disciplinary problems and seeing a logbook indicates the opportunities for learning from real-world challenges and practices in these schools. Overall, the school visit has provided a comprehensive idea of how to conduct a school. Extending the idea of practicality, Millie explained how she utilised the gained ideas and experiences from school visits. Millie said;

> … Today, all the good ideas I have implemented in my school are things I copied from those school visits… I changed them the way it suits my school…I think that giving practical knowledge is more valuable than theoretical knowledge.

<div align="right">(Millie_NP_Kalutara _WP)</div>

The phrase "I changed them the way it suits my school" reflects a school principal's intrapersonal skill of adaptability as a leader. Further, it illustrates how she tailored the ideas and knowledge gained from real-world experiences into her school context. Her reflection on what she did states that though theoretical knowledge provides a foundational understanding, practical knowledge gained through real-world experiences adds value to facing real-life challenges. overall, her words illustrate her pride and satisfaction in her ability to modify and customise ideas to fit according to the school context.

Networking

Networking provides a platform for novice leaders to share knowledge and experiences with a wider community, which may include educational administrators, principals, and peers. Reflecting on the networking opportunities experienced during the training, Sene explained.

> I met good friends. Good principals. During the residential period, we shared our experiences. Till today I contact them when I have a problem or need to clarify anything, I contact them and discuss. That was the best I gained from the induction training…

Sene was one of the participants who benefited from networking during the training. His emphasis on 'good', 'good friends,' and 'good principals' illustrates the positive experiences in networking opportunities. The use of the adjective 'good' may also indicate that the programme provided a conducive environment for sharing experiences and mutual learning. These experiences contribute to building positive relationships with different groups of people, facilitating the development of interpersonal and intra-personal skills in novices as future leaders. Importantly, networking with peers continues, and they communicate and seek help when facing problems or needing clarification. This demonstrates the practical utility of the relationships formed and reflects a key enabling factor of the training—providing a network for collaborative problem-solving. It also illustrates that the training has not only imparted knowledge but has also fostered a supportive network with enduring benefits.

> When attending the training, I was able to meet many principals. Among them, I have selected a group. Some of them are knowledgeable in financial regulations, and some in circulars. Being a senior principal, he is well-experienced. If I have any problem, I contact them and seek advice...

(Mille_NP_ Kalutara_WP)

The above excerpt illustrates the pragmatic nature of networking opportunities that the novices have gained. The group consists of seniors who are experts, illustrating the diverse range of people who have acted as facilitators in training the novices as leaders, which is positive. This expertise may have allowed better networking for sharing their expressed knowledge and experiences, possibly providing insights and perspectives beyond what formal training might offer. This networking opportunity may also lead to formal (while at the training) and informal (post-training) knowledge-sharing and mentoring opportunities, which are essential for novices to develop their leadership skills. Further, Millie's skill in identifying a range of people with different talents illustrates her capacity to identify the best people for a specific task, which is very much needed for leadership and is significant. This is a critical skill that each and every novice leader should develop for the success of their leadership journey.

Enabling factors of the BPP

Bridging theory and practice

In educational leadership, principals play a vital role in shaping the direction and success of their schools. The competency framework facilitates this by

delineating many of their daily routines within structured frameworks designed to formalise their leadership within the school context. A careful examination of the NCFSLM illustrates that the framework is designed to bridge theory and practice by detailing the competency standards by which principals should perform as leaders. The intention is to help novice leaders organise, manage, and develop schools in a structured manner, whether they are competent in theory or not. It is obvious that novice leaders may not be skilled in embedding theory into practice at the beginning of their careers. Thus, the competency framework supports bridging theory and practice. Sene emphasised how his daily routines embed into competency framework.

> As principals, we practically engage with all the activities mentioned in the competency framework. The competency framework has come up with a categorisation of the work we perform in general...how I talk to students, how I greet them, and how I work with teachers… but I never knew that they significantly impact school development. Those are things I did habitually as a principal. I realised the importance of what I have done after attending the BPP. I did without knowing the importance of those. The theoretical foundation of attending the BPP enhanced the quality of my work.

(Sene _ NP_ Kalutara _WP)

Sene's ideas are in line with the first competency domains, areas and standards mentioned in the NCFSLM, which is shown in Figure 5.2 (see page 129). Sene's words illustrate that the framework serves as a tool to categorise and formalise the tasks and responsibilities that principals typically perform which is in line with the competency standards illustrated in Figure 5.2. His words also emphasised his realisation of the importance of his typical performance of leadership activities, which the theoretical foundation of the policy framework has backed up. Overall, it could be emphasised that the theoretical underpinning of the framework is significant in enhancing the effectiveness of school leaders in policy implementation and school development. Moreover, this may lead to self-satisfaction as the habitual activities performed by principals have been added with an educational value with a theoretical foundation that may lead to satisfaction, which may lead to enhanced self-efficacy within them.

However, the Figure 5.2 is a basic approach that reminds novice principals how to commence with better interpersonal relationships. What serving principals expected was much more specific and broader leadership skills, such as curriculum and instructional leadership.

Figure 5.2 Comptency domains, areas and standards

(MoE & NIE, 2018, pp.08)

During the interviews, when the serving leaders expressed their PD needs, it became evident that they wanted to know not only what they should implement to be a curriculum or instructional leader—focusing on specific strategies, changes, or initiatives relevant to curriculum or instruction in teaching and learning—but also how they should perform as curriculum or instructional leaders. This includes behaviours, qualities, and professional conduct that individuals should exhibit as they take on the role of a curriculum or instructional leader. Despite the policy being designed to address their leadership needs, its implementations were not revealed in discussions with any stakeholders.

In addition to the previously mentioned comment, novice principals expressed negative sentiments toward the BPP. Their lack of positivity toward the programme is stated in the reasons outlined in the factors hindering the BPP.

5.5.2 Hindering factors associated with training provided.

Hindering factors associated with induction training.

Gaps in practicality.

Novices while accepting the practicality of the induction programme as illustrated in the above section (see page 125) they highlighted few gaps in practicality of the training. Kuma explained.

…we were taken to a very good school in the town. They have everything…computer labs, science labs… within our province, we have very few such schools… when we were appointed, we were not appointed for such schools…we are in small schools, which are about to close. no resources, no teachers …so we need to see the majority… visiting small, poor schools is also equally important…

(Kuma_NP_Anuradhapura_NCP)

Kuma's words indicate that the field visits were organised to gain experience from well-planned, well-resourced schools where the small schools were disregarded. The primary intention of such visits to well-equipped schools in town may be to provide insights into developing effective schools or to inspire vision-building for better schools by novice leaders themselves. This may enhance their morale as novice leaders. However, there seems to be a contrast between the visited school and the schools where the novices were appointed. They have experience and insights into well-equipped schools with a conducive learning and leadership environment but lack exposure to schools with greater challenges. Kuma, based on his experiences, identified a gap that needs attention in developing the leadership skills they will be appointed to. The gap lies in not being directed or visited by schools that face greater challenges and require more support for development, highlighting a loophole in the organised field visits for novice principals. His words also emphasise the importance of visiting all types of schools, regardless of their size or economic status.

Sene, who visited only a well-equipped school, emphasised the importance of observing all types of schools. He was functioning as an acting principal during the induction training, and his perspective was shaped by his practical experiences. So, he made the following argument:

There is nothing much to do in a school with all the facilities. As novices, we should visit a school with less or no financial support or facilities but high in creativity. Committed teachers work from morning to evening, and parents contribute with their labour as they lack financial resources. Although parents may not have a clear vision of where to lead their children, they send them to school because of dedicated teachers. We need to observe such schools. Despite facing numerous problems, the principal, teachers, and parents work hard together. Visiting such schools motivates us and boosts our morale as novices.

(Sene_NP_Kalutara_WP)

Sene points out that well-equipped schools offer a good learning experience but not necessarily a rich one. He suggests that the real challenge lies in developing a school with fewer facilities by fostering creativity, rather than in a school with lots of resources. This observation highlights a gap in the provided induction training programme, possibly influenced by Sene's experiences as an acting principal in a rural village school. Further, a strong sense of commitment from all stakeholders emphasises the practical nature of how a leader should work hand in hand with his school community, which may be another gap that the training failed to address. Further, he highlights that visiting poor or less facilitated schools can motivate and boost the morale of novice educators for developing such schools, which may provide opportunities to learn to lead such schools.

Lack of follow up support.

The induction training was provided for novice principals in facilitating for their professional shift along with their career shift. After the induction training, they were appointed to rural schools with so many constrains as presented in the section 6.2.1, challenges perceived by novice principals as novice leaders. The findings presented their need and that the novice principals faced after the induction training.

> After completing the induction training, I was appointed to this school. Since then, I am working. No one examines what I am doing. At the induction they said that the Zonal officers will make regular visits in supporting us. Until today no support.

> (Thissa_NP_ Anuradhapura_NCP)

Thissa's words illustrate that his work is not being examined or supported, suggesting isolation in the profession without a regular supervisor. Furthermore, his expectation for mentoring or supervision from Zonal-level officers has become mere words. Until today, no support may lead to his disappointment, anger, and frustration due to broken promises from higher officials. These situations may hinder the performance of the novice leader due to their frustrations and dissatisfaction. Further, the absence of feedback, appreciation, but a feeling of loss may also hinder the efficiency of novice leaders.

> They should give us some time to adjust to the school and implement what we have learnt. They have to see what we have done in our schools. If we have not done things accordingly, they have to give support by calling s for another training. But that is the problem… they have no support given, no evaluation. No plan

As illustrated above, Sumie criticises the training for lacking proper plans to monitor and provide support mechanisms for novice principals to become better leaders. Furthermore, she emphasises how this issue has transformed into a problem that hinders the quality of the delivered training, as there is a lack of proper monitoring and mentoring support since the completion of the induction training, affecting the application of training outcomes into practice. Follow-up support is crucial for novices as it aids them in transferring the knowledge acquired during the training into practice. Therefore, her insistence is important, as follow-up support holds significance. However, it should not be expected to be a supervisory role; instead, a friendly mentoring process may be vital. Such friendly mentoring follow-up would be much more appropriate for novices who have just begun their leadership journey.

> It is good if they can provide a support mechanism. Someone whom we can contact seek help. Some senior and experienced principal may be. I seek help personally from some senior principals. He is a mentor for me. But what I say officially having help.

<div align="right">(Kuma_NP_Anuradhapura_NCP)</div>

Above excerpts illustrate that the as a novice leader Kuma is in need of follow-up support from a senior. The above excerpts illustrate that as a novice leader, Kuma needs follow-up support from a senior. The government has not taken initiatives in this regard, which illustrates the gap of failing to understand the needs of novice principals as beginners in the profession. In the phase "what I say is officially having help "may emphasis on the lack of a formalised follow-up structure in helping the novice leaders. However, Kuma has been motivated to find a personal mentor as the current system may not fully facilitate leadership development. Not having a mechanism to address their follow-up needs could be identified as a hindrance to the offered training.

Hindering factors associated with BPP.

Practicality in assessment and evaluation

During the interviews, when I asked about the course context and its delivery, the prompt responses of novice principals were centralised on the course evaluation. This revealed their specific concern about the evaluation. Dula, who consistently expressed a positive attitude during the interview, raised this negative aspect of the offered PD training as significant.

> I think we should engage with the training with enthusiasm. My experience was no one was like that...even myself... I don't know why... I think a programme should designed to motivate the trainees...the assignment was the main reason for this... many have not submitted the assignment...

<div align="right">(Dula_ NP_Colombo_WP)</div>

As an adult learner, Dula expresses that PD training should focus on learning through enthusiasm, facilitating learning to lead during the training. However, the lack of motivation to continue with the training due to the assignment illustrates a problematic situation that has been raised. This may lead to an increase in the dropout rate among the participants. Additionally, during the training, a number of participants made many negative comments on the assessment they had experienced, which hindered the efficiency of the training.

Explaining further, Maal said

> I am working in a primary school. In the assignment, they asked us to give evidence of my projects as a principal. This is a school which is on the verge of closure ... I am struggling to get children back to school… going around the village and talking to people… fixing the school's name board is also a project…there are no people to do it.… as the principal, I have to fix the name board; this is the situation… so the assignment given is impractical within my school context…

<div align="right">(Maal _ NP_Colombo_WP)</div>

Maal has faced a common issue faced by many primary schools, which is a lack of resources. On top of the existing administrative challenges, the assignment has become a burden for him as he is unable to submit the required evidence, given the impracticality of implementing a comprehensive project. His words illustrate the difficulties posed by the provided assessment, as he struggles to respond to it effectively. It is also evident that principals from various school types may find it challenging to address the given assessment, as the setter of the assignment appears to have overlooked the diverse school contexts within SL. This could potentially lead to an increase in the dropout rate in the training due to the frustration arising from the inability to complete the evaluation.

Explaining a similar situation in detail, Thissa added

> The assessment asks about the science and computer labs and how they are being maintained... there are no such facilities in my school... they ask for evidence... how can I submit evidence which I

do not have... as I can't submit evidence, I will lose marks... I may fail the assignment ...

<div align="center">(Thissa _ NP_Anuradhapura_NCP)</div>

Repeating above, Thissa's words illustrate the impracticality of the given assessment. Inevitably, the principals in different school types cannot answer the given assessment if the setter of the assessment has set the assignment without paying much attention to the diverse school contexts in SL. Further, it proves that the setters were not broadminded in preparing the assessment. In addition, it also raises the question of fairness in the given assignment, where one novice principal can answer while the other can't.

Delaying the programme completion

Though the programme commenced in 2018, till the end of August 2021, the programme was incomplete in both provinces. The master files maintained in the MoE and also NIE show that there were plans to complete the programme in 2019. However, with the pandemic things have changes. Millie expressed her eagerness to complete the programme in 2022, while recalling her memories back in 2019, she said.

That was the period that we did not wear even a mask, which meant the country was safe. That is the year that was planned to complete this training programme. There were plans to complete. We could have done it...

<div align="center">(Millie_NP_Colombo_WP)</div>

Millie recalls the first wave of the COVID-19 pandemic in 2020 when the country was deemed safe as an island state. She emphasises several possibilities that could have been implemented to complete the training with safety and administrative plans. Though the plans existed, the implementation did not occur, revealing loopholes in planning, decision-making, and execution within higher-level administrative officers with decision-making powers.

Adding to above, Maal explained how he discussed with his fellow principals in completing the programme on time.

We principals always discuss this. We have to finish this programme… I think programme coordination is not very efficient. There is no direct contract between the coordinators and us to discuss shortcomings in the programme. Messages are coming [via WhatsApp] to complete the assignment. No one is bothered…. I feel that the problem is within the system.

The above excerpt illustrates that Maal is trying to guess the reason for the almost two-year delay in completing the programme. Similar to Millie, Maal also speculates that the issue may lie with the programme coordinators, who are administrative officers. However, this assumption might be common, given that administrative officers are the individuals trainees interact with throughout the process. It's important to note, though, that these officers are not the decision-makers. Furthermore, despite administrative officers insisting on completing their assignments, the statement 'no one is bothered' highlights the existing negligence, apathy, or disinterest among the serving principals in finishing the assessments. The root cause for this situation may be found in section 6.3.4.1 - Practicality in Assessment and Evaluation. Overall, during the interviews, there was no emphasis made by the serving leaders on the COVID-19 pandemic as the primary reason for the training delay.

Disparities in trainers

The interviews revealed that novice principals have experienced significant disparities in trainer effectiveness and engagement during training sessions. The participant made following comments on the programme delivery.

> They implemented the mug and jug method. They poured what they knew on us. If they gave us a chance to have a constructive conversation relevant to the topic…there was room for such conversations, but no chance was given. We were patient. During the session, we drew cartoons for our pleasure.

The "Jug and Mug" method implies a one-sided and a passive approach to teaching, where learners are expected to receive and absorb information without active participation. However, his words also indicate that the novices were expecting a constructive conversation which provides room to develop active listening, mediation, and reframing, enhancing their critical thinking while developing multiple dimensions of thinking relevant to the topic. This demonstrates that the trainers failed to identify the needs of novice principals. Further, the mention of drawing cartoons suggests that the trainees were seeking ways to stay engaged which indicates a potential lack of engagement with the content being delivered by the trainers.

It is significant how the trainer behaviour was criticised by Sene.

> a madam came as a guest speaker ... she has published a book recently... her whole lecture is about her book...she has no idea if it is relevant to the audience or not... her emphasis is solely on her book... it is so boring. Beyond that, if she had conversed with us, she could have gained much interesting information and different perspectives to write a book. Many others took this opportunity to promote their publications.

<div align="right">(Sene_NP_Kalutara_WP)</div>

Sens's expression is critical as he has gained nothing from the guest speaker. As stated by Pavi in section on trainer selection in Chapter 6 (see page 166), this person may have been invited due to a known connection or consideration of their position, rather than the ability to develop leadership within serving leaders. Furthermore, the serving leaders, with mature experiences in the field for more than two years and a sharp critical eye, realised the lack of quality within the trainer. Moreover, focusing solely on her publication illustrates her narrow perspective toward training, rather than the intention of the training itself. The data also show that many trainers engage in publicising their publications, revealing the values they hold as trainers. Additionally, Sene perceives these actions as a waste of treasury money and views these situations as 'මේවා ජාතික අපරාධ,' crimes against the nation. These words may indicate his frustration with the improper delivery of the training and the consequent waste of their time.

Late shift to virtual platform

Training has faced both waves of pandemic in 2020 and 2021. By this time all schools have commenced the teaching and learning process via Zoom. In the section "*Change in mode of delivery*" in this chapter (see page 121), illustrate the measures taken and implanted by the novice principals to offer online teaching via Zoom. In this scenario there is no need for special training on how to learn via Zoom or online mode.

When attending the interviews with me, Millie has connected the higher authorities to commence the training via Zoom.

> Now, discussions are in progress to offer the training via Zoom. Last year, there were also plans to offer the training online. If those plans had materialised, we could have completed the training by now.

<div align="right">(Millie_NP_Kalutara_WP)</div>

The above words highlight missed opportunities in the past. The illustration of an administrative decision to change the mode of delivery to virtual learning is not surprising or motivational, as she was aware of the delays and failures in such decisions. Nevertheless, she is patiently waiting, hopeful for the best.

Expressing ideas about the present situation Ravi said,

> These days we are not going to school. I think it is better if we can complete the training via online. This is the best time to offer it. We have no official engagement as the schools are closed. It is very difficult to attend physically after reopening the schools…

> (Ravi_NP_Gampaha_WP)

The time referred to here is October 2021, when the schools were closed due to the second wave of the COVID-19 pandemic. Being at home during this period, the principals preferred to continue online as they were eager to complete the programme, which is a necessity. Furthermore, he highlighted on the difficulty of continuing a training programme after reopening the schools while also serving as school principal. Similar to Ravi, all participants stressed the importance of completing the training in a virtual context.

While emphasising moving to virtual platform Ravi also highlighted the practical difficulties of virtual learning within the context. He said,

> today I have a problem with my computer. So, I am joining with you via my phone. It is very hectic to continue a workshop via phone… when we are in the virtual platform it is bit difficult to raise questions as soon as I need to ask…

> (Ravi_NP_Gampaha_WP)

Ravi highlights potential technical issues that may arise at any time. If training is to be offered virtually, trainees need to find alternative equipment to continue in case of technical failures. This mirrors his similar situation—no computer but joining from the phone. Such situations, whether due to a lack of technical and technological facilities or combined with other problems, are common within the context. During my interviews, many principals in both provinces used their mobile phones to join. I also encountered numerous interruptions caused by issues such as no data, incoming calls leading to disconnection, and spending extra time to reconnect. These practical difficulties highlight Ravi's point about the challenges of technical issues during training and how they can impact the development of effective, competent leaders, as expected by the NCFSLM.

5.6 Chapter summary

In this chapter, data have been presented on the PD needs of novice principals as they transition into their new role as leaders in schools, both as novices and serving leaders. As they assumed the role, their needs were initially self-centred as leaders. These needs revolved around understanding how to be a leader and acquiring the necessary skills to lead the school, aligning with their career shift. In response to these needs, the induction training specifically focused on the development of both soft skills and hard skills, aiming at individual growth for novice principals as leaders.

In contrast, the needs of serving leaders were more practical and centred around specific leadership aspects, such as instructional or administrative leadership. To address these needs, the BPP competency-based training was provided. This training is practice-based and oriented towards developing various leadership skills per the specific requirements of serving leaders. However, it is noted that some serving leaders did not agree that the training effectively facilitated their leadership development.

Further, the data revealed that novices could effectively handle challenges in their initial leadership roles, which were primarily centred around problems and issues directly associated with the school context. Their positive reactions in managing and facing these challenges may be attributed to the positive impact of the induction training provided for them. However, as serving leaders, the challenges associated with external factors and the effect of the BPP in overcoming them are not highlighted. Finally, the novices have expressed the enabling and hindering factors of both the training programmes based on their experiences.

Chapter 6 Findings on Novice Principals' Professional Development Needs & Offered Training- Administrator & Trainer Perspectives

6.1 Introduction

This chapter explores the perceptions, experiences, and understanding of administrative officers and trainers concerning the alignment of provided PD training programmes with the needs of novice school leaders. Acting as national and provincial-level policymakers and implementers, these officers' insights are vital within the Sri Lankan educational context, especially considering the novelty of this policy introduction in school leadership training and development.

The presentation of their perceptions, experiences, and understandings is structured in accordance with the research questions in this study. Firstly, it examines the identified PD training needs of novice leaders and evaluates how the provided training addresses these needs. Subsequently, it delves into the challenges identified by policymakers and trainers, alongside the enabling and hindering factors associated with the provided training.

6.2 Administrators' and trainers' perspectives on the professional development needs of novice principals -

In this section, the PD needs of novice principals are presented as perceived by the administrative officers and trainers who have been involved with the induction training and BPP. First, the perspective of administrative officers and trainers on the PD needs of novice principals in their initial leadership roles is presented, followed by their needs as serving leaders.

6.2.1 Training needs of novices in their initial leadership roles

Be a leader rather leadership.

In the school setting, the principal is the key individual who leads the school. From the administrator's perspective, novice principals should possess adequate leadership skills before assuming a leadership role in the school. Therefore, training should be provided to instil values, vision, virtues, and intrapersonal skills, allowing them to embody these qualities in their actions, behaviours, or character. In order to possess the qualities novice principals need to develop self-regulation, self-motivation, self-confidence, self-reflection, stress management, and resilience, which are integral to understanding and managing their emotions and behaviours as leaders. This internal process is

closely tied to the development of intrapersonal skills. The interviews revealed that induction training had assisted novices in cultivating intrapersonal skills, contributing to the development of their leadership abilities.

> They (novice principals) want to know how school administration, planning, and school supervision align with the circulars and financial management [which are hard skills] … they think these aspects are the most important things they need as leaders... So, we first said that those are not the most important [refers to hard skills]. Rather, you must be a leader.... in developing a leader [during the training], we focused much on developing soft skills among the novices, which also helped their career shift as well…
>
> (Thaara_ Provincial Administrative Officer _WP)

The above passage reflects Thaara's understanding of novice leaders, as discussed in Chapter 5. He acknowledges that novice's express interest in areas such as school administration, planning, finance, and school supervision, which are all crucial aspects of effective leadership. However, Thaara highlights that novices may lack the understanding that leadership resides within an effective leader, and they prioritise acquiring leadership skills first.

From an administrative perspective, Thaara emphasises that the primary focus of induction training for novice principals should be on developing their leadership capabilities. Stating, "Rather, you must be a leader" implies that the fundamental quality required for effective leadership is the ability to incorporate leadership characteristics, beyond just possessing technical or hard skills. According to Thaara, before developing hard skills which help to perform leadership functions, he insists on developing leadership within novices by developing intra-personal skills that are associated with self-awareness, self-regulation, and understanding one's own emotions and motivations. However, developing soft skills has broader applicability in personal and PD and can positively impact their professional journey as a leader.

Adaptability

Though novice principals are interested in knowing the behavioural traits of a principal which reference to a limited space [may], like a school context, the policy implementers were rather broadminded. This is because policy implementers knew that all novices would not be appointed as principals due to prevailing needs in the professional context. Therefore, this has emphasised the need for and importance of developing professional personality traits which will enable novices to accommodate this career shift and accept not only the

principal position but also any of the positions in the SLPS which is a contextual need. Expressing ideas in this regard, Neel said,

> All novice principals who joined the profession will not commence their career as principals. They might be appointed as principals and assistant or deputy principals. The main concern is how he would provide service to the school if appointed to any of the different positions mentioned in the SLPS.

(Neel_ Provincial Administrative Officer _NCP)

Neel, in his role as a policy implementer at the provincial level has observed individuals in the Principal Grade undertaking diverse administrative leadership roles at various administrative levels. Consequently, he recognises the necessity of cultivating adaptable behaviours in novice principals that suit any circumstance within their professional roles. Furthermore, even though novice principals may initially assume the mindset of being principals they might find themselves working in supportive roles alongside senior principals in the field. In such a scenario, maintaining a positive rapport with seniors becomes crucial, necessitating an awareness of how to adapt appropriately with them in different contextual situations.

What Neel highlighted above is the career adjustment that novices may need to accept within the professional ladder. In contrast, Geeth emphasised adjustment within the profession as a school leader. Geeth said,

> All principals have a key responsibility: guiding students in the right direction. A school is not merely a building; it encompasses a diverse mix of students and teachers. One important skill that novice principals must develop is understanding this diversity and adapting to the school context. If they cannot adjust to the new environment quickly, it will be challenging to garner support from the school community for effective leadership.

(Geeth_ National Level Officer _NIE_WP)

Further, it is difficult to determine the type of school to which novices will be appointed within the school context. As officers of the SLPS, they may be assigned to any school within the system (See Chapter 2). Therefore, regardless of the school type, novices need to adapt to the new school context, as each school community possesses its unique dynamics, challenges, and opportunities. In other words, Geeth's idea emphasises that failure to adjust to the new school context may lead to problems and the rejection of novice leaders by the respective school community. Such a situation may result in

resistance or a lack of support from stakeholders, impeding the implementation of initiatives and hindering the school's overall progress. If novice principals encounter such situations, their future careers as leaders may be negatively impacted. Therefore, adapting to the new school environment is crucial. Additionally, to adapt to any circumstance, novice principals need to develop their intrapersonal traits and the ability to better understand the contextual situation and adjust their behavioural characteristics accordingly. Further, Section 5.4.2 of Chapter 5 illustrates how novice principals perceived adjusting to the new school context as challenging. Therefore, administrators identifying adaptation to new situations as a PD need for novice leaders in their initial leadership role is vital.

Administrative and financial management

At the interviews with national-level officers, it was interesting to hear their awareness of novices' need to learn about financial regulations. Laal, a senior administrative officer, reflected on his years of experience and said,

> …when the novices attend the training, we ask them what they want to know. The one of the most prominent needs is finance. 80% of them mentioned that they wanted to know about finance management in the school in detail.

> (Laal _National Level Administrative Officer_ MoE)

This citation unveils three aspects of the PD needs of novices and the provided training. First, the mention of asking novices what they want to know during training indicates a participatory and learner-centred approach within the training, allowing novices to express their specific needs and preferences as trainees. Secondly, as a national-level officer, he was aware that novices desire to know about finance management in detail, which means that they are seeking comprehensive knowledge that goes beyond basic concepts related to finance. Thirdly, 80% of novices expressing an interest in finance adds a quantitative dimension to the analysis. This high percentage illustrates a strong consensus among the novices regarding the importance of finance management. It's not just a niche interest but a widely shared priority. Laal's analytical reflection on his experience adds depth to the understanding of novices' needs at the beginning of their leadership role.

Similarly, Geeth said,

> As novice principals, they are interested in learning how to administer the school, especially concerning financial matters. As teachers, they have not been involved in managing financial aspects. Now, as

principals, they are the ultimate authority responsible for handling and managing the school's finances. They are enthusiastic about financial matters, expressing a desire to learn more about them than administrative tasks.

(Geeth_ National Level Officer _NIE_WP)

The above excerpt illustrates that, in line with the professional shift, novice principals are now tasked with managing various aspects of school administration, including finances. As expressed by Geeth, the novices have become the ultimate authority responsible for handling and managing the school's finances, and their need to know more about the financial aspects is inevitable. As a result, administrative officers are well aware of novice principals' need to understand more about financial matters, which is a prioritised need among them.

6.2.2 Training needs of novices as serving leaders.

Curriculum-Instructional Leadership

In the broader spectrum of educational leadership, curriculum leadership and instructional leadership stand as essential pillars shaping a school leader's academic leadership. Curriculum leadership involves designing and selecting the most appropriate instructional materials needed for implementing the curriculum, while instructional leadership focuses on delivering the curriculum through strategic teaching and learning methods. The interview data with the policymakers and implementers, who are educational administrators and trainers in the Sri Lankan context, show that they believe novice leaders, as academic leaders, should have a profound understanding in this regard.

Curriculum leadership is centralised in designing and selecting instructional materials for implementing the curriculum, and instructional leadership is a necessity as it focuses on how the curriculum is delivered using strategic teaching and learning methods. These aspects are linked to each other. As a national-level trainer, Mia expressed her concern about the importance of understanding how curriculum leadership is mutually interrelated with other principal leadership roles within the broader leadership spectrum.

> … Instructional leadership is very important because no curriculum reform will be successful without instructional leadership. Further, the latest literature says that they should focus on pedagogical leadership... therefore, now we need to focus on transformational

leadership, pedagogical leadership and distributed leadership as prioritised needs of novice principals.

<div align="right">(Mia_National Level Trainer_MoE)</div>

She highlights the importance of instructional leadership of school principals who implement the curriculum reforms. It is emphasised that the combination of leadership practices makes curriculum-instructional leadership successful. Her reference to "latest literature" and her concern about relating the contemporary education changes and innovation relevant to the Sri Lankan context which is a timely need. Significantly, the emphasis on transformational, pedagogical, and distributed leadership are three leadership skills needed for novice principals to be effective leaders in the challenging world. As a trainer, her perspective seemed very broad-minded. However, its success depends on the commitment and the time the principal spends on student-teacher development. The importance and the role of principals as curriculum-instructional leaders have remained unclear within the Sri Lankan context.

As shown in the Chapter 5, one of the prioritised concerns of novice principals was focused on administrative and managerial aspects of school functions (see section 5.2.1). Raising concerns in this regard, Pavi as a national-level officer made the following critical comment,

> … to me, the principal is responsible for the instruction of the curriculum… I tell the principals that a principal must spend 90% of their time on student and teacher development. Then they say we have 10% of the time for the administration.

<div align="right">(Pavi _National Level Administrative Officer _ MoE)</div>

Pavi's words highlight the pivotal role of instructional leadership for school leaders, which is hindered by the administrative functions of a leader. The need to allocate 90% of school leaders' time emphasises the strong commitment that leaders should possess by paying attention to instructional leadership. Extending this idea, it also illustrates that administrative responsibilities should not overshadow the focus on instruction and student and teacher development of the principal as an instructional leader in the school. Furthermore, he points out that principals often perceive administrative leadership as more important than their instructional leadership role. Given this situation, his words also emphasise the need to develop skills in striking a balance between both aspects of administrative responsibilities and academic development in the school.

Answering the unanswered

At the interviews, it was revealed that national-level officers also understood the evolution of the needs of novice principals. Describing the actual situation regarding the PD needs of novices in service, Hiru mentioned that,

> At the induction training, they expressed their imagined problems and needs, stating, 'We need this and that.' Now, they are more experienced than when they were novices, and their needs are based on their experiences in the position.

> (Hiru_National Level Admin Officer_ MoE)

The above excerpt highlights the significance of the transformative nature of the PD needs of novice principals, evolving from imagined to experienced requirements. As a national-level officer, she expresses her understanding that these needs have evolved based on the real-world experiences of novice principals. The phrase "...based on their experiences in the position..." indicates that the needs of novice principals have become more practical, realistic, and contextualised as they gain experience. Furthermore, Hiru understands that novices undergo a perspective shift when faced with real-world problems and challenges, leading to their development as experienced leaders. This understanding and awareness among national-level officers are essential to ensure that PD training programmes meet the evolving needs of novice principals.

Echoing Hiru's idea Neel said,

> When principals come to PD training with practical, unsolved problems... Previously (referred to as induction), they had imaginary problems that they might face. However, during the training, they encounter actual problems. They expect to find solutions for these problems in the second training (referred to BPP).

> (Neel _ Provincial Administrative Officer, _NCP)

As an administrative officer, Neel compares the professional maturity experienced by novice principals in their initial leadership roles to that of serving leaders. Neel insists that novices begin their journey with hypothetical situations or "imaginary problems," which they replace with real-world challenges as they transition into serving leaders. Furthermore, Neel identifies novice principals as serving leaders who have immersed themselves in their leadership positions and confronted genuine challenges and issues during BPP training. He is aware that serving leaders bring practical, unresolved problems related to school leadership and administration to the training, ranging from student discipline

issues to budget constraints and curriculum implementation challenges, all of which are complex and nuanced. Neel also recognises that serving leaders are expected to resolve these unresolved issues, which may pose a challenge for them. Therefore, he values the presence of novices at the BPP as it provides them with a support mechanism while they navigate their roles and responsibilities and overcome challenges.

This section presented how the administrative officers and trainers perceived the PD needs of novice leaders in their initial leadership roles and as serving leaders. In line with these findings, the next section presents how administrative officers and trainers perceived that the training needs were being met by the provided training.

6.3 Meeting the professional development needs.

The induction training and BPP are offered to assist novice principals in becoming better leaders in the profession. This section presents the perspectives of administrative officers at the national level, who are policymakers, and provincial-level administrative officers and trainers, who are policy implementers, regarding the adequacy of the two training programmes provided in meeting the needs of novice leaders.

6.3.1 Adequacy of induction training

Bridging the professional shift.

The induction training is provided for those who were recruited as novice principals, having previously worked as teachers. This marks a transformative journey in their professional roles, transitioning from being teachers to assuming the role of principal as a leader. Moreover, this transformative journey creates a professional gap associated with the career shift. Explaining the situation, Hiru said,

> They were teachers before being appointed as principals. There is a big difference between the two. The teacher's responsibility was to manage the teaching-learning process. When becoming a principal, in addition to managing the teaching-learning process, they have to lead the school…

(Hiru _ National Level Administrative Officer_ MoE)

The above quotation illustrates the career shift of novices from a classroom-centric role to a broader leadership position in the school. The phrase 'there is a big difference between the two' indicates that novices would experience a

professional gap due to their career shift. To bridge this professional gap, novices need professional guidance to move forward in their career shift toward a leadership role. Furthermore, the assertion above implies the dual nature of their responsibilities. Novice principals are not only expected to continue leading the teaching-learning process as instructional leaders but also assume a broader leadership role that involves various aspects of school administration beyond the classroom. This includes staff management, resource allocation, strategic planning, and fostering a positive school culture. In this context, national-level officers emphasise that the induction training is offered to bridge the professional gap. Extending the idea, interview with Pavi also revealed need to bridge the gap and allow for a smooth career shift among novice principals. Pavi expressed as,

> You have to determine the present level of novice principals and the required level. I use the word competency rather than knowledge. Required competency in the role they should play and the gap that needs to be fulfilled is to be catered to. We have to cover at least part of the gap during the induction training.

> (Pavi _ National Level Administrative Officer_ MoE)

The above citation emphasises a strategic and competency-focused approach to the PD of novice principals. In developing novice principals as leaders, there is a significant emphasis on identifying, addressing, and filling competency gaps. Determining both the present level of competency and the required level for novice principals indicates a strategic approach to understanding the capabilities of individuals in their current roles and identifying the skills and competencies they need to acquire to perform as leaders. This identification is crucial in offering tailored induction training to address the professional needs of novice principals.

Furthermore, by using the term 'Competence' instead of 'Knowledge,' there is an emphasis on the broader set of skills, behaviours, and capabilities that make a principal effective in their role. The use of the phrase 'gap that needs to be fulfilled' implies a results-oriented approach to training, suggesting that the training should provide not only theory but also practical aspects in the light of real-life experiences to enable effective leadership. Nonetheless, it is doubtful why Pavi was more concerned about the novices' competence rather than their knowledge in their initial leadership roles. Knowledge refers to the theoretical understanding of subjects related to professions, such as leadership theories, administration and management, legal aspects, etc. Being knowledgeable means having information and facts about a particular area. Competence

encompasses knowledge but goes beyond it to include the skills, abilities, and behaviours necessary to perform tasks effectively. Knowledge provides the foundation for competence, which should be based on the professional standards of school leaders. As the induction is not based on these professional standards, Pavi's words may not provide a sound understanding of effective school leadership within the school context.

The findings show that the policy implementers at the provincial level who offer the training were also aware of this regard. Maalaa, highlighted the importance of identifying the gap and empowering novice principals to bridge the gap between teaching and leading when conducting the training. She said,

> They were teachers before. They have an understanding of the school context. However, they have not worked in the principal position. That is the problem. So, the induction training is focused on empowering principals, helping them to work in this new role without fear and expressing their ideas clearly...

> (Maalaa_ Provincial Trainer _WP)

As a practitioner who trains principals, Maalaa emphasises that transition poses a challenge due to lack of experience in the principal position as the central issue within novice principals. In overcoming the situation, the induction is offered to empower novice principals by building confidence, competence, and a sense of authority in their new role as leaders. Moreover, it is also stated that the need for developing effective communication which is crucial in leadership roles. The emphasis is on helping novice principals express their ideas clearly not only their professional needs but also to facilitate effective communication within the school community as a leader.

Extending the idea, Thaara said, "I think the first thing that we wanted to do is to shift their role. As a teacher, they can't sit on the principal's chair…so the main thing is the career shift." (Thaara_Provincial Administrative Officer_WP). Thaara, as a policy implementer, emphasises a broader spectrum of career shifts than Maalaa as a trainer. According to Thaara, bridging the gap and career shift were placed simultaneously. Thaara's words emphasise the changes in mindset, behaviour, and interaction, which are fundamental changes that need to be made in the transition from teacher to principal. This insists on addressing the PD needs mentioned in section 5.2.1 by the novices in their initial leadership role. Further, the words "can't sit on the principal's chair" draw a direct line that distinguishes the role of a teacher and a principal, which extends to a broader spectrum of duties, responsibilities, commitments and

rights of a principal. In order to extend the spectrum, the support given by the PD training for professional advancement is necessary.

Although national and provincial-level officers have identified the need to bridge the professional gap between teaching and principalship, it was not clearly evident that the principals were aware of this particular professional gap. This lack of awareness may stem from their recognition of the career shift—from being teachers to becoming principals—but not necessarily understanding the corresponding professional shift involved in assuming a leadership role.

Soft skills and hard skills development

What Thaara highlights in leader development (see page 140), career and professional shift are exemplified in the first module offered during the induction training. Module I - Leadership Capacity Building (see Appendix 1) aims to develop novice principals as leaders. The first unit in this module focuses on addressing the "inner self" of novice principals, assisting them in cultivating self-confidence, resilience, and emotional regulation to become effective leaders. As discussed in Chapter 5, novice principals may experience stress, heavy workloads, and various challenges during their initial leadership role. To address these potential anxieties, tensions, and fears, induction training is designed to promote the physical and mental well-being of novice principals, which is significant.

On the other hand, the second module offered during the induction training, Management and Administrative Development, focuses on developing hard skills among novice leaders. Thus, there seemed to be an imbalance of course content time allocation between modules I and II (see Appendix 1 and 2). Significantly, Hiru's comments led to unavailing the reasons for the inadequate covering of hard skills. She said, "...the induction training is offered for a month. During this period, significant time was allocated to developing soft skills" (Hiru_ National Level Administrative Officer _MoE). This reveals that from the allocation of 180 hours, 120 hours were allocated for soft skill development, while 60 hours were allocated for hard skills, which covered 11 units. This time imbalance may lead to shortening the training on hard skills, resulting in difficulties in school administrative procedures by novice principals after assuming duties as principals in different school contexts (Thissa, Weera, Maal, Sumie). As a result, novice principals may have faced problems in their administrative procedures, which can be identified as a hindering factor. Furthermore, the section "Lack of Focus on Hard Skills" under section 6.5.2 in this chapter presents how the provincial administrative officers in both provinces

have acknowledged the inadequacy of hard skill development during the induction training.

In Chapter 5, section 5.2.1 states the PD needs of novice principals in their initial leadership role. In line with their needs, the above excerpts of administrative officers who are policymakers and policy implementers illustrate the overall aspects of how the induction training programme is offered to meet the said needs in section 5.2.1. In light of overall intentions, the next sections will elaborate on how the BPP developed the novices as individual leaders and as leaders to lead others in line with novice principals PD needs mentioned in section 5.2.2 in Chapter 5.

6.3.2 Adequacy of BPP for serving leaders

Leadership practices

The statement, 'Formalisation of the training and recruitment of school leaders matching the challenges of the 21st century' (MoE & NIE, 2018, p.02), outlines one of the objectives of introducing the NCFSLM. This objective implies that leadership training and the recruitment of principals should be adaptable and open to ongoing development to address new and emerging challenges effectively.

> This competency-based training focuses on developing the skills that 21st-century leaders need to develop future generations in the country. The competency framework is designed to cultivate various leadership skills, with a particular emphasis on situational leadership, transformational leadership, and more.

<div align="center">(Geeth_National Level Administrative Officer_NIE)</div>

The above words illustrate a comprehensive and contemporary approach implemented to develop serving leaders as 21st-century leaders. The competency-based approach highlights a specific focus on skills and abilities developed to align with the roles and responsibilities of leaders, which is the primary aim of the training. The special reference to situational leadership indicates a recognition of the dynamic nature of leadership and the importance of being practical and flexible in leadership approaches.in challenging situations in a day-to-day context. A leader managing these situations effectively and efficiently may lead to a positive and transformative change in the school. A leader managing these situations effectively and efficiently has the potential to bring about positive and transformative change in the school.

However, the competencies mentioned are not based on or derived from any professional standards for school leaders developed in the Sri Lankan context. As illustrated in Chapter 3, leadership standards help to understand the content and qualities of educational leadership-related work. However, no administrator or trainer raised this matter during the interviews.

Policy towards leadership practices

In general, the NCFSLM, as a policy document, represents the intentions of MoE and NIE as the policymaking and implementing authority in Sri Lanka. In light of this idea, I present how the NCFSLM directs leadership practices.

Section 5.2.2 in Chapter 5 has presented the PD needs of novices as serving leaders. As illustrated in section 5.2.2, their needs are practical-oriented and work-related. In addressing these needs, the NCFSLM a new policy introduction has been designed to meet the mentioned needs. As shown in section 5.2.2, a key concern of serving leaders was being an academic leader, especially in curriculum and instructional leadership. In facilitating this aspect, "Competency Domain 4, Quality Learning Outcomes" in the NCFSLM, has focused on this regard. Figure 6.1 shows an extract of the summary of Competency Domain 4 Quality Learning Outcomes.

In the NCFSLM, the domain of Quality Learning Outcomes focuses on developing curriculum leadership and instructional leadership within serving leaders. Under specific competency areas for developing curriculum leadership, 4.1 curriculum implementation is detailed, emphasising the development of four competency standards (4.4.1 to 4.4.4), as illustrated in Figure 6.1. (see page 152) After the PD training, principals' performance is assessed according to the assessment rubric shown in Figure 6.2 to see if the serving principals are competent in performing as curriculum leaders.

As shown in Figure 6.2 (see page 152), behavioural and physical indicators illustrate the specific areas a curriculum leader should focus on (shown are four indicators highlighted out of the 16 introduced in the rubric). These indicators comprehensively cover all aspects that a curriculum leader needs to focus on in designing, developing, and implementing the curriculum, ensuring alignment with the school context, and considering the broader national vision and mission of education.

To enhance instructional leadership, the NCFSLM also introduced 48 indicators under three areas: teaching and learning, assessment and evaluation, and teacher PD (MoE & NIE, 2018, pp. 45-50). These areas empower serving leaders to navigate day-to-day classroom activities, emphasising effective

teaching methods, assessment practices, and the overall quality of instruction in the school's teaching and learning environment.

Competency Domain	Specific Competency Area	Competency Standards
4. Quality Learning Outcomes	4.1. Curriculum implementation and monitoring	4.1.1. Ensures effective implementation of the National Curriculum.
		4.1.2. Develops and implementing co-curricular programs throughout the school.
		4.1.3. Develops a variety of school-based curriculum units.
		4.1.4. Focuses all teachers on the developing of students' proficiency in literacy, numeracy, science, and ICT.
	4.2. Teaching and Learning	4.2.1. Encourages the development of effective environments that foster quality pedagogy throughout the school.
		4.2.2. Monitors the development and implementation of effective and responsive teaching plans by all teachers.
		4.2.3. Insists and ensures that the learner-centered pedagogy is used in all classrooms.
		4.2.4. Fosters and promotes the development of strong, supporting, and caring teacher-learner relationship throughout the school.

Figure 6.1 Extract of the summary of competency domain 4

(MoE & NIE, 2018, p12)

Competency 4.1. Curriculum implementation and monitoring	This component relates to the processes the Educational Leader has established to develop, implement and evaluate school-based curriculum.			
Standard 4.1.1: Ensuring effective implementation of the National Curriculum.				
Behavioral and physical Indicators		NE	D	E
I. Ensures that all teachers are aware of their respective units/ levels of the National curriculum that they are required to teach.				
II. Ensures that all teachers have enough syllabi and guidebooks available to teach the National Curriculum				
III. The school has a curriculum committee to oversee the implementation of the National Curriculum				
IV. Provides opportunities for hidden curriculum in addition to the formal curriculum enabling school to enrich the curriculum practices.				
Competency Level	Beginning Competence	Developing Competence	Advanced Competence	Expert Competence

Figure 6. 2 Assessment rubric – on curriculum implementation

(MoE & NIE, 2018, p 43)

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The policy outlined above directs the fulfilment of the needs of serving principals, aiming to develop them as curriculum and instructional leaders. In line with this directive, policy implementation is carried out through the BPP.

In line with the adequacy of the training, the next section presents the challenges encountered when offering both training programmes.

6.4 Perceived challenges when offering the training

Encountering challenges is inevitable in any context. Therefore, this section presents the challenges the administrative officers and trainers perceived when offering the training. First, the challenges faced when offering the induction training will be discussed, followed by the challenges faced when offering the BPP.

6.4.1 Challenges faced at the induction training.

Shifting the mindset

The section "Bridging the Professional Shift" in the section 6.3.1 presents how induction training has facilitated novice principals' adjustment to the profession in their initial leadership stage. However, as policy implementers, trainers have faced many difficulties shifting their mindset from teacher to leader at the beginning of the induction training.

Neel shared his experiences as,

> This training was residential, starting at 6 a.m. and continuing until 10 p.m. for many days, constituting a tight schedule. Initially, it wasn't easy for them as they were away from their families. During the first two days, they appeared shocked and lacked proper concentration. However, they gradually adjusted to the training, eventually maintaining total concentration. Being away from their families proved advantageous in this regard.

(Neel_Provincial Administrative Ofiicer_NCP)

The above excerpt illustrates that the residential training, which started early and continued until late evening, may cause initial discomfort and disorientation as individuals adjust to the new schedule and environment. Moreover, though they are adults, separation from their families may cause a lack of emotional support, impacting their ability to totally engage in training activities. Neel has identified this challenge, noting that it may be difficult to observe their enthusiasm and full commitment to the offered training. Observing novices with a clear mindset is crucial in such circumstances. However, this situation

seemed to be temporary; administrative officers addressed the problem by helping them maintain total concentration during the training sessions. This indicates a shift in mindset within novice principals from initial disorientation to focused engagement with the training content and activities, which is significant.

Explaining the situation in a practical manner, Maala said,

> ...they were teachers and had no experience in principalship... they seemed blank initially and a bit reluctant to express their ideas. It took a few sessions for them to warm up and express their ideas freely. The answers they gave and how they presented ideas indicate that they focused on the session without any distractions.

> (Maala_Provincial Trainer_WP)

Her words illustrate how the novices experienced uncertainty during the training due to the absence of direct experience, which shook their peace of mind. The trainer may see this as a common situation during the transition period among novices, as they appeared 'blank' and were initially reluctant to express their ideas. Though it was challenging, the trainers seemed to have given them time to adjust to the situation and be comfortable at their own pace. This suggests that as the novices become more familiar and comfortable within the training setting, they concentrate well.

Prioritising the needs

The key feature of the induction training needs of novice leaders in their initial leadership role is that they are much more focused on leadership rather than leader development. It seemed that the novices had tangled with prioritising their PD development needs in their initial leadership role. As soon as they were selected, they wanted to perform the leader's role rather than identifying what skills they should improve as a leader to perform leadership roles. This is well expressed in the section "Bridging the professional shift" in this Chapter. Further, this situation was well-experienced by the administrative officers as well.

> During this process, they should prioritise their professional needs when attending the training. For example, they may aspire to be instructional leaders. School leadership encompasses instruction and administration, so they must understand whether their priority is becoming instructional leaders or school administrators. I can offer a few tips on how to become an instructional leader. However, I have doubts about how many of them will actually practice these tips, as I

question whether they have prioritised their training needs within this process.

<p align="center">(Pavi_National Level Administrative Officer_MoE)</p>

The above excerpt illustrates a common educational dilemma, especially among novice principals, regarding prioritising their leadership choices. As this is PD training, they, as trainees, should have the ability to prioritise their needs as academic leaders. Thus, they are very concerned about administrative functions related to school leadership, as they have experienced administrative leadership of school leaders while working as teachers. Therefore, when attending induction training, novice leaders follow the 'apprenticeship' model, which is based on the experiences of principals they have worked with, as highlighted by Bush (2008). Consequently, the training provided by respective national-level officers who engaged with the training also expressed their doubts about how the novices would prioritise their training needs. This is challenging for the officers, and their inability to prioritise their training needs prevents some novices from fully committing to reaching the expected goal.

6.4.2 Challenges faced during the BPP.

Incompletion of the programme until the pandemic

The BPP was introduced under the policy implementation of NCFSLM in 2018. Since 2018 to 2021, this training was not completed. Till end April 2020 the country was safe and out of COVID-19 pandemic situation. Though there was ample time to complete the four phases of the BPP island wide, it was not considered by the respective authorities. Thus, since then as the lockdown restrictions continued it faced challenging continuing the training face to face. At the interviews the question was paused as "why the training could not be completed on time?". Answering the question Hiru said,

> This training includes 36 assignments, including eight for one component. All assignments cannot be completed continuously. They are all practical, and the principals should engage with them while in the school. On the other hand, this training is offered for school leaders. The majority of those who attended this training were principals. So, they can't be away from school for a month, creating an issue in the schools. This nature dragged the training programme.

<p align="center">(Hiru_National Level Administrative Officer_MoE)</p>

She highlighted the tension between the practical requirements of the training programme and the logistical constraints school leaders face in attending such a programme, which may not be the real reason for the delay. With reference to the MoE's Master files, it was identified that the timeline of the funding received by the ADB had ceased, and the rest of the programme had to continue with the WB funding. In this situation, it is obvious that uncertainty due to lack of funding has challenges the planning and execution of various activities associated with the training programme. The dragging of the programme may be due to the lack of fund allocation for a while, which ended up facing the COVID-19 pandemic restrictions. It is interesting that the officers were not highlighted the pandemic as a barrier.

6.5 Enabling and hindering factors in the training

This section presents both the enabling factors and hindering factors identified in both training programmes. First, enabling factors relevant to the induction training are presented, followed by factors relevant to the BPP training. The second section then discusses hindering factors relevant to both the induction and BPP programmes. These sections include perspectives from administrative officers and trainers who serve as policymakers and implementers at both national and provincial levels.

6.5.1 Enabling factors associated with training programmes.

Enabling factors related to induction training

Curriculum of the Programme – Induction Training

The programme curriculum is designed and developed by the national level administrative officers. Therefore, I believe that the curriculum represents the ideas of the national level administrative officers.

The induction training programme consisted of two modules: Leadership Capacity Building (Module I) and Management & Administrative Development (Module II). The first module has focused on soft skill development and the second module has focused on hard skill development (MoE, 2019). The outline of each module can be found in Appendix 1 and Appendix 2. The programme content distinctly addresses two aspects related to the PD development of novice principals as novice leaders.

The first module is focused on intrapersonal skills and interpersonal skills (soft skills), emphasising the development of an individual's inner self as a leader.

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Significantly, two-thirds of the training time is allocated for soft skill development. Figure 6.3 illustrates the content of the first unit of Module I, highlighting the areas that focus on individual development within a leader.

As depicted in Figure 6.3, The Unit content illustrates that they are intended to develop skills to manage emotions and navigate challenges, particularly in challenging situations. These aspects are linked with the development of behaviour and personality. Chapter 5 highlighted the developing traits related to behaviour and personality, which are the PD needs of novice principals in their initial leadership role. In line with their needs, the module has offered to develop meeting the said aspect of the PD needs of novice leaders. This illustrates the comprehensive development of programme content, which can be considered an enabling factor in preparing novice principals to become leaders.

Orientation Programme for Sri Lanka Principal Service Officers		
Module I – 120 Hours Leadership Capacity Building		
UNIT 1	Personality and Leadership Development	25 Hrs
1.1.01	Body mind relaxation	04
1.1.02	Principal as a leader	02
1.1.03	I foresee my life and career – SAFE Method	02
1.1.04	Who am I : Values, Attitudes, Behaviors and Personality Types	02
1.1.05	Motivating self and other	01
1.1.06	Managing strong emotions	02
1.1.07	Personal grooming	06
1.1.08	How smart you are? - Multiple Intelligences	02
1.1.09	Building Self Confidence	01
1.1.10	Setting my Career Goals / Setting SMART / SMARTER Objectives	02
A & E	Assessment – Personality Development – 360 degree Assessment	03

Figure 6. 3 Unit content – module I
(MoE & NIE, 2016)

Moreover, Figure 6.4 shows a part of the guide for trainers in facilitating the unit offering. As demonstrated in the lesson plan Figure 6.4 below, the delivery approach for lesson 1.1.02 aims to develop the principal as a visionary leader. The lesson plan in Figure 6.4 provides comprehensive pre-planned learning outcomes, subtopics, and delivery methods as instructional guides. By offering these guidelines, it is anticipated that trainers across each centre in the nine provinces will implement this standardised format, ensuring the quality of programme delivery. This is an effective strategy for developing each novice principal as an individual leader.

Orientation Programme for Sri Lanka Principal Service Officers
LESSON DELIVERY PLAN

MODULE	1	Leadership Capacity Building
UNIT	1	Personality and Leadership Development
LESSON	1.1.02	**Principal as a visionary leader**
DURATION	04 Hrs	

Objectives / Competencies	Inspire participants to think and act as a school leader
Learning Outcome	At the end of the session participants will be able to; explain the leadership role of the principal describe characteristics and behaviors of a school leader
Prerequisite	No
Required TLMs & Resources	Flip charts / Pens / Clips / Flip chart Board PPP – 1.1.02 Principal as a school leader
Content Topics / Sub Topics	Ultramodern Management Concepts Characteristics of a visionary leader Leadership styles and Behaviors Leader VS Manager Personality profiling of a leader
Delivery Methodology	Base – 5E Methodology Small group discussion on " The role of a principal" (Think, Write, Discuss and Share) PPP on Principal as a School Leader Facilitated group discussion " Principal as a Leader"
Further Reference	
Appendix	
Important Notes	
Assessment Methodology	Random questions & answers
Facilitator's Notes:	

Figure 6. 4 Lesson delivery plan – module I

(MoE & NIE, 2016)

The designed activities for each topic in every unit are efficient and helpful in cultivating soft skills in a leader. The suggested content delivery methods, such as the 5E Method (engage, explore, explain, elaborate, and evaluate), promote active learning, critical thinking, and a profound understanding of concepts, contributing to the development of a range of soft skills (intrapersonal and interpersonal) in individual principals as leaders. Most importantly the lesson

delivery plan for each topic in both modules were designed and provided to the trainers.

Similar to Module I, Module II is specifically crafted to impart hard skills and technical knowledge essential for performing leadership duties. The time allocation for this module was sixty hours, which was one-third of the total time allocation in the training. The development of hard skills, integral to leadership growth, guides teams in achieving organisational goals. This module seamlessly addresses the PD needs identified by novice principals in sections on administrative procedures and financial aspects in Chapter 5. The overall programme content in the induction training aligns meticulously with the expressed PD needs of novice principals.

In line with the above illustration, it is evident that comprehensiveness of the programme content stands out as a crucial enabling factor in preparing novice principals to assume leadership roles.

Networking Opportunity

Networking provides a platform for novice leaders to share knowledge and experiences with a wider community, which may include educational administrators, principals, and peers. In this context, Neel explained how, as the coordinator of the training, he provided opportunities for novice leaders to network.

> …For programme delivery, we recruited trainers who are senior principals and SLAS officers with prior experience as principals… We implemented this approach as it allows novices to meet senior officers in the province, fostering connections. Knowing these seniors will help novices seek guidance or assistance when needed…

> (Neel_Provincial Administrative Officer_NCP)

As a senior, Neel's words were positive and forward-looking. Recruiting seniors in the field is not only to create a conducive experiential learning environment for training but also to establish networking opportunities for novice leaders. By fostering these networks, Neel sees the potential benefits for novices in their future roles. The diverse group of resource personas facilitating the training sessions provides an opportunity for constructive discussions, including the sharing of knowledge, experiences, comments, and criticism between seniors and novices, fostering constructive learning. Moreover, these opportunities may lead to positive mentoring relationships, enabling novices to seek guidance and advice from seniors. This, in turn, can contribute to developing support

mechanisms within the group, addressing a timely need for their professional growth.

Further, Maala being a trainer emphasised what she experienced at the end of the training.

> I observed the unity among them as a cohort, which is imperative. They maintain their contacts and communication channels, which I can confirm as I work closely with these principals. As peers, they exhibit close relationships and offer each other professional support, which is significant. From my experience, if they encounter any problems, they attempt to resolve them internally by contacting their colleagues. If unsuccessful, they seek assistance from us. As novice principals, they have established a strong network among themselves.

> (Maala _ Provincial Trainer _WP)

Her words reflect her experience as both a trainer and an administrative officer working with novice principals. She explains how networking has facilitated mutual support among novice leaders, fostering a positive peer dynamic essential for navigating the challenges of school leadership. Additionally, the collaborative problem-solving approach she describes has positively impacted the system by efficiently addressing issues without consuming excessive time. This interaction among peer novices not only promotes their professional growth but also facilitates knowledge sharing and mutual learning. Furthermore, this positive collaboration may lead to the unveiling of better solutions and guide their PD through regular updates and continuous improvement initiatives within the system. Overall, networking serves as a platform for sharing experiences, seeking advice, and fostering ongoing enhancements in their leadership roles as novice leaders.

Trainer proficiency

The proficiency of trainers is paramount in delivering effective training across various domains, including leadership development. Further, their expertise is also very much needed in facilitating the trainee leaders with accurate and relevant information that facilitates effective knowledge transfer. Therefore, it is important to select qualified trainers to train novice leaders who are young and competent.

At the interviews it was revealed that the administrative officers in both provinces have implemented different procedures for selecting trainers. Neel being an experienced administrative officer explained how they have selected

resource personnel for the induction training offered in NCP; "we selected senior officers in the SLPS and SLAS, who are experienced in the field."

His words emphasise the deliberate selection process, advocating for the careful choice of trainers rather than random or arbitrary selection. This illustrates Neel's conscientious approach as a policy implementer aimed at ensuring the admission of qualified individuals capable of delivering a high-quality programme. Furthermore, the selection of senior officers implies their wealth of experience, which they can critically share to foster future leadership development in the country. Additionally, the expertise of these senior officers may extend beyond their respective fields to encompass life experiences, which are invaluable in guiding novice leaders. However, his word illustrate that they were keen about the qualification and experience in administrative service but ability to transmit the training in meeting the PD needs of novice leaders seemed to be neglected.

However, unlike NCP, WP has not adhered to any formal procedures but has instead conducted informal interviews with known officers. Further details on this topic are presented in the section on recruitment of trainers (see page 166).

Enabling factors related to BPP

Tailored Training Programme

BPP is a tailored training programme designed for novice principals in line with the competency framework. A tailored training programme for PD of novice serving leaders focuses on identifying the needs and requirements, providing target opportunities for their growth and development. The needs of serving leaders may differ based on the school context, perceptions, socio-economic, political and geographic, which are factors. Geeth explained the design process of this training, stating,

> We went to different provinces. Mainly the WP. Apart from that we visited Sabaragamuwa, North, North Central, Wayamba,… Met principals in different school types of Sinhalese and Tamil schools… however we received less comments… may be because this is a new introduction… may be due to lack of understanding and in interest this regards in this regard or principals inability to make a comment in this regards…

Sasheeka- What kind of comments did you get?

They were very positive. Principals appreciated the different aspects that the framework is going to improve. Speciality the practicality relevant to leadership… what they do in schools…

(Geeth_National Level Administrative Officer _NIE)

The explanation by Geeth is significant as it provides the background of how they developed the framework from scratch, starting with a needs survey involving visits to different providers. The diversity in the received responses illustrates the contextual situation, revealing not only a lack of understanding but also resistance to change in the existing role of school leaders. As highlighted in the Context Chapter, various malpractices persist, with many unqualified principals functioning as transactional leaders. Introducing the competency-based approach becomes important for change. However, they, as policymakers, have made progress despite negative comments, considering the positive comments received. These positive comments illustrate that there are principals who are keen on this approach. Nonetheless, both positive and negative feedback may contribute to understanding the gap in the actual PD needs of principals when designing the BPP as a PD training programme.

As mentioned by Geeth, the need assessment may have given a better understanding of the performance of the school principals as serving leaders. Considering the performance, the NCFSLM suggest evaluating all principals per the provided rubric as shown in Figure 6.5.

Competency 2.1. Physical wellness	This competency relates to the processes and practices that an Educational Leader establishes within an organization to ensure the physical safety, health and security of the students including staff, parents and the general public.		
Standard 2.1.1.: Ensuring that cleanliness and good sanitation exist at the school.			
Behavioral and Physical Indicators/Evidence	**NE**	**D**	**E**
I. Develops a school cleaning program and supervises regularly.			
II. Ensures that, there is adequate sanitation, toilets are in working order and access to safe water to reduce disease			
III. Personal hygiene is taught and monitored regularly.			
IV. Garbage bins are placed and garbage collection and disposal process exists. Paper, plastic and metal garbage are sorted.			
Competency Level	**Beginning Competence**	**Developing Competence**	**Advanced Competence**	**Expert Competence**

Figure 6. 5 Assessment rubric – on physical wellness
(MoE & NIE, 2018; p.28)

This assessment process and rubric criteria are practical and transparent; principals can easily comprehend their strengths, weaknesses, and the relevance of their performance as leaders. Their performance is evaluated under four criteria: beginning competence, developing competence, advanced competence, and expert competence. The NCFSLM suggests that those performing as beginning competence and developing competence leaders be directed to BPP, while others are directed to APP. This procedure illustrates the structural and systematic approach recommended for developing school leaders with better performance. Furthermore, the assessment procedure supports the continuous learning journey from the point where they lack expertise to becoming leaders with expert competence. These assessment processes facilitate the professional journey of novice-serving leaders in enhancing various leadership capabilities and capacities to become competent leaders. For example, as shown in Figure 6.5, the assessment rubric focuses on how principals take measures to ensure cleanliness and sanitisation to create physical well-being for a positive school environment. Achieving these goals illustrates school leaders' administrative and managerial leadership in line with a positive attitude, critical thinking, and innovative approaches, which need to be managed on a daily basis.

In developing the aforementioned competencies within novice leaders, the NCFSLM directs how the BPP should contribute to developing leadership competencies. The suggested module structure of the BPP is shown in Figure 6.6

Figure 6. 6 Modules offered - BPP.
(MoE &NIE, 2018. P.17)
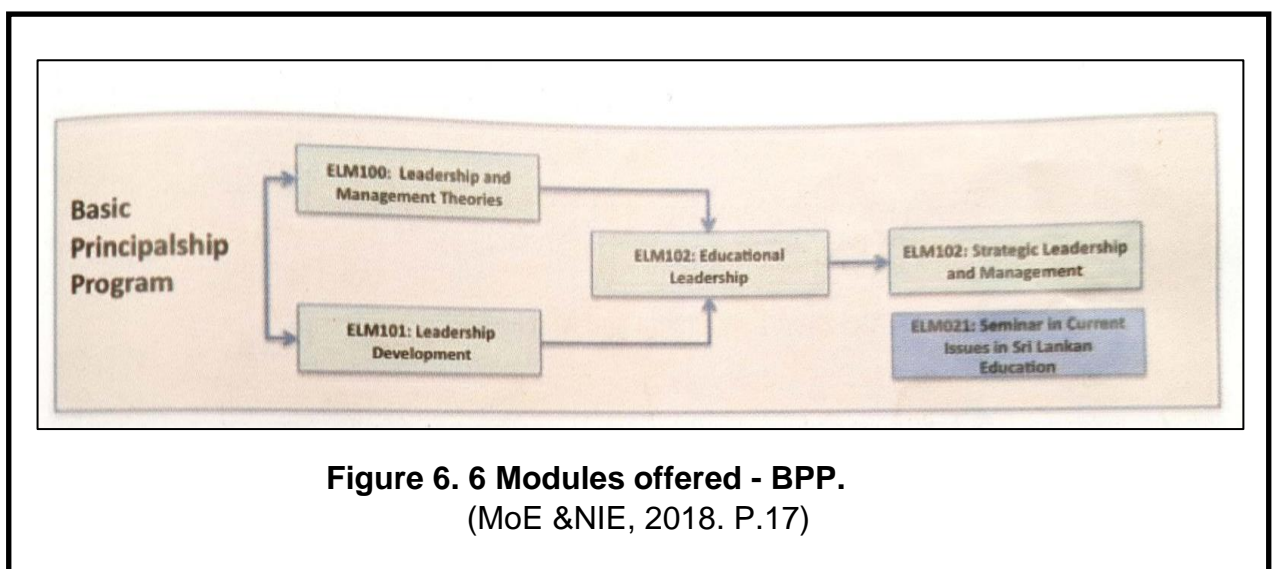
The programme consists of 4 core modules. However, it is significant that the modules are not offered simultaneously. The two modules on Educational and Management theories and Leadership Development were offered in the first

place. After completing the first two modules, the module on Strategic Leadership and Management is offered. Finally, a Seminar on current issues in Sri Lankan Education is organised. The sequence of modules demonstrates how space is provided for the gradual development of leadership capacities within serving leaders. The programme structure is centred on theory into practice. The first two modules establish the theoretical foundation, while the third focuses on the practical implications of strategic leadership and management within the school context. The most important was the seminar on issues related to the Sri Lankan school context, which offered the opportunity to gain a comprehensive understanding of the system they were working with. Furthermore, it enables the synchronisation of theory into practice, broadening knowledge and understanding through a practical and critical lens. All these components are designed to facilitate learning to lead by developing a range of leadership competencies within serving leaders.

In line with the above ideas, the next section presents the how the programme has framed to develop leadership within serving leaders.

Competency based framework.

In Chapter 3, I presented how different countries have implemented standard-based training programmes to develop school principals as leaders. In the Sri Lankan context, the central and provincial administrative officers have offered different training programmes for school leaders in an ad hoc manner. In streamlining the training, the Competency Framework has been introduced. Explaining in this regard Geeth said,

> The different institutes offered different programmes. However, they are all principals in the country. There was no plan to evaluate their skills. If they lack skills, they need to receive training to develop those. It is necessary to develop all principals equally. The main intention of this competency framework was to develop all principals island-wide under one training guide.
>
> (Geeth_National Level Administrative Officer_NIE)

The above excerpt illustrates the diverse attempts at leadership skill development for school leaders by different institutes. This diversity brings the need for tailored training in developing skills among all leaders, which matters to the quality of school leadership. Further, her words denote the existing gaps in skill development by the provided training from different institutes, and this may lead to insisting there might be areas in the training for further development. In overcoming the skill gaps, the introduction of a competency framework serves as a comprehensive tool for identifying, assessing, and developing essential

leadership skills. As this is being implemented island-wide, it provides a cohesive and unified framework for principal training. The phrase "one training guide" highlights how the standardised competency framework will facilitate school leaders in developing a common set of competencies essential for effective administration and management.

> We are struggling to change the system. Change the principal... That's why we came up with a competency framework...it outlines various requirements for the personal development of school leaders... To fulfil their roles, individuals should possess specific competencies... and these roles need to be described properly. Unfortunately, role descriptions are not available. To carry out their roles effectively, individuals must acquire the necessary competencies. This acquisition or imparting of competencies requires training...
>
> (Pavi_ National Level Administrative Officer_MoE)

The above quotation illustrates the skills and competencies that each school leader should be capable of in performing their role as a leader. Furthermore, his words emphasise the connection between the role of the principals and the necessary competencies linked with the role. However, a lack of clarity in the role of a school leader within the Sri Lankan context is highlighted. This may lead to a performance gap in the role of a school leader. To fill the gap, it is emphasised that there is a need for competency-based training in developing the skills and knowledge necessary for effective educational leadership. Pavis's emphasis on competency may include a much broader capacity, which includes knowledge, skills, capabilities, personal attributes, and values that enhance leaders' performance in various school contexts. This emphasis may be intentional, as he seeks to distinguish leaders who perform tasks with limited skills and knowledge. Pavis aims to develop competencies within these leaders, expanding their capacities to serve effectively in leadership roles as serving leaders. His words may illustrate that the preset serving leaders lack competencies in performing different leadership roles, such as being a transformative or visionary leader rather than a transactional leader. Therefore, the data illustrate that the development of NCFSLM was not accidental but rooted in specific grounds on skill development.

Figure 2.1 in Chapter 2 illustrates the framework of the NCFSLM, and the developed competency standards are presented in Appendix 3. These competency standards showcase a range of leadership skills that serving leaders need to cultivate. Achieving these competencies leads to transformative

development within schools, shaping serving leaders into transformative leaders. To become transformative leaders, serving leaders must adopt various leadership styles, including visionary, instructional, strategic, and servant styles, which encompass democratic leadership. Additionally, they need to adapt to autocratic and laissez-faire leadership styles based on the situation. Within the Sri Lankan context competency standards serve as a foundation and guide for serving leaders as they progress in their journey of learning to lead.

In line with the aspects of above, the stakeholders emphasised the hindering factors of the training as well.

6.5.2 Hindering factors associated with training programmes

<u>Hindering factors related to induction training</u>

Recruitment of trainers

During the interview Thaara said, "for induction training, we had no interviews. Instead, recruitments were carried out by calling a few resource personnel, and we trained then by sending them for training at the NIE and MoE". This approach in selection may not be the right way to select the trainers. Further, there appears to be a lack of monitoring by higher authorities regarding how trainers are recruited to train novice principals. This type of selection may impact the quality of training delivery. This demonstrates that the administrative officers in both provinces have adopted different methods in selecting quality resource personnel (Trainers) for instruction. This differentiation of selection procedures suggests flexibility in how each province tailored its approach to selecting the trainers for instructions, which may affect the quality of instruction of the induction training.

Moreover, trainers in both provinces reported that their selection occurred informally based on their experience in the field and familiarity with each other. Maala explained, 'We volunteered, and trainers were chosen among the volunteers. There were no formal interviews conducted.' This ad-hoc selection process may be attributed to a shortage of qualified resource personnel in the field, as well as the preferences and decisions of provincial-level authorities. Additionally, the findings indicate that national-level officers used this ad-hoc approach in selecting resource personnel for training.

Maalaa being a young trainer valued the joining of senior officers as resource personnel in the training programme as

> I mean the seniors with experiences in many fields, not limited to one
> field…school level or zonal level… a person who came from

grassroots level to the top level. If such individual joined this training as trainers, this would have made a quality programme and a success within our province.

<div align="right">(Maalaa_Provincial Level Trainer_WP)</div>

The above quotation draws a comparison between the ideal and the actual. The call for recruiting trainers with diverse experiences in the field highlights the absence of contributions from experienced personnel in the current training. Her words emphasise the importance of sharing diverse experiences to enhance the quality, practicality, and critical thinking aspects of the programme, contributing to the development of leadership skills among serving leaders. Furthermore, her emphasis as a trainer is crucial, as it may underscore the actual need for experienced resource persons as trainers, facilitating service leaders with their rich experiences. Being a young trainer, she may have encountered situations where her experiences and answers might not facilitate effectively with serving leaders. Conversely, serving principals often raise practical problems, and practical, experienced individuals are better equipped to provide appropriate answers or strategic methods to solve these issues which may hinder the quality of training.

Pavi being an experienced senior officer in the field explained the reason for the above situation based on his experiences,

> …if I am the coordinator, I have several friends; I call them and say, "මචං (Dude) there is an induction training programme. Come and deliver a lecture". Then they come. Some of them come with hacked notes… I didn't know the quality of such induction … whether the new principals really benefitted. They address some needs that the presenter or the trainer perceives as important. Their knowledge is not updated to conduct an induction. So, the new generations' novice principals were manufactured as long ago…They don't carry any new knowledge… but I don't say all these are zero quality.

<div align="right">(Pavi_National Level Administrative Officer_MoE)</div>

His words unveil the many aspects of the factors that affect the quality of instruction in induction training. First, the informal selection of trainers suggests that trainers are often recruited informally through personal connections, which may raise questions about the trainers' qualifications and expertise which affect the quality of delivery. Secondly, there is a lack of updated knowledge, where the trainee will not receive the updated, relevant information and skills needed for their roles. Thirdly, the most important is that training sessions are often based on the trainer's perception of what is important but not the actual needs

of the trainee. This illustrates the deficit model which occurred within the trainers as they believed that the trainees lacked the skills needed to be a leader. This negative aspect could hinder the opportunity to lay a strong foundation towards their leadership.

Lack of focus on hard skills

During the interviews novice principals express their need to know more on hard skills especially financial aspects (Ravi, Sumie, Viru) and school level planning (Ravi, Maal) highlighting the inadequacy of the provided training. Among the policy implementers, Neel has identified that novices lack understanding and knowledge of school planning and financial management. He said, "they have some understanding about planning. Some missing part is also there. So, they need to know some aspects of school management, especially financial management" (Neel_ Provincial Administrative Officer _NCP). Neel admits that novices have a limited understanding of school planning, possibly due to insufficient training provided. Furthermore, he acknowledges the knowledge gap among novices, crucial for effective school leadership. Alongside admitting this gap, he underscores the importance of broader skills in school management, particularly highlighting financial management. This recognition underscores the necessity for enhanced development of hard skills among novices.

Moreover, Neel's answer leads to examining why novices missed some parts relevant to school management and financial management. Answering the question on what is being missed, Thaara said,

> … when we offered the induction, we could not cover all the aspects related to school administration on time. So, we take this opportunity [PD training] to cover the missed parts during the induction.
>
> (Thaara_ Provincial Administrative Officer _WP)

Thaara is employing a strategic and forward-thinking approach to PD. His strategic suggestion aims to overcome issues stemming from incomplete induction training. The positive assertion, 'we take this opportunity,' signals a proactive attitude, avoiding a focus on past limitations. Alternatively, it could be argued that, through this positive mindset, Thaara is attempting to rectify past mistakes resulting from a lack of planning and organisation by policymakers and implementers. Moreover, references to all excerpts reveal that novice principals highlight on addressing what they missed during the induction training. They expect to fulfil the practical aspects of the missed areas when attending the BPP.

Hindering Factors related to BPP

Assessing level of performance

Prior to selecting principals for the BPP, provincial authorities have to assess and evaluate the performance of novices. This comprises both aspects of assessment and evaluation. As revealed by the data, novice principals were selected for the BPP based on a performance assessment while serving as leaders (Pavi, Thaara, Neel). The assessment was conducted by the PDoE within the province. Neel, the administrative officer responsible for this procedure in the NCP, explained.

> It took one month to evaluate all the principals. However, I am not satisfied and don't think assessing and evaluating a principal's performance within a month is suitable. This is because, having worked as a principal myself, I know that it's only possible to look into school activities at a surface level within such a short time. School activities require a thorough evaluation. Within a month, it is difficult to assess well, but we had to expedite the process. All 90 administrative officers within the province were assigned to this assessment task. With approximately 850 schools, we ideally need around 190 administrative officers, but currently, we only have 90. This means roughly one officer has to observe ten schools. Evaluating a school takes time. However, some assessments were carried out.

(Neel_ Provincial Administrative Officer_ NCP)

The above excerpt provides a reflective criticism of the implementation process of assessing principals. The challenge of assessing 850 school principals with only 90 administrative officers within one month underscores the time constraints and limited resources for a proper evaluation in the province. This situation has resulted in surface-level evaluations where a more thorough assessment is required. This assessment aims to identify PD needs based on the performance of serving leaders. However, this surface-level approach to assessment hinders the identification of the PD needs, strengths, and weaknesses of serving leaders. Despite the constraints, the expedited assessment process reveals a lack of proper planning and implementation within the context. Furthermore, Neel, a former principal, disagreed with the procedures implemented for assessing the performance of school leaders, as he is aware of the school setting. This highlights that, even though administrative officers disagreed with existing administrative decisions that

impact the quality of work, the decisions in implementation were beyond their control.

It is significant that in selecting principals for the BPP in the WP, they have not followed the assessment and evaluation process as instructed by the NCFSLM.

Incompletion of the programme

The BPP programme commenced in 2018 and was not completed until 2021, which signifies a significant delay. In the two provinces where I conducted interviews, I noticed that NCP had completed three phases by 2021, while the WP was yet to complete three phases. When I inquired about this significant delay, Thaara explained various profound reasons for delaying the completion of the training, which were very logical and strategic.

> I mean, let's say we did all four stages, but what happens if the principals do not change? We failed to change schools. What I said was that we should not hurry. We watched how other provinces did. Some have done all four. NIE marked their assignments. The level is ... there is no point in offering this training to be at that level. My opinion was this is a new programme. We are a little behind, but we do it better. Further, if we make any mistake, there are three chances to correct it...We offer phase two online, and I believe that when we complete the fourth phase, the principals will be ready to change the school.

(Thaara_ Provincial Administrative Officer_ WP)

Thaara's counterargument for the delay is practically acceptable. His suggestion of observing other provinces to identify and implement best practices for improved performance reflects a positive approach. Nonetheless, it seemed it was mere words, as WP has delayed the programme for two years. Surprisingly, Thaara did not mention the challenges posed by the COVID-19 pandemic as the main reason for the delay. It gives the impression that Thaara may be overlooking administrative difficulties, problems, or negligence that have hindered the opportunity for online training, causing dissatisfaction among novice principals. Nevertheless, his strategic approach, characterised by a deliberate pace and a focus on learning from others, is reasonable, especially given the novelty of the programme. A slight delay may aid in avoiding potential issues and contribute to the overall quality of the observant training.

Furthermore, practical problems from policymakers' and implementers' sides might need to be unveiled. Thaara explained the reasons for delaying the implementation of the BPP in the WP,

After completing one week of training, the principals have to go back to school, and they should implement the work assigned. That is the theory into practice. So, there is no point in offering the four phases at a stretch.

<div align="right">(Thaara_ Provincial Administrative Officer_ WP)</div>

Above is another profound answer by Thaara. The words remind us of the intention of the provided training. The NCFSLM is competency-based training that emphasises the development of leadership competencies to handle diverse situations. Thaara stresses that these competencies cannot be developed within an individual overnight. Additionally, he emphasises that the training has been designed with breaks, allowing for a balance between the training and practical application. This is a key argument presented by Thaara, justifying the delay in completing the training on time.

Hurdles in online offering

In continuation of the discussion regarding the training delay mentioned in the above section, my subsequent question for administrative officers was, 'Considering the lockdown restrictions, how does the Ministry plan to offer the training?' Hiru responded to my inquiry as follows,

Yes, that is the biggest problem. We are in the process of offering this training online. We conducted a one-day workshop for the provincial-level trainers. So far, we have not seen the end of it. They engaged in group activities and discussed how to offer training online within their respective provinces. They also identified the methods for conducting the training. The provincial-level officers requested the Ministry to conduct this training online, and the Ministry has granted permission. However, none of the provinces have yet offered the training online. The programme still hasn't been successfully implemented within the provinces due to existing issues. I believe principals in rural villages face their own set of problems, especially concerning internet coverage and the lack of facilities.

<div align="right">(Hiru_National Level Administrative Officer_MoE)</div>

As a national-level officer, Hiru highlights numerous hurdles to successfully implementing the training programme as online. Firstly, despite efforts to transition the training online, there hasn't been a definitive conclusion or successful implementation at the national level. As indicated in the Master file maintained by the MoE, said workshop was conducted in April 2021. Thus, until early October 2021, the training has not been offered in online mode. This

reveals a lack of efficiency in implementing decisions at both the national and provincial levels. Additionally, it is emphasised that despite requests and permission from the Ministry, none of the provinces has taken progressive actions to offer the training online. This denotes a reluctance or hesitance on the side of provincial officers, possibly due to perceived barriers or challenges. Apart from the lethargic decision-making implementation, she highlighted the challenges principals face in rural villages, such as limited internet coverage and lack of facilities. These challenges could significantly hinder their ability to participate in online training programmes, adding another layer of complexity to the offering of online training.

In addition to above, Thaara and Neel provincial officers who are responsible for offering the training within their provinces, echoed the sentiments expressed by Hiru. They also indicated their consideration of offering the training online. Similarly, all trainers at the national and provincial levels emphasised the importance of offering and completing the training online. However, they mentioned that any resource person would develop the session via Zoom. Thus, none of them considered the efficiency of offering training online without a designed platform for academic activities.

Explaining the real situation Neel said,

> Today, we received written instructions to offer the training virtually. The problem is how successful it will be through the online method. To me, it doesn't seem to be doing that successfully. The reason is that this is not designed to be offered fully online or blended... they instruct us to do so somehow... of course, we can do it, somehow. But the quality matters. How effective and relevant is the provided training for leadership development? That is the main point to consider.

<div align="right">(Neel_ Provincial Administrative Officer_NCP)</div>

The above extract illustrates the actual situations that hindered the offering of training. First, for almost two years, the higher authorities did not decide to change the mode of delivery. Secondly, the sudden shift to virtual learning by the administration was also a hindrance. If the intention was to move to virtual learning, it would be more appropriate to design an online platform, whether on Moodle or any free platform, that facilitates adult learning through interactive online activities. Instructing a move to virtual or online is pointless without facilitation. Phrases such as "do somehow," "But the quality matters," and "how successful" may convey doubt about the effective transmission of training and the provision of opportunities to learn leadership. Moreover, as an experienced

principal, he observed a mismatch in the designed training, originally intended for face-to-face delivery, now transitioning to virtual without a planned platform such as Moodle.

6.6 Chapter summary

This chapter presents the perceptions of administrators and trainers who serve as national and provincial-level policymakers and implementers regarding novices' PD needs. According to them, the primary PD need for initial leaders was "principals to be leaders". To facilitate novices in their initial leadership roles, the administrators and trainers believe they have supported this by designing and providing induction training for novice leaders. They emphasise the importance of equipping novices with a strong foundation of interpersonal and intrapersonal skills during the induction training, which are considered soft skills. They have designed an induction training programme focusing on interpersonal and intrapersonal skill development to realise this goal. This can be considered an enabling factor for induction training.

On the other hand, they acknowledge that they have not focused much on hard skill development, which is a priority need among novice leaders. After two years of induction, they have offered the BPP for novice leaders. According to administrators and trainers, the BPP is designed to develop novices' hard skills through competency-based training. However, the offering of the BPP has been delayed for various reasons, which they acknowledge as a significant hindrance to the training.

Chapter 7 Professional Development Needs of Novice Principals: Discussion

7.1 Introduction

This study examines the PD needs of novice principals in SL and explores how they are trained during the early years of their careers to fulfil their PD needs and meet their expectations in developing as leaders. To investigate these needs, I focused on two training programmes: the Induction Training Programme, the initial training offered, and the BPP, a new addition to the context. The MoE and the NIE in SL offer both programmes. My interest grew in identifying any differences between the PD needs and how the two training programmes support novice principals in developing as leaders, as discussed in the literature review.

The findings chapters considered the following research questions:

1. What are the needs of novice principals as they move into their roles as leaders in Sri Lankan schools?

> 1a. To what extent does the existing induction provision in Sri Lanka meet novice principals' needs?

> 1b. To what extent does the existing professional development programme in Sri Lanka meet novice principals' needs?

2. What do novice principals perceive as the main challenges when transitioning into their roles as leaders?

3.To what extent does the leadership training in Sri Lanka prepare novice principals to become school leaders?

> 3a. What are the enabling factors?

> 3b. What are the hindering factors?

In this chapter, I discuss the PD needs of novice principals to and how the two training programmes offered in developing them into leaders. The key argument for this discussion is based on the argument made in the Chapter 3 - literature review regarding the PD needs of novice principals. In the literature review (See section 3.2), I distinguished key concepts associated with PD training that leads to the development of novices as leaders and equip them to perform their roles "effectively". The discussion is based on the 'Leader development' and 'Leadership development' of novice leaders with respect to the necessary skill development for their performance as leaders. In line with the two key concepts of leader development and leadership development, I discussed the embedded

concepts, intrapersonal and interpersonal skill development, soft and hard skill development and the notion of human capital and social capital embedded in the training provided.

Further, I emphasise the importance of implementing two PD training programmes: one at the commencement of their initial leadership role and another as they serve in leadership positions. Furthermore, the discussion addresses how international training programmes are designed with a standard-based approach, exploring the embedded leadership aspects that the training develops within leaders, ultimately aiming to advance the country's education system. Considering these intentions and implications of training, I explore the PD needs of novice principals as they move into their roles as leaders focusing on their self-development as leaders and the competencies required to perform their leadership roles effectively. I discussed the interconnection of key concepts embedded within the PD needs of novice principals and how it contributed to the development of leadership within them as leaders. This discussion forms the central argument of this study.

The data in Chapters 5 and 6 were presented based on the two PD training programmes (Induction Training and BPP) offered in SL. The PD needs of novice principals in their initial leadership roles were self-centred, specifically focusing on the development of soft and hard skills associated with both leader and leadership development aspects. The data presented indicates that the induction training, designed and offered for those in their initial leadership role, prioritised the development of soft and hard skills to enhance the leaders' capacities, effectively addressing the PD needs of novice principals.

In contrast, the PD needs of serving leaders were centralised around the competencies they needed for leadership performance with reference to different leadership functions. In line with the needs, the BPP training has designed to serving leaders with a greater focus on leadership development. Nevertheless, there were gaps in the training offered, leading to inability to meet the PD needs expressed by the serving leaders.

Moreover, data demonstrated that overcoming the challenges faced by novice principals in their initial leadership role was facilitated by the skills developed through the induction training in leadership development. This illustrates the positive impact of induction training in developing novices as leaders and fostering leadership within them. In contrast, it is not evident that the challenges faced by serving leaders were facilitated by the BPP. Thus, how the novices managed and faced the challenges strategically during the pandemic as serving leaders is significant, as demonstrated in section 5.4.2.

In this chapter, I discuss the interconnection and interaction of the key concepts embedded within the PD needs which leads developing novice principals as leaders within the school context with reference to the literature presented in Chapter 3. I present the discussion under seven themes, as Conceptual Mix in PD training, PD Needs, Developing Skills and Competencies, Programme Design, Programme Delivery, Evaluation of Leadership Development, which are interrelated based on the findings.

7.2 Conceptual mix in professional development training

In this section, I argue how different leadership theories and styles are grounded in the eight concepts discussed in Chapter 3. My data in Chapters 5 and 6 showed that PD needs were embedded with different leadership performances that, in turn, are grounded in various leadership theories and styles. For example, in the initial leadership role, one critical PD need was to develop a guided vision for the future, discussed in section 5.2.1 in Chapter 5. This directly illustrates their need to be a visionary leader. Upon delving more deeply, it is revealed that visionary leadership (Taylor et al., 2014) is associated with transformational leadership (Leithwood and Sun, 2014). As the data demonstrates, the combination of visionary and transformational leadership is a mutual fit. Taylor et al. (2014) and Goleman et al. (2013) support the interconnected relationship between these two leadership styles. Taylor et al. (2014) discuss how visionary leadership is associated with the transformational leadership of a school leader in effecting positive change within a school context. Conversely, Goleman et al. (2013) argue that the 'visionary mode comes naturally for transformational leaders who seek to radically change an organisation' (p. 59)."

To perform as a transformational leader (Leithwood and Sun, 2014) and achieve the vision, the leader must be equipped with inspirational motivation, both within oneself and for others. This requirement is closely linked to a range of intrapersonal skills, including self-motivation, awareness, empathy, adaptability, and resilience, which are associated with emotional intelligence (Goleman et al., 2013). Additionally, interpersonal skills, such as effective communication, active listening, and conflict resolution, which are associated with multiple intelligence (Hoffman and Frost, 2006), are crucial for realising the vision. Both these aspects collectively facilitate the achievement of the set vision. All these specific intrapersonal and interpersonal skills contribute to the development of a broad spectrum of soft skills within a leader. Simultaneously, strategic planning, data analysis, financial literacy, administrative procedures, and proficiency in technical and technology skills, encompassing a range of

hard skills (Strang, 2022), are also necessary for effecting a visionary transformation. The acquisition of these skills leads to overall leadership development within an individual. Concurrently, leadership development associated with hard skills introduces the concept of social capital (Bourdieu, 1986), positively benefiting others in achieving organisational goals, as discussed by Day (2000). Therefore, transformative leadership introduces the notion of social capital by effecting positive change for the goodwill of others and simultaneously sharpens the leader's skills, embodying the concept of a leader as human capital. This interconnection and interaction were discussed in Section 3.2 of the literature review.

The integration of complex concepts within the PD needs of novice principals illustrates that leaders' training requirements are grounded in complex theoretical concepts, providing a solid foundation for their development as effective leaders. This complex conceptual integration can be incorporated into all novice principals' PD needs.

Further, I believe that the argument above is complex. Yet, it runs throughout the PD training both implicitly and explicitly, irrespective of the training level, either an initial leader or a serving leader. Figure 7.1 visually represents the complexity of the interconnected concepts I have argued above (see page 178). This model facilitates the identification and comprehension of the areas where expected PD needs are situated—whether they were facilitated or not during the provided training—and highlights where their expectations align. I believe this identification and understanding will streamline the delivery of both the induction and BPP, effectively addressing the PD needs of novice leaders within the context. To integrate this model into the Sri Lankan context, adjustments to the model were necessary in both the administrative and academic aspects of the training. Beyond its application in leadership training, this model serves as a guide for various training programmes, particularly in teacher training across different contexts.

The theoretical concepts discussed in Chapter 3.2 laid the foundation for Figure 7.1. The empirical findings in Chapters 5 and 6 demonstrated the interaction of these concepts. For example, the theoretical underpinning of leader development is embedded in the data presented in the findings' chapters. Therefore, it can be said that Figure 7.1 represents a synthesis of the study's theory and empirical findings. Furthermore, the discussion about Figure 7.1 on page 177 details how the theory is embedded in the empirical findings.

Figure 7.1 Conceptual mix in professional development needs in leadership training
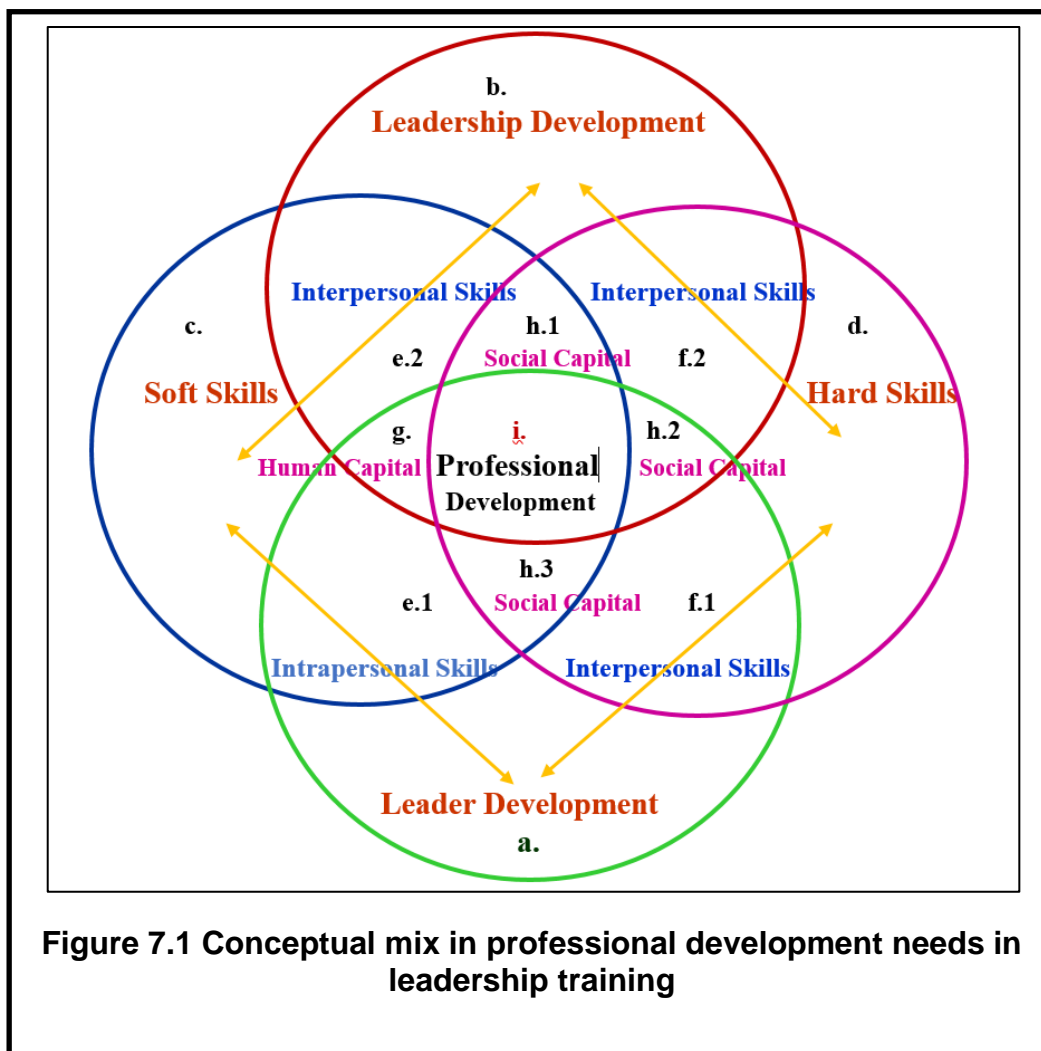
The data in Chapters 5 and 6 have shown that the training needs of novice principals in their initial leadership role and as serving leaders were centres around leader and leadership development and soft and hard skill development. These four primary PD training needs are illustrated in circles a, b, c, and d, representing (a) leader development (b) leadership development, (c) soft skills development, and (d) hard skills development.

First, the intersection of soft skills development with leader and leadership development is demonstrated by sections marked as 'e1' and 'e2,' generating intrapersonal skill development within a leader. The intersection of 'e1' aligns with the PD needs expressed by novice principals in their initial leadership role. For example, the necessity to understand their traits and behaviour, as discussed in section 5.2.1, focuses on personal development which are intrapersonal skills. The 'e2' illustrates interpersonal skills linked with leadership development, such as communication, empathy, and adaptability skills that interact with others through the personal attributes of a leader. This intersegment of 'e2' is significant as it demonstrates Laker and Powell's (2011) elaboration on soft skills as 'intra-personal skills, such as one's ability to

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manage oneself, as well as interpersonal skills, such as how one handles interactions with others' (p. 112). In other words, while 'e2' illustrates intrapersonal skills, it is embedded with both intrapersonal and interpersonal skills that fall within the broader category of soft skills associated with leadership development. A notable example is how novices adjust to the new school context, as discussed in section 5.4.1 (see page 112).

Secondly, the intersection of hard skills development with leader and leadership development is demonstrated by sections marked as 'f,' which generate interpersonal skill development within a leader. The 'f1' illustrates interpersonal skills resulting from the intersection of hard skills and leader development, such as team collaboration, negotiation, trust-building, and social awareness. The 'f2' illustrates the intersection of leadership development with hard skills, showcasing subject-specific skills incorporated into leadership performance. The training needs express the necessity for developing positive relationships with the school community, as well as connections with different administrative levels up to the national level, involving positive administrative procedures, communication, and diplomatic skills, as presented in 'Extending interpersonal relationships', section 5.2.1 (see page 88).

The most interesting and complicated areas are how the training needs are linked to developing human and social capital within the intersection of four primary PD training needs. The notion of a leader as human capital implies that developing a principal as a leader involves more than individual growth but a valuable asset that enhances the overall productivity within the organisation. Conversely, leaders as social capital are valued for their ability to leverage benefits for others, fostering new production or achieving goals by expanding their network relationships (Subramony et al., 2018). To fulfil both aspects of human and social capital, they are equipped with a range of skills, as shown in Figure 7.1.

Further, in Figure 7.1, the concept of human capital is shown by the section "g" as a result of the intersection of soft skills ("c") and intrapersonal skills development intersecting with leader development ("e1") and with leadership development ("e2"). The intersection of "h1" and "h2" is a combination of interpersonal and intrapersonal skills incorporated with soft skills, hard skills, leader development and leadership development. In this intersegment, the interpersonal and hard skills can be seen than the intrapersonal soft skills. Therefore, social capital is identified a prominent aspect in this area where leaders focus on performing duties for the organisational success. In the section "h3" skills in work-oriented leadership are illustrated. The PD needs expressed as serving leaders demonstrate their need perform duties as leaders for the

betterment of the organisation. Overall, it is exhibited that each concept is interacted and interrelated with the performance of a leader. Importantly, these concepts are vital for identifying the skills to be developed when offering PD training to either novices in their initial leadership role or the serving leaders.

Further, examining Figure 7.1 alongside the study findings proves to be intriguing. The components b) leadership development and d) soft skill development represent the induction training needs of novice principals. Conversely, a) leader development and c) soft skill development signify the intentions of policymakers and implementers regarding the provided training at the initial leadership role of school leaders. Therefore, the provided training represents an intersection of components a), b), c), and d), wherein novices' intrapersonal and interpersonal skills are cultivated. This integrated development aims to nurture novice leaders as both human and social capital, ultimately achieving the ultimate goal of PD.

7.3 Professional development needs

In the Sri Lankan context, PD training has been offered in two instances: first, the induction training, and then the BPP. Both types of training were provided during the first three years of their appointments as novice principals. As the novice principals attended these training sessions in two instances, the findings show a significant difference in the PD needs as they transitioned into their initial roles as leaders, and later as serving leaders.

As the novice principals embark on their initial leadership role, they have expressed their need to develop themselves with a range of skills associated with laying a strong foundation for novice principals as an individual to become a leader. This need highlights that the PD needs of novice principals in their initial leadership role were self or person-centred, which is associated with learning how to present themselves as leaders. The data also indicated that their self or person-centred needs revolved around both aspects of leader development and leadership development as discussed in above section 7.2. From the outset, their needs were intertwined with understanding how to behave as leaders with enhanced personalities, fostering positive interrelationships, and crafting a vision for the future (see sections 5.2.1). This aligns with the individual development within a leader, encompassing personal power, knowledge, and trustworthiness, as highlighted by Day (2000). Furthermore, the induction training has facilitated the development of these aspects within novice leaders, contributing to the skill development of self-awareness, self-regulation, and self-motivation, as further explained by Day (2000). The impact of cultivating these skills was demonstrated in section 5.4.1.

illustrating how they faced challenges as an individual with resilience, adaptability, and emotional intelligence when transitioning into their initial roles as leaders in different school contexts. Furthermore, novice principals' interest in enhancing knowledge, skills, and abilities are associated with formal leadership roles (Day, 2000, p.584) relevant to administrative and financial regulations (see sections 5.2.1), also demonstrates their intention to engage in developing themselves as leaders, which is important. All these aspects relate to developing the intrapersonal capacities (Day, 2000; McDermott et al., 2011) of a leader as an individual.

Simultaneously, the need to expand interpersonal capacities within a leader is also demonstrated by the data. Interpersonal relations illustrate the interaction between an individual and the social and organisational environment which brings the notion of leadership. As individuals develop themselves, there is a simultaneous need to build networked relationships with the school community, fostering positive interactions for guiding and influencing others effectively. This brings the notion of leadership development, which focuses on positively influencing others to achieve organisational goals with a focus on service orientation, with the potential within a leader (Day, 2000; Cruz-Gonzalez, 2021). Further, it illustrates the interconnectedness in developing interpersonal skills, which is fundamental to leadership development, aligning with the findings discussed by McDermott et al. (2011). Moreover, the findings illustrate that the positive interpersonal relationships maintained by the principals with the school community have enabled them to receive support to the fullest extent during challenging times, facilitating the continuation of online teaching and learning (Viru, Sumie). Moreover, their interpersonal relationships involve more than just communication; they entail building connections to produce positive outcomes in challenging situations (Millie). The finding of the positive impact of interpersonal skills on the leadership performance of a principal aligns with the study conducted by Wang (2021) on developing interpersonal leadership practices among school principals to achieve school goals.

The above PD needs of novice principals, who were transitioning into their initial roles as leaders were outlined in section 5.2.1 in Chapter 5. The key characteristic of these needs was that they were imaginary in nature, as the novice principals tried to imagine and predict what could happen when they entered their new roles as leaders. Thus, the PD needs were centralised in their imaginations. Further, the findings in Chapter 6 also reveal that administrative officers were well aware that the PD needed perceived by the novice principals were indeed imaginary. This was due to their lack of experience in the position. Nevertheless, their prior roles as teachers, closely associated with school

leaders, led them to envision the expressed needs, especially learning about administrative and financial aspects as part of their training needs. This aligns with the 'apprenticeship' model, as Bush et al. (2008) emphasised with reference to leadership development in small island states, where novice principals have acquired knowledge and skills by working in a subordinate role with their school principals. Further, they illustrate that this approach can have its merits in helping novice principals identify their PD needs to some extent, but it does not 'widen the lens' Bush et al. (2008, p.461) in identifying their PD needs as leaders. This aligns well with the Sri Lankan context, as the PD needs of novice principals in their initial leadership role were specific to the school context and task-oriented, such as school administration. However, they were not focused on broader school leadership aspects, such as policy implementation from the school level to the national level.

The PD of serving leaders were discussed in section 5.2.2 of Chapter 5. As serving leaders, their PD needs were centralised around performing their duties with a broader perspective towards the school community. In contrast to their initial needs, their requirements as serving leaders were specifically task-oriented, necessitating performance-based competencies. In this context, their needs focused on how they should guide and serve others as leaders, emphasising the concept of leadership development. Their need to interact and serve others reflects the transactional and transformational nature of leadership, as explained by Hanson (2013) with reference to leadership development. Moreover, it is noteworthy that leadership development within serving leaders is exhibited through specific leadership styles, such as instructional leadership, curriculum leadership, and administrative leadership, as highlighted in section 5.2.2. This may be because, as serving leaders, their experiences have made them realise their leadership roles more specifically. As a result, their needs are centred around demonstrating themselves with specific leadership styles, such as instructional or curriculum leaders.

As a whole, the PD needs of novices in their initial leadership role were centralised on both aspects of leader and leadership development with a focus on intrapersonal skill development. Due to this intrapersonal nature, it became evident that the leader and leadership development among the novice leaders was self-centred (Day, 2000; Lord & Hall, 2005). In contrast, the PD needs of serving leaders were centred on leadership development with a focus on interpersonal skill development in order to lead others. Therefore, the PD needs of serving leaders were centred around leadership development, developing themselves to serve others.

7.4 Developing skills and competencies

Along with leader and leadership development within novice leaders, it is demonstrated that skills and competencies were developed. Significantly, the findings demonstrate a significant difference between the skills and competencies developed in the two phases where they attended the training in their initial leadership roles as serving leaders.

Their initial leadership role aligned with leader and leadership development, leading to skill development that encompasses both soft and hard skills within the novice principals. In defining soft skills, Laker and Powell (2011) state that these skills involve 'intra-personal skills, such as one's ability to manage oneself, as well as interpersonal skills, such as how one handles one's interactions with others' (p. 112). Thus, it is evident that both these skills are linked in developing a leader within a novice principal during the induction training. Further, Section 5.3.1. illustrates the gradual development of intrapersonal skills in novice leaders, while Section 6.5.1 demonstrates how the curriculum of the induction training is designed to foster intrapersonal skills, such as self-regulation and self-motivation, within a leader. These developments have led to a better understanding of self as a leader before they begin to lead others. As novice leaders, their self-awareness is demonstrated by the expressed need to understand personality and behavioural traits. Moreover, they have encountered many unexpected challenges immediately upon their appointments, including instances of political interference. These instances stand as prime examples of their personalities and the courageous traits of their behaviour as leaders. Further, as leaders, their self-regulation is evident in how they respond to challenges by being silent (Sene- see page 113), neglect (Viru, Rumee- Sene- see pages 112 -115), and employing strategic approaches (Kuma and Sene - see pages 114-115) as novices in their initial leadership role. All these intrapersonal skill development help novice principals to develop their inner potential as an individual leader.

Apart from the above, another aspect associated with the skill development of novice leaders is hard skill development. During the interviews, I realised that many novices were more interested in acquiring knowledge of school administration, management, and financial regulations—hard skills—rather than soft skills. Scholars like Bush & Oduro (2006), Bush (2008), and Assan & Lumad (2013) consider this situation common among novice leaders, especially within the systems of Asian, African, and Eastern European contexts (Bush, 2018). Nonetheless, this situation appears in many contexts, as indicated by various studies conducted in different settings. These studies have shown that

novice principals often lack experience in administration and school finance, which they are keen to understand in detail (Saidun et al., 2015; Sepuru and Mohlakwana, 2020; Kouhsari and Bush, 2023).

In general, hard skills are technical abilities that aid in performing specific tasks. However, the need for hard skill development within novice principals in their initial leadership role runs deeper, aligning with arguments made by Scott & Vincent-Lancrin (2014). According to Scott & Vincent-Lancrin (2014), gaining knowledge of the subject matter is associated with "subject-based hard skills". These skills, based on their applicability and usability, fall into a category of hard skills related to 'thinking and creativity.' Therefore, novice principals acquiring knowledge of the subject fall into subject-based hard skills, while their application and utilisation of that knowledge in the school context are linked to hard skills associated with 'thinking and creativity. In line with the ideas of Scott & Vincent-Lancrin (2014), the findings indicate that, as the chief administrative officer, they were in need of understanding the intricacies of financial management. This understanding was crucial for maintaining accurate accounts and avoiding pitfalls that could lead to serious legal issues. Their need to acquire subject-based hard skills, such as financial management, and apply this knowledge to prevent potential issues reflects thinking and creativity. These aspects illustrate the broader dimensions of their leadership roles.

Overall, the PD needs at the initial move into their leadership roles have been centralised around soft and hard skill development. The findings show that these skill development activities intend to perform specific tasks assigned to the school leader. However, the skill development of serving leaders seemed to be much broader compared to the initial stages of novice leaders. During the interviews with reference to serving leaders, all stakeholders used the term skills/skill development within novice leaders. Still, a careful look into their needs, actions, and policy developments illustrates that the use of the terminology of skill has covered much wider aspects of tasks that they have performed. During the interview, Pavi said, "I use the word competency rather than knowledge" (see page 147) which acknowledges that the serving leaders' performance at work goes beyond the basic skills discussed at the beginning of their leadership. As demonstrated in the national competence framework and the assessment rubric published by the MoE and NIE (2018), school leaders' performance is not just skill-based but competency-based, which focuses on the ability to apply knowledge and skills in the school context, which is complex, dynamic, and challenging.

Significantly, simple actions like greeting in the morning by the principals have been identified by the NCFSLM (MoE & NIE, 2018, p.20) as competency that

positively impact the presence of school leaders by fostering better relationships and developing a conducive learning and working environment for everyone at school. This is a competency that a leader possesses in line with Quality School Governance, as illustrated in the NCFSLM (MoE & NIE, 2018). These attempts allow novice principals to learn and lead the school in achieving its aims and objectives.

7.5 Programme design

The key objective of offering the induction training and BPP is to support and address the PD needs of novice leaders in learning to lead schools within the Sri Lankan context. However, the data indicated variations in the perceived impact of the two training programmes among the novice principals. As illustrated in the first Chapter, induction training is a long-standing programme with no policy intervention, consisting of two training modules with trainer manuals. During preliminary discussions with Ministerial officers, it was revealed that whenever this programme was offered, it was offered without any needs survey. This was confirmed by Hiru who is a national level administrative officer during her interview. The training has been designed by the administrators. This brings the fact that the induction training has offered based on a perceived deficit in the performance of school leaders within the Sri Lankan context, well matched with the features of the deficit model as discussed by Chaudary (2013). The training is offered based on the deficit thinking of educational administrators (what they think that novice principals may lack in skills) which leads to addressing the deficit needs of novice principals based on the understanding of the administrative officers by offering training, which is largely contextual, as explained. While induction training is implemented based on a deficit model, as indicated by the data, it has effectively addressed the PD needs of novice principals developing skills within them to perform as leaders with leadership. The significance lies in how these novice leaders have successfully navigated challenges, particularly during their initial adjustments to schools, as presented in section 5.4.1 of Chapter 5. This situation well match with James and Ladkin (2008) critical reference to present leadership training. James and Ladkin (2008) state that leadership development is currently framed as 'topping up' potential leaders with skills, capabilities or a style they somehow lack. This is being implemented in a generic form of leadership, which is appropriate regardless of the context and well-matched with the offering of induction training in SL. In overcoming the situation, they suggest fixing the individual deficiencies of leaders, which focus on leader development that the induction training has addressed. It is evident that the

trial-and-error method has worked when addressing the PD needs of novice leaders who adjust to their initial leadership role, within the Sri Lankan context.

In contrast, BPP is a national-level policy implementation with a standardised approach to training offered for the PD of school leaders, aligning with international standards for leadership training as illustrated in Chapter 3. Novices were able to attend the BPP as their second PD training as novice leaders. The data in the section 5.2.2 have shown that the PD needs of serving leaders are context-based practice oriented which needs combination of competencies to meet the specific needs mentioned by them. In addressing training needs, the BPP has incorporated internationally recognised best practices by designing standardised training to develop school leaders for the 21st century (MoE & NIE, 2018) as discussed in section 3.4 in the literature review. However, the data suggest that the competency framework's design is oriented toward skill development, and its implication is a practice-based approach that empowers novices to become school leaders. In contrast, the data did not support the idea that these enabling factors relevant to BPP (comprehensive programme design with competency and see section 5.5.2) helped novices apply their skills as school leaders to overcome challenges during the pandemic. Nevertheless, their prompt action, creative solutions, and ability to face challenges illustrate a range of soft skills, which may have been facilitated by the soft skills developed during the induction training offered at their initial leadership role. Moreover, novice principals have emphasised the hindering factors when compared to the facilitating elements of the training (See section 5.5.2, which presents both aspects). This highlights that providing the BPP as PD training for current leaders failed to address their training requirements.

7.6 Programme delivery

The provided PD training aims to facilitate the learning of novice principals to become leaders, and the delivery of the programme plays a vital role in achieving this objective. One key aspect, highlighted by the data, is the structure of the curriculum and its alignment with the intended objective of developing novices as professional leaders.

Referring to the delivery of the induction training, the two modules cover both theoretical and practical aspects necessary for leadership at the beginning of their initial role. The first module (See Appendix 1) establishes a foundation in theory and practice while the content in the second module sessions delves into practical aspects of school management and administration (See Appendix 2). Each unit and session within the two modules are strategically coherent,

aligned, and built upon each other, providing a sequential logical path to develop both leader and leadership dimensions, incorporating soft and hard skills as intended. As a result, novice leaders exhibit common dimensions of performance in their initial leadership roles, including adjusting to the school context and managing external factors. In contrast to induction training, though BPP is introduced by the NCFSLM (MoE & NIE, 2018) with a standardised approach, it has no training manual, or guidelines prepared explaining how to deliver the training. This is a drawback in the programme delivery related to BPP.

The data highlights problematic instances regarding the quality of trainers and content delivery relevant to both programmes. The induction training had a proper outline and a method to deliver each session which lacked within the BPP. There were no proper guidelines on what sessions to cover, how to cover them, and what teaching methodologies to implement the gap in offering a curriculum designed for the BPP. As a result, the positive impact of the competency framework in programme delivery was hindered compared to induction training.

Attendance at the induction training helps novices to become learners again. Since they are adult learners, it is important to identify the diverse needs of adult learners, as explained by Knowles (1973), and address their PD needs. To facilitate their learning, using diverse instructional strategies provides rich learning experiences that expand the range of learning experiences, enhancing the critical and practical lens within novice leaders. The provided trainer guide for training novice leaders in their initial training mentions a range of delivery methods to deliver the planned module content of each topic, such as projects, group discussions, and field trips. The interview data supports the implementation of these methods and highlights the positive aspects of field visits, such as "copying ideas" (Millie) and the phrase "ideas clash" (Sene) which promotes engaging constructive discussions while learning. This finding aligns with discussions made by Jayapragas (2016) and Ng (2015) in Singapore and Hong Kong, illustrating how they have facilitated leader development by implementing a range of delivery modes to cater to the diverse learning needs of novice principals. The incorporation of various delivery modes in induction training has enabled novice principals to be innovative, creative, and practical within the Sri Lankan school context. In general, the use of diverse delivery modes has effectively supported the implementation of the transformative learning theory, as explained by Dirkx et al. in 2006. It has been facilitated by the andragogical approach, as explained by Knowles in 1973.

Although the NCFSLM has been designed as a comprehensive model for principal training in SL, the BPP serves as a PD training, acting as the mechanism to implement the NCFSLM. To effectively carry out this training, proper guidelines for programme delivery are necessary. However, based on documents and interviews with various stakeholders, it has not been revealed that a comprehensive mechanism or guidelines have been developed or provided for trainers on how to deliver the BPP training.

The finding shows that the novice principals have experienced limitations in the mode of delivery when they attended the BPP. The predominant mode of delivery is the lecture method which is passive in nature as revealed by the data. This has not encouraged fostering active learning or practical application of knowledge in facilitating novices to be leaders. This reveals a mismatch between the designed model and its actual implementation at the BPP level, which hinders the positive impact on the national-level intention of developing leaders for the 21st Century.

Further, the data points out a significant drawback in the programme delivery during the COVID-19 pandemic. While schools have implemented virtual teaching and learning via Zoom, the BPP has not considered offering the training virtually, leading to a delay of almost two years. The MoE or NIE have not taken progressive steps to offer the training via Moodle or a similar online platform synchronising with Zoom sessions. This is a significant drawback as well as negligence on the part of national-level authorities.

Comparing the delivery methods of the two training programmes, it is evident that induction training has incorporated a range of delivery methods with proper guidelines. In contrast, BPP lacks proper mechanisms in programme delivery. In line with this situation, the data illustrate that induction training has better facilitated meeting the PD needs compared to the BPP.

7.7 Assessment and evaluation of novice principals as trainees

Pashiardis and Brauckmann (2008), argue that the development of principals could be assessed formally and informally at different points in their career which includes the PD training provided for novice leaders. In line with this idea, the PD training has implemented different modes of evaluation in evaluating their developments. The engagement in the assessment and evaluation in both training have facilities developing different skills and competencies within novice principals. In an ideal situation, I believe that these developments should positively impact meeting their expressed training needs.

The document analysis and interview data illustrate that the key intentions of the evaluation implemented in the induction training and BPP differ. The induction training has incorporated both summative and formative evaluations throughout the sessions. They have implemented presentations (both group and individual), peer evaluations, and observations as formative assessments during session delivery, as revealed by the lesson delivery plans provided for the trainers. This approach has facilitated continuous improvement in leader and leadership development within novice principals. Furthermore, the summative evaluation conducted at the end of the induction training has offered the opportunity to assess whether the expected learning outcomes and objectives have been achieved in meeting the PD needs illustrated by many scholars in different context (Ng, 2015; Susilowati, 2020). The evaluation procedures implemented in the induction have served to qualify the novice leaders for their initial leadership role, aligning with the stated objectives of evaluation in PD training by Pashiardis and Brauckmann (2008). Moreover, the data reveal that the positive impact of these evaluations has enabled them to perform their initial leadership role in a professional manner, consistent with the emphasis made by Susilowati (2020) regarding the positive impact of evaluation in the Indonesian context.

In contrast to a positive evaluation of induction training, the data critique the evaluation procedures implemented in the BPP. The interview data revealed a mismatch between the designed evaluation and its relevance and practicality. During the evaluation, principals were instructed to provide evidence of how they maintained their computer and science laboratories in their schools. However, the interview data showed that some principals struggled with challenges, such as reopening schools that were on the verge of closure (Sene and Aara), aiming to provide primary education to rural village students. In such a context, the designed evaluation becomes impractical and faces criticism, as they are unable to provide evidence as instructed. As leaders, they have faced challenges and implemented different strategies to overcome the respective problems. Their efforts in solving these problems illustrate the skills they have developed. This raises the fact that their attempts were neither assessed nor evaluated and were not even recognised as important. In such a context, the designed evaluation becomes impractical and faces criticism as they are unable to provide evidence as instructed. However, the way that novice principals have performed brings out how they perform themselves as human and social capital incorporating a range of skills that may have developed by attending the training. In the present context, the country needs such leaders.

In this scenario, the data illustrate criticism towards the evaluation and disappointment towards the higher authorities who were involved in the design of this impractical evaluation. In my understanding, the authorities may have attempted to cover a vast area of knowledge related to school contexts within serving leaders, which has led to demonstrate inapplicability and a lack of contextual understanding among higher authorities. Overall, the evaluation procedure implemented in the BPP has acted as a hindering factor in learning to lead as a leader.

7.8 Conceptual mix in practice

The discussion in the above sections can be placed in the PD training process. In line with this idea, I see the ability to incorporate the Conceptual Mix demonstrated in Figure 7.1 into the process of PD training offered in any context, amalgamating the proposed model on leadership preparation and induction by Bush (2018). The proposed "model for leadership preparation and induction" by (Bush, 2018) consists of five stages: (1) Succession planning, (2) Leadership preparation, (3) Recruitment and selection, (4) Induction and (5) In-service development (p.69). Each of the five stages in the model proposed by Bush (2018) incorporates different dimensions illustrated in the Conceptual Mix shown in Figure 7.1.

In agreeing with the ideas of Bush (2018) and drawing from the findings of this study, I argue that each stage of the model suggested by Bush (2018) is embedded with a bunch of skills embedded in the "Conceptual mix in PD needs" shown in Figure 7.1. Further, I firmly believe that my argument facilitates the application of the 'model for leadership preparation and induction' introduced by Bush (2018) in any global context.

Figure 7.2 (see page 191), titled 'Integration of Conceptual Mix into Leadership Preparation,' visually represents how my argument aligns with the five stages outlined by Bush (2018). It visually demonstrates the interconnection between the "model for leadership preparation and induction" (Bush, 2018) and the "Conceptual Mix" illustrated in Figure 7.1. Each phase in the figure is interconnected with the specific skills and competencies that school leaders need to cultivate. These skills contribute to the leaders' personal development and empower them to extend their leadership influence on the broader school community. Further, as time progresses, social change inevitably occurs, leading to variations in the requisite skills. The Conceptual Mix is designed to recall the skills needed to adapt to these changes within the ongoing process.

Figure 7. 2 Integration of conceptual mix into leadership preparation

(Adapted from: Bush, 2018; p.69)
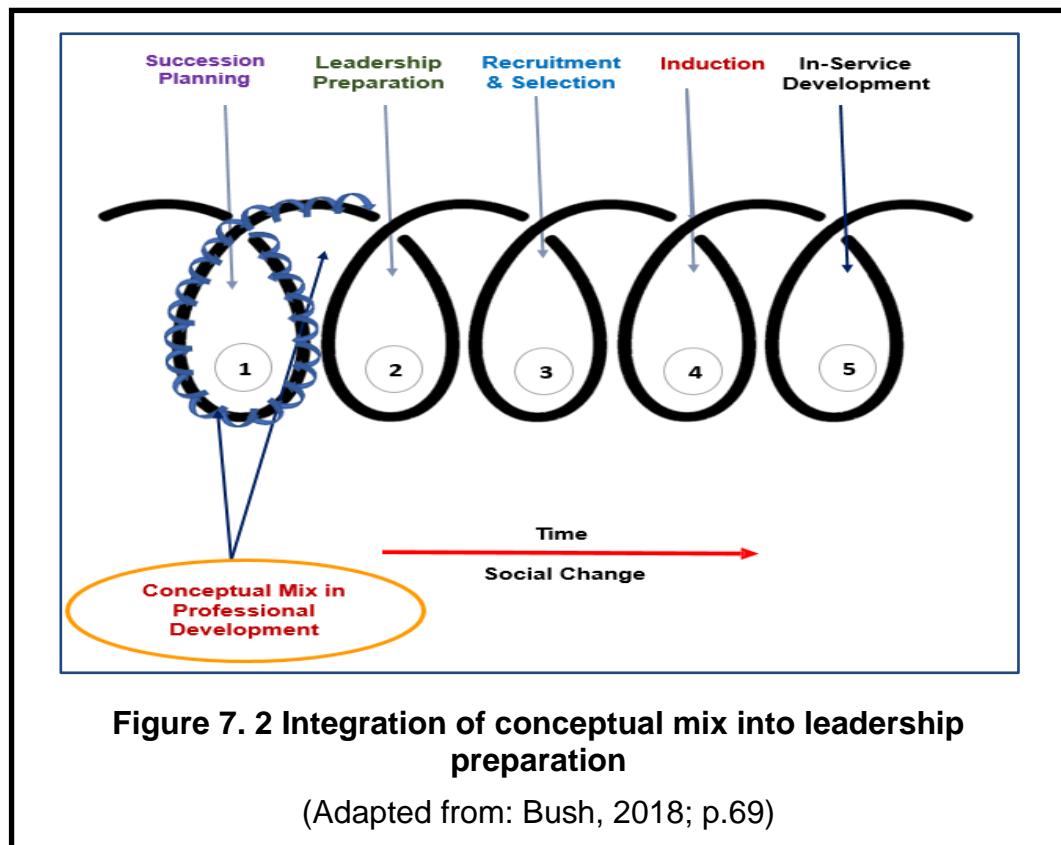
Reference to above Figure 7.1, applying the Conceptual Mix to (1) succession planning in the suggested model by Bush (2018) involves strategically identifying talent for potential leaders. During this stage, administrators engaged in the process can identify suitable candidates and contemplate the specific skills these potential leaders should possess as they embark on their initial leadership roles. For instance, in the context of Sri Lanka, considerations may extend to their behaviour, personality, and potential contributions to school development as active members of the staff in order to identify potential candidates.

In (2), "Leadership preparation" is focused on continuing with the preparation of novice principals to be leaders within the school context by enhancing their leadership skills and competencies. In this stage, programme designers can consider what skills or competencies to develop (either all aspects or selected areas) as mentioned in the Conceptual mix in Figure 7.1. For example, the induction training offered in the SL context was considered soft skills rather than hard skills development. The incorporation of a 'conceptual mix' into the model proposed by Bush (2018) provides guidance to translate the theory into practical implications, adding significant value to Bush's original model. Further, it is vital to consider the type of leaders that the respective school context requires—be it transformational leaders, instructional leaders, or visionary leaders. Each leader is tasked with a specific role that demands a set of distinct

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yet interconnected skills. The conceptual mix forms the foundation for consideration in this regard.

The (3) recruitment and selection process is based on the performance of the novice principals, facilitating customised selection. When appointing principals to schools, it is suggested to consider the required skills to lead different schools in the context. In the Sri Lankan context, even though all principals received similar training, the model recommends evaluating their capability to assume leadership roles based on the type of school. For instance, in this study, none of the principals were appointed to either a national or 1AB school, but many served as primary school principals. This reveals that different skills were required in order to lead different schools in the SL context.

(4) Induction and (5) In-service development are continuous processes of the PD of school leadership. Therefore, different skills can be developed within the induction and in-service training provided for school leaders. Moreover, this phase is linked with succession planning and Leadership preparation.

The interconnectivity of the model on leadership preparation and induction by Bush (2018) and the Conceptual Mix is illustrated in Figure 7.2. Each phase is linked with skills and competencies to be developed by the school leaders, which facilitate their development as leaders and extend their leadership to the school community. Further, social change will occur as time passes, and the skills will inevitably differ. The conceptual mix is also aligned with the changes within this continuous process. The conceptual mix and the five phases will continue within the process, but the required skills may differ with time and contextual change. In this section, I have highlighted the interconnectivity of skills embedded within every stage of leadership development, from planning to offering training. However, it is significant to note that studies have highlighted gaps in the provided training due to negligence (Bush, 2018) and a lack of practicality and relevance (Parakramawansa, 2012; Kasturiarachchi, 2019), as well as traditional approaches deviating from the primary intention of PD (Dinham, 2011). These situations may have arisen due to a lack of understanding among policymakers in designing PD training programmes to meet the PD needs of novice principals. In this context, the interconnected process mentioned in Figure 7.2 will bridge the gaps between PD training and the PD needs of novice principals, facilitating policymakers in addressing the criticisms levied against the designed training.

7.9 Chapter summary

The significance of this discussion lies in how conceptual interactions are linked with the PD needs of novice principals, guiding them in learning to lead effectively. The data in section 5.2.1 of Chapter 5 presents the PD needs of novices in their initial leadership role and as serving leaders. The analysis of these needs reveals that they are closely intertwined with the aforementioned skills. Furthermore, it is also evident that integrated concepts support novice principals in addressing their expressed needs. Hence, this finding aligns with the first research question.

The presentation of data relevant to the challenges also illustrates conceptual integration when confronting the mentioned challenges. Furthermore, the data showed how various leadership styles performed by leaders when facing challenges were integrated with conceptual dimensions, supporting their leadership performance in challenging situations. This aligns with the second research question.

Furthermore, examining the enabling factors of the provided training illustrates the positive synchronisation of the concepts mentioned above, particularly in induction training. In contrast, the negative synchronisation of these concepts did not facilitate novice learning to lead effectively. Overall, the illustration of PD needs that facilitate novice leaders to become effective leaders reveals that their PD needs are embedded with complexities that support their journey in learning to lead.

Chapter 8 Conclusion

8.1 Introduction

In this chapter, I summarise the main arguments of the study (8.2) and explain how the research questions were addressed (8.3). This is followed by a discussion of the study's contributions (8.4) and recommendations for implications (8.5). Next, I outline the limitations of the study (8.6) and suggest areas for future research (8.7). Finally, I provide concluding remarks and reflections for the future (8.8).

8.2 Main arguments of the study

This study aimed to examine the PD needs of novice principals in SL and how two PD training programmes, namely induction training and BPP training, facilitated the meeting of these needs to enable novice principals to become school leaders. In order to do so, I explored how other countries provided PD training, both during the induction of novice principals in their initial leadership roles and as they transitioned into serving leaders.

In this search, I identified how other countries offer standard-based leadership training programmes to develop school leaders who are well-prepared, accountable, and aligned with educational goals. Additionally, I found that the provided training has been designed to address the PD needs of school leaders, specifically in strengthening leadership capacities among novice leaders. However, there were gaps in meeting the PD needs through the provided international training. With this understanding, I identified gaps in the offered training that hindered meeting the PD needs of novice leaders and noted a lack of research conducted on leadership training, and PD needs in the Sri Lankan context.

This prompted me to dig deeper into the PD needs of novice leaders in both their initial leadership roles and as serving leaders within their first three years of service. I aimed to understand how the provided training has assisted in meeting their PD needs. Since my interest lies in comprehending how novice principals experienced the training in addressing their PD needs, the nature of this examination aligns well with phenomenology in qualitative approach as a qualitative study. As a phenomenological study, it delved into the experiences of novice principals from their perspective, capturing the nuances of the experiences provided by the training in meeting their PD needs. Documentary analysis and qualitative interviews were conducted to gather data for this research. To achieve an in-depth understanding and organise complex

information about the experiences, the data were analysed and presented thematically.

My research findings show that novice leaders' PD needs differ within their first three years of service. Novices attending the induction training for their initial leadership role have expressed their need to develop skills related to leader and leadership development, focusing on their individual growth as leaders. In contrast to the PD needs of novices in their initial leadership role, the needs of serving leaders were centralised around leadership development to perform different leadership roles. In this instance, there is a need for development in leadership. This difference led to the identification that the needs of novices in their initial leadership role were centred on the self or person compared to those of serving leaders. This self or person-centred nature has had a positive impact by laying a solid foundation in developing novice principals as individuals and leaders, enabling them to perform their leadership capacities effectively.

Furthermore, in line with the finding that the PD needs of leader development are self or person-centred, the data illustrated that leader development was also centred on self-regulation, self-confidence, and self-awareness. These were identified as intrapersonal skill development within a leader. Similarly, findings show the need to develop communication, problem-solving, and conflict resolution skills that fall under a leader's interpersonal skills. Both intrapersonal and interpersonal skills fall under the broader category of soft skills development. On the other hand, novice principals expressed their desire to develop subject-specific knowledge, especially financial regulations and administrative procedures, which are hard skills. Furthermore, it is significant that gaining a deeper understanding of financial regulations and administrative procedures was a highlighted area that serving leaders wanted to explore further while attending the BPP. Overall, the findings indicate that the needs of novice principals in their initial leadership role were centred around developing both soft and hard skill-based performances relevant to being a leader. However, as serving leaders, PD needs to lean more towards hard skills rather than soft skills.

The finding also demonstrated that the needs of novices in their initial leadership role were imaginary and based on their previous associations in the school context as teachers. These needs illustrate that novice principals were attempting to imagine and predict their leadership functions as they entered their new roles, comparing the experiences gained while working in a junior position at the school. This fits well with the 'apprenticeship' model (p. 461), as illustrated by Bush et al. (2008). In contrast, as serving leaders, the PD needs were based on their real-life experiences. Therefore, their needs were much

more realistic and practical. Nevertheless, the apprenticeship model might not consistently facilitate the growth of novice leaders. Hence, it is crucial for all stakeholders, particularly politicians, policymakers, and implementers engaged in designing and providing PD training for novice leaders, to examine the aspects essential for leadership development meticulously. This meticulous scrutiny would be necessary to address and bridge the gaps arising from the limitations of the apprenticeship model. On the other hand, these findings may give insights to the countries that continue with the apprenticeship model to rethink and change the leadership training provided.

The findings demonstrated that the PD needs of novice leaders in their initial leadership role were primarily focused on skill-based performance and development for specific tasks relevant to the school context. In contrast, serving leaders' needs and performance were much broader, integrating a combination of leadership dimensions such as transformative, instructional, curriculum and visionary leadership. As serving leaders, they attended BPP with the need to lead the school forward, gaining a broader understanding of their leadership skills through learning to lead. This brings the notion of competency-based performance as illustrated in the NCFSLM (MoE & NIE, 2018).

As illustrated in the section 3.4 in the literature review USA and England have initiated professional standard-based approach in developing PD training programmes in their countries. The "Professional standards define the nature and the quality of work of persons who practice that profession, in this case educational leaders" (NPBEA, 2015, p.02). However, findings revealed that the induction was designed based on the administrator's belief that novice principals lacked the necessary skills to fulfil their leadership roles but not on professional standard-based approach. This finding aligns well with the deficit model in education as discussed in section 7.5. Implementing a training programme based on deficit thinking is not ideal; however, it has been implemented within the Sri Lankan context, reminding us that having something is better than nothing. However, when novices assumed their duties after completing the induction training, their performance in adjusting to the context and taking on leadership roles demonstrated the positive impact of the training. This indicates that the deficit thinking of administrators embedded in the induction training effectively addressed the PD needs of novice leaders. In contrast, the findings indicated that the BPP was developed in line with the NCFSLM, an outcome of standard-based policy introduction in the context. However, the findings did not support the notion that BPP, as a PD training, has positively impacted more than induction training in meeting the PD needs of novice principals.

Moreover, the findings also suggest that there were limitations in the delivery both training programmes that hindered the leadership development of the novice principals. The lack of professional proficiency among trainers was highlighted as one key drawback in both trainings. Compared to induction training, BPP as PD training was criticised by novice principals, highlighting drawbacks in delivery quality and impracticalities in assessment and evaluation. This criticism hinders the positive developments of the BPP as competency-based training for novice leaders.

Despite the limitations and shortcomings, both training programmes have attempted to develop and facilitate novice leaders to be leaders with better leadership skills. The integrated concept within the PD needs of novice leaders in line with the leader (developing as self) and leadership development (developing self to serve for their betterment) brings the notion of developing the leaders as human and social capital that supports the ideas presented by Day (2000).

8.3 Addressing the research questions

This section outlines how the study's three research questions were addressed. The findings are presented in two chapters. The fifth chapter, the initial findings chapter, presents principals' perspectives relevant to the three research questions. Following this, the sixth chapter delves into the perspectives of administrators and trainers, aligning with the three research questions. The first research question as follows.

1. What are the needs of novice principals as they move into their roles as leaders in Sri Lankan schools?

   1a. To what extent does the existing induction provision in Sri Lanka meet novice principals' needs?

   1b. To what extent does the existing professional development programme in Sri Lanka meet novice principals' needs?

The research question above is addressed through interview data collected from all stakeholders: principals who were the recipients of the training programmes, trainers, provincial-level administrative officers who delivered the training, and national-level administrative officers who were involved in policy design and implementation. In Chapter 5, I presented principals' perspectives on their PD needs both in their initial leadership role and as serving leaders. The data illuminated how the provided training, including both induction training and BPP, facilitated meeting these needs. In Chapter 6, administrators' and trainers' perspectives on addressing the research question were presented in

the same format. This presentation highlights how principals perceive their training needs and how administrators and trainers, who were policymakers and policy implementers, identify the PD needs of novice principals. It also identified the disparity in PD needs between novice principals in their initial leadership roles and those in serving positions.

Further, examination of the adequacy of the training in meeting the PD needs in the two instances with the provided two training were presented.

The second research question as follows.

2. What do novice principals perceive as the main challenges when transitioning into their roles as leaders?

I addressed the second research question by presenting the problems and challenges encountered by novice principals in both their initial leadership role and as serving leaders. The findings indicated that the challenges faced by novice leaders were often contextually based as they adapted to new environments. Consequently, as serving leaders, they encountered challenges primarily related to ongoing BPP, rather than issues within the school context. From the perspectives of administrators and trainers, developing novice principals as leaders posed challenges, particularly in acquiring a broader range of leadership skills during their initial leadership role. As serving leaders, navigating changes in the delivery of BPP proved to be challenging for all stakeholders involved.

The third question of the study is as follows.

3.To what extent does the leadership training in Sri Lanka prepare novice principals to become school leaders?

3a. What are the enabling factors?

3b. What are the hindering factors?

Thirdly, this section examines the factors that have contributed to both enabling and hindering novice principals in their transition to school leadership roles. Activities focused on soft skill development, such as vision building and networking, were identified by administrators and trainers as facilitators for novices to perform effectively as leaders. However, novices expressed concerns about the limited emphasis on hard skills during induction training, which was also noted by policy implementers. Conversely, novices encountered several hindering factors related to ongoing PD BPP) while recognising the practicality of the NCFSLM as an enabling factor. Regarding the hindering factors of BPP, all stakeholders acknowledged the existing barriers that contribute to delays in training.

8.4 Contribution of the study

The findings of this study contribute to the existing knowledge and understanding of educational leadership pertaining to the Sri Lankan context. Though this identification is specific to the Sri Lankan context, the findings may provide a nuanced perspective on the issues, problems and challenges unique to the South Asian region. Further, the study insights have could also be transferred and applied to a global audience. Moreover, the findings will be relevant to anyone wishing to train leaders in education or develop leadership training programmes in any part of the world across diverse cultures and societies. Therefore, the study implications are extended beyond SL.

To the best of my understanding, there is a scarcity of studies addressing the PD needs of novice principals with reference to induction training and BPP as PD training programmes. Further, the published research (Parakramawansa, 2012; Kasturiarachchi, 2019) has emphasised a knowledge gap in the understanding of the PD needs of novice principals within the context. Consequently, this examination on PD needs of novice principals in SL is vital as it contributes to an understanding of the PD needs of novice leaders in their initial leadership roles and as serving leaders. Moreover, this qualitative analysis could help policymakers make data-driven adjustments to induction and PD training programmes. Additionally, the quantitative analysis could provide guidelines for improving these training programmes, enhancing their effectiveness in addressing the real-world challenges faced by novice principals in their roles as educational leaders.

In presenting the PD needs of novice principals, the study has highlighted the underlying concepts (leader and leadership development, soft and hard skills development, intrapersonal and interpersonal skill development and human and social capital development) that could be considered as fundamentals of the PD needs expressed by the novice principals. While the significance and immediate necessity of developing these aspects in school leaders have been broadly discussed in policy documents in SL, these discussions lack a specific focus on addressing the PD needs of novice principals concerning the critical aspects of leadership development. Therefore, this study could facilitate the bridging of the policy gap, emphasising the skill development of different leadership dimensions relevant to school leaders. In line with the policy emphasis, the findings of this study will contribute to the redesign of training programmes, specifically addressing the PD needs of novice principals.

The studies conducted by Bandara (2017) and Jayaweera et al. (2021) highlight that the research on the PD needs of novice leaders in the SL context is under-

researched. Hence, this study could be a powerful tool for unveiling the actual PD needs of novice principals in SL. Further, the findings could facilitate how the induction and BPP as PD training programmes should be offered to align with and address the PD needs of novice principals. Additionally, this exploration delved into stakeholders' understandings, feelings, experiences, and expectations regarding the induction and BPP as PD training, they receive, as well as how they ascribe significance to their experiences. Therefore, this comprehensive examination has paved the way for a critical analysis of the qualitative aspects of these varied perspectives, each playing a unique role in the further development of the provided training.

The findings show that Induction training and BPP are two separate training programmes provided by the MoE and the NIE. These are national-level leadership training programmes for school leaders. Despite being administered by the same institutes and sharing a national focus, they operate independently without integration into a standardised approach. On the one hand, the country's general education is anchored in the National Goal in Education, established by the National Education Commission in 2003. However, it remains unclear how the provided training aligns with or supports these National Goals in Education in SL. This alignment is crucial as principals are expected to be equipped through training to fulfil the National Goals in Education by navigating Sri Lanka's general education policies. By highlighting this gap, the findings contribute to recognising potential misalignments between the PD training provided for school leaders and the broader national educational aims and objectives.

The Conceptual Mix shown in Figure 7.1, illustrating the overlap of skills pertinent to leadership development needs, emerges as a noteworthy aspect of the study's contribution to the field of educational leadership and development. This model illustrates the theoretical underpinnings relevant to the training and development of school leadership. I believe it could be applied to any international context that engages with leadership training and development, serving as a transformative tool for enhancing the quality and impact of leadership training programmes across diverse educational settings internationally. Further, I believe that this visual representation model has the potential to facilitate other countries, with meaningful insights to consider when refining, adjusting, or amalgamating intersecting areas within their own leadership training programmes. Further, I believe that the findings provide valuable insights specifically for the South Asian region as we share similar contextual problems within the region as mentioned above.

In highlighting the existing gaps in PD training, a framework for leadership preparation and induction training has been suggested by Bush (2018). The five phases: succession planning, Leadership preparation, Recruitment and selection, Induction and In-service development is much vital for administrative officers who are policy makers and implementers to reflect on how and what they should looked into with reference to school leadership training. I believe that when it comes to developing training programmes for school leaders, the key concepts mentioned in the Figure 7.1 embedded in each aspect within the phases mentioned by Bush (2018). Each of the phases plays a vital role in shaping novice principals as leaders. In facilitating and developing the mentioned phases, I see the ability to incorporate ideas and concepts presented in Figure 7.1 considering the relevance to each phase presented by Bush (2018) (as discussed in section 7.8). This is the contribution of this study to the field of educational leadership development.

8.5 Recommendations

The study's findings indicated instances of a discrepancy between the PD needs and the provided training programmes. To enhance the relevance and practicality of the training in meeting the PD needs of novice principals, I recommended to conduct needs surveys within provinces before commencing the training. Further, to align with the identified needs, I suggest integrating the identified PD needs of novice principals into the training offered by each province. To implement this suggestion, I suggest that the MoE be granted permission to PDoE to modify the training programmes considering the needs of the novice principals within the province. This approach offers a more customised solution for developing leaders to address the specific challenges within the province. To execute this suggestion, the MoE should initiate measures to empower administrators at the provincial level.

The induction training programme was developed to fill the leadership deficit within novice leaders, and the standard based BPP has served differently in the context. The data relevant to programme design have shown the lack of integration between induction training and BPP, implying a missed opportunity to synergise the content, methodologies, and objectives of these programmes in line with the NCFSLM. Therefore, it is suggested that these training initiatives be connected in a standardised manner with NCFSLM. Doing so could enhance the effectiveness of leadership development for school leaders, creating a more cohesive and comprehensive approach to the provided training.

The data in this research indicates that both training programme designs prioritise the transformation of theory into practice, aligning PD needs with

leadership theory and skill development. This approach equips individuals to acquire knowledge and practical abilities in their PD. However, the data on programme delivery has illustrated the loopholes in the programme delivery that hinder the quality of the training. The quality of delivery is being criticised at the BPP compared to induction training. In overcoming the situation, I suggest that policy-level decisions be made to have a common format in programme delivery island-wide. A standardised format is recommended, including guidelines for programme implementation, administrative procedures to follow, curriculum design, trainer manuals, trainee manuals and evaluation guides. Further, to develop these guidelines and manuals, the MoE is encouraged to engage qualified resource individuals, not restricted to selecting officers attached to MoE, provincial and NIE, but university academics with proficiency and experience in the relevant fields. Further, this suggestion can be considered a best practice recommended to the field of leadership training itself.

In line with the above-mentioned modifications, implementing a formal and transparent procedure for recruiting qualified personnel for each training programme could be suggested in this context. Further, it is also suggested to provide trainers with structured training programmes, creating awareness of conducting effective training sessions in order to meet the training objectives and foster the leadership development of novice leaders. It is also revealed that all training programmes were conducted by administrative officers affiliated with the SLAS or SLPASS. Given the administrative focus of their roles, they may not be attentive to the new research implications in the field of education. To address this, it is suggested to the MoE to select qualified resource personals, extending beyond officers associated with MoE, provincial, and NIE, to include university academics with expertise and experience in the relevant fields.

The recommendations outlined above aim to enhance existing training procedures and minimise associated drawbacks. When incorporating these recommendations, it is important to bear in mind these modifications and alterations intended to support the PD needs of novice leaders. The findings indicate that the PD needs of novice leaders were preliminarily focused on the skill development of different leadership dimensions relevant to their roles as school leaders. Therefore, when formulating and implementing policies, due consideration should be given to the intersection of essential skills pertinent to leadership development needs (Figure 7.1), as discussed in section 7.2. Further, I advise that national-level policymakers and implementers be mindful of these aspects and contemplate potential restructuring or modifications to the existing two training programmes.

The findings revealed gaps in monitoring and follow-up support provided during the training, which the novice principals were in need of. Considering the involvement of both provincial and national-level authorities in the procedures, it is recommended that the MoE take the lead in introducing a monitoring mechanism. This system should not focus solely on evaluation but should also incorporate mentoring and positive guidance to enhance the leadership skills of novice leaders. All these processes demand a significant amount of human energy and knowledge. Therefore, recruiting a large group of qualified resource personnel at the provincial level is required. Additionally, training to enhance their skills is suggested to support novice leaders' development into effective leaders, considering the intersection of essential skills pertinent to leadership development needs (Figure 7.1).

8.6 Limitations of the study

The process of gathering data depended on participants' capacity to express their experiences through recollection and reflection. Given that some participants encountered difficulties in recalling certain experiences, there is a possibility of gaps in comprehension. Some participants required additional time for reflection, noting that their memories were sometimes intertwined. This limitation could impact the findings, as the findings rely on the participant's ability to recall the experiences acquired during the training. All interviews were recorded which led to a sense that certain participants approached the discussions with a heightened sense of care. There were instances where participants maintained a balanced tone, neither overly positive nor excessively negative, throughout the conversation.

I believe that all participants expressed their genuine feelings, ideas, and perceptions during the interviews. Furthermore, they did not exaggerate, manipulate, or withhold any information. Therefore, I am confident that they conveyed their beliefs truthfully at the time of the interviews. However, it's possible that participants may have refrained from disclosing certain confidential information due to privacy concerns, official protocols, or fear of judgment. For instance, administrative officers might have chosen not to divulge issues involving politicians or international bodies such as the ADB or WB. These subjectivity biases are inevitable in qualitative research. On the other hand, the participants of the study were self-selected, and their responses during the interviews might have been influenced by personal motivations. This can introduce bias because such participants may have specific reasons for volunteering, which is a limitation of the study.

Though I planned to conduct the interviews face-to-face, interviews were conducted via Zoom due to the COVID-19 pandemic. During the interviews, I faced connection issues and a lack of data with participants. Some participants received phone calls, leading to interruptions in the conversation. In both instances, the continuity of our conversation was disrupted. The mood shifted upon resuming, and the flow of original ideas was disrupted. Consequently, I consider this as a limitation.

Some participants expressed a desire to continue the interview in English despite it not being their mother tongue. In such cases, the generation of data relied on their ability to articulate their thoughts in English. However, consideration was not given to potential language barriers that might affect communication and the expression of ideas. As few participants were interested in English interviews, the remaining sessions were conducted in Sinhalese. I transcribed and translated the interview data. The translation process allowed me the flexibility to choose words, but it also led to the possibility of slight variations in language, potentially leading to linguistic slips. Acknowledging that I am not a professional translator and English is my second language, this limitation was inevitable.

In my initial plan, I included member checking of data after transcription. However, I encountered barriers in implementing member checking following the transcription of interview schedules. The primary obstacle was the participants' busy schedules and limited availability. Securing appointments with some extremely busy officials proved challenging, and I hesitated to request their time to review the transcriptions. Despite their engagement in a professional strike and amidst the pandemic situation, they had agreed to participate in the interviews. Additionally, the pandemic brought about various social and financial challenges for all involved. Consequently, due to these significant factors, I decided to withhold my intention of continuing member checking.

8.7 Further research areas

I suggest implementing the same study in the other provinces, which will provide more detailed perspectives of stakeholders. This will provide detailed and comprehensive insights and perspectives of stakeholders. Further, it will provide diverse experiences, situations, problems, issues, and challenges pertaining to the respective provinces relevant to the provided training and the PD needs of novice leaders. Overall, this will provide a much bigger picture of the PD needs and training provisions.

The research on skill-based leadership development and the PD needs of novice principals is a grey area within the leadership research in Sir Lanka. Therefore, many areas are open for further investigation in future. In this study, I have drawn attention to many loopholes, issues and problems pertaining to the leadership development and the PD needs of novice principals relevant to the Sri Lankan context. For example, mismatch between the PD needs and the training programmes, a lack of focus on leadership development, quality of programme delivery and assessment evaluation provided. These are areas that merit in-depth research in light of PD needs and leadership development of novice leaders.

8.8 Reflections and way forward

This EdD journey provided a considerable amount of experience for me in learning to lead. Through this educational endeavour, I have encountered diverse challenges and opportunities during the pandemic by experiencing a range of advanced technologies that collectively contributed to my leadership growth. Moreover, I was fortunate to enhance my capacities and understand leadership dynamics, communication strategies, and decision-making processes while experiencing the challenges and opportunities. Further, this academic journey not only equipped me with theoretical knowledge but will also enable the practical application of leadership principles in my own context. At present my faculty has recently initiated the development of programmes related to educational leadership. This presents an opportunity for me to share my knowledge and experiences in educational leadership with my colleagues and students. During this journey, I found myself fascinated by the concepts of human and social capital in leadership, as highlighted in this thesis. In my pursuit of developing as a human capital, I actively participated in numerous contact sessions, seminars, workshops, and field visits organised by the university. These experiences not only deepened my knowledge and enhanced my understanding but also enriched my perspectives, particularly in leadership in a personal capacity. Simultaneously, I experienced how various individuals within academia, especially my supervisors and the Director-PGR, acted as social capital for my benefit, contributing to my development as a human capital. This is a lifelong lesson that I have learned in both my professional and personal life.

Throughout this learning journey, I have faced many challenges, especially while developing my research skills. The entire process of data collection proved to be particularly difficult due to lockdown restrictions due to the pandemic. Despite the difficulties, this experience allowed me to learn not only

research skills but also how to think strategically and work practically in challenging times. In sharing the challenging experiences faced during my data collection, I authored an article titled "A Reflective Analysis on Strategic Approaches Implemented in Accessing and Conducting Interviews with Elites in Sri Lanka." The article was published in Hillary Place Papers by the School of Education at the University of Leeds. Further, I believe that this publication will facilitate novice researchers who work in similar contexts globally.

Moreover, during my EdD journey, I was exposed to best practices within academia. Upon my return to SL, I introduced a few of the best practices within the UK context within the academic community at the OUSL, where I am affiliated. Then, I identified a knowledge gap in research ethics among my fellow academics and students in the faculty. This issue may be due to various factors, including restricted access to research databases, insufficient exposure to research practices, and a lack of emphasis on the significance of research ethics within the academic community. Additionally, as many publications are predominantly in English, this poses a challenge- the competency in English among academics and students which is a notable barrier. Consequently, the overarching cause of this gap could be linked to the limited availability of publications in Sinhala, emphasising the need for increased accessibility and resources in the local language. In filling this gap, I published an article in Sinhala titled "අපකීර්තියෙන් ඉපිද ආරක්ෂකවාදය තුළ හැදී වැඩුණු පර්යේෂණ ආචාර ධර්ම; අධ්‍යාපන ක්ෂේත්‍රයට එය වැදගත් වන්නේ ඇයි?" ("Research ethics that were born in scandal and grew up in protectionism; Why is it important in the field of education?") in the annual magazine published by the Faculty of Education.

In future I wish to continue with publications based on the data I have collected; I intend to compose and publish a research article focusing on the policy introduction for PD needs of novice principals within the context of SL. This opportunity aims to provide better insights into the significance of policy-level considerations in shaping the PD experiences of novice leaders. This contribution will not be restricted only to SL but would be spread internationally.

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Appendices

Appendix 1 Content of Module I – Leadership Capacity Building

	Orientation Programme for Sri Lanka Principal Service Officers	
	Module I – 120 Hours	
	Leadership Capacity Building	
UNIT 1	**Personality and Leadership Development**	**25 Hrs**
1.1.01	Body mind relaxation	04
1.1.02	Principal as a leader	02
1.1.03	I foresee my life and career – SAFE Method	02
1.1.04	Who am I : Values, Attitudes, Behaviors and Personality Types	02
1.1.05	Motivating self and other	01
1.1.06	Managing strong emotions	02
1.1.07	Personal grooming	06
1.1.08	How smart you are? - Multiple Intelligences	02
1.1.09	Building Self Confidence	01
1.1.10	Setting my Career Goals / Setting SMART / SMARTER Objectives	02
A & E	Assessment – Personality Development – 360 degree Assessment	03
UNIT 2	**Communication and Collaboration.**	**37 Hrs**
1.2.01	Listening is not Hearing – Develop effective listening behaviors	01
1.2.02	Fundamentals of effective communication	02
1.2.03	Presentation skills	02
1.2.04	Respect need to be earned - Respect self & others	02
1.2.05	Negotiation and influencing - Assertive Communication	02
1.2.06	Trust Building	02
1.2.07	Conducting effective meetings & meeting etiquettes	04
1.2.08	Managing conflicts effectively	02
1.2.09	Building winning teams	04
1.2.10	Emerging Communication Technologies	04
A & E	Assessment & Evaluation – Communication & Collaboration (Mgt. Game)	02
A & E	Assessment & Evaluation – Presentation Skills – Individual Presentations	06
UNIT 3	**Productivity and Efficacy**	**37Hrs**
1.3.01	Decision making and problem solving	02
1.3.02	Entrepreneurship in Leading Schools	02
1.3.03	Creativity, Innovation, Imagination's & Ideation	04
1.3.04	Crafting Developmental Strategies & Setting SMART Objectives	02
1.3.05	Do less get more	02
1.3.06	Developing an Action Plan	02
1.3.07	Managing projects and events effectively	02
1.3.08	Tools for School Leaders to Monitor, evaluate and review	02
1.3.09	Principal as a Coach - GROW model in coaching	04
1.3.10	Time resources management	02
1.3.11	Change management	02
1.3.12	Managing Stress: Eustress & Distress	03
1.3.13	Productivity concepts	02
A & E	Assessment & Evaluation – Presentation of Action Plan	06

Appendix 2 Content of Module II – Management and Administrative Development

MODULE II – 60 hours
Management & Administrative Development

UNIT 2.01	School organization	1 Session
2.01.01	Education system and the school	
2.01.02	Organizational structure of the school	
2.01.03	Posts and duties of the school organization	
UNIT 2.02	**School establishment affairs**	**2 Sessions**
2.02.01	Duties and responsibilities of government officer	
2.02.02	Leave for teachers, Railway warrants etc.	
2.02.03	Administrative regulations related to the school.	
UNIT 2.03	**Leadership role of the principal**	**1 Session**
2.03.01	Curriculum and administrative role of the principal	
2.03.02	Instructional leadership	
2.03.03	Role of the Deputy principal /Assistant principals / Sectional heads	
UNIT 2.04	**New trends in school management**	**1 Session**
2.04.01	School based Management	
2.04.02	Implementation of SBM, problems and threats	
2.04.03	Present the Foreign experiences	
UNIT 2.05	**Financial activities of school**	**3 Sessions**
2.05.01	Flow of public finance	
2.05.02	Basic financial regulations	
2.05.03	Circulars related to the school finance	
2.05.04	Board of survey and inventory control	
UNIT 2.06	**School planning**	**2 Sessions**
2.06.01	Five year plan and Action plan	
2.06.02	School information system (EMIS)	
2.06.03	Preparing the plan for school	
2.06.04	Preparing the time table	
UNIT 2.07	**Quality assurance of school**	**2 Sessions**
2.07.01	Concepts	
2.07.02	08 fields	
2.07.03	Internal and external evaluation	
2.07.04	Quality school (Efficient school)	
UNIT 2.08	**Management of the school curriculum**	**2 Sessions**
2.08.01	Concept of curriculum	
2.08.02	Implementing and planning the curriculum	
2.08.03	problems, obstacles, challenges, solutions	
UNIT 2.09	**School community relationship**	**1 Session**
2.09.01	Methods of school community relationship	
2.09.02	Advantages and disadvantages of community relationship	
2.09.03	Community relations and to the school management	
UNIT 2.10	**School/Institution observation**	**3 Sessions**
2.10.01	Observation fields	
2.10.02	Discussion after the observation	
2.10.03	Assessments & conclusion	
UNIT 2.11	**Law related to the school**	**2 Sessions**
2.11.01	Sri Lankan legal system	
2.11.02	Basic laws	
2.11.03	Laws related to education	
2.11.04	Fundamentals of Human Rights	
2.11.05	Child rights & Child protection – Security & Safety	

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Appendix 3 Competency Standards

Table 1: Competency Domains, areas and standards

Competency Domain	Specific Competency Area	Competency Standards
1. Quality School Governance	1.1. Students and Teachers Leadership	1.1.1. Develops positive relationship, cooperation, and mutually beneficial partnership within and outside the school community.
		1.1.2. Guides supports, mentors, and develops teachers and students professionally.
		1.1.3. Values individual differences and diversity of people and understanding the cultural, ethnic, and social contents within the school community
		1.1.4. Communicates to the school community with influence.
	1.2. Strategic Leadership	1.2.1. Has processes in place that collect, review, analyze data and information to inform strategic thinking and school planning.
		1.2.2. Has processes in place to develop a collective vision and set of values and beliefs for the school.
		1.2.3. Has processes in place that enable the development and implementation of strategic school annual implementation plan and budget.
		1.2.4. Has processes in place that enable the effective monitoring, review and evaluation of strategic plan.

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Competency Domain	Specific Competency Area	Competency Standards
	1.3. Educational Leadership	1.3.1. Has processes in place to ensure that all school aged students have access to education.
		1.3.2. Demonstrates an understanding of learner's development and pedagogy.
		1.3.3. Demonstrates an understanding of curriculum development and implementation.
		1.3.4. Demonstrates understanding of assessment and evaluation.
	1.4. Participative Decision-making	1.4.1. Has established multiple forum and opportunities for students, teachers, parents and community members to participate in any decision-making process.
		1.4.2. Ensures that the decision-making process in the school is open, transparent, and participative.
		1.4.3. Establishes a process of decision-making that utilizes a mix of data, knowledge, facts, information, and personal perception to inform the final decision.
		1.4.4. Establishes decision-making processes that informs the overall strategic direction of the organization.
2. Positive School Environment	2.1. Physical wellness	2.1.1. Ensures that cleanliness and good sanitation exist at the school.
		2.1.2. Ensures a school that is a safe and protective place for the school community to learn, work and visit.
		2.1.3. Develops programs and services that promote personal health and good nutrition.
		2.1.4. Ensures that the school environment is free of violence and that a zero tolerance policy against bullying is in place.

Competency Domain	Specific Competency Area	Competency Standards
	2.2. Psychological wellness	2.2.1. Has developed strategies and put process in place to support psychological growth of students and staff.
		2.2.2. Has coordinated the development and implementation of school behavior management policy and strategies.
		2.2.3. Ensures that school operations support government's anti-harassment and discrimination policy and set strategies.
		2.2.4. Develops school-based strategies that support emotional well-being of its students, staff and parents.
	2.3. Positive school culture	2.3.1. Maintains a school culture that is student-centered and child-friendly.
		2.3.2. Establishes a school culture that values diversity and that is inclusive of children with disabilities and marginalized/disadvantaged groups.
		2.3.3. Develops a variety of programs and activities that promote cultural and individual diversity and embrace different points of view within the school.
		2.3.4. Creates a school culture that promotes gender-sensitivity, parity of males and females and eliminates gender stereotypes.
	2.4. School-community relationships	2.4.1. Implements a variety of strategies that build and maintain positive relationships with students.
		2.4.2. Implements a variety of strategies that build and maintain positive relations with staff.
		2.4.3. Implements a variety of strategies that build and maintain positive relations with parents.
		2.4.4. Implements a variety of strategies that build and maintain positive relations with the community.

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Competency Domain	Specific Competency Area	Competency Standards
3. Effective School Management	3.1. Physical resource management	3.1.1. Develops a program to maintain the school grounds, buildings, and facilities.
		3.1.2. Introduces programs and processes to ensure that the school is safe and clean.
		3.1.3. Establishes programs and processes that manage classroom maintenance and repair.
		3.1.4. Institutionalizes programs and processes to manage the procurement and storage of school teaching materials and resources and other school assets and properties.
	3.2. Human resource management	3.2.1. Ensures that all School Staff are qualified and competent to undertake their professional duties.
		3.2.2. Monitors the effective and accurate school-based implementation of the HR Policies and regulations of the authorities.
		3.2.3. Establishes a variety of programs and strategies that maintain strong positive school-community morale.
		3.2.4. Produces a professional HR development plan for all staff
	3.3. Financial management	3.3.1. Ensures that all staff adhere to the Financial Management Policy, regulations and procedures of the educational authorities.
		3.3.2. Ensures that staff follow the procedures of the School Grants Manual of the educational authorities
		3.3.3. Develops an Annual School Budget that reflects the strategic goals outlined in the School Annual Implementation Plan (AIP).
		3.3.4. Undertakes a variety of reporting processes to ensure the public accountability and transparency of all financial expenditures.

Transformational

Competency Domain	Specific Competency Area	Competency Standards
	3.4. Information and Office management	3.4.1. Establishes processes to manage incoming and outgoing correspondence and communications.
		3.4.2. Implements processes to manage financial records, reports, and documents.
		3.4.3. Supervises processes to manage staff and students records, reports, personal information and academic achievements.
		3.4.4. Implements processes and systems to manage the procurement, registration, storage and disposal of all assets, equipment, resources and materials.
4. Quality Learning Outcomes	4.1. Curriculum implementation and monitoring	4.1.1. Ensures effective implementation of the National Curriculum.
		4.1.2. Develops and implementing co-curricular programs throughout the school.
		4.1.3. Develops a variety of school-based curriculum units.
		4.1.4. Focuses all teachers on the developing of students' proficiency in literacy, numeracy, science, and ICT.
	4.2. Teaching and Learning	4.2.1. Encourages the development of effective environments that foster quality pedagogy throughout the school.
		4.2.2. Monitors the development and implementation of effective and responsive teaching plans by all teachers.
		4.2.3. Insists and ensures that the learner-centered pedagogy is used in all classrooms.
		4.2.4. Fosters and promotes the development of strong, supporting, and caring teacher-learner relationship throughout the school.

Competency Domain	Specific Competency Area	Competency Standards
	4.3. Assessment and Evaluation	4.3.1. Implements a program and process to identify learning outcomes across the whole school.
		4.3.2. Ensures that all teachers implement effective classroom assessment and evaluation techniques and processes.
		4.3.3. Monitors the effective reporting of all students' learning outcomes exists in the school.
		4.3.4. Utilizes student learning outcomes and results to inform whole school strategic learning focuses.
	4.4. Teacher professional development	4.4.1. Implements an effective continuous professional development program that improves the quality of knowledge and skills of all teachers.
		4.4.2. Encourages teachers at the school to support each other and cooperate to improve the overall quality of teaching that exists within the school.
		4.4.3. Requires that teachers demonstrate ethical and professional behaviors and role models to their students and the wider community.
		4.4.4. Ensures that teachers are aware of and implementing programs that promote the rights and safety of learners.

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Appendix 4 Participant Information Sheet

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LEEDS, LS2 9JT.
United Kingdom
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enquiries@education.leeds.ac.uk .

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Participant Information Sheet

Provisional Research Title: Learning to Lead: Induction and Professional Development Needs of Novice School Principals in Sri Lanka

Dear Participant,

You are being invited to take part in the above title research study.

I'm a Doctoral Student in the School of Education at the University of Leeds, United Kingdom.

I am conducting a research project on novice principals' professional development needs in Sri Lanka

Could you please read the information below about the study before you decide whether you would like to participate in the study. It is important for you to understand why the research is being undertaken and what it will involve. I would request you to take time to read the following information carefully. If anything is not clear or you would like further information or clarification, please contact me (contact details below).

What is the purpose of the study?

This study aims to examine how the provided professional development training meets the induction and professional development needs of the novice school principals in Sri Lanka. The study is based on the Induction training and the Basic Principalship programme (BPP) offered for novice principals by the Provincial Departments of Education (PDoE) under the guidance of the Ministry of Education (MoE) & National Institute of Education (NIE). The participants of the study represent national level (Officers from MoE and NIE), provincial level (Officers of PDoE and trainers of the programme in the selected provinces) and school level (novice principals in the selected provinces).

The study will examine insights from participants, on how the BPP meets the needs of novice principals. In addition, it also seeks to identify how the national policy has developed to induct and cater the professional development needs of novice principals. Further, it also examines how the training is offered in meeting the induction and professional development needs of novice principals in the selected provinces. This investigation will reveal whether the provided induction and professional development training cater to the actual professional development needs of the novice principals to commence their career in the principalship. In addition, it will also help principals to understand what their actual induction and professional needs to be a

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leader in the school system. Also, it will assist policymakers and policy implementers to review or reconsider the present training that will bring better training for novice principals.

Why have I been chosen?

You have been chosen considering your involvement with the Induction training or/and National Competency Framework for School Principals Leadership and Management or/and Basic Principalship Programme as an officer, trainer, or a participant.

Do I have to take part?

Your participation in the study is voluntary. It is up to you to decide whether to take part. If you do decide to take part, you will be given this information sheet to keep, and you will be asked to sign a consent form in two copies (Keep a copy with you). If you decide to take part, you can withdraw at any time during the conduct of interview and three months after the conduct of interview. You do not have to give a reason.

If you decide to take part in the study, please return your consent via email or post prior to arranging the interview is being arranged. If you're sending your consent via email, please send your consent to edsk@leeds.ac.uk . Please use the provided stamped and return addressed envelope if you're sending your consent via post.

What are the possible benefits of taking part?

There are no material or financial benefits offered in taking part in this study, although participating in it may give you the opportunity to reflect on your experiences on principal training, which may have a positive effect on your career/ professional development.

What are the possible disadvantages and risks of taking part?

There is no risk in material, emotional or financial risks in engaging with the interviews. As the sample size is small there is a possibility in identify the identity of the participants. Therefore, the interviews will be anonymized by using codes such as 'Interview 1, participant 1' and and collected data will be anonymized by using pseudonyms inside the interview transcripts.

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What do I have to do? / What will happen to me if I take part?

If you decide to take part, you will provide information through a Zoom interview or a face to face interview, in which you will be asked about your professional experiences, opinions and ideas on the Basic Principalship Programme as induction and professional development training offered by the Provincial Departments of Education, under the guidance of Ministry of Education and National Institute of Education. With your permission, I will record the interview so that I have a good record of what you have said. The interview may take around sixty to ninety minutes and will take place in where which suits you, at a time convenient to you. The information gathered will be very important to this research and to get feedback about the induction and professional development of novice principals in Sri Lanka.

What will happen to my personal information?

Anonymity and confidentiality:

The data you provide will be stored by using a code number as 'Interview 1, participant 1' and use pseudonyms inside the interview transcripts. Any information that identifies you will be stored separately from the data. Pseudonyms will be used in order to maintain confidentiality.

Use, dissemination, and storage of research data

- **Use and dissemination of data**

The data I collect (audio recordings and transcripts) may be used in anonymous format in different ways: reports, presentations, and journal articles.

- **Storing and using your data:**

Recorded data will be uploaded to the University of Leeds M Drive via my personal laptop and any hard copies will be stored in secure filing cabinets in a locked room. The data will be kept until the final submission of the thesis, after which any personally identifiable data will be destroyed. Anonymized data may be kept and used for future analysis and shared for research or training purposes, but participants will not be identified individually. If you do not want your data to be included in any information shared as a result of this research, please do not sign the consent form.

During the interviews, the recording process, if you would like to say something that you do not feel comfortable for me to record, please signal, and I will switch off the recorder and switch it back on again later when you think it is fine to continue recording.

Reviewer comments _response_ Appendix – 5 _Participant Information Sheet _ Version_2.0 _ 15 March 2021
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Your involvement in the study is absolutely voluntary. You are free to withdraw from the study at any time during data collection, and up to three months after the completion of data collection.

Who is organising/ funding the research?

No funding organization is funding for the data collection of this study. However, you travel to Regional or Study Centre of the Open University of Sri Lanka in accessing online communication, your travel cost will be paid by myself.

How will I take part in the study?

You will be provided information via face to face interview or as an online interview via Zoom. If your unable access Zoom, arrangement can be made to conduct the interviews with the help of Regional or Study Centre of the Open University of Sri Lanka, near to you. If so your requested to visit nearest Regional or Study Centre of the Open University of Sri Lanka and arrangements will be made to facilitate you in conducting the interview in a confidential manner.

Contact for further information

I hope that you will agree to take part in this research study. If you have any questions about the project that you would like to ask before giving consent or after the data collection, please feel free to contact the researcher: Sasheeka Karunanayake by email (edsk@leeds.ac.uk) or by telephone on +94777946209 or the supervisors: Dr. M.D.Wilson via m.d.wilson@education.leeds.ac.uk, or Dr. Judith Hanks via j.i.hanks@education.leeds.ac.uk or the Chair of Ethics Committee via email researchethics@leeds.ac.uk

If you are happy for you to participate, please complete the form attached.

- Please keep this information sheet for your own record.
- Thank you for taking the time to read this information.

Yours sincerely

Name: Sasheeka Karunanayake

Email: edsk@leeds.ac.uk

Position: EdD Student

University: University of Leeds

Appendix 5 Participant Consent Form

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Participant Consent Form	
Consent to take part in: Learning to Lead: Induction and Professional Development Needs of the Novice principals in Sri Lanka.	Add your initials next to the statement if you agree
I confirm that I have read and understood the information given to me about the above-mentioned research project and I understand that this will involve me taking part as described below. I am ready to participate in it.	
I know that this study aims to examine the induction and professional development needs of the novice school principals in Sri Lanka	
I understand that I will be providing information through face to face or an online interview in which I will be asked about my professional experiences, opinions on induction and professional development of novice principals through interview. I realise that the interview may take around sixty to ninety minutes.	
I understand that I may withdraw my agreement to participate at any time during the data collection or for up to three months afterwards. Within that time, I know that I can inform not to use the collected data of mine and that any information I do not want to used will be destroyed immediately.	
I also aware of that I do not have to answer any questions I do not want to.	
I understand that the interview will be audio recorded, and these recordings will later be transcribed. I understand that these data will be handled in a manner which ensures that only the researcher can identify me as her source.	
I understand the data will be stored in a locked filing cabinet and on the researcher's University of Leeds M Drive, and will not be shared with any organizations, only the researcher (Sasheeka Karunanayake) will have access to any identifiable data. I understand that my identity will be protected by use of a code (numbers)/ anonymity.	

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I understand that I am being offered confidentiality in any written report, publication or oral presentation which draws upon data from this research study, and that none of my comments, opinions, or responses will be attributed to me.	
I understand that data could be used for future analysis or other purposes, for up to four years.	
I agree to take part in the above research project and will inform the lead researcher should my contact details change.	

Name of participant	
Participant's signature	
Date	
Name of lead researcher	Sasheeka Karunanayake
Signature	
Date*	

*To be signed and dated in the presence of the participant.
Once this has been signed by all parties the participant should receive a copy of the signed and dated participant consent form, the letter/ pre-written script/ information sheet and any other written information provided to the participants. A copy of the signed and dated consent form should be kept with the project's main documents which must be kept in a secure location.

Appendix 6 Approval from MoE

මගේ යොමුව
எனது இல.
My Ref. } ED/03/56/18/2019

ඔබේ යොමුව
உமது இல.
Your Ref. }

දිනය
திகதி
Date } 24.09.2020

TO WHOM IT MAY CONCERN

LETTER OF PERMISSION TO CONDUCT A RESEARCH

This letter is to authorize Ms. Sasheeka Karunanayake, a doctoral student at the University of Leeds to initiate a research titled **"Learning to Lead: Induction and Professional Development Needs of Novice Principals in Sri Lanka"**. She will liaise with the Ministry of Education, Provincial Departments of Education (Western, Central and North-Central Provinces) and the National Institute of Education in Sri Lanka for further assistance in conducting the study. The commencement of field study of the research is scheduled from February, 2021 as mentioned in the request letter.

Further, please note that this letter is issued upon the request of Ms. Sasheeka Karunanayake.

S K Leelarathne
Director of Education (Research & Development)
For Secretary
Ministry of Education

Appendix 7 Ethics Committee Approval

Clare E. Skinner
Head of Research Integrity and Governance
Faculty of Medicine Health
University of Leeds
Level 9 Worsley Building
Leeds, LS2 9NL
Tel: +44 (0)113 34897
Email: C.E.Skinner@leeds.ac.uk

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4th June 2021

Chief Investigator Sasheeka Karunanayake

AREA 20-098 - Learning to Lead: Induction and Professional Development Needs of the Novice principals in Sri Lanka.

NB: All approvals/comments are subject to compliance with current University of Leeds and UK Government advice regarding the Covid-19 pandemic.

I am pleased to inform you that the above research ethics application has been reviewed by the School of Business Environment and Social Services (AREA) Committee and on behalf of the Chair, I can confirm a favourable ethical opinion based on the documentation received at date of this email.

Please retain this email as evidence of approval in your study file.

Please notify the committee if you intend to make any amendments to the original research as submitted and approved to date. This includes recruitment methodology; all changes must receive ethical approval prior to implementation. Please see https://ris.leeds.ac.uk/research-ethics-and-integrity/applying-for-an-amendment/ or contact the Research Ethics Administrator for further information researchethics@leeds.ac.uk if required.

Ethics approval does not infer you have the right of access to any member of staff or student or documents and the premises of the University of Leeds. Nor does it imply any right of access to the premises of any other organisation, including clinical areas. The committee takes no responsibility for you gaining access to staff, students and/or premises prior to, during or following your research activities.

Please note: You are expected to keep a record of all your approved documentation, as well as documents such as sample consent forms, risk assessments and other documents relating to the study. This should be kept in your study file, which should be readily available for audit purposes. You will be given a two week notice period if your project is to be audited.

It is our policy to remind everyone that it is your responsibility to comply with Health and Safety, Data Protection and any other legal and/or professional guidelines there may be.

I hope the study goes well.

Yours faithfully

Clare E Skinner
Head of Research Integrity and Governance

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On behalf of Dr Matthew Davis, CHAIR, AREA

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Appendix 8 Transcribed Document

Appendix 9 Translated Document

Left page:

I'm always willing to take the batting from the first. I dont want to lose starting at my relay because I'm very weak at the start block. Anyway clever. But of course I'm very clever to take the batton from the 1st or the 2nd and increase the speed and give it to some body to eles. I dont like to finish the game. as I'm the 3rd or 2nd runner. Even if I run little short the other 3 will sort of shape the game. My deficencies are not seen in the total run. I a weak runner. So there for I look at, I honour people what they have done what further it could be taken etc.

The other thing that was whole world trend this compedency from work there contexexials on competencies. Even I have had best realised that the since I was at Ministry. When I was look at plans of ministry, provincial departments NIE, Every bod runs programs for principals. When we call a principal and ask "what are you doing these days".

"So principal comp to Maepe, ngmm MOE, Everybody going everywhere. You te names are very similar. Upgrading knowledge at principals for the 21st Centy. Skills required for present day principals. programme is same the programme is different to provincial Dept of Ed. to Maepe NIE. I'm not blag them. Most of the time same trainers. less or more take part in these things. I'm also invited. I'm invited for

Right page:

provincial principal trip program ...
If they run out a lecturer they say seminars and ... who a seminars at giean lecture send forum ...
Anything is alright. Then the MOE. "yes yes we want you to do the inorganic lecture. Other wise they will think that this prog is bad or similar to previous. So the previous Secretary XYZ you should do the 1st and the last. I dont mind what ever done in the middle. give them an encourag message and give them benefit to be taken. end of that". So immense money spend over. So I want to come to a uniform thing done by province, or NIE and Ministry why we are cover various odd areas. So, therefore this is a kind of a syllabus compenticy and trp competencies.

And other thng when we look at principals carrier path develqnt promotion etc. very vague. Theire given promotions, they are not confirmed various knowledge requirments etc.
I'm a system man again.
I dont want ... X is 5 unique action. X is 6 unique action. I dont have any sort of analogue answer. That should be faced. even for present day salary problem I have a solution. but no one will listen to me. ...
So I was compelled to send this

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