

https://dspace.org/

Exploring the role of the school principals as instructional leaders in improving learner performance in Johannesburg South District primary schools

Zuma, Chuma

2020
https://hdl.handle.net/10539/30029

Downloaded from a DSpace repository. https://dspace.org/

UNIVERSITY OF THE WITWATERSRAND



UNIVERSITY OF THE
WITWATERSRAND,
JOHANNESBURG

FACULTY OF HUMANITIES

SCHOOL OF EDUCATION

EXPLORING THE ROLE OF THE SCHOOL PRINCIPALS AS INSTRUCTIONAL LEADERS IN IMPROVING LEARNER PERFORMANCE IN JOHANNESBURG SOUTH DISTRICT PRIMARY SCHOOLS.

CHUMA ZUMA

2020

EXPLORING THE ROLE OF THE SCHOOL PRINCIPALS AS INSTRUCTIONAL LEADERS IN IMPROVING LEARNER PERFORMANCE IN JOHANNESBURG SOUTH DISTRICT PRIMARY SCHOOLS.

STUDENT NAME: CHUMA ZUMA

SUPERVISOR

DR. G. MOTILAL

Submitted in partial fulfilment for the degree of Masters in Education at the University of the Witwatersrand, Johannesburg, South Africa

July 2020

DECLARATION

I, Chuma Zuma, hereby declare that the work I am submitting for assessment contains no section copied in whole or in part from any other source unless explicitly identified in quotation marks and with detailed, complete and accurate referencing. Further, this dissertation has not been submitted in part or whole to another university. This dissertation is my work.

Signature: 

Date: / 07/2020

ACKNOWLEDGEMENTS

It gives me great pleasure to express my sincere gratitude and appreciation to the following people and organizations:

- My supervisor, Dr G. Motilal, for her professional supervision, support and insightful guidance. Through our engagements, I have gained greater insight and valuable perspectives that go beyond the requirements of this study.
- All the principals, deputy principals, HODs and teachers of the participating schools for giving me time and sharing information with me to make this study possible. Your kindness and willingness to serve are sincerely appreciated.
- The Gauteng Department of Education for allowing me to collect data at some of the schools that fall under its jurisdiction.
- All my friends and colleagues for supporting me in different ways during this study.
- My sister Lusanda Mdladla who offered her support, encouragement and guidance. I thank you profoundly.
- My wife for her love, understanding and patience throughout my study. Your love and support made threading this academic journey smoother.
- My son, daughter and nephews, Ahlomile, Abulele, Sihle and Avuyile, for their sincere patience at all times.
- My Creator, Almighty God, for blessing me, and for making my dreams come true.

DEDICATION

I dedicate this work to the following persons:

My sister: Lusanda

My wife: Pamella

My son and daughter: Ahlomile and Abulele.

My mother, Zukiswa Zelpha Zuma and my grandmother, Nobhejile Evelyn Zuma, all of blessed memories.

ABSTRACT

This study explores the role of the principal as an instructional leader in two successful primary schools in the township. It examines instructional strategies used by principals of the two schools that may help to raise learner achievement and explores how these successful leaders use leadership styles and management approaches to improve learner performance in their schools.

Ten participants were involved in this study. They include: two principals, two deputy principals, two heads of department (HODs) and four teachers from the two schools. Data was collected using qualitative approaches; this being achieved through individual semi-structured interviews.

The study found that the critical instructional leadership approaches used by these principals were promoting teamwork, active participation, collective decision making, sharing of responsibilities, collaboration and distribution of tasks amongst multiple leaders. The teachers and members of the school management team (SMT) confirmed the claims made by the principals.

Data also indicated that the principals relied on a combination of different leadership styles and efficient and effective management approaches with their subordinates to save the enthusiastic implementation of instructional approaches that help to yield good learner results.

The study suggests that there might be a strong link between leadership styles and learner performance. The data also suggests that the relevant leadership styles can contribute to institutional spirit against the main challenges which tend to depress performance in many schools in similar circumstances. The study makes specific recommendations for a broad-based research agenda to examine factors which contribute to success in schools operating in challenging circumstances.

KEYWORDS: leadership, management, instructional leadership, learner outcomes.

ETHICAL CLEARANCE CERTIFICAE

WITS SCHOOL OF EDUCATION



SCHOOL OF EDUCATION ETHICS COMMITTEE

CONSTITUTED UNDER THE UNIVERSITY HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL)

CLEARANCE CERTIFICATE **PROTOCOL NUMBER: 2019ECE003M**

PROJECT TITLE Exploring the Role of the Principal as Instructional Leader in Improving Learner Performance in Johannesburg Primary Schools

INVESTIGATOR Chuma Zuma

SCHOOL/DEPARTMENT OF INVESTIGATOR WITS SCHOOL OF EDUCATION

DATE CONSIDERED 12 February 2019

DECISION OF THE COMMITTEE Approved unconditionally

EXPIRY DATE 25 July 2019 Date of submission of the project report

ISSUE DATE OF CERTIFICATE

CHAIRPERSON: _____

(Dr. Paul Goldschagg)

cc: Dr Geeta Motilal

DECLARATION OF INVESTIGATOR

To be completed in duplicate and **ONE COPY** returned to the Chairperson of the School/Department ethics committee.

I fully understand the conditions under which I am are authorized to carry out the abovementioned research and I guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/we undertake to resubmit the protocol to the Committee.



Signature **Date** **26/ 07/ 2019**

PLEASE QUOTE THE PROTOCOL NUMBER ON ALL ENQUIRIES

LIST OF ACRONYMS

ACE:	Advanced Certificate in Education
ATP:	Annual Teaching Plan
BEd Hons:	Honours Bachelor of Education
DBE:	Department of Basic Education
HoD:	Head of Department
NGO:	Non-Governmental Organization
PIRLS:	Progress in International Reading Literacy Study
SASA:	South African Schools Act No. 84 of 1996
SASAMS:	South African School Administration Management System
SMT:	School Management Team
SPTD:	Senior Primary Teachers' Diploma

TABLE OF CONTENTS

CONTENTS PAGE

Declaration ……. (i)

Acknowledgements …… (ii)

Dedication …….. (iii)

Abstract …….. (iv)

Ethical clearance certificate ……. (v)

Turnitin Report ……...… (vi)

List of acronyms …….....….. (vii)

CHAPTER ONE:

1.1. Introduction and background of the study ……..…...1

1.2. Problem statement ……..……...…..3

1.3. Study Rationale and Purpose .....…….....……4

1.4. Study Significance .....……..……..5

1.5. Study aims/objectives ……...……...…….....5

1.6.Key research questions ……...……..…...6

1.7. Delimitations/demarcation of the study ……...…….....6

1.8. Study Structure ..... ……...…....7

1.9. Chapter summary ……...……...…….....…..8

CHAPTER TWO:

2. Literature Review and Theoretical Framework …….....…….……...9

2.1. Introduction ……9

2.2. Leadership and management ...……...10

2.3. Leadership ……..10

2.4. Instructional, transformational and distributed leadership models …….....……...11

2.4.1. Instructional leadership ……..…..11

2.4.2. Transformational leadership …….…..12

2.4.3. Distributed leadership …….13

2.5. The principal as instructional leader ……..13

2.6. A principal's Leadership in Professional Development……..14

2.7. Models of instructional leadership …..…….…….....14

2.8. Measurements of instructional leadership ……....…….20

2.9. Findings from international and South African studies ……..……..…..24

2.10. Theoretical framework ..……..……..28

2.11. Conclusion ……..……...……...30

CHAPTER THREE:

3. Research Design and Methodology ……..……..31

3.1. Introduction ……..……..31

3.2. Research paradigm ……..……..….31

3.3. Research design ……...……...……...……....33

3.4. Research methodology …….……..35

3.5. Selection of participants ……..……. 39

3.6. Data generation methods ……..……. 40

3.7. Data analysis ……..……..…..42

3.8. Issues of trustworthiness ……..……..…….43

3.9. Ethical issues ……..……..…….43

3.10. Limitations of the study ……..…….…….. 45

3.11. Conclusion ……...……..…….....… 45

CHAPTER FOUR:

4. Data presentation and discussion..... 46

4.1.Introduction and purpose of this chapter 46

4.2. Presentation of data..... 46

4.2.1. Description of schools …….....…..… 47

4.2.2. Principal and educator's profile of Schools …….…..… 48

4.2.3. Presentation of data of Schools ……...……. 49

4.4. Discussion of the research findings……...……....… 65

4.4.1. Research findings ……..……...…… 65

4.5. Limitations of the study ……...……...… 78

4.6. Conclusion ……..…….....79

CHAPTER FIVE:

5. Study summary, conclusions, recommendations and implications for further research .....…….……..… 81

5.1. Introduction …….…….…… 81

5.2. Study summary ……...…….. 81

5.3. Conclusions ……....……. 83

5.4. Recommendations …… 85

5.4.1. Leadership styles……..……..…. 85

5.4.2. Teacher development …… 86

5.4.3. Dealing with challenges ……..…….. 87

5.5 Implications of the study ……...…… 88

5.6. Chapter summary ……. 88

REFERENCES…….……..… 89

LIST OF APPENDICES..... 95

APPENDIX A: Permission letter to Gauteng Department of Education ……..... 95

APPENDIX B: Permission letter to the school principals ……..... 98

APPENDIX C: Declaration of consent from the school principals ……..……..… 99

APPENDIX D: Permission letter to the deputy principals …….……..... 100

APPENDIX E: Declaration of consent from the deputy principals ……...……..... 101

APPENDIX F: Permission letter to the HODs …….....….. 102

APPENDIX G: Declaration of consent from the HODs ……..…..... 103

APPENDIX H: Permission letter to the teachers ……..... 104

APPENDIX I: Declaration of consent from teachers …….…;.……105

APPENDIX J: Interview schedule of the school principals……..…….…..... 106

APPENDIX K: Interview schedule of the deputy principals ……106

APPENDIX L: Interview schedule of the HODs ……. 107

APPENDIX M: Interview schedule of teachers ……..... 107

APPENDIX N: Language editor certificate ……. 108

CHAPTER ONE

1.1. Introduction and background of the study

In order for a particular organisation to be effective, it requires a good leader. Principals are therefore considered as being key players in the creation and sustaining of functional schools as well as for developing ones which possess high student achievement (Glanz, 2006). The critical role of a principal is to assist in providing focus and a support system that enables educators in developing their classrooms leaning towards pronounced instructional effectiveness (Crevola, Fullan, & Hill, 2006). Relations between the principal, educators as well learners play an important role in achieving excellent results. What studies indicate is that an extraordinarily positive link exists between diverse principals' instructional leadership conducts, parallel to learner achievement (Marzano, McNulty & Waters, 2005). The principal retains responsibilities of promoting sound principles and values in a climate that supports educator leadership, towards structuring as well as sustaining school improvement societies, for planning endeavours, which organise and monitor the improvement of a school (Zepeda, 2013). The principal's role as an instructional leader is relative to learner achievement inclusive of its improvement. In unpacking this particular role, the requirements are comprehensively understanding the varying facets of instructional leadership and functions thereof (Kruger & Van Deventer, 2003).

Instructional leadership has an impact on teaching and learning, the key activities of the school. Bhengu and Mkhize (2013) designate instructional leadership as a principal's facilitation of the teaching and learning processes which provide direction towards the schools' instructional programmes. Involving the decisions and strategies which principals utilise, it also provides surety of classroom instructional effectiveness. Concerning this, the principal must then be of provision to both teachers and learners about the direction, upkeep and resources (Kruger & Van Deventer, 2003). As instructional leaders, principals must guarantee that the school's instructional programme integrates with curricular and educational policies and/or legislation which then will create and maintain student discipline ensuring environmental order for instruction. They in-part envision and set the instructional goals framing their frequent monitoring of quality thereby gaining sensitivity unto instructional glitches experienced by teachers in order to create learning incentives towards the achievement of high academic standards (Akcaoglu & Gumus, 2013). Principals as instructional leaders retain the task of assuring and warranting soundness in the school's culture of learning and teaching.

Gupton (2003) maintains that instructional leadership is consistent with precise or vague conduct which significantly affects educator instruction, resultantly student learning. In accordance with Gupton (2003, p. 32), the key conducts characterising principals' instructional leadership are as follows:

Instructional leaders must be visionaries; This is achieved by collaborating with stakeholders to advance a shared vision that will maintain the livelihood of the school's vision and mission, thus sustaining routine operations throughout the school. Employ management participation; an enrichment of stakeholders though engagement would appropriate this and further empower them in fulfilling the operational processes of the school as well as improving decision making. Furnish teaching and learning sustenance; recognition of good instruction by teachers is pivotal as a tool in attaining one of the primary goals of the school which is students' learning. Instruction monitoring; an awareness of events within the school should be regularly monitored within classrooms. Display resourcefulness; A development of strategies should be employed towards overcoming obstacles in planning accordingly towards accomplishing the schools' goals.

Wing (2013) claims instructional leadership to interweave with the effective management of schools. The level of performance by learners, coupled with the quality of teaching is the primary concern of effective managers and instructional leaders. Through the creation of a shared purpose, all staff members develop programmes to be implemented. Educator collaboration is inspired, created and ensured by the principal in their capacity as an instructional leader through motivation. He further states that the ethical values bestowed by the principal should be as strong as their interpersonal skills necessitated to motivate and inspire relevant stakeholders. Learning should be displayed as the most earth-shattering reason to be in a school, also stressing proper, excellent results as a value in it within that framework. This means that there should be a clarified comprehension of the school's vision and mission as they are the ones that will determine the directions that the school should follow. The school could differentiate success and failure through instructional leadership that is of the notion that every learner can learn and achieve outstanding results (Nuku, 2007).

Instructional leaders in the capacity of principals have multifaceted tasks in the form of management and people-orientation to create an environment within the school of effectively realising teaching and learning to establish a co-operational spirit among teachers and learners

towards the sustainability and constantly upgraded academic achievement (Kruger & Van Deventer, 2003).

Study location

This study explores the principal's duties as an instructional leader in thriving township primary schools under testing conditions in Johannesburg South district, Gauteng province. It examines instructional stratagem utilised by school principals who account for good results and delves into the approach used by accomplished leaders in the deployment of diversified tactics to deal with fundamentally trialling circumstances which academically impinge on their schools.

The participants that took part in this study were the principals, deputy principals, heads of department (HODs), educators and district officials under which the schools report. I utilised qualitative methods.

Study focus

The focal point of this investigation is on schools successfully emerging as sites of learning under challenging circumstances. I sought to understand how these schools achieve good results, despite the challenging circumstances under which they operate.

1.2. Problem statement

Usually, there are cluster meetings for every subject every term. In these meetings, the subject advisors announce the performance of the learners in that particular subject. I have noticed that most of the time our cluster produces poor results. These observations show that we have challenges with the declination of learner performance within our district. Hence, this shows that the schools in our district need interventions that try to overcome this challenge of poor performance by learners. This study may help to find the strategies that can be used by instructional leaders being principals, in this case, to achieve good results in the Johannesburg South District.

The above is the reason why I resolved to examine leadership techniques and management tactics which are utilized by flourishing schools that manoeuvre their way positively despite the challenging circumstances they face in the townships of Johannesburg South in Gauteng.

The focus of this study is mainly on an instructional leader in the capacity of a principal on his/her role in maintaining good results at a primary school level.

1.3. Study rationale and purpose

I am an educator at a primary school with experience in the teaching arena within previously disadvantaged areas. Statistics done by the Progress in International Reading Literacy Study (PIRLS) aligned with numeracy and literacy testing the proficiency of reading in the latter part of South Africa proved to display dissatisfactory performance and results within the townships and rural areas respectively. Fourth Graders (16 073) from 429 schools and fifth Graders (14 657) from 397 schools in South Africa participated in the study alongside 45 other countries. South Africa emerged with the lowermost score signifying poor performance beneath learners from other participant countries. Studies show significant underperformance by South African learners when graded by international standards in both numeracy and literacy competencies (Fleisch, 2008). Therefore I find principals liable to act in line with their capacity as instructional leaders in creating secure, developmental and encouraging environments where effective learning and teaching take place in order to improve the academic achievement of learners.

I am of the notion that the type of leadership employed by a particular principal at a given school directly influences learner achievement. Kruger & Van Deventer (2003, p. 8) demonstrate that the achievement of effective learning and teaching is derived from a path paved by excellent instructional leadership in its first-class cultural denomination henceforth executed by principals. Principals as specified instructional leaders of schools reserve the responsibility to furnish educators with the knowledge of breaking educational innovations and technological advancements alongside other tools which promote a positive environment of successful learning and teaching. Bhengu and Mkhize (2013) claim that principals to bag the duty to create a receptive atmosphere that invite educators into a healthy school environment.

A principal's functionality as an instructional leader comes from his/hers ability to create a culture within a school whereby a trinity of learners, teachers and parents drive the wagon of education to carry out its mandate. This relationship between these stakeholders permits for an effortless governance of the school as everyone is aware of the events within the school and their respective duties thereof. The conduct of instructional leadership comprises of candid and tactful conduct which substantially shapes educator instruction, resultantly

promoting learner achievement (Kruger & Van Deventer, 2003). Generally, principals are vital role players in acclimatizing the school as they initiate and maintain positivity across the board (Mullen, 2007).

1.4. Study significance

It was important to study instructional leadership practices raising significance to the possibility of revealing the contributing factors of good performance regarding learners in schools that operate under challenging conditions. The study illustrates school leadership, particularly by the principal, to be the leading factor relating to the influence on student learning (Anderson, Leithwood, Louis, & Wahlstrom, 2004). In addition, principals had never formerly been under the immeasurable obligation they feel in our day to ascertain that students are actually learning (Algozzine & Jazzar, 2007). Goldring and Pasternak (1994) revealed that current principals demonstrate instructional leadership behaviours which influence student learning by determining the school's instructional climate and organization. Previous research agrees that the principal's instructional leadership in the school in the subject of organizing instructional programmes is significant towards predicting the level of academic achievement. This study displays the relativity between overall leadership and the performance of learners. Gray, (2009) shared that if "student achievement is to significantly improve, close, consistent, and coordinated communication between instructional leaders is essential" (p. 104). Often than not, the principal is confronted with highly critical subject matters to which he/she must respond to and in so doing may err for not being politically correct. In spite of this, school principals are assessed based on the results of their responses to challenges (Lunenburg & Ornstein 2008). As principals at all levels make decisions which impact the organization, and might ultimately influence learner performance; it is of fundamental importance for school principals to realise they can improve their instructional leadership observations towards the potential effectiveness of student learning.

1.5. Study aims/ objectives

This study aims mainly to explore a principal's position in instructional leadership regarding the accomplishment of school learners at the primary level within the Johannesburg South District.

The following are study objectives:

- To establish features of instructional leadership affecting learner results.

- To determine the contextual dynamics contouring the achievement of primary school learners.
- To investigate how leaders of successful township primary schools deal with the challenges that may negatively affect learner results if not attended to.

1.6. Key research questions

What is the role of the principal as an instructional leader in improving the performance of learners in primary schools in the Johannesburg South District, Gauteng Province?

This research question is sub-divided into the following points:

- What features of instructional leadership affect learner results?
- Which contextual dynamics contour the achievement of primary school learners?
- How do leaders of successful township primary schools deal with the challenges that may negatively affect learner results if not attended to?

1.7. Delimitations / Demarcation of the study

In this study, the delimiting characteristics are the techniques surrounding the generation of data; I applied partially structured interviews. This investigation is limited to a small geographical area of primary schools in the Johannesburg South District. There is a limit of two primary schools that will take part. The study takes place in township schools in Orange Farm and places emphasis on the daily work of primary school principals. The small population of participants and their response indicate that the responses are only a reflection of opinion among the participants themselves. By selecting only two primary schools as the focal point, other primary school's input will be absent. Also, this study involves primary schools from one township school and therefore excludes representation from other township or rural schools which may have unique contextual elements that affect the practice of principals.

I am examining the leadership styles and management tactics in which thriving, but resilient primary schools; operating under adverse conditions in the townships of Orange Farm in Johannesburg South district utilize.

Primarily, my focus is on the task assigned to an instructional leader, the principal of improving learner achievement at the level of primary schools. The nature of my study is

qualitative, thereby being emphasised by the life encounters of its contributors (Cohen, Manion & Morrison, 2011).

1.8. Study structure

Chapter 1

The report begins with Chapter One, which deals with the introduction within which the research problem is articulated. This chapter presented a direction to the study. It covers the study background, its aims and objectives, research questions and the justification/rationale/significance thereof as well as research assumptions coupled with limitations and/or delimitations.

Chapter 2

Chapter Two focuses on the Literature Review. It reassesses literature based on the principal's instruction on the improvement of learner performance in Johannesburg South District primary schools. It outlines the revelation of literature regarding the overall improved performance of learners based on how instructional leadership is influential.

Chapter 3

Chapter Three focuses on methodology. In this chapter, the methods used to design this research are described. It starts with its design, followed by qualitative data collection methods, criteria for the selection of participants, questions relating to validity and reliability, sampling techniques, the profile of participant's information evaluation and interpretation, moral considerations and research limitations.

Chapter 4

Chapter four concludes the practical investigation to be utilized towards the interpretation and analysis of data. It starts with the introduction, followed by profiles of two sampled schools, themes, document analysis, and findings for both schools on a conclusive note.

Chapter 5

Chapter five places focus on the synopsis of the investigation, which starts with the introduction within which the main argument is summarised. This summary is followed by a conclusion, suggestions for research expansion and the implications involved.

1.9. Chapter summary

The focus of this chapter rests on the research conundrum. It highlights on the performance of learners, acknowledging the underperformance of township schools. This study investigates the improvement of learner performance as instigated by the principal in his/her capacity as an instructional leader within two previously disadvantaged primary schools within the Johannesburg South District, Gauteng. This investigation is then narrowed down to two schools.

This chapter outlines the hypothesis, basis and background of the study. The address of its problem statement alongside its main objectives as well as research questions additionally took fold.

The revelation of varying factors which contribute towards the performance of learners is found in this chapter. It showcases that the implementation of instructional leadership by principals leads to the production of good results in a school. It is therefore clear that the flexibility displayed by a school in its management approaches allows them to succeed when combined with effective leadership.

In a nutshell, this study shows that there is a severe problem in township schools concerning poor learner performance. Therefore, it promises to reveal some of the good practices in some of the successful schools under adverse conditions, which are called ‘resilient schools’ due to their persistent and constant high and sustainable learner performance (Christie, 2001). Good leadership boasts a solidified relationship with the performance of learners academically and otherwise (Hoadley, 2007).

The lack of instructional leadership within schools has led to declining learner performance in schools. Therefore, instructional leadership acts out a pivotal role in improving learner performance in schools, especially schools operating under challenging circumstances. Moreover, instructional leadership is centralised towards effective learning and teaching.

Finally, Chapter 2 will see the position of a principal as an instructional leader being reviewed in literature; with particular emphasis placed on learner improvement regarding their performance at a primary level.

CHAPTER TWO

2. LITERATURE REVIEW AND THEORETICAL FRAMEWORKS

2.1. Introduction

The rationale behind this section is in presenting "links between existing knowledge and the research problem being investigated, which enhances significance, and to provide beneficial information about the methodology that can be incorporated into a new study" (McMillan & Schumacher, 2010, p. 73). It presents a collection of data from varying sources and numerous researchers on instructional leadership. As a point of departure, this section provides an outline of instructional leadership in primary schools. This chapter then gives accountability into instructional leadership as conceptualised by different researchers.

Every institution requires effective leadership to succeed. Principals occupy a vital role in order to actualize effectiveness within their schools. The instructional leadership of principals is whereby they set goals, manage the curriculum and supervise all the practices which relate to learning and teaching occurrences in their school (Bhengu & Mkhize, 2013). In this study, I investigated how primary school principals succeed in overcoming the challenges that they encounter in their schools emphasising on instructional leadership. Its location determines school functionality in most cases and this requires the leadership to put more effort in trying to overcome the challenges that they may encounter within the school. It appears that the social class to which learners belong is a powerful determinant and indicator of subsequent educational achievement (Gray, 2009).

Principals as instructional leaders are required to motivate as well as support their teachers. Hence, the quality of leadership of schools in poor communities is one of the major levers for subsequent success and achievement (Harris, 2009). Harris (2009) also states that some of the schools which operate under challenging circumstances still produce good results. This indicates that principals should apply different strategies to improve learner performance at school within their mandate of instructional leadership. Instructional leadership, therefore, plays an important role owing to the improvement of schools. This shows that instructional leadership is not just limited to the functionality of a principal in a particular school; it is regarded as a function of all the stakeholders in the school.

2.2. Leadership and management

The association of leadership with certain qualities such as the possession of motivation and inspiration abilities leads to the implementation of innovation. Leaders have an association with the administration as well as the control of related resources. According to Heystek (2007), management is inclusive of planning procedures whereby the leadership is organised towards fulfilling objectives related to effectiveness in the school. With the use of a regulatory perspective, principals manage the school following relevant and stipulated educational policies. Heystek (2007), states that leadership places particular emphasis on communication with relation to the capacity of emotional intelligence displayed unto others and self to improve a principal's instruction. Thereby, with these tools and fundamentals, a principal can adopt these into their personalised paradigm of instructional leadership and assert themselves with the flexibility of relevant skills and value chain.

2.3. Leadership

A leadership concept is appropriated to the definition; to establish comprehension of the idea of instructional leadership. Leadership is the ability and potential to inspire an organisation with regards to achieving recognised objectives (Education. D. o., 2004). Following Niyazi (2009), having the capacity to reach desired objectives by collaborating with relevantly gathered individuals through inspiring them to reach specified goals is leadership. May, Sirinides and Supovitz (2009) reduce leadership to in-exclusivity with the relation to a position but establish it as an act of substantial proportions when exerted to other people with the aim to position, structure and aid an organisations activities. At a school level, the leader is a principal; his/her responsibility is to realise the school's objectives through the encouragement educators, parents and learners towards realising this goal.

School efficiency is recognised by the ability to achieve an improvement in academic frontiers through the education of learners by the influence of a principal and their respective leadership style. Wing (2013) states distributed leadership to be a modern take of conceptual development as agreed upon by educational leadership scholars. How will this help to analyse and understand the study?

2.4. Instructional, Transformational and Distributed Leadership Models

In order to achieve school effectiveness, more than one leadership style is required. Principals as instructional leaders need to find leadership styles that can be integrated into instructional leadership. The reason for choosing the two leadership models as integral to the discussion on instructional leadership is that they also promote active learning and teaching. Hallinger and Murphy (1987) have pointed out that instructional leadership lacks a uniform conceptual model, while transformational leadership, some researchers have proposed, is ideal for addressing this gap.

Principals have different responsibilities that they have to carry out in their schools, and this causes difficulty in teaching concentration. Distributed leadership can help them to share their responsibilities with their subordinates in order accomplish their responsibilities effectively. Hoadley (2009) centres distributed leadership into instructional leadership. The rationale behind including the other two models is in being able to show how they affect instructional leadership.

2.4.1. Instructional leadership

The basis of a school is to teach and learn. Thereby focusing this study towards establishing the extent the impact to which principals manipulate activities towards the improvement of learner achievement is an alignment of sorts. So in order to affect learning and teaching, it is required of an instructional leader to motivate and support every teacher in that particular school. Instructional leadership takes definition as a principal exploits himself/herself unto the promotion of growth within education (Mestry, Moonsammy-Koopasammy & Schmidt., 2013). Maree, (2007) states that a principal as instructional leaders must advance themselves towards enhancing the pedagogies of teacher's in order to progress the academics of learners. Using this perspective, leader's target their influence on learner's learning through educators.

According to Masumoto and Brown-Welty (2009), instructional leadership emphasises achievement to influence learners positively and improving their performance as well as affecting educational outcomes and teachers positively. A good principal's instructional leadership prevails only when he/she provides objective and instructional assistance to both teachers and learners aiming to positively improve curriculum delivery in the class (Du Plessis, 2013).

Instructional leadership assists principals in the formulation of a mission and vision, developing educators to innovate strategies which could assist in the improvement of learning and teaching (Mestry, Moonsammy-Koopasammy, & Schmidt, 2013). A principal has to ensure that crucial resources and material are supplied to learners and educators to set learning into effect towards the improvement of learner performance and evaluation of it henceforth. Moreover, principals initiate and coordinate internal staff development programmes so that everyone keeps updated about everything that takes place in the school. Teachers are therefore likely to pledge themselves towards the contribution of positive and meaningful improvement, thereby augmenting quality prospects of active learning and professional development (Porter, 2011). This states that instructional leadership is a significant role played by principals and it suggests that they should make changes in terms of educating learners.

From my point of view, I propose instructional leadership be practised at the level of primary schools because the focus of it is central to schooling itself. In the same breath, I would suggest that the leadership style used by instructional leaders in schools be intentional about how they relate school activities to learning and teaching.

2.4.2. Transformational leadership

Bush and Glover (2009, p. 52) define transformational leadership as a model which is about "building a unified common interest between leaders and followers". Bush and Glover (2009) maintain that transformational leadership supposes its focal point should remain the obligation and competence of organisational members. Transformational leadership ensures that teachers continually develop to implement instruction effectively. Transformational leadership can integrate into instruction towards the improvement of learners' performance. Moreover, instructional as well as transformational leadership encourage a positive atmosphere whereby learning and teaching can effectively come about. The continual development of educators allows them to acquire relevant skills as well as the knowledge required to assist them in attaining high learners' achievement. The combination of leadership methods is the tool used in order to be effective, of which a transformational method is also a role player of note in the improvement of learner achievement. The combination of leadership approaches can also be utilized towards raising the level of learner achievement and an example of such would be instructional and transformational methods. Therefore, this study places focus on stratagem applied by leaders in the improvement of their achievement ratings by making use of transformational leadership coupled with instructional leadership. Succinctly looking at this

study, the techniques concerned with the improvement of learner achievement incorporated by principals affect their line of performance and the status concerned with it; hence the coalition of leadership methods being instruction and transformation is employed to allow schools to flourish in their academic prospects and otherwise.

2.4.3. Distributed leadership

This leadership structure is not individualistic but uses a web of experts who pool themselves into a resourceful arena (Bush & Glover, 2009). The perspective of distributed leadership is one which recognises the offerings/proficiencies which exist in a school are not limited to the principal but rather extend to other stakeholders as well just as equally. The framework of distributed leadership views the expertise found in a school as a network of gifted individuals and not a one-person show of a singular gifted figure, the principal (Tienken, 2010). Bush and Glover (2009) argue that the curtailing of a singular leadership approach is evident to intellects. Hence, they adopt a form of leadership which is distributive and can be realized through teamwork and active collaboration. This means instructional, transformational and distributed leadership are a right combination which can raise learners' performance. Hoadley (2009) argues the idea of distributed leadership to be centrifugal to instructional leadership.

2.5. The principal as instructional leader

The principal's role in maintaining good results is crucial as an instructional leader. Akcaoglu and Gumus (2013) are of the notion that principals should aim primarily on the improvement of their teaching practices in order to create a thriving environment for learning. The principal also has to occupy their role as an instructional leader and be a source of information unto their educators concerning the events occurring within the school or affecting it. This would make them see that their effort is highly appreciated, and it will also motivate them.

Grobler (2013) states that in order to create a positive instructional climate, it requires principals who are effective instructional leaders whose belief is in the power of visible presence and good professional relations with their teachers. Instructional leadership places the principal as the vanguard and overall pillar of their particular school. Instructional leadership encourages principals to provide both to educators and learners, thus improving learning and teaching and also learner achievement. Mestry, Moonsammy-Koopasammy, & Schmidt (2013) discovered that principals who are successful in instructional leadership shape and create an environment that promotes learners and their educators to meet their full capability in learning and teaching.

Effective school leaders design a positive environment so that the school maintains good results, and this clearly states that the success of a particular school is dependent on the effectiveness of the leadership style it employs and the mannerism of its management principles. In short, principals are mandated with the task of managing a school and when executing this mandate should be mindful of the strategies they employ in order to qualify themselves as competent and make a success out of all the adversities educational structures may come across; hence the adoption of instructional leadership as an asset in both success and the strategy of it is recommended and put into effect.

2.6. A principal's leadership in professional development

Akcaoglu and Gumus (2013) argue educators to be the ground implementers of curricular and should, therefore, prioritise the principal in the assistance of their development and professional maturity to ensure deliverance of quality education in the classroom. Niyazi (2009) further deems principals liable to display non-prejudiced attitude when providing help using differing tactics; uphold values of integrity to provide continuous empowerment for educators at the school and inspire the confidence of peer education amongst them. Teachers need to be developed in order to acquire knowledge and skills necessary to improve learner performance. The principal as an instructional leader is obligated to encourage educators to participate in teacher development training. Akcaoglu and Gumus (2013) aver that there exists a pentagon of key instructional tasks which principals must adhere to and they are as follows: expressing aid; assembling expansion; advancing professionalism; improving curriculum, and actively researching. The most crucial tool of instructional leadership is professional advancement that assists teachers to accomplish their responsibilities effectively. The principals as an instructional leader should be knowledgeable about instruction so that he/she can be able to advise, monitor, evaluate and direct the teachers. Professional development equips teachers with the skills they can apply in the classroom during teaching and learning. Spaull (2013) concurs that educators cannot impart knowledge which they do not possess.

2.7. Models of Instructional Leadership

A model is an observable fact simply represented from a give and take perspective as characterized by its relation to the main incident (Encarta, 1999). An instructional leadership model represents a territorial archetype that is considerate of the manner in which leaders forge an outcome in an organization.

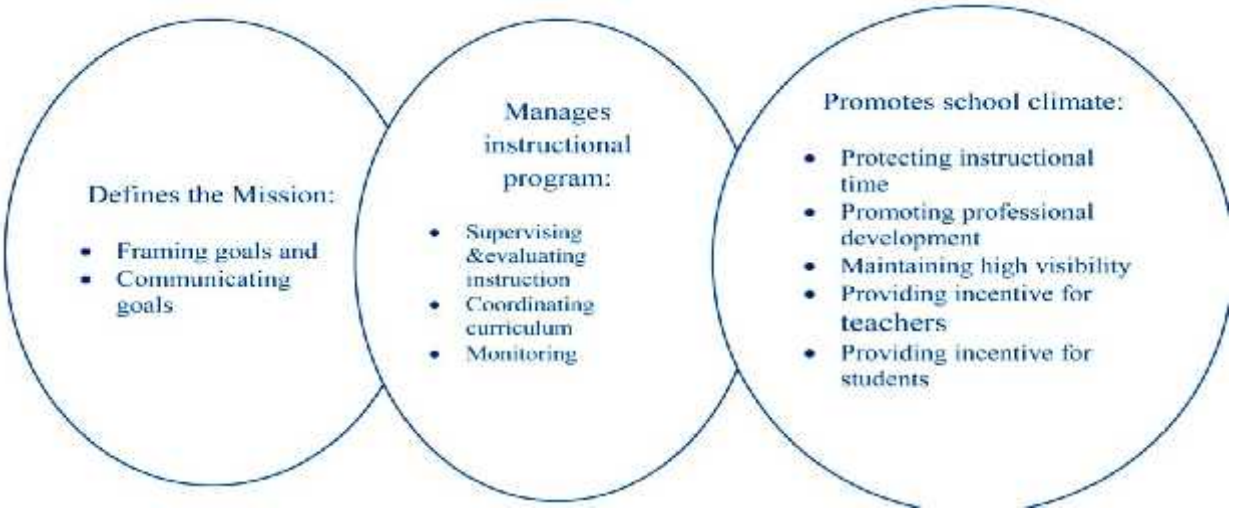
To overcome the challenges of learning and teaching, the principal as an instructional leader should use different strategies that will promote teaching and learning. Mestry, Moonsammy-Koopasammy and Schmidt (2013) argue that principals can influence student learning through ensuring that teachers have the support they need to be successful in the classroom by allocating enough funding and resources. The principal should monitor everything and ensure that learning and teaching are taking place by working alongside educators to monitor them in varying spheres of their duties. Managing and coordinating curriculum and instruction is viewed as a principals' fundamental role in instructional leadership (Hallinger & Murphy, 2013).The principal should encourage professional growth because it is another strategy of improving teaching and learning.

This segment of the study sees the presentation of instructional models in regard to the school principal. The selection criterion is aligned with the contribution made by these models towards affecting comprehension of sorts unto the influence it bestows upon the achievement of learners.

2.7.1. Hallinger and Murphy's (1985)

Hallinger and Murphy (1985) suggested a three-dimensional model for the role of a principal in instructional leadership: school mission and vision definition; instructional programme management; and school climate promotion. These three dimensions are further defined into ten instructional leadership functions: framing goals; communicating goals; supervising and evaluating instruction; coordinating curriculum; monitoring; protecting instructional time; promoting professional development; maintaining high visibility; providing incentives for teachers and providing incentives for learners. For this reason, I used the amended adaptation of Hallinger and Murphy's Principal Instructional Management Rating Scale (PIMRS) model, to suggest the strategies that can be used by the principals in schools that are facing challenges related to learning and teaching. Hallinger and Murphy's model conceptualization of instructional management is illustrated in **Figure 1**.

Figure 1: PIMRS



Hallinger, and Murphy, (1985).

Defining the school vision and mission

Mission plays an important role in every organization, because it states clearly the focus of that particular organization. Therefore, the school leader has a responsibility to define the school's mission so that everyone knows exactly the purpose of the school. This dimension includes two functions, such as framing the school's goals and communicating the school's goals. Principals demonstrate framing school goals by working with parents and staff to identify the areas of improvement within the school and developing performance goals to these areas (Hallinger & Murphy, 1985). The principal as an instructional leader is also responsible for communicating these goals so they are widely known and supported throughout the school community. If the principal makes clear goals and communicates them with staff, this will make the school function effectively and improve learner achievement.

Managing curriculum and instructional programme

The instructional program focuses on the management and control of the instruction and curriculum. According to Hallinger and Murphy (1985), this dimension incorporates three leadership functions, such as Coordinating curriculum, supervising instruction and Monitoring and evaluating learner progress. Hallinger and Murphy (1985) state the management of the instructional programme dimensions involves working directly with teachers in areas related to curriculum and instruction.

Coordinating curriculum: The instructional programme of the school includes the curricular and extra-curricular activities because both of them play an important role in the education of the child. The school, its curriculum and instruction should connect with the school's environment to increase relevance (Hallinger & Murphy, 1985, p. 7).

Supervising instruction: It is the responsibility of the principal to ensure that teaching and learning take place in order to improve learner performance. Supervising is used to encourage staff development and to influence teacher behaviour in the classroom. According to Hallinger and Murphy (1985) supervising and evaluating instruction comprises activities that provide instructional support to teachers, monitor classroom instruction through informal classroom visits, and aligning classroom practice with school goals. Classroom observation is one of the most powerful tools to collect information on learners learning progress through random checking of homework and notebooks and interviews of selected students. For example, the Head of Department takes five exercise books and the Department of Basic Education workbooks in each class once a week to check the progress of the learners in that particular subject. This makes it easier to trace the progress of the learners and also to recommend and suggest ways of improvement. Visiting classrooms allows the principal and other managers to recognize opportunities for improving the technical aspects of instruction.

Monitoring and evaluating learner progress: Monitoring and evaluating learner progress is one of the essential tools in the progress of the learners because it allows the principal to know the support he/she should provide for teachers so that they can be able to work together to improve the performance of the learners.

Promoting a positive school learning climate

In order for teaching and learning to be effective, it requires a favourable environment that allows teachers to work with confidence. Promoting a positive school learning climate dimension encompasses principal behaviours that protect instructional time, promote professional development, maintain high visibility, provide incentives for teachers, develop and enforce academic standards, and provide incentives for learning (Hallinger & Murphy, 1985). An effective instructional leader can promote a positive school learning climate by protecting instructional time, promoting professional development, maintaining high visibility, providing an incentive for teachers and for the learner. Under this dimension, Hallinger and Murphy (1985) identified the following five roles that instructional leaders need to perform.

Protecting instructional time: The principal as an instructional leader is responsible for monitoring teaching and learning and ensuring that teachers and learners are in class on time and teaching and learning are taking all the time. Mabogoane, Taylor, & Van der Berg (2013) allude that principals must ensure that both teachers and learners are in class, on time while curriculum delivery is taking place. Instructional principals ought to protect instructional time by discouraging or minimizing any disruption to contact time (Bhengu & Mkhize, 2013).According to Hallinger and Murphy (1985), Principals can influence student and teacher attitudes through the creation of a reward structure that reinforces academic achievement and productive effort; through clear, explicit standards embodying what the school expects from students; through the careful use of school time; and through the selection and implementation of high-quality staff development programmes.

Providing an incentive for teachers: Positive learning climate can be created in different ways. Encouraging and motivating teachers play an essential role in the improvement of learner achievement. In order to obtain this, the principal as an instructional leader should set up a work structure that rewards and recognizes teachers for their efforts.

Providing an incentive for learners: Children are observant and they take notice to everything happening around them. In order to encourage positive behaviour, one should praise learners for what they have done immediately so that they notice that their behaviour was okay. This will also encourage other learners to imitate the same behaviour and work hard in order to get rewards. For example, the principal can announce in the school assembly the top ten learners who performed very well in every term.

Promoting professional development: professional development plays an important role in the achievement of the learners. Staff developmental programmes ensure teacher commitment; build teacher confidence, and self-esteem towards performing their teaching tasks (Bush, Joubert, Kiggundu, & Van Rooyen, 2010). Professional development helps teachers to be able to deal with content areas that the learners are not performing well within; in order to improve them.

Maintaining high visibility: in order to promote a positive learning climate, the principal should not delegate responsibilities to the teachers and without follow up. Principals foster the development of a school learning climate conducive to teaching and learning by establishing positive expectations and standards, by maintaining high visibility, providing

incentives for teachers and students, and promoting professional development (Murphy, 1990: p.174).

From the above discussion, I can conclude that instructional leadership refers to the practices and behaviours of principals who try by all means to clearly communicate with teachers and learners so that they understand what is expected from them. It is clear that principals should plan, seek to influence, provide guidance and encourage teachers and learners in order to improve and enhance programmes related to teaching and learning. This includes ensuring successful implementation of educational improvement.

2.7.2. Murphy's model

Murphy's (1990) model of instructional leadership is also rooted in effective schools' research. In his model, Murphy identified four dimensions of instructional leadership which are: developing a mission and goals; managing the function of education; promoting an academic learning climate; and developing a supportive environment.

Developing a mission and goals involves both the formulation and the communication of school goals to the school community, including the parents and the broader community. Mission and goals play an important role in the effectiveness of the school because of they both states clearly what the school wants to achieve. So, everyone in that institution, whatever he/she is doing is guided by the mission and goals of the school. Managing the function of education involves promoting quality instruction; supervising and assessing instruction; allocating and protecting instructional time and monitoring learner progress and achievement.

In order for a school to produce good results, the school needs to promote quality instruction whereby every learner will be accommodated. Teaching and learning need to be monitored to see the progress of the learners by assessing them and supporting those who need close supervision. It is also vital to protect instructional time because if the school does not protect it the teachers won't be able to cover the curriculum due to the time wasted in other events that have got nothing to do with instruction. Favourable learning climate is one of the crucial keys in a school's success. An academic learning climate is created by setting high expectations for learners and teachers; maintaining a positive environment in the school where teaching and learning takes place without disruption. The school principal, as an instructional leader needs to promote the professional development of teachers in order to improve their skills. It is within the principals' instructional roles to improve instruction and curriculum delivery by providing instructional resources and exposing teachers to

professional development opportunities (Chikoko, Mthiyane, & Naicker, 2013).This model also encourages a supportive environment that allows everyone to perform his/her roles effectively. A supportive environment is established by creating a secure and organized environment; providing opportunities for learner involvement; inspiring staff cohesiveness; securing outside resources and promoting parent-school partnerships (Murphy 1990).

2.8. Measurements of Instructional Leadership

In a South African context, most prevalently in rural and township schools; many school principals are not academically prepared to become leaders. Therefore, most of them do not have appropriate skills to assist teachers in improving learner performance. One of the important things that principals should do to improve learner performance is to engage in dialogue with teachers for instructional improvement; so that they can understand the challenges they are faced with during learning and teaching. Marks and Printy (2003) suggest the involvement of educators in a sustainable discussion regarding crucial educational issues in a ploy to grow the capacity of leadership in schools to improve their academic performance. Most of the principals avoid talking to teachers except for giving them instructions and this causes poor performance because there is no communication between the principal and the teachers. Excellent communication performs a crucial role in learner performance, as it allows teachers and the principal to discuss learner performance and the manner of approach which can be implemented towards realizing it that can be implemented to improve learner performance.

2.8.1. Talking with teachers to promote learner achievement

Communication between the principal and teachers occupies a fundamental role in learner performance, as it gives the principal as well as educators the opportunity to discuss ways to develop learning and teaching. Blasé and Blasé state that dialogue comprises of five key communication strategies, which include “making suggestions, giving feedback, modelling, using enquiry and soliciting advice and opinions as well as giving praise” (1999, p. 360). This however rests on the manner of approach and the attitude exercised in addressing specific issues. Even so, it does not necessarily mean automatic success; it’s the building blocks of effective communication that count. Southworth (2002) makes reference to the five conference strategies for active learning and teaching set out by Blasé and Blasé. Below is a short explanation of these strategies.

2.8.1.1. Making suggestions

A principal as an instructional leader ought to make suggestions to educators both during and post-observation sessions as well as in informal daily interactions. This is so that they can be able to understand the challenges teachers come across with during teaching and learning and make suggestions based on them and extending to potential ones with the basis of the currently founded ones. When a principal makes suggestions, their suggestions should be purposeful, appropriate, and non-threatening in order to motivate teachers. In order for principals to be able to make suggestions to teachers, they need to have strategies they follow. They need to listen to the teachers and share their experiences, using illustrations and demonstrating, presenting them with choices, encouraging the taking of risks, tendering professional writings, placing focus on the improvement of instruction through recognition of their strengths and weaknesses.

2.8.1.2. Giving feedback

Positive feedback is amongst the critical elements of improving learning and teaching. Anderson, Leithwood, Louis, & Wahlstrom (2006) argued that to impact greatly on student learning, leaders should find time to tender meaningful feedback to educators regarding their practice so as to cultivate grounds for motivation with the aim of improvement. This builds teachers confidence and encourages them to learn more and introspect about their own teaching, methods and delivery. Feedback provides more opportunities to make suggestions. It also helps teachers to accept negative feedback without being discouraged so that they can improve their instruction, and it helps them to develop an attitude of willingness to take risks.

Most of the principals in rural and township schools do not interact with their teachers. They are like executives who are office-based and more concerned with bureaucratic functions than instruction. Principals should use informal coaching and mentoring and also do classroom observations. Unfortunately, in most South African schools' circumstances differ and this calls the school principals to revisit their management style towards improving learner performance. Overall, the entire atmospheric context needs to be renewed in accordance with communication.

2.8.1.3 Modelling

Modelling requires leading by example more like practising what one preaches. Principals should also demonstrate teaching techniques in classrooms so that the teachers can also learn from them. Their demonstration helps educators to improve their teaching techniques, so in order to be able to achieve lesson objectives. For example, if a teacher is using a method for addition, the principal may do a demonstration lesson so that the teacher could observe how it could be done differently. When the principal demonstrates a lesson, they should go step by step to emphasize that the teacher needs to go one step further to ensure they grasp the content in order for the learners to do well in assessments. Using different strategies during learning and teaching affords learners a chance to use the method that suits them, and this will help them perform better. Observation should not just end with a comment; principals should make demonstrations in order to improve teacher's instruction.

2.8.1.4 Using enquiry and soliciting advice and opinions

In order for the teachers to do their job effectively, they need to be motivated. When the principal asks for advice from teachers, they motivate them, and it shows that they trust their teachers. Effective principals use an enquiry approach with teachers by regularly soliciting the teacher's advice about instructional matters. Teachers feel encouraged when their principal communicates with them and solicits advice from them. Most of the principals do not use enquiry and solicit advice from their teachers; the only thing they do; they tell them what to do by referring them to policy. There is no dialogue between the principal and teacher, whereby they discuss instructional matters. This calls the principals to change their beliefs and attitudes towards teachers and adopt an efficient communication strategy to improve teacher performance and learner outcomes.

2.8.1.5 Giving praise

Whenever principals give feedback to their teachers, they should praise their achievements in a particular aspect even when giving criticism; they should be constructive about their delivery. Giving praise has a positive influence on teachers which is inclusive of but not limited to: it improves targeted teaching behaviours; it makes teachers strengthen effective teaching strategies and creativity. The experimental study conducted by Blasé and Blasé (1999) reported teachers to take talking strategies as confidence boosters and motivation to be more efficient. Principal's praise encourages teachers to search for new strategies for teaching because the

principal recognizes the excellent work they are doing. Andrews and Smith (1989) assert a principal's presence to be felt in formal and informal communication when observing classroom teachers, as the principal expresses praise verbally and through written annotations. This strategy can have positive effects in rural and township schools, especially in underperforming primary schools.

Kruger and Van Deventer (2003) suggest specific ways in which leaders can contribute to better teaching and learning relevant to the South African context; they include:

• Defining and communicating a clear mission, goals and objectives: This aspect encourages that the mission, goals and objectives should be set up together with the staff members to realize effective teaching and learning. This can help the teachers to understand what is expected of them. It gives them an opportunity to have an input on what is happening in the school.

• Managing curriculum and instruction: For teaching and learning to be effective, planning is vital. The principal needs to make sure that teaching and learning take place all the time. Principals need to support the teaching programme and provide the resources that teachers need to perform their tasks effectively.

• Supervising teaching: This aspect encourages the principals to give support to the teachers so that they can be able to perform their tasks effectively. The principal has a responsibility to ensure that teachers receive guidance and support to assist them in teaching effectively. This aspect focuses more on staff development than on performance evaluation.

• Monitoring learner progress: Monitoring and evaluating the learner's progress is one of the essential things, because it helps to see if the learners are improving or if they need an intervention strategy. It is easy to identify areas that need improvement if the progress of the learners is monitored. Teachers make use of the diagnostic tool to analyze the results to develop intervention strategies for both teachers and learners. This aspect requires the principal to monitor learner progress so that they can give support to those areas that need attention. Naidoo and Peterson (2015) argued that principals could effectively use the information emanating from the analysis of learners' performance to identify teachers and classes that require extra support.

• Promoting instructional climate: For teaching and learning to take place effectively, it requires a positive environment, where teachers and learners feel comfortable. This aspect

requires principals to create a positive school climate where teaching and learning can take place. Akcaoglu and Gumus (2013) point out that traditionally the instructional role of the principal included several aspects, namely goal setting, promoting a positive school climate, coordinating curriculum activities and supervising instruction. They should create an environment where learning is made exciting, where teachers and learners are supported, and where there is a shared sense of purpose so that learning will not be difficult. All principals must be able to maintain an instructional climate favourable for teaching and learning as part of their instructional leadership roles (Bhengu & Mkhize, 2013).

2.9. Findings from International and South African Empirical Studies

2.9.1. International

Andrews and Smith (1989) conducted a study in the United States of America (USA) to look at the actual time principals devote to their work. Their study established that high school and intermediate school principals devote additional time to their jobs as opposed to their primary school counterparts. The breakdown of the study discloses that the extra period utilized by principals at their jobs is dedicated to overseeing learners and running the school. This communicates something to us pertaining to primary school principals. In our context, primary school principals are not handed adequate provisions as compared to high school principals based on the focus given to matriculates. Contrary to that, Gupton, (2004) study used five hundred Illinois principals in the USA pointed to the subsequent behavioural structures as being utmost critical to the accomplishment in principalship:

“Evaluating staff performance; setting high expectations for students and staff; modelling high professional standards; establishing and maintaining vision, mission and goals; maintaining positive interpersonal relationships; maintaining a visible presence; establishing a safe and orderly environment; developing a school improvement plan; establishing an internal communications system; interviewing candidate for teaching positions, and complying with mandated educational programmes” (Gupton, 2004, p.2).

With regard to the behavioural structure, which is suggested by Illinois principals, instructional leadership has been conceptualized in a unique manner with accordance to the roles they are tasked with. It is, therefore, a link which directs itself towards the South African context in opposition to divulge why learners in our country perform less than average when assessed in accordance with international standards. This is a fault line within

the system whereby instructional leaders fail to acknowledge their positions and be principals of note.

Andrews and Smith (1989) made one more significant discovery when principals replied to questions pertaining to the following: “Why do school principals attach importance to certain dimensions of their jobs? As well as why do they feel that they have difficulty being instructional leaders?” As a result of the above, the following citations were made thereof in which a conclusion of why there is an existence of barriers which hinder the instructional leadership, that part of their job that is — namely being; “The organizational context of schools, a set of professional norms and the principal’s lack of skills coupled with district expectations”. Those very obstacles are the ones which Hallinger and Murphy (1987) proposed are repositioned in order to create a splurge of strengthened and empowered instructional leaders at an exponential rate.

Blasé and Blasé (1998) steered a study in America based on “how outstanding principals promote teaching and learning”, their outcomes propose three unified facets towards active Instructional Leadership conduct: 1 communicating with teachers, 2 endorsing teachers’ professional development, and 3 nurturing teacher introspection.

In a study conducted by Southworth (2002) in the USA with ten school principals, six themes developed: 1 working hard; 2 determination; 3 positive dispositions; 4 approach abilities; 5 teamwork; 6 school improvers. This evidence took shape from being researched in a small sample in a school context. This is worth noting, as Southworth (2002) researched this equally with major and minor schools.

Agunloye (2011) debates poor leadership originates from the absence of a clear vision, purposeful direction, and measurable educational actions. He further debates that it manifests itself in leadership which is not clued up about the context of their school as well as its particulates and suitability of the needs it has, the surroundings and overall basics. Anderson, Leithwood, Louis, & Wahlstrom (2010) maintain that prosperous leaders have become proficient at basics as well as dynamic responses to the distinctive stresses of the frameworks in which they discover themselves.

2.9.2. South Africa

The findings brought about by Hoadley (2012) are a direct reflection of the South African context of teaching and learning within its primary schools and they are as following: there proved to be a subsequent low demand of cognition; there is a domination of oral discourse;

chorusing within interactions takes a celebrated pattern; the pace of delivery and feedback is aligned to the slowest accommodation; there was an eminent lack of print material. Hoadley (2012) similarly recounted that sluggish pacing remained detrimental to syllabus exposure. In addition to this disaster was the highlighting of the erosion of contact lessons, be it with official or opposing activities. Resultant of the circumstances, it is most likely to come across less coverage of the curriculum. This then results in detriment as assessment will then be brought forth to learners with the assumption of directives toward Annual Teaching Plans (ATPs) have been adhered to and fully covered. The status quo remains unchallenged with the eminent challenges facing instructional leadership failing to be challenged or brought to the fore by principals. Ultimately, if this remains then not only is the pass rate going to suffer consequences, but the issue is going to spiral into more dissatisfaction.

Hallinger and Heck (1998) oppose the fact that principal's guidance on education outcomes is in influencing the course of setting its visions, missions and objectives. The implication thereof is implicit of the need principals have in creating conditions where the possibility of teaching and learning establishes a form of containment within the schools' pretext; enabling it to set a climate of expectations.

Conditions suggested by Hallinger and Murphy (1987) are those that should be met prior to principals being called in to be instructional leaders. 1 The decisions are taken by the district which limits the ability of principals to perform their roles of being instructional leaders. 2 The implementation of observable practices and behaviours that can be defined by Instructional Leadership can be implemented by principals. 3 Principals can use the information for their own professional development which is taken from assessment methods which must be reliable and valid generated for and from the assessment. Jenkins (2009) contends that if principals are to take the role of instructional leader seriously, they will have to free themselves from bureaucratic tasks and focus their efforts toward improving teaching and learning.

In South African context, principals are unable to fathom what their duties are as well as the manner in which they should conduct their work and progress with their daily duties with respect to the ever so complicated policies and manuals on the running of schools in an overall pretext brought down by people who are in higher positions with little to no clue of principalship. For example, policies like South African Schools Act (SASA) 84 of 1996, the National Education Policy Act (NEPA) 27 of 1996, etc, require a number of activities that principals should execute, and some of them make it difficult for principals to promote

effective instructional. According to Hoadley (2009), the knowledge of how principals manage the curriculum in schools in South Africa is limited. Resultantly principals lack time to be what they get paid to be. In addition, adequate assistance tends to qualify itself as a hindrance in this context leaving a load unbearable to the principal and bringing about or even implementing change in this regard is often an 'Achilles hill'.

Most leadership studies in South Africa show that most of the principals have not received sufficient professional training, especially in instructional leadership and this state's clearly the reason why most of the schools in South Africa are underperforming. Principals as the leaders of the schools they cannot support their teachers in order to improve learner performance, because they do not have appropriate skills to promote effective teaching and learning. Bush and Oduro (2006) argue that most of the research into leadership is not conceptually rich and stress the need for a theory of leadership relevant to the South African context.

Hallinger and Heck (1998) contend that the principal's influence on schooling outcomes is in shaping the direction of the school, the setting of visions, missions and goals. This requires the principals to create an environment that is favourable for teaching and learning. As school leaders, principals need to be equipped with the knowledge and competence which are aligned with their expertise in order to improve learner performance in their relevant schools.

The South African context of instruction is instead drawn on the limitations faced with regards to the topic itself, thereby making it difficult to execute the leadership technique with effectiveness and utter excellence. Educators find themselves at the mercy of novice school heads owing to their incompetence of providing support when and where it is due as they delegate their responsibilities to subordinates (who in turn lack expertise in the tasks given to them) and centre themselves around administrative duties thereby placing reservations on their qualifications to lead competently. The equipping of principals with knowledge is supposed to be seen as asserting by the Department of Education leading them to find innovative strategies which can improve their capacity of skills and promote their efficiency in utilizing instructional leadership accordingly in the improvement of their schools using an all-round perspective.

The synopsis of this literature piece displays a need beseeched by subordinates and relevant stakeholders for school principals to be equipped with knowledge which can be imparted towards building a strengthened web of knowledge and competence within the school; where

not only the principal is aware of what should transpire but stakeholders do too and are able to complete their tasks with efficiency and utter proficiency. In South Africa, the implementation of instructional leadership has not been adequately realized across the board and looking at the demographics of this country; it seems a mammoth task to realize it from grassroots without using fresh blood and an educative angle. However, from a practical aspect beyond the borders of S.A; instructional leadership has been implemented through a lengthened period of time and is therefore solidified in the leadership mantra utilized by schools abroad. Hence in retrospect, S.A comprises of a growing number of literature publications and the accessibility to information surrounding this topic is proving fair.

Instructional leadership requires leaders to focus on teaching and learning as a core business of the day (Bush, 2007). I also support and agree with the assertion that says there is a close relationship between successful leadership and effective schools (Bush & Glover, 2003) as cited by Bush and Oduro (2006). I suggest that all school principals should practice instructional leadership in their schools in order to maintain good results because instructional leadership creates a positive atmosphere that allows teachers and learners to work effectively during teaching and learning. This literature reveals that principals are the key role players in the success of any school.

From the review of the literature, I suggest that a combination of instructional leadership and distributed leadership should be used as appropriate and effective approaches that will make a positive influence in raising educational standards and improving learner achievement in our schools.

2.10. THEORETICALFRAMEWORK

Introduction

This study drew from the research conducted by Hallinger and Murphy's (1985) focused on the strategies that can be used by the principals as instructional leaders in schools that are facing challenges that are related in teaching and learning.

The purpose of the study is to understand better how Hallinger and Murphy's (1985) model of instructional leadership practice are demonstrated in the work of principals in primary schools in a township school division (Hallinger &Murphy's, 1985). I chose Hallinger and Murphy's (1985) model because it provides the strategies that can be used by the principals in township schools to improve learner performance. The theoretical framework that

underpins my research is the strategies that are used by principals of effective schools that are operating under resilient condition. Hallinger and Murphy's PIMRS model, suggest the strategies that can be used by the principals in schools that are facing challenges that are related in teaching and learning.

Managing curriculum and instructional programme

The instructional programme focuses on the management and control of the instruction and curriculum. According to Hallinger and Murphy (1985), this dimension incorporates three leadership functions, such as Coordinating curriculum, supervising instruction and Monitoring and evaluating learner progress. Hallinger & Murphy (1985) state that managing the instructional programme dimension involves working directly with teachers in areas related to curriculum and instruction.

The principal's instructional leadership role is directly connected to managing the instructional programme or curriculum of the school. Principal's primary responsibility is to ensure that effective teaching and learning take place in order to enhance learner achievement. The principal as an instructional leader should know and co-ordinate the curriculum and instructions as well as supervise and evaluate the learner's progress so that he/she can be able to identify areas that need more attention. Bush, Joubert, Kiggundu and Van Rooyen (2010) allude that supervision of teaching can be more effective only if conducted for support rather than for evaluation purposes.

Daresh (2001) defines the curriculum as 'what' the schools and the individual educators choose to do in their encounters with the learners. According to Charles and Senter (2005), a school curriculum is intended to expose the learners to relevant subjects and topics, thereby causing them to acquire certain knowledge, attitudes and values. In curriculum management, the principal as an instructional leader should bring about purposeful interaction between the learners and the information and the skills they are intended to acquire. The principal, as an instructional leader, should achieve this interaction as effectively and efficiently as possible.

Promoting a positive school learning climate

In order for teaching and learning to be effective, it requires a favourable environment that allows teachers to work with confidence. Promoting a positive school learning climate allows the principal to influence the social organization and also establish an environment that supports teaching and learning process. Promoting a positive school learning climate

dimension encompasses principal behaviours that protect instructional time, promote professional development, maintain high visibility, provide incentives for teachers, develop and enforce academic standards, and provide incentives for learning (Hallinger & Murphy, 1985). An effective instructional leader can promote a positive school learning climate by protecting instructional time, promoting professional development, maintaining high visibility, providing an incentive for teachers and for learners.

Mullen (2007, p. 100) argues that a principal can change the school climate but cannot create an entirely new climate in the school. In order for the principal to reshape the school climate, he/she needs to understand the school's history and current culture. After that, the principal should identify the fundamental values of the school and also identify the aspects that are strong or weak. Then the principal will be able to reinforce the positive elements and address the negative aspects.

2.11. Conclusion

From the above discussion, I can conclude that instructional leadership refers to the practices and behaviours of principals who try by all means to clearly communicate with teachers and learners so that they understand what is expected from them so that the learner performance can improve. It is clear that principals should plan, seek to influence, provide guidance and encourage teachers and learners in order to improve and enhance programmes related to teaching and learning. This includes ensuring successful implementation of educational improvement.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

In the previous chapter, the literature on instructional leadership was discussed. A qualitative research approach was chosen for this study and this chapter provides a description of the research design and methodology. This includes the selection of participants, data collection procedures, methods of data analysis, reliability, and validity as well as ethics considerations.

3.2. Research paradigm

Bliss, Gallagher, Perez-Prado & Rocco (2003) define a paradigm as a "world view". It is a "basic set of beliefs or assumptions" that guides a researcher's inquiry. This indicates that every researcher will approach research with an excess of connecting and sometimes contradicting philosophical assumptions and standpoints.

Creswell (2007) indicates that the research design process begins with philosophical assumptions that the enquirers make when deciding to undertake a study. This indicates that researchers bring their own world views, paradigms to the research project and these inform the conduct and writing of the study. Creswell (2007) indicates that in defining one's paradigmatic perspective as a researcher, the interplay between ontological and epistemological assumptions, meta-theoretical underpinnings, the research questions, and research methodology become noticeable.

The researcher's ontological beliefs are about the nature of reality, which is explored through the researcher's answers to problems such as what is the nature of the world, including social phenomena; if reality is orderly or lawful; the existence of the natural social order; if reality is fixed and stable or constantly changing, and whether it is unitary or multiple; and if reality can be constructed by the individuals involved in the research situation (Creswell, 2007). The researcher's epistemological beliefs are about what is possible for one to know the relationship of the researcher to what is being researched.

According to Fayolle, Kyro and Ulijn (2005), ontology is the broadest and deepest level, followed by epistemology which is the second level and may be deduced from ontology. Ontology is concerned with the different ways of getting knowledge which are referred to as

methodology. Each methodological choice consists of several specific methods and within these methods; we find several alternatives for data gathering and analysis.

Research is all about how we see the world around us and also the steps we take in order to understand this world. It concerns how we think the social world is constructed or what we think the world is (ontology), and this shapes the way we believe we can know the world.

How one looks at the world (epistemology) and the methods one uses, form what he/she can see. I agree that research is concerned with understanding the world and that such understanding is informed by how I observe the world (Cohen, Manion & Morrison, 2011).

Burrell and Morgan (2005) introduce paradigms for the analysis of social theory and indicate that in order to be located in a particular paradigm is to view the world in a particular way.

In this study, I used the interpretive paradigm. An interpretive paradigm belongs to the sociology of regulation and its purpose is to understand the world from the individual's point of view. In this paradigm, researchers attempt to observe ongoing processes to better understand individual behaviour and the spiritual nature of the world (Burrel & Morgan, 2005).

This paradigm influenced my methodological choices. I found it suitable to use a qualitative approach for this study. In this research approach, I used the social constructivism (interpretive) paradigm, which employs inductive logic and qualitative research methods (Bliss, Gallagher, Perez-Prado & Rocco (2003). Crotty (1998) defines social constructivism as the view that all knowledge and therefore all meaningful reality as such, is depending upon social practices, being constructed in and out of an interaction between human beings and their world, and developed and transmitted within an inherently social context.

From my point of view this paradigm will help me to understand various realities about the world (ontology**)** as seen and heard from different individuals in the research setting, and therefore a single reality has to be constructed by the researcher through interaction with the researched (epistemology), that is reducing the distance between the researcher and the researched.

The reason why I chose social constructivism it's because it allows the researchers to seek an understanding of the world in which they live and work and develop subjective meanings of their experiences, meanings directed towards specific objects or things. In social

constructivism, the researcher's intention is to create a sense of the meanings others have about the world (Creswell, 2007).

3.3. Research design

According to McMillan and Schumacher (2010), a research design refers to a plan for selecting the subjects, the research sites, data collecting and analysis procedures to address the research question. The design shows which individuals will be studied, and when, where, and under which circumstance they will be studied.

The researcher is free to choose the approach, methods and procedures that best meet his/her purposes of the study. The qualitative research design was chosen for this study. This approach is useful in the sense that it enables the researcher to understand people's perceptions or opinions, behaviour, actions, attitude and values (McMillan &Schumacher, 2010). My aim with the qualitative research design is to obtain a more in-depth understanding of the role of the principal as instructional leader in improving learner performance in selected Johannesburg South District primary schools by obtaining information from the critical participants according to their own point of view (Bless, Sithole & Smith, 2013). The research problem and questions would determine the methods used (Bloomberg & Volpe, 2014). The research design offers unique ways to collect data about people and social phenomena (Abbott & McKinney, 2013).

The qualitative research design

Qualitative research is based on the premise that reality is subjective as the social world focuses on the subjective views of research participants, thereby enabling the researcher to explain social reality as it is perceived and created by the research participants themselves (Basit, 2010). According to Denzin and Lincoln (2012), qualitative research consists of "a set of interpretive, material practices that make the world visible. These practices transform the world into a series of representations, including field notes, interviews, conversations, photographs, recordings and memos". At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to interpret, phenomena in terms of the meanings people bring to them.

It is interactive, face-to-face research, which requires much amount of time to conduct an interview, systematically observe the participants, and record the emerging processes as they

occur naturally (McMillan & Schumacher, 2006). Data collection and research questions are adjusted according to what is learned while the study progresses (Flick, 2014). It is therefore evident that qualitative research is a dynamic, flexible and interactive research.

The goal of qualitative research is to probe deeply into the research setting to obtain thorough understanding about the way things are, why they are that way, and what the perceptions of the participants are; the extent to which the findings are relevant to the researcher or the audience of the research determines its power, and its power is also not to find definite ultimate solutions to problems that can be transferred (Airasian, Gay & Mills, 2011).

Hesse-Biber and Leavy (2011) identify three primary qualitative research purposes, namely exploratory, descriptive and explanatory. Exploratory research is done to investigate an area in which there is a lack of studies; descriptive research aims at describing the aspect of social reality under study, that is, looking for thick descriptions of social interactions from the perspective of the research participants, and explanatory research attempts to give explanations to social phenomena and the relationships between the various components. Basit (2010) adds that qualitative research studies the 'how and what' instead of 'how many', the 'depth' instead of the 'breath', by listening to 'stories' to understand 'another social world'.

I chose the qualitative research method as it is a method that would help me to gain an in-depth understanding of the role of the principal as an instructional leader in improving learner performance in primary schools. My research design will be a case study.

A case study

The case study is a research strategy or process inquiry, as well as the result of an inquiry, and it is an expansive field within the qualitative paradigm (Hesse-Biber & Leavy, 2011). Definitely, the emphasis of a case study is fundamentally the qualitative approach (Edmonds & Kennedy 2013). According to Edmonds and Kennedy (2013, p. 114), a case study is described "as the in-depth study of one or more instances of a phenomenon in its real-life context that reflects the perspective of the participants involved in the phenomenon."

A case study can be particularistic, descriptive and heuristic. It is particularistic when the researcher chooses a particular instance of the phenomenon to understand a specific problem that arises from the daily practice; it is descriptive when the researcher focuses on thick descriptions, involves a comprehensive description of the individual, the social context, the social characteristics of the community, morals and values of the study and it is heuristic

when the narrative account of the study gives the researcher and the readers with new perspectives into the way things are and into the nature and kinds of social and personal interactions that exist among the participants of the research (Airasian, Gay & Mills2011, p. 446). I used the descriptive case study so that I can be able to identify the boundaries of the research and find reasons why the phenomenon occurs in the setting. My aim is to have a full picture of the role of the principals as instructional leaders in improving learner performance in primary schools within the specific natural setting. I focused on the exploration and description of the participants in the study. This allowed me to make a real-time analysis of the case study without trying to generalize findings to other populations or contexts. The descriptive case study tries to provide a detailed understanding of a current problem of study within the context of its realistic situations (Biggam, 2011).

As a researcher, I focused on the role of the principals as instructional leaders in improving learner performance in primary schools which is one of the essential things in improving learner performance in all schools. Moreover, improving learner performance is one of the instructional leadership tasks of the principal.

The case study helped me to investigate the role of the principals as an instructional leader in improving learners' performance in primary schools. This was from different angles and helped me to pay attention to different dimensions of the strategies they use to improve learner performance. This allowed me to obtain detailed information by interviewing principals, deputy principals, Head of Departments and educators. I used the interview method to probe deeply to analyse the various phenomena that represent the life cycle of the unit (Biggam 2011). This helped me to gain a holistic understanding of the research problem from the analysis and interpretation of the multidimensional information gathered in the inquiry to reach valid conclusions.

3.4. Research methodology

A research design is described as a set of guidelines and instructions that the researcher has to follow when addressing the research problem. According to Mouton (1996), this involves the aim of the research, the selection and design of particular research methods, the selection of participants and the consideration of the trustworthiness and transferability of the study. It explains the procedures that the researcher uses to conduct the study. Therefore, the research design needs to be clear to the reader about how, when, for whom and under what school conditions and situations the data are gathered (McMillan & Schumacher, 2006).

Furthermore, the researcher chooses the research design that will provide him/her with the most valuable and appropriate answers to his/her research questions. It is therefore evident that the research methodology aims at helping the reader (as well as the researcher) understand, not the products of scientific inquiry but the process itself (Cohen, Manion & Morrison, 2011).

Schwardt (2007) defines research methodology as a theory of how an inquiry should proceed. It involves an analysis of the assumptions, principles and procedures in a particular approach to inquiry. According to Schwardt (2007) methodologies explicate and define the kinds of problems that are worth investigating; what constitutes a researchable problem; testable hypotheses; how to frame a problem in such a way that it can be investigated using particular designs and procedures; and how to select and develop appropriate means of collecting data.

Qualitative research methodology

Denzin and Lincoln (2005) define qualitative research as a situated activity which locates the observer in the world. It involves an interpretive, naturalistic approach to the world, i.e. qualitative researchers study phenomena in their natural settings, attempting to make sense of, or interpreting phenomena in terms of the meanings people bring to them. Qualitative research implies an emphasis on the qualities of entities and on processes and meanings that are not experimentally examined or measured (Denzin & Lincoln, 2005).

Weinreich (2009) indicates that the purpose of qualitative research is to provide the researcher with the perspective of target audience members through engagement in a situation and direct interaction with the people under study. This indicates that in the qualitative paradigm, the researcher becomes an instrument of data collection.

Qualitative methods include direct observation, document analysis and overview, participant observation and open-ended unstructured interviewing. These methods are designed to help researchers to understand the meanings people assign to social phenomena and to elucidate the mental processes underlying behaviours. The strength of qualitative approaches, according to Weinreich (2009), is that they generate rich, detailed data that leave the participant's "perspective intact and provide a context for the phenomena being studied". A disadvantage of data collection in the qualitative approach is that it may be labour-intensive and time-consuming.

Qualitative approach

In this study, a qualitative research approach was employed. I collected data in face-to-face situations by interacting with selected participants in their natural settings (e.g. conducting interviews) as supported by McMillan and Schumacher (2006). I personally visited selected schools to collect data and interact with selected participants to understand their real-life situations. In my study, the collected data was presented in the form of words. Qualitative research relies on data in the form of words and researchers depend on description to express data (McMillan & Schumacher, 2006).

According to MacMillan and Schumacher (2010), qualitative research begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places understudy, and data analysis that is inductive and establishes themes. The final written report or presentation includes the voices of participants, the reflectivity of the researcher, and an elaborate description and interpretation of the problem.

Qualitative research designs emphasize gathering data on naturally occurring phenomena. The researcher must search and explore with a variety of methods until a deep understanding is achieved (McMillan & Schumacher, 2006). The goal of qualitative research is therefore defined as describing and understanding rather than the explanation and prediction of human behaviour (McMillan & Schumacher, 2006).

A qualitative approach stems from an anti-positivistic, interpretative approach, is idiographic and thus holistic in nature, and aims mainly to understand social phenomena and the meaning that people attach to everyday life (McMillan & Schumacher, 2006). My intention is to understand human phenomena and investigate the meaning that participants contribute to events relating to learner achievement. In qualitative research, the researcher attempts to understand people in terms of their own definition of their world (McMillan & Schumacher, 2006). Qualitative research describes and analyses people's individual and collective social actions, beliefs, thoughts, and perceptions (McMillan & Schumacher, 2006). So, I chose a qualitative approach to explore the beliefs, perceptions and experiences of the participants regarding the role of the principal in improving learner achievement in primary school. A qualitative research approach allows me to understand the social phenomenon from the

participant's viewpoints. McMillan and Schumacher (2006) state qualitative research is more concerned with understanding the social phenomenon from the participant's perspective.

I chose a qualitative approach in order to be able to focus on a small number of individuals as opposed to the large numbers of participants in the quantitative approach. So, the focus was on two principals, two deputy principals, two HODs and four educators.

Characteristics of a qualitative research approach

According to MacMillan and Schumacher (2010), qualitative research is characterized by the following features:

Natural settings: In qualitative research, the behaviour is studied as it occurs naturally. Qualitative researchers tend to collect data in the field at the site where participants experience the issue or problem under study (Creswell, 2009). Therefore, research is conducted in the natural setting of social actors (Babbie & Mouton, 2010).

Context sensitivity: The situational context is essential in understanding behaviour. This is based on the belief that human actions are strongly influenced by the setting in which they occur. The main concern is to understand social action in terms of its specific context (ideographic motive) rather than attempting to generalize to some theoretical population (Babbie & Mouton, 2010).

Direct data collection: Qualitative researchers collect data directly from the source. They collect data themselves though examining documents, observing behaviour, or interviewing participants (Creswell, 2009). So, the qualitative researcher is seen as the "main instrument" in the research process (Babbie & Mouton, 2010).

Rich narrative descriptions: Qualitative research comprises detailed narratives that provide an in-depth understanding of behaviour. Every detail that is recorded is thought to contribute to a better understanding of behaviour. The primary aim of qualitative research is in-depth ("thick") descriptions and understanding of actions and events (Babbie & Mouton, 2010).

Process orientation: The qualitative researcher wants to know how and why behaviour occurs. The focus is, therefore on process rather than outcome (Babbie & Mouton, 2010).

Inductive data analysis: Generalizations are induced from synthesizing gathered information; this means the data is gathered first and then synthesized inductively to generate

generalizations. Qualitative researchers build their patterns, categories, and themes from the bottom up, by organizing the data into increasingly more abstract units of information (Creswell, 2009). This inductive process illustrates working back and forth between the themes and the database until the researcher has established a comprehensive set of themes. This implies that the research process is often inductive in its approach, resulting in the generation of new hypotheses and theories (Babbie & Mouton, 2010).

Participant perspectives: The focus is on the participant's understanding, descriptions, labels, and meanings. The goal of qualitative research is to understand participants from their own point of view, in their own voices. In qualitative research, the actor's perspective (the "insider" or "emir" view) is emphasized (Babbie & Mouton, 2010). Therefore, in the entire qualitative research process, the researcher keeps a focus on learning the meaning that the participants hold about the problem or issue, not the meaning that the researchers bring to the research or writers express in the literature (Creswell, 2009).

Emergent design: The design evolves and changes as the study takes place. This means that the initial plan for the research cannot be tightly prescribed, and all phases of the process may change or shift after the researcher enters the field and begins to collect data (Creswell, 2009). For example, the questions may change, the forms of data collection may shift, and the individuals studied, and the sites visited may be modified.

Complex understanding and explanation: Understandings and explanations are complex, with multiple perspectives. Central to qualitative research is the belief that the world is complex and that there are few simple explanations for human behaviour. The methods that investigate behaviour, as well as the explanations, need to be sufficiently complex to capture the true meaning of what has occurred. This allows researchers to study various perspectives. This involves reporting multiple perspectives, identifying the many factors involved in a situation, and generally sketching the larger picture that emerges (Creswell, 2009).

3.5. Selection of participants

In this research, purposive sampling was used in order to get relevant results from the experienced group of participants. In purposive sampling, the researcher selects a sample based on the experience of the group to be sampled so that one can get the appropriate information for that particular research. "This method of sampling is used in special situations where the sampling is done with a specific purpose in mind, for example, the research is about the attitude of married women between the age of 21 and 30 years about abortion"

(Maree, 2007, p. 178). In this study, two schools will be used as a sample. Two principals, two deputy principals, two HODs and four teachers (two teachers from each school) of schools within the district were selected. All these stakeholders were suitable participants as the research concerned with the role of the principals as instructional leaders in improving learner performance in schools. They were chosen because they have knowledge about instruction.

Two schools were purposefully selected for this investigation: one private school with good performance and one public school with good performance for the past three years.. Both principals of the sampled schools formed part of the individual interviews. In my research, the principals were the first line of the contact followed by deputy principals, HODs and then teachers.

I examined the strategies that successful principals employ in successful township schools, in order to raise academic achievement, even under challenging circumstances. McMillan and Schumacher (2010) contend that techniques help to justify choices made by researchers about the techniques which are used for sampling purposes. Therefore, the objectivity of views expressed by researchers or participants may be measured on the basis of the sampling techniques used.

Sampling instrument

A letter of permission to conduct research in these schools was submitted to the Department of Education in the district. After I got acceptance to conduct the research, the purpose and ethical considerations of the study was clearly explained to participants. Then, the principals and the teachers signed consent forms to indicate that they are not pressured to take part in the study and that they agreed with all the conditions set by the researcher.

When conducting this research, I used the interview. Accordingly, the interview was conducted with the principal and academic deputy principal, two heads of departments and four teachers.

3.6. Data generation methods

In qualitative research, one can use a variety of techniques for collecting information. In this research, individual interviews were conducted. These allowed for thorough probing in order to elicit additional valuable data. Brief yet descriptive questions were posed during the interviews. The objective of the interview was clarified by the researcher preceding its

commencement. Individual interviews were appropriate for this research as they allowed for participants to explicitly express their views clearly on any subject broached during questioning. (McMillan & Schumacher, 2010).

Altogether, the interviews were conducted confidentially with a single participant at a time so that he/she felt liberated to express himself/herself completely and candidly (Van Dalen, 1979). When interviewed singularly, participants were probable to divulge more information about the subject matter, as the presence of others did not threaten them. The researcher, henceforth, felt individual interviews to be appropriate as a data collection stratagem to elicit information from the participants.

Van Dalen (1979) is adamant that the information non-verbal cues would give to the researcher would otherwise not be found through distant interviews nor be conveyed in written replies. The researcher therefore resolved to experience the interviews in a direct contact, face-to-face setting with the participants. As Baily, Bemrose, Goddard, Impey, Joslyn, & Mackness (1995) propose, participants were allowed to articulate themselves in their personalised and distinctive way; this so as to elucidate further authenticated answers. According to Marshall and Rossman (1999), the researcher explores a few generalized subject matters to aid in unearthing the participant's viewpoint but otherwise respects the framework of the participant's responses and the manner in which they structure them.

Participants were forwarded interview questions prior to the interview itself (a three week window period) in order to familiarize themselves with the prospects concerned with the interview course. This ensured the readiness of the participants and fluidity of the process as preparation had been done. This preparedness guaranteed the effectiveness and efficiency of data collection and resultantly data interpretation became meaningful.

Individual interviews consisted of open-response questions to obtain data of participant meanings and how individuals conceive of their world and how they explain the essential events in their lives. Amoroso and Ragin (2011) maintain that, interviews reveal how research participants intertwine their lives, work, and relationships into an interwoven network. These interviews were conducted in these particular schools to help to understand the experiences of the principals as instructional leaders in improving learner performance in their schools as they will be expressed in their own words.

In these interviews, participants discussed the strategies they use in order to improve learners' performance in their schools. These interviews were facilitated in such a way that they made participants feel comfortable. Sensitive questions were avoided to allow the participants to participate freely without any fear. I explained clearly the purpose of carrying out the research so that they can understand the purpose of using their schools. The interviews consisted of open-ended questions in order to be able to collect the appropriate data.

3.7. Data analysis

The analysis of qualitative data is primarily an inductive process of organizing the data into categories and themes, and of identifying patterns among the categories and themes. Data-analysis in qualitative work begins as soon as the data-collection begins. Qualitative data analysis in this research involved organizing, accounting for and explaining the data. "Data analysis is the process of bringing order, structure and meaning to a mass of collected data." (De Vos, 2003, p. 339). During the process of data collection, I identified and listed the categories and reduce them into themes, as data analysis involves "breaking up" the data into manageable themes, trends and relationships. This helped me to interpret the data and provide explanations of a single experience of interest. McMillan and Schumacher (2010, p. 369) identify five steps for qualitative data analysis: Data organization, data transcription, coding, forming categories / themes and discovering patterns. I also used these steps when conducting data analysis. These are:

Data organization: In this step data collected during interviews were organized and analyzed later. It was separated into a few workable pieces. The interview responses were organized separately to be compared later in the process (McMillan & Schumacher, 2010).

Data transcription: The data collected during interviews were converted into a format that would facilitate analysis.

Coding: Data coding begins by identifying small pieces of data that stand alone. In this phase, I coded data to provide meaning to the segment for straightforward interpretation.

Forming categories / themes: A single category was used to give meaning to codes that are combined. The data collected was divided into categories as data analysis involves "breaking up" the data into manageable themes, trends and relationships; to show similarities and dissimilarities for easy identification (McMillan & Schumacher, 2010).

Discovering patterns: A pattern is a relationship among categories. The patterns assisted me in considering what is really important and meaningful in the data. These steps served as a guideline for my research project.

3.8. Issues of trustworthiness

The quality of qualitative research depends on how much trust can be attached to the research process and the findings. Bless, Sithole and Smith (2013) propose four criteria that are considered appropriate in qualitative studies that should establish the trustworthiness of the research, namely credibility, dependability, transferability and conformability.

Credibility: Credibility refers to the establishment of the results of the research that are believable. It concentrates on the richness of the information gathered than the amount of data that is gathered. Once the data can be collected, one can be able to judge the credibility of the results. Credibility can be reached by extended commitment with participants, determined observation in the field and the use of peer researchers, negative case analysis, researcher reflexivity, and participant checks, validation.

Transferability refers to the extent to which the reader is able to generalize the findings of a study to her or his own context and addresses the core issue of how far a researcher may make claims for a general application of their theory.

Dependability deals with the core issue that the way in which a study is conducted should be consistent across time, researchers, and analysis techniques. In dependability, the process through which findings are derived should be precise and repeatable as much as possible.

Confirmability is based on the acknowledgement that research is never objective. It addresses the core issue that findings should represent, as far as is (humanly) possible, the situation being researched rather than the beliefs, pet theories, or biases of the researcher. It is based on the perspective that the integrity of findings lies in the data and that the researcher must adequately tie together the data, analytic processes, and findings in such a way that the reader is able to confirm the adequacy of the findings. In this study, I ensured that the interviews were structured correctly.

3.9. Ethical issues

An ethical consideration compels the researcher to respect human dignity, thus regarding the anonymity, confidentiality, as well as the privacy of participants. It ensures the researcher

maintains the objectives of the research. McMillan and Schumacher (2010) emphasize ethics to be concerned with the belief of right and wrong from a moral standpoint when engaging with participants and/or analyzing recorded data.

An application to undertake this research, which involved human subjects, was submitted to and approved by the University of Witwatersrand's Human Research Ethics Committee in Education (Page V). An application to conduct interviews in the Johannesburg South District primary schools was also submitted and approved by the Gauteng Department of Education (Appendix A).

A researcher has a responsibility to protect his participants. According to McMillan and Schumacher (2006), the researcher is ethically responsible for protecting the rights and welfare of the subjects who participate in a study, which involves issues of physical and mental discomfort, harm, and danger. This means that the researcher has a responsibility to ensure that the planned research is ethically accountable, that it conforms to acceptable norms and values. One should also ensure the protection of the rights and safety of the participants. The following ethics was taken into account when conducting research:

Informed consent and permission

According to Amoroso and Ragin (2011) to prove that individuals are entering research studies voluntarily and adequately informed researchers are often required to obtain informed consent from all participants or the participants' legally authorized representatives. The researcher has a responsibility to ensure that he/she clearly communicate the research procedure, purposes, risks, and benefits to the participants so that they can understand everything they will be doing and also understand the purpose of including them in the research. One should also make it clear that participation is voluntary and that the participant can withdraw at any time.

Using the above-outlined facts as a guideline, I ensured that the participants understand every procedure that was followed and their protection, so that I was able to obtain permission to conduct the research from the schools and from the individual participants. After gaining permission, I gave the participants assurances of explanation of the main concepts, the scope of the study, demarcation of the field of investigation and methods of study.

3.10. Limitations of the study

The nature of the research method of using interviews as the only data source did not give me the opportunity to observe the principals in the context in which they enact their role as an instructional leader. Therefore, I eliminated the essential features of the climate and culture of the school as experienced and observed by the researcher. The data was based on the self-report of school participants and therefore, their biases and reflections on their own work will be interpreted with caution. Limitations in relation to self-report instruments include issues in respect of validity and reliability. There is also no guarantee that the participants will necessarily report their respective views accurately. In qualitative studies, researchers are concerned with the effect their biases may have on the data they interpret and the papers they produce (LeCompte, 1987). They consider their biases and by so doing, attempt to deal them with them (LeCompte, 1987).

Limitations of the study involve issues of reliability, validity and generalization. For instance, my study is based on two schools with few participants, that is, ten (10) in totals. My study will be also limited by time and accessibility. It is essential to know the limitations of the study in order to know the gaps which may require further research. Limitations will allow me to consider the findings considering the inhibiting factors for extensive research. This also gives the researchers and other readers an opportunity to understand the underlying factors that may lead to generalization of research findings of the research being conducted (McMillan and Schumacher, 2010).

3.11. Conclusion

This chapter has provided a detailed discussion of qualitative research design and methodology as well as the qualitative research methodology that will be used to collect data in this study on exploring the role of the school principals as instructional leaders in improving learners' performance in primary schools. The data collection methods will include interviews. Data analysis procedures will also be outlined.

The next chapter will present the findings of the research, as well as data analysis and interpretation.

CHAPTER FOUR

4. DATA PRESENTATION AND DISCUSSION

4.1 Introduction and purpose of this chapter

The purpose of this research is to explore the role of the principal as an instructional leader in improving learner performance in Johannesburg primary schools. In this study, I investigated the role of the principal as an instructional leader in improving learner performance in primary schools.

Simon (2011, p. 145) defines qualitative data analysis as "working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others". This chapter focuses on the findings obtained from two primary schools, (one private school and one public primary school) in two townships of Orange Farm in Johannesburg South District in Gauteng Province. I conducted the investigation in different phases. Firstly, a literature review of instructional leadership was carried out. Secondly, interviews were conducted with principals to collect information; and thirdly interviews were conducted with deputy principals, Heads of Departments (HODs) and teachers to obtain their views with regard to the role of principals as instructional leaders in improving learner performance in schools.

The purpose of this chapter is to present and analyse the data collected by means of interviewing the principals, deputy principals, HODs and teachers. After data was carefully examined, I coded it and categorized it so that themes emerged. The study reports on how these two schools from a township have succeeded under challenging conditions.

Before presenting the data that emerged from the participant's responses this chapter provides a brief description and context of the two schools, School A and School B.

4.2. Presentation of data

The interviews were conducted with Principals, Deputy Principals, HoDs and post-level 1 teachers. The questions that were asked focused on the role of the principal as an instructional leader in improving learner performance because the principal plays a crucial role in improving learner performance. Some of the questions focused mostly on teaching and learning and how it is monitored to ensure that teaching and learning take place effectively.

Lastly, the questions that were asked were also focused on challenges that the school principal's experience in monitoring teaching and learning in order to improve learner performance.

Thematic analysis was used to develop the themes with reference to the research questions and the central phenomenon of the study. Six themes were identified from the interview questions and the responses of the participants are presented according to the six themes, namely leadership styles, intervention strategies to improve learner performance, professional development, encouraging teacher development, principal's leadership in promoting efficiency, and dealing with challenges.

4.2.1. Description of schools

School A

The school is situated in a township. This school is situated close to two secondary schools. School A was officially opened in 1992. The former principal of School A was a male and the current principal is a female. This shows that leadership has nothing to do with gender because the current principal leads the school effectively, and she works well with the staff.

School A School Management Team consists the school principal, two deputy principals (one for Foundation Phase and one for Intermediate and Senior Phase), four HoDs (two of which are in the Foundation Phase and the other two in the Intermediate and Senior Phases). The total number of teaching staff in the school is 36, including the SMT. School A caters for Grade R to Grade 7. The total number of learner enrolment is 1 258. This school accommodates learners from different backgrounds. Some of the learners are coming from homes that are headed by their siblings. There is a challenge of poverty, unemployment, drug abuse, teenage pregnancy, but these challenges do not stop the school in producing good results. All the learners who attend school here are Black. In the next Section I present the findings.

School B

The school was established in 1988. This school is situated within a stable community of Orange Farm township, whereby all the necessary resources are available. This school is just 100 meters from the shopping mall. There are useful facilities in the neighbourhood of the school including a sports stadium, a local library, a police station and other privately-owned facilities including surgeries, internet cafés and restaurants.

The school also has guards who patrol the school for 24 hours a day. The school gets assistance from a private organization called Imperial and Ukhumaba Community Development Trust to assist learners who cannot do their homework at home through the Library and Resource Centre. The Library and Resource Centre's primary function is to assist learners during school hours and with their homework after the formal schooling hours. The librarians help learners to find the information they are looking for and assist them in completing their work.

The parents of the learners in School B have mostly reached matriculation level in terms of education and many others have tertiary qualifications. Some of the learners in the school do not come from the school's immediate community and they are transported to school. The Gauteng Department of Education has tendered them a transport to school. Parents prefer not to take their children to an underperforming school when there is an alternative and therefore some learners come from somewhere else other than the school's neighbourhood. The school is situated not far from the main road and public transport is easily accessible.

The school's organogram comprises of the principal, two deputy principals (one for Foundation Phase and one for Intermediate and Senior Phase), four HoDs (two in the Intermediate and Senior Phase and two in the Foundation Phase) and 26 post-level-one teachers. There are 33 teachers in all. The school starts from Grade R to Grade 7. The enrolment is currently 943 learners. The principal has been working at the school for 24 years and was appointed principal in 1995. The deputy principal was redeployed from another school.

4.2.2. Principal and educator's profile of Schools

School A

PARTICIPANT	AGE	GENDER	HIGHEST QUALIFICATIONS	TEACHING EXPERIENCE (YEARS)
PRINCIPAL	45 yrs	F	Honours Bachelor of Education. B ED (HONS)	19 yrs
DEPUTY PRINCIPAL	51 yrs	F	Advance Certificate in Education. (ACE)	33 yrs
HOD 1	42 yrs	F	ACE	9 yrs
TEACHER 1	54 yrs	F	Senior Primary Teachers' Diploma SPTD	18 yrs
TEACHER 2	49 yrs	F	ACE	16 yrs

School B

PARTICIPANT	AGE	GENDER	HIGHEST QUALIFICATIONS	TEACHING EXPERIENCE (YEARS)
PRINCIPAL	49 yrs	M	ACE	24 yrs
DEPUTY PRINCIPAL	50 yrs	F	B ED (HONS)	21 yrs
HOD 1	42 yrs	F	BEd	11 yrs
EDUCATOR 1	47 yrs	F	ACE	15 yrs
EDUCATOR 2	38 yrs	F	BEd	9 yrs

4.2.3. Presentation of data of Schools

Theme 1: Leadership Styles

The efficiency of schools in educating learners to achieve better is influenced by the nature and style of the leadership provided by the individual principal in a particular school. Leadership is the ability and the potential to influence any group or organization towards the achievement of the identified goals (Department Of Education, 2004). Effective schools that produce good results require principals exhibiting different leadership styles. The combination of different leadership styles allows principals to apply them on different aspects of the school so that they can be able to reach school goals and improve learner performance. Bush & Glover (2009) argue that "successful heads recognize the limitations of a singular leadership approach" (p. 16) and adopt a form of leadership "distributed through collaborative and joint working" (p. 16).

The core business of the school is teaching and learning. So, it is the responsibility of the principal to ensure that teaching and learning take place effectively. This clearly states that every principal should use instructional leadership style in order to improve learner performance. Principals cannot lead the whole school alone; they need other stakeholders that will help them to run the school effectively. A distributed leadership perspective recognizes that expertise does not reside solely in one gifted principal, but exists throughout a school in gifted educators, support staff, heads of departments (HODs) and deputy principals (Tienken,

2010).

Distributed leadership allows everyone to play a part in the development of the school. Combination of different leadership styles is the cornerstone of effective school and they play a crucial role in improving learner performance. Bush & Glover (2009) argue that "successful heads recognise the limitations of a singular leadership approach" (p.16) and adopt a form of leadership "distributed through collaborative and joint working" (p.16).

According to Niyazi (2009), leadership is the ability to gather individuals around some specific goals by inspiring them to reach these objectives through collaboration. May , Supovitz and Sirinides (2009) argue that leadership is not exclusively related to a position but instead is grounded in the act of establishing influence over others; it involves a process whereby one person intentionally exerts influence over other people to guide, structure and facilitate the activities and relationships in a group or organisation.

School A

Principal 1 in School A was asked how she would describe her leadership style. She replied by saying:

> *The leadership of the principal is very important, because it influences the performance of the learners. I use different leadership styles, because I'm leading the whole school from grade R up to Grade 7. I am dealing with different aspects of the school, so I cannot run the whole school effectively using one leadership style. As the school we are guided by the school vision, mission, and policies. So I use them to give me direction. The core business of the school is teaching and learning, and I make sure that everything that we are doing as the school, teaching and learning comes first. I also promote positive environment, so that we can work together as the team. This makes it easy to reach the school goals. As the principal I rely on making sure that the measures that the school has decided upon are implemented effectively. I distribute activities to more people, so that everyone can play part in improving the school performance and this makes things easy for us to reach our taggers and department targets. In my point of view this approach motivates every individual and it promotes positive environment.*

When the Deputy Principal was asked her leadership role in the functionality of the school, she said:

> *I make sure that we work under a favourable environment. I work closely with the Principal and HoDs, so that I can learn from my principal and also develop other teachers in areas that need to be improved. We work together as a team and this helps us to produce good results. I also make sure that teaching and learning take place effectively and make sure that teachers get the teaching aids on time.*

When the HOD was asked her leadership role in the functionality of the school, she replied in the following way:

> *I present good leadership styles that create a positive working environment. I set targets and goals and monitor them and make sure that they are met. I take responsibility for everything that is under my supervision.*

When Teacher 1 was asked her leadership role in the functionality of the school, she said:

> *I ensure that teaching and learning takes place in all spheres of education. I am a part of a team that ensures that learners with barriers are identified, more especially those that have a severe case. In identifying them we also ensure that they are supported properly at both school and district level.*

Teacher 2, said:

> *I make sure that learners are disciplined in order create quality teaching environment.*

All the participants in School A are committed to their work and they take part in the functionality of the school. This shows that this school has goals and every teacher works according to the school goals and is trying to meet the school targets. Everyone knows what is expected of her, and this makes teaching and learning take place successfully.

School B

Principal 2 in School B was asked how he would describe his leadership style, and this is how he responded:

As a leader you need to have plan that you follow in each and every activity and also be positively influence and motivates others to perform their duties. I also encourage my subordinates to do planning so that they can work according to their planning. If you have a plan it's easy to monitor your activities and if there are activities that are not completed, you can easy identify them and make catch up on them. This makes every individual to be committed in his/her responsibilities. I always motivate the teachers and support them.

When other participants in School B were asked what leadership style do they think their principal adopts, this is what they said:

Deputy Principal said:

Our principal uses distributive leadership style. He gives us the opportunity to suggest things that we think they can improve the school. He listens to us when one comes to him and show interest when you come to him and make inputs. This makes it easy to work with him, because we know that he respects our views.

HOD said:

Our principal uses a distributive and transformation leadership style. Everyone get an opportunity to express his/her views.

Teacher 1 said:

In my point of view, our principal is instructional and distributive because he protects instruction time and he makes sure that we get the resource on time. He makes distribute activities amongst us and support us.

Teacher 2 said:

Our principal uses distributive, because he informs us about everything and allows us to part of everything that take place in school. He gives us an opportunity to know things that can help us in future and this gives us chance to develop.

It is clear that participants in School B are happy with the leadership of their principal; because all of them support that their principal allows them to participate freely. His leadership promotes a positive environment.

Theme 2: Intervention strategies to improve learner performance

In order for the school to be effective, it needs to have goals and different strategies that can be implemented. Akcaoglu and Gumus (2013) point out that traditionally the instructional role of the principal included several aspects, namely goal setting, promoting a positive school climate, coordinating curriculum activities and supervising instruction.

School A

When the Principal of School A was asked how she has managed to improve learners' performance, she said:

> *The core business of the school is teaching and learning, so I try by all means to make sure that teaching and learning takes place effectively. As the school we try by all means to accommodate all the learners and support them by using different strategies. We instil the love for reading through reading programmes, so that learners enjoy reading. Our library has reading lessons. I encourage teachers to monitor learners and encourage them to attend these lessons. This culture of reading has improved learner's performance.*
>
> *We also analyze results so that we can be able to identify areas that need improvement. After we have identified areas that need improvement, we find the strategies that can be implemented in order to improve learner performance.*
>
> *I also encourage teachers to attend workshops, these workshops they learn different things that can help us during teaching and learning and we also share the ideas that can be implemented in order to improve the performance of the learners.*

The explanation of Principal 1 in School A shows clearly that she understands her role as a principal and this shows that she plays a vital role in improving learner performance.

School B

When Principal 2 was asked about how he has managed to improve learner performance in his school, he said:

> *In order to be effective as a school we need to involve everyone who can assist. So I involve parents, so that they can also encourage learners to do their work even if they are at home. I encourage teachers to do their work and give learners feedback in order to motivate them, because some of the things that discourage learners from doing their work is when their teachers don't give them feedback immediately. I also try by all means to make sure that the environment in our school is favourable for teaching. I encourage learners to use utilize the resources that we have in our library. We also use different resources for teaching and learning. For example, our library has compu-jector and it has different activities for different subjects. So some of the lessons are conducted in the library and give learners activities to complete on the compu-jector. I encourage teachers to use technology during teaching and learning in order to accommodate learners, because our learners like technology. I encourage teachers to continuously develop themselves so that they can be familiar new things that are implemented.*

This shows that this school uses different strategies to improve teaching and learning so that they can be able to improve learners' performance, and this makes it clear that this school promotes team work.

Theme 3: Professional development

Akcaoglu and Gumus (2013) argue that a way for the principal to ensure quality in the classroom is to be able to lead the educators and to help them in their professional development, as the educators are the implementers of the curriculum in the classrooms. In education things changes every time and teachers need to be developed in order to obtain skills that we help them in class. So, teachers need to attend development programmes because these programmes are aligned with the curriculum.

Development is one of the important things that help an organization to improve. In order for development to be effective it requires everyone to be involved. Everyone needs to be motivated and work under a positive environment. Teacher development is one of the

important characteristics of effective teaching and the absence of this important aspect in the school affects effective curriculum delivery and learner achievement.

School A

When the Deputy Principal in School A was asked what her thinking about her contribution to curriculum development and whether staff members value her input in staff development, she replied by saying:

> *I conduct meetings with teachers and also the SMT conducts workshops for teachers to develop the staff members and also deals with challenges faced by teachers according to their areas of needs. These workshops are developed to improve teaching and learning in order to improve learner performance.*

She also indicated that they have an induction policy, so as the Deputy Principal, she implements that policy to help novice teachers to gain confidence during teaching and learning. She also said:

> *Effective schools continuously develop their staff in order to create effective school. Every term the GDE conducts workshops and cluster meetings, so I hand out the management plan from GDE to all teachers and indicate the important dates so that everyone attend the workshops and meetings. Teachers value my input, although some of my colleagues take time to understand but most of the time we work together when we are implementing something.*

When the HOD was asked what her thinking about her contribution to curriculum development and whether staff members value her input in staff development, she said:

> *I make sure that all curriculum needs are adhered to and completed in time. We also hold departmental meetings, whereby we discuss the challenges that we came across during teaching and learning and find strategies that can be implemented to deal with challenges faced by teachers. We also talk about classroom management so that everyone has a classroom that is favourable for teaching and learning. In my point of view I think my input is valued by my colleagues although some of the teachers doubt about implementing new strategies. I deal with different teachers and some of them they are against transformation they are comfortable with the old style of doing things,*

because some of them when we are going to implement new things they feel like we are adding more work on them.

When Teacher 1 was asked what her thinking about her contribution to curriculum development and whether staff members value her input in staff development she replied in the following way:

I conduct extra classes and afternoon classes. This gives the learners an opportunity to get close supervision when they are doing their work. It encourages learners to do their work because they get a feedback immediately after they have completed their work. During these sessions I concentrate on one subject at time. I encourage learners to work hard so that they improve their performance. I also prepare learners when they are going to compete with other schools. Yes, teachers value my input, because of my teaching experience.

When Teacher 2 was asked what her thinking about her contribution to curriculum development and whether staff members value her input in staff development, she said:

I am a grade head, so I assist my HOD and ensure that curriculum needs are covered. I attend trainings and workshops that are organized by the GDE and ask questions and make inputs so that I implement the knowledge that we obtain from the training or workshop. Yes, they value my input because they come and ask advice or sometimes ask clarity on something they don't understand.

It is clear that all the participants are actively involved in curriculum development and they also respect each other's input.

School B

Principal 2 in School B was asked about her understanding about professional development and his role on curriculum issues of the school and his responses were the following:

Professional development is very important and it plays an important role, because it improves someone's skills. In my point of view everyone needs to be developed so that he/she can be able to perform his/her duties effectively. I also encourage teachers to attended workshops and trainings so that they can get improve their skills.

As a principal, it is my role to make sure that teaching and learning takes place effectively, so I encourage teachers to attend classes daily and ensure that all classes are monitored. In primary school learners do not have free periods, so I make sure that every time classes are attended so that the teachers can be able to cover the syllabus. I also control learner's book, so that I can be able to see if the teachers are teaching according to the ATP. So if the teacher is behind according to the ATP, I ask him/her to make a catch up plan so that he/she can be able to cover all the contents for that particular term. I work with my teachers and I courage learners to do their work and talk to their parents to help their children at home so that parents also play part in education of their children.

When Deputy Principal in School B was asked similar questions about how she contributes to curriculum development and whether her inputs in staff development are valued by staff. She responded by saying:

Yes, I contribute a lot on curriculum development. I make sure that things are done correctly by monitoring and supporting teachers. I have distributed task amongst teachers, so that we work together as a team. We also discussed procedures to be followed so that everyone knows what is expected of him/her. This makes things easy for everyone and we also support those who are facing challenges.

I also organized a workshop on team building and we discussed strategies that we should implement in order to deal with challenges that we face during teaching and learning. The workshop motivated teachers, because we were sharing good practice and everyone was cooperating. We also invited a district official to come and develop us on classroom management, so that everyone can be able to manage his/her classroom so teaching and learning takes place effectively. I try by all means to find solutions that can be implemented to improve learner performance.

In my point of view I feel teachers value my input and they don't give me challenges when I suggest something.

When HOD was asked about how she contributes to curriculum development and whether her inputs in staff development are valued by staff. She said:

> *I conduct departmental and subject meetings, whereby we discuss areas that need improvement. I also invite subject advisors to help us on curriculum issues especially where there are difficulties and this helps us to be up to date on curriculum delivery. It also helps other teachers to find the strategies they can implement in their subjects. I think teachers value my inputs, because I don't get challenges.*

When I asked Teacher 1 about how she contributes to curriculum development and whether her inputs in staff development are valued by staff. She said:

> *Yes I do, the curriculum needs to be developed, because learners are not the same, the new development must be aligned with learners IQ and changes in education. The way we were taught in the past is different today. So if we can keep on using old methods we will be disadvantaging learners, because they see things differently and we need to accommodate them.*

On the issue of her inputs in staff development she said:

> *Yes, teachers value my inputs in staff development because of my experience in the field and I also assist them when they have challenges in their subjects. I also assist novice teachers, because they have less experience. I encourage teachers to discuss new contents so that they can be able to use different strategies and methods when they deliver the lesson.*

Educator 2 said:

> *We have extra classes to assist learners with challenges and also help them to complete their homework. This helps learners to improve their performance, because we get an opportunity to work with them one by one and the number of the learners is manageable. These extra classes helped us to improve learner performance. We also give learners activities to complete on computers and this encourages them to attend extra classes. These skills that they obtain from these activities help them to perform well academically.*

On the issue of her inputs in staff development, she said:

Teachers value my inputs and we do some of the things together and advise each other. During staff development we share ideas, discuss the challenges that we experience in classrooms and share the strategies that can be implemented to overcome those challenges. We also discuss learner performance and identify areas that need to be improved and discuss the things we can do to improve learner performance.

According to the views of the participants in School B, all of them show interest in professional development, and they support each other and work together as a team. They value each other's input and this motivates them.

Theme 4: Encouraging teacher development

In order for teachers to be effective, they need to continuously learn in order to gain more knowledge, skills that will improve learner performance. It is within the principals' instructional roles to improve instruction and curriculum delivery by providing instructional resources and exposing teachers to professional development opportunities (Chikoko, Naicker & Mthiyane , 2013). So in order for the school to be effective, the principal needs to encourage teachers to develop themselves. Development plays an essential role in the progress of the school because it equips teachers with the skills they can use to improve learner performance. So the teachers need to be developed so that they can carry out their responsibilities successfully.

School A

When Principal 1 of School A was asked how she maintains her role as a principal, she replied by saying:

> *My role as the principal is to ensure that teaching and learning takes place effectively. So if see teachers have a challenge, I come up with a strategy that can be implemented to resolve the challenge. A principal is a leader who leads through empowerment. She/he gives information to his/her subordinates. I encourage teacher to develop themselves by attending training organized by the department so that they can be able to improve their pedagogy. In order for teachers to improve their pedagogy they need to develop themselves with the right knowledge, skills that would enable them to respond effectively to the challenges they come across in their career. As a principal I ensure that the*

school has all the resources that are required for the school to function efficiently. I take a responsibility of everything that takes place in the school. I also organize workshops for the teachers so that they can be able to carry out their duties effectively. Development need to be a continuous process where individuals are developed in order to allow them to carry out their responsibilities effectively. Teachers need to be developed so that they can improve their skills so that will help them to resolve the challenges they experience in their everyday practice.

It is also my responsibility as the principal to make strategic plans, motivate and support my subordinates. When there is a challenge you as a principal you must suggest possible solutions for that challenge and do your best to find strategies that can be implemented to improve learner performance. You must know how to communicate with each individual, so that everyone feels free and work as a team to build a positive atmosphere. It is also important to understand your subordinates, so that when you distribute activities you distribute to people that you know that they have a potential for those activities and people who are responsible. These are the things that I ensure that I follow them in everything in my leadership.

The Deputy Principal agreed that GDE capacitates them through workshops and regular meetings. HOD also agreed that they get support from the Department of Education to empower and support schools. Teacher 2 acknowledged the support they get from her principal and HODs for her personal development and empowerment.

School B

When Principal 2 in School B was asked whether he feels that developing teachers is essential in his school, he responded by saying:

"Yes, it is important to develop the teachers, because this gives them a platform to demonstrate their skills. It gives teachers an opportunity to express themselves in different ways. As teachers we are different and we approach things differently according to our understanding. During staff development workshops, teachers discuss the challenges that they come across and this gives everyone an opportunity to express himself. After they have discussed

the challenges they find the strategies that can implement in order to improve learner performance. This gives them an opportunity to know their strengths and weakness so that one can improve his/her weaknesses. This improves the skills of the teachers and helps them to use different strategies during teaching and learning so that they can be able to improve learner performance.

In school, we respect each other's input and this makes things easy for us to implement new strategies that will help to improve learner performance. These development workshops play an important role because they develop the staff.

All the participants agreed that they get guidance in leadership from both principal and the department of education, through workshops and meetings, and this is what they said:

Teacher 1 said:

Yes, there is guidance from the department. I help the principal and HODs due to my experience. I know many things that I share with them. If I encounter any challenge I consult with the one of the SMT.

Teacher 2 responded by saying:

Our principal understands us and he supports us. We follow in his footsteps, because of his good leadership. We understand shared leadership and the limits of how far you can go. The Principal and his SMT are supportive.

According to the participants of School B, they acknowledge the significance of being developed both at school level and by the Department of Education. Staff developmental programmes ensure teacher commitment; build teacher confidence, and self-esteem towards performing their teaching tasks (Bush, Joubert, Kiggundu & Van Rooyen, 2010). This clearly states that in order for teachers to carry out their responsibilities effectively they need to be developed.

Theme 5: Principal's leadership in promoting efficiency

The principal plays a vital role in promoting success in school. The leadership of the principal motives and encourages teachers to work freely. A supportive environment is established by creating a secure and organized environment; providing opportunities for learner involvement; inspiring staff cohesiveness; securing outside resources and promoting parent-school partnerships (Murphy 1990).

School A

When the participants were asked what leadership styles, they think their principals adopt, they replied:

Deputy Principal said:

> *She uses distributive and instructional leadership styles. She distributes tasks amongst us in order to reduce workload that might be a burden to one person and end up not meeting school targets. She also protects time for teaching and learning, by ensuring that there are no activities that take place during instruction time. She ensures that the teachers make a catch-up plan for the time spent on other activities and monitor if teachers cover those lessons.*

HOD said:

> *She uses transformation and distributive leadership. Our principal prefers an exchange process, and she focuses on expectations expected on the staff.*

Teacher 1 said:

> *Our principal uses distributive leadership styles. Teachers must be able to exercise their capabilities and potential freely. This allows us to be fully committed and passionate about our work.*

Teacher 2 said:

> *The principal uses distributive. She gives us an opportunity to express our views.*

All of the participants agreed that they all have an opportunity to take part in different activities and also in decision-making and that their inputs are respected. This motivates them to work hard in order to improve learner performance.

School B

When the participants were asked what leadership styles, they think their principals adopt they replied:

Deputy Principal said:

> *He uses distributive styles. He gives us an opportunity to participate in different activities and he listens to us. He ensures that we all get the same opportunity*

when we do something and creates a positive environment that encourages effective teaching and learning.

HOD said:

He uses instructional leadership style. He monitors curriculum coverage and controls classwork books every term.

Teacher 1 said:

Our principal uses distributive and instructional leadership styles.

Teacher 1:

He uses distributive leadership.

Teacher 2 said:

The principal uses distributive. He gives us an opportunity to do things freely.

Therefore, this tells me that the majority of participants are satisfied with how the principal runs the school in collaboration with them. There is a sense of shared decision-making amongst the teachers. Every body's input is valued regardless of who they are.

Theme 6: Dealing with challenges

Every institution has challenges, and in order for that particular institution to perform its duties effectively, it needs a positive atmosphere. So, it is the responsibility of the school to find strategies to deal with challenges they come across.

School A

When Principal 1 in school A was asked whether challenges of any nature are handled professionally and effectively, this was her response:

At school level, challenges are handled professionally. We try to have conflict resolution strategies, so that we can be able to resolve issues harmoniously. We also involve Unions when we have challenges to come and help us to resolve them. At district level, things are not handling the way we wish they could be handled. I expect the district to be always there when we need their assistance, but they do not do that and we end up not knowing what to do. The district office is failing to provide us with important things that will assist us to do our work effectively. She also said that if there is a lacking of resources for

teaching and learning, curriculum delivery will be affected. In order for teaching and learning to be effective, it requires a positive environment. The district needs to play its part and assist us so that we can be able to do things on time.

The Deputy Principal also agreed that challenges are dealt with professionally and effectively. They use different approaches to find resolutions and make sure that they resolve their challenges at the school level.

HOD said:

Conflicts are handled professionally in our school and the district is used as a last option. This motivates teachers to keep working hard, because the school tries by all means to resolve any challenges we are facing with.

Teacher 1 also said:

Every term we face a challenge of SASAMS that needs to be updated every time and the district takes time to send someone to update it and this delays curriculum delivery. At school level in my point of view challenges are handled professionally and effectively.

The challenges that were raised by the Principal 1 and Teacher 1 of School A do not discourage them from doing their best. Their dedication keeps them going, and this helps them to improve the performance of the learners. They do not shift the blame to the district. The teamwork amongst staff members from this school as mentioned by the participants is a strong indication that this school is dedicated and is willing to take the school to the next level.

School B

When Principal 2 of School B was asked whether challenges of any nature are handled professionally and effectively both at school and departmental level, this is what he said:

Yes, we handle challenges professionally and effectively. We attend to every matter and we do our best to resolve them positively and we allow everyone to suggest positive solutions, so that we can find the solution that will be fair to everyone.

When one of us has a challenge we support him/her, so that he/she can be able to feel comfortable and do his/her work effectively, because if one has unresolved challenges it does not affect him/her only, it also affects his/her performance. So by supporting our staff we are avoiding different things that maybe caused by someone's problem.

When the same question was posed to Deputy Principal, she responded by saying:

According to me, some of the challenges are not dealt with professionally, but most of them they are handled correctly. Most of the challenges that are not handling professionally are the ones that are handled by the district. We do not get enough support from the district and they delay some of the things.

HOD responded in the following way after being asked the same question:

Yes, all the challenges that we face at the school level are handled professionally. If one has done something, the principal talks to him/her to try and resolve the matter.

Teacher 1 was asked the same question, and she said:

At school level problems are handled professionally by the principal and SMT and they approach things appropriately.

Educator 2 said this after the same question was asked:

Not always, but some of them they are handled professionally. Most of the times they come up with positive solutions and help us to find our strength back.

Some of the participants are not happy with the way the Department of Education handle their challenges when there are serious challenges that need them to intervene. The participants are happy with the way the challenges are handled at school level.

4.4. Discussion of the research findings

4.4.1 Research findings:

Two primary schools were sampled to find effective strategies that can be implemented to improve learner performance. Outcomes are presented according to the purpose of the research. The purpose is to investigate the strategies that can be implemented in order to

improve learner performance. These strategies are the strategies that are used by successful principals in improving learner performance under challenging contexts.

Six themes emerged from the data collected from two schools in investigating the role of the principal as an instructional leader in improving learner performance.

Theme 1: Leadership styles

In order for the school to be successful, it requires different leadership styles because these leadership styles are implemented in different areas. Participants from school A and school B stated that the principal's leadership style influences teaching and learning. They believed that leadership styles provided by their school principals helped to raise learner achievement. Instructional leadership is defined as the principal's actions towards promoting growth in teaching and learning (Mestry, Moonsammy-Koopasammy & Schmidt, 2013). The principal's leadership style is significant in promoting effective teaching and learning. Leadership styles are tools that can be used to improve learner performance. Bush & Glover (2009) argue that "successful heads recognise the limitations of a singular leadership approach" (p. 16) and adopt a form of leadership "distributed through collaborative and joint working" (p. 16). So it is clear that no one can use one leadership style to run the whole school effectively. A combination of different leadership styles appears to be the best method for creating effective schools.

Teaching and learning is the core business of the school. Both principals in School A and School B agreed that principals are essential to instructional leadership. They both understand that principals must be involved in instructional activities. This means principals should be active in teaching and learning. This view is illustrated by the following excerpts from Principal 1 in School A:

> *The leadership of the principal is very important because it influences the performance of the learners. The core business of the school is teaching and learning and I make sure that everything that we are doing as the school, teaching and learning comes first.*

A similar view was also expressed by the Deputy Principal from school A, who supported the view that her principal was actively involved in instructional activities:

> *She also protects time for teaching and learning, by ensuring that there are no activities that take place during instruction time. She ensures that the teachers*

make a catch-up plan for the time spent on other activities and monitor if teachers cover those lessons.

The claim that says principals play a crucial in promoting teaching and learning, thus actively involved in instructional activities of the school is embedded in literature. Bhengu and Mkhize (2013) confirm that instructional leadership is about the principal facilitating the teaching and learning process and providing direction to the schools' instructional programmes. All the participants revealed that they are playing their role in promoting effective teaching and learning in their schools in order to improve learner performance. They value their colleague inputs and this makes the schools run smoothly. Everyone works towards the same goal and this creates a favourable environment for teaching and learning. This finding agrees with the literature that shows that open communication around instruction empowers the teachers, not only as individual educators but as members of a team working together to improve instruction throughout the school (Tienken 2010).

Participants from both School A and School B revealed that their priority is teaching and learning because everything they are doing, they consider instruction. The evidence presented here suggests that in order for principals to be instructional leaders they have to be involved in the instructional activities of the school, as demonstrated by Principal 2 in School B. He does this by ensuring that teachers attend their classes and provides relief timetable when someone is absent so that learners are monitored all the time. This confirms the findings by Mabogoane, Taylor, and Van der Berg (2013) that principals must ensure that both teachers and learners are in class, on time while curriculum delivery is taking place. If one class is not monitored it disrupts other classes and that can affect lessons that take place in other classes. He makes sure that school runs fluently.

These two principals have shown their commitment because they are monitoring teaching and learning and they are motivating and supporting their subordinates. This is in agreement with Weber (1996) who suggests that the principal as an instructional leader needs to observe teaching and learning so that he/she can be able to provide support in order to improve learner performance.

Both principals in school A and school B acknowledge that they cannot run the whole school alone, so they distribute responsibilities amongst teachers. Principal 1 in school A saw leadership as more concerned with the style of leadership that one as a leader can provide to

his/her teachers so that they can improve learner performance, this style of leadership involves leading through teams and a distributed form of leadership. He indicated that:

> *I distribute activities to more people, so that everyone can play part in improving the school performance and this makes things easy for us to reach our taggers and department targets. In my point of view this approach motivates every individual and it promotes positive environment.*

The literature also confirms that a distributed leadership perspective recognises that expertise does not reside solely in one gifted principal, but exists throughout a school in gifted educators, support staff, heads of departments (HODs) and deputy principals (Tienken, 2010). One needs other hands that will help him/her to do other things in order to meet the targets. It is also the responsibility of a leader to monitor that things are done correctly.

Deputy Principal in school A supports her principal's leadership style of distribution. In expressing this view, she said:

> *She uses distributive leadership styles. She distributes tasks amongst us in order to reduce work load that might be a burden to one person and end up not meeting school targets.*

Both principals acknowledged that they use strategic planning that allows them to improve learner performance while they are operating under challenging circumstances because they lead schools from a disadvantaged background, but they still deliver under those circumstances. I also noticed that these two principals are useful because of the leadership styles that give them support from teachers and other stakeholders with whom they work.

Weber (1996) in his model of instructional leadership also refers to working through teams to achieve school outcomes. Weber's (1996) model shows that principals may improve learner achievement through establishing a learning climate of collaboration among teachers and by the principal instituting relationships of trust and respect with teachers. Collaboration and trust among colleagues play an essential role in creating a favourable environment that promotes effective teaching and learning. Grobler (2013) states that in order to create a positive instructional climate, it is a requirement to have principals who are effective instructional leaders whose belief is in the power of visible presence and good professional relations with their teachers.

This study has discovered that different leadership styles play an essential role promoting excellent learner performance. So it is clear that in order for the school to be successful, it requires different leadership styles. It has also revealed that a combination of leadership styles create effective teaching and learning. Schools require principals who are effective instructional leaders to create a sound culture of teaching and learning (Mestry et al., 2013). This clearly states that a combination of leadership styles is the foundation of success in both schools.

Theme 2: Intervention strategies to improve learner performance

For the institution to improve learner performance, it requires appropriate strategies that can be implemented. The findings from the interviews indicate that all participants mentioned intervention strategies to improve learner performance. It was noted that they are inescapable matter that helps the schools to improve learner performance. A good principal's instructional leadership prevails only when he/she provides direction and instructional support to both teachers and learners to positively improve curriculum delivery in the class (Du Plessis, 2013). An essential element of intervention strategies was that they play a crucial role in improving the performance of the learners. Instructional leadership helps principals to formulate the school's vision and mission, develop teachers and come up with strategies that can improve teaching and learning (Mestry, Moonsammy-Koopasammy & Schmidt, 2013). The two principals had their own opinions with regards to intervention strategies.

Principal 1 in school A believed that:

> *The core business of the school is teaching and learning, so I try by all means to make sure that teaching and learning takes place effectively. As the school we try by all means to accommodate all the learners and support them by using different strategies.*

In extending her belief in terms of intervention strategies to improve learner performance and her role as the principal, she explains:

> *We instil the love for reading through reading programmes, so that learners enjoy reading. Our library has reading lessons. I encourage teachers to monitor learners and encourage them to attend these lessons. This culture of reading has improved learner's performance.*

She goes on to demonstrate how they identify areas that need to be improved. She says:

> *We also analyze results so that we can be able to identify areas that need improvement. After we have identified areas that need improvement, we find the strategies that can be implemented in order to improve learner performance.*

This finding is evident in the literature that principals can effectively use the information emanating from the analysis of learners' performance to identify teachers and classes that require extra support (Naidoo & Peterson, 2015).

Similarly, Principal 2 in School B describes his role in intervention strategies in improving learner performance.

> *I encourage learners to use utilize the resources that we have in our library. We also use different resources for teaching and learning. For example, our library has compu-jector and it has different activities for different subjects. So some of the lessons are conducted in the library and give learners activities to complete on the compu-jector. I encourage teachers to use technology during teaching and learning in order to accommodate learners, because our learners like technology.*

Most participants agreed that intervention strategies play an essential role in improving learners' performance. This is evident from the following excerpts from the teachers of the two schools. For instance, Teacher 1 in school A said:

> *I conduct extra classes and afternoon classes. This gives the learners an opportunity to get close supervision when they are doing their work. I also prepare learners when they are going to compete with other schools.*

The teachers of the two schools express their opinions with regards to the importance of intervention strategies. HOD in school B commented that:

> *I also invite subject advisors to help us on curriculum issues especially where there are difficulties and this helps us to be up to date on curriculum delivery. It also helps other teachers to find the strategies they can implement in their subjects*

Both Principal 1 and 2 in School A and B alluded to them playing an important role in improving learner performance. Managing and coordinating curriculum and instruction is one of the fundamental roles of a principal who is an instructional leader (Hallinger & Murphy, 2013). They showed that they understand their leadership roles as instructional leaders to improve learner performance. They make sure that teaching and learning take place and they monitor learner progress. Bush, Joubert, Kiggundu and Van Rooyen (2010) indicated that supervision of teaching can be more effective only if conducted for support rather than for evaluation purposes.

Both principals agreed that it is their responsibility to support teachers and learners in order to meet their requirements in terms of teaching and learning. The literature confirms that principals can influence student learning through ensuring that teachers have the support they need to be successful in the classroom by allocating enough funding and resources (Mestry, Moonsammy-Koopasammy & Schmidt, 2013). Different participants from both schools confirmed that their principals use different leadership styles that promote effective teaching and learning, such as instructional, transformation and distributive leadership. Principal 1 of School A mentioned that in order for the school to be effective, the principal needs to conduct strategic planning and this helps the teachers to work according to the planning so that they can meet school targets. Principal 2 of School B claims that he ensures that teachers are in class on time teaching and he ensures that every classroom has a teacher teaching learner every day. Instructional principals ought to protect instructional time by discouraging or minimizing any disruption to contact time (Bhengu & Mkhize, 2013). This indicates that in order to improve learner performance, instruction time should be spent in the classroom with learners. This finding is supported in the literature which states that promoting a positive school learning climate dimension encompasses principal behaviours that protect instructional time, promote professional development, maintain high visibility, provide incentives for teachers, develop and enforce academic standards, and provide incentives for learning (Hallinger & Murphy, 1985). It is also clear that it is the responsibility of the principal to ensure that teachers honour their periods and ensure that teachers cover the syllabus. Both Principal 1 and 2 understand their role as instructional leaders and this helps them to improve learner performance in their schools.

Theme 3: Professional development

All participants in both School A and School B understand the importance of professional development in improving learner performance. Teachers maintained that their principals

encouraged professional development at school. Professional development equips teachers with the skills that can help them to improve the quality of instruction. Principals ensured that all teachers attended workshops so that they can obtain the knowledge that can improve learner achievement. For instance, Principal 1 in School A stated that:

> *I also encourage teachers to attend workshops, in these workshops they learn different things that can help us during teaching and learning and we also share the ideas that can be implemented in order to improve the performance of the learners.*

Participants described professional development as being vital for teachers and school improvement. Professional development encourages teachers to discover different things that can help them to improve their skills, and it motivates them. It also broadens their knowledge and gives them the skills they can use to deliver a lesson effectively. Educators are therefore likely to commit themselves to contribute positively and meaningfully to improve and enhance opportunities for quality and effective learning if they are professionally developed (Porter, 2011).

Principal 2 in school B viewed professional development as essential for each individual, he sees it as his responsibility to encourage and ensure that his teachers are developing themselves professionally. Further to this, principal 2 in school B added that:

> *I encourage teachers to continuously develop themselves so that they can be familiar with new things that are implemented.*

The above views show that the principals value professional development in their schools and that all members of staff are actively involved in professional development opportunities. Deputy Principal in school A had this to say concerning her role in professional development activities:

> *I conduct meetings with teachers and also the SMT conducts workshops for teachers to develop the staff members and also deals with challenges faced by teachers according to their areas of needs. These workshops are developed to improve teaching and learning in order to improve learner performance.*

It is admirable that the deputy principal herself promotes professional development. In confirming the deputy principal's assertions that educators engage in professional development Deputy Principal in school A said:

> *Every term the GDE conducts workshops and cluster meetings, so I hand out the management plan from GDE to all teachers and indicate the important dates so that everyone attends the workshops and meetings.*

Teachers echoed similar views that their principals encouraged them to attend workshops, share information and to develop one another. Improved performance learner achievement was mentioned by the principals, as the main reason for encouraging professional development. This was clearly stated by teacher 2 in school A, who commented as follows:

> *The principal encourages us to attend workshops. I attend trainings and workshops that are organized by the GDE and ask questions and make inputs so that I implement the knowledge that we obtain from the training or workshop.*

Principals play an essential role in improving learner achievement by encouraging teachers to develop themselves, supporting and providing them with professional development through conducting workshops and making the time available for them to attend workshops. This finding is evident in the literature that instructional leaders take all opportunities to support teachers in their work and enhance teachers' pedagogies to improve student learning (Akcaoglu & Gumus, 2013). Through participation, teachers can improve their ideas and methodologies and obtain new information that can help them to conduct lessons effectively. This allows teachers to commit themselves to contribute positively and meaningfully to improve and enhance opportunities for quality and effective learning if they are professionally developed (Porter, 2011).

All participants in both schools mentioned that everyone's input on staff development is respected and valued. Teamwork and cooperation of teachers in professional development have considerable influence regarding learner performance in both schools. Professional development helps teachers to improve their teaching methods.

Deputy Principal in School A raised a concern that some of the colleagues take time to understand when new changes have to be implemented in the school. These are the things that may cause a delay in some of the things that may improve learner performance, but this needs someone who knows how to work with different people and influence them.

Hallinger and Murphy (1985) in their model of instructional leadership specifically recognise the spheres of promoting a positive school learning climate dimension encompasses principal

behaviours that protect instructional time, promote professional development, maintain high visibility, provide incentives for teachers, develop and enforce academic standards, and provide incentives for learning. An effective instructional leader can promote a positive school learning climate by protecting instructional time, promoting professional development, maintaining high visibility, providing an incentive for teachers and for learners. Under this dimension, Hallinger and Murphy (1985) identified the professional development tool that instructional leaders need to use in order to improve learner performance.

All leaders in both School A and B understand the importance of being actively involved in every activity that takes place in school. They also use professional development as a tool for improving overall school functionality. Both schools encourage all staff members to be developed in order to ensure that they become competent in everything they implement so that teaching and learning take place effectively. This clearly states that if every school encourages staff members to be developed, they will be able to improve learner performance.

Theme 4: Encouraging teacher development

Both Principal 1 and Principal 2 in School A and School B understand the importance of encouraging their subordinates to participate in teacher development so that they can be able to improve learners' performance, and this encourages and motivates them. Both principals understand that when they empower their staff, they make them more effective in order to be able to deal with all kinds of challenges they come across. Principal 2 in School B indicated that his school focuses on the development of the teacher. He mentioned that:

> *I encourage teachers to attended workshops and trainings so that they can improve their skills and be familiar with new contents.*

The Deputy Principal substantiated this view in school B who commented that:

> *I also organized a workshop on team building and we discussed strategies that we should implement in order to deal with challenges that we face during teaching and learning.*

In concurring with her principal, she asserted:

> *I work closely with the Principal and HoDs so that I can learn from my principal and also develop other teachers in areas that need to be improved.*

Every institution has different people who see things in different ways. So it is the responsibility of the leader to understand every individual and understand their strengths and weaknesses. This will allow them to distribute responsibilities to the staff members who have a potential for that particular activity that needs to be done and also support those who have challenges. A distributed leadership perspective recognises that expertise does not reside solely in one gifted principal, but exists throughout a school in gifted educators, support staff, heads of departments (HODs) and deputy principals (Tienken, 2010). Developing teachers seemed to be prioritised by these schools.

Teacher 2 in School B stated that:

> *During staff development we share ideas, discuss the challenges that we experience in classrooms and share the strategies that can be implemented to overcome those challenges.*

It is important to develop teachers so that they get an opportunity to deal with their weaknesses positively. Development helps one to find strategies to deal with his/her weaknesses. When one works together with other colleagues, he/she gets advice that can help him/her to deal with different challenges.

Teachers play an essential role in influencing student learning. Their sense of independence and control within the classroom strongly influences learner outcomes (Bendikson, Hattie, & Robinson, 2011). This clearly states that the development of teachers is important because it allows them to be able to cope well in their classrooms.

Leaders need to motivate their subordinates to keep them going and create school success. Both principals understand that if one empowers his/her staff, he/she can be assured that everything will go according to plan because everyone knows what is expected of him/her. This will allow the school to perform its activities effectively. All of the participants in School A and B support staff development because it gives them skills they can apply in different activities.

Theme 5: Principal's leadership in promoting efficiency

Participant responses reflected that principals provided support to teachers and encouraged a positive working environment. All of the participants in School A and B mentioned that they are satisfied with the way their principals run the school involving them. The leadership of both principals has helped teachers to improve learner performance. All of the participants in

both schools also agreed that their principals value their inputs and they involve them in decision making.

This was clearly illustrated by the Deputy Principal in School B who stated that:

> *He gives us an opportunity to participate in different activities and he listens to us. He ensures that we all get the same opportunity when we do something and creates positive environment that encourages effective teaching and learning.*

The Deputy Principal in School A mentioned that her principal gives everyone an opportunity to participate in activities. She mentioned that their principal involves them in order to ensure that they work effectively and that no one who is overloaded, because this might have a negative impact on learner achievement. She stated that their principal use strategies that will enhance teaching and learning. As an example, she says:

> *She distributes tasks amongst us in order to reduce workload that might be a burden to one person and end up not meeting school targets.*

This serves to confirm the principal's stance is that teachers get an opportunity to participate in activities that will help to improve learner performance. Principal 1 in School A confirmed the position of involving her subordinates by expressing her views that:

> *I distribute activities to more people so that everyone can play part in improving the school performance and this makes things easy for us to reach our taggers and department targets.*

The above view indicates that the principal involves her teachers in order to improve learner performance. She makes a determined effort to monitor her teachers and assisting them to do their work effectively. Such efforts create an environment favourable to teaching since all efforts are directed towards improving learner performance. This confirms the findings by Bhengu and Mkhize (2013) that the school principal is responsible for creating an environment that is receptive and inviting to teachers.

In order to improve learner performance, teachers need to work together as a team. This finding is evident in the literature that a relationship of trust and respect leads to instructional improvement, that the instructional leader provides guidance and support to educational stakeholders for the attainment of a quality-driven school (Weber, 1996). It is clear that when teachers are involved in school decisions, it creates a school environment that is favourable to

teaching and learning. All principals must be able to maintain an instructional climate favourable for teaching and learning as part of their instructional leadership roles (Bhengu & Mkhize, 2013). When teachers are valued, they can establish relationships of trust and respect for their leader. This ultimately leads to teachers willingly striving towards the vision of the school. Essentially this means school achievement considering that the school's vision serves to bind the academic ideas with the staff, students, parents and community (Weber, 1996).

Teachers become excited and motivated when their leaders allow them to participate in decision-making, because this makes them feel valued. All participate in both schools agreed that they feel valued and this motivates them. This makes teachers be interested in taking part in every change that takes place in their school because they know that their leaders will support them in everything they are implementing. This proves that both principal always are there when their teachers need their support and it shows that they also promote efficiency in their schools. Their leadership also helps teachers to improve learner performance in their school.

Both schools support teamwork as it helps them to influence each other positively. When teachers work together as a team, they exchange ideas and come up with a solid strategy that can be implemented in order to improve school progress. The leadership of the two schools is actively involved in all the spheres of the school and this influences every individual to find the direction that will lead to success.

Transformation requires teamwork because in order to move from the old tradition of teaching and learning everyone needs to have the same goal that will lead to implementing the new idea efficiently. So it is the role of the principal to encourage teachers to take part in everything that takes place in the school by involving them in decision making. When principals involve teachers in decision-making, they allow them to express their views so that they can be able to achieve their goals. In my point of view and according to the participants from both schools, the leadership that is practised by the principals is the one that creates a school's success.

Theme 6: Dealing with challenges

All the participants agreed that they resolve internal matters, including conflicts in a professional manner. They also mentioned that they find positive solutions that will be fair in both parties. Principal 1 of School A also mentioned that:

> *At the school level, challenges are handled professionally. We try to have conflict resolution strategies so that we can be able to resolve issues harmoniously. We also involve Unions when we have challenges to come and help us to resolve them.*

Both schools have the same concerns that the district does not assist them when they have challenges. Principal 1 in School A stated that:

> *I expect the district to be always there when we need their assistance, but they do not do that and we end up not knowing what to do. The district office is failing to provide us with important things that will assist us to do our work effectively. She also said that if there is a lacking of resources for teaching and learning, curriculum delivery will be affected.*

This view was corroborated by Teacher 1 in School A, who commented that:

> *Every term we face a challenge of SASAMS that needs to be updated every time and the district takes time to send someone to update it and this delays curriculum delivery.*

This lack of support from the district gives these schools another challenge, but because of their dedication, they manage to perform their responsibilities effectively. These schools use every strategy that will help them to achieve their goals.

4.5. Limitations of the study

It is essential to identify the limitations of the study in order to know the gaps which may be bridged in future research. In this study, I did not investigate the strategies that are used by the participants to enforce discipline in order to improve learner performance because discipline also plays an important role in learner performance. Poor learner discipline can harm learners' performance. The learner performance in both schools shows that these schools have proper strategies for learner discipline.

The nature of the research method of using interviews as the only data source did not allow me to observe the principals in the context in which they enact their role as an instructional leader. Therefore it has eliminated the critical features of the climate and culture of the school as experienced and observed by the researcher. The data was based on the self-report of

school participants, and therefore, their biases and reflections on their work were interpreted with caution. Limitations concerning self-report instruments include issues concerning validity and reliability. There is also no guarantee that the participants reported their own views accurately.

The study only focused on two schools that are operating under challenging environment and these schools are performing well. This study did not consider other underperforming schools that are operating under the same condition. The performance of both schools makes it clear that the environment of the school cannot be used as a reason for poor learner performance.

Limitations of the study involve issues of reliability, validity and generalisation. For instance, my study is based on two schools with few participants, that is, ten (10) in totals. My study was also limited by time and accessibility.

The findings of the study allowed me to make decisions about the views that were mentioned by the participants. These two sampled schools operating under challenging conditions revealed the strategies they use in order to improve learner performance. I think these are the strategies that can be used by underperforming schools in order to improve their performance.

4.6. Conclusion

Both School A and School B are township schools and they are accommodating learners from a disadvantaged background in terms of socio-economic factors and the communities around the schools are faced with challenges of unemployment, poverty and crime. These schools are located in Orange Farm. Both of them are dealing with similar challenges.

Both schools, School A and School B, are under the same district. They have the same concern of the District that do not assist them, or that takes time to intervene when they have serious challenges that need their attention. Parents prefer to take their children to these schools because of the performance of the learners. The schools have big sizes of the classes because of the number of learners who come to attend these schools.

A female principal leads school A, and male principal leads school B and they have different years of experience as reflected in their profiles and they have similar leadership styles as mentioned by participants in their schools.

Both schools have decent fences around them, and they have libraries that are sponsored by Non-Governmental Organization (NGOs). There are food gardens in both schools which are well maintained, and the Department is providing these school gardens with the equipment.

The principals of these two schools use a combination of different leadership styles and this combination helped them to improve the performance of the learners. This shows that principals need to use different leadership styles for the school to be effective. If the principal uses one leadership style, some of the areas will suffer and result in poor learner performance. Participants from both schools mentioned that they are involved in everything that takes place in their school and they also mentioned teamwork, and these seem to be the motive of their success.

Effectiveness of the school is the outcomes of the leadership of any school. The effectiveness of any school leadership determines learner performance. If the school has good leadership that has a strategic plan, everything runs smoothly, because everyone knows his/her responsibilities and what is expected of him/her. The goals are clear, and everyone knows the person they should consult if he/she has a challenge. Principal's instructional leadership is whereby the principal sets goals, manages the curriculum and supervises all the practices related to teaching and learning occurrences in his/her school (Bhengu & Mkhize, 2013). Leadership styles are critical tools in creating effective school and positive learning environment. One of the things that help any institution to be effective is the way that the leadership handles things because if the challenges are not handled correctly, that can have a negative influence in the development of the school. Leaders play an essential role in the progress of the school. The core business of the school is teaching and learning, so the leaders who put instruction first in everything in their schools always maintain good learner performance. According to Akcaoglu and Gumus (2013), the principals of effective schools focus more on curriculum and instruction and less on managerial tasks, making instructional leadership the dominant paradigm for school leaders.

CHAPTER FIVE

5. STUDY SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND FOR FURTHER RESEARCH

5.1. Introduction

The previous chapter presented with data presentation, analysis and discussion of the findings collected from interviews from two different schools. This chapter focuses on a summary of the study. According to the study findings drawn in the previous chapter and the conclusions of this research, this study has offered recommendations that can be considered in future.

This study has revealed that there are still schools that perform well even though they are operating under challenging conditions. It has also suggested the strategies that can be implemented by the principals in order to improve learner performance. Christie and Lingard (2001) define schools which succeed under challenging conditions as 'resilient schools'. The two primary schools which were sampled in this study appear to have elements of resilience, because of the conditions that they operate under them. This study has revealed that principals play an essential role in improving learner performance. The dedication of the principals and their subordinates is the one that keeps these schools performing well.

This study has also revealed that there is a strong relationship between good leadership and learners' performance because both principals from School A and School B have mentioned that they are using different leadership styles and this has helped them to raise learner achievement in their school. Hoadley (2007) states leadership as fundamental to improving learner outcomes. The components of relationships such as cooperation, teamwork, commitment and positive school environment strongly contribute to the excellent performance of the two schools.

5.2. Study summary

In this section, I will summarise the chapters by looking at critical matters in each chapter. The main research question asked was "What is the role of the principal as instructional leader in improving learner performance in primary schools in the Johannesburg South District, Gauteng Province?" In order to respond to the main question, sub-questions were asked, namely: What features of instructional leadership affect learner results? What are

the contextual factors which shape primary school learner performance? How do leaders of successful township primary schools deal with the challenges that may negatively affect learner results if not attended to?

This report began with Chapter One, which deals with the introduction within which the research problem is articulated. This chapter provided a direction to the research. It covers the background to the study, the aims and objectives of the study, the research questions, and the justification/rationale/significance of the study, the research assumptions and the limitations/delimitations.

Chapter Two focused on the Literature Review. It has provided a review of literature on the role of the principal as instructional leader in improving learner performance in Johannesburg primary schools. It has also outlined what literature reveals about the role of the principal as instructional leader in improving learner performance and the influence of instructional leadership on learners' performance. Lastly, the Theoretical Framework underpinning this study was identified and discussed.

Chapter Three focused on the methodology. This chapter is used to describe the research design and methods. It starts with the research design, followed by data collection methods, criteria for the selection of participants, issues of reliability and validity, sampling techniques, the profile of participants, data analysis and interpretation, qualitative data, ethical considerations and limitations of the study.

Chapter Four presented data and discussed the findings from the field. Such practices may assist school principals in conducting their instructional activities at schools. Furthermore, the presence and influence of educational policies were examined in relation to its impact on school principals in executing their instructional roles. Lastly, the importance of management structures in supporting teaching and learning in schools were discussed.

Chapter Four focused on the presentation and provided the results and the findings of the practical investigation. It has been used for data analysis and interpretation. It started with the introduction; follow by profiles of two sampled schools, themes, document analysis, and findings for both schools and conclusion. It has discussed the strategies that are implemented by the principals of two different schools in order to improve learner performance in their schools. It has also presented different instructional leadership practices that school principals involved in their roles as instructional leaders.

Chapter Five focuses on the summary which will starts with the introduction within which the main argument was summarized, followed by conclusions that emanated from the findings of the study were drawn, recommendations that will assist schools to improve learner performance and implications for further research.

This research has responded to the research questions that were asked in Chapter 1. Some of the findings in this study support what has been mentioned in the literature. This shows the importance of leadership in learner performance. Different leadership styles and teamwork are the key factors in improving learner performance.

5.3. Conclusions

This study pursued to explore the role of the principal as an instructional leader in improving learners' performance in schools. This section concludes the research study by drawing conclusions demonstrated from the findings of the previous chapter regarding the role of the principal as instructional leadership and strategies that are implemented by the school principals in promoting effective teaching and learning in their schools.

The study concluded that school principals need to create their understandings/perceptions of instructional leadership. Instructional leadership is a leadership that can be implemented by the school principal to promote quality teaching and learning. In order for the principals to promote effective teaching and learning, they need to understand the concept of instructional leadership because this will help them to act in ways that promote instructional leadership.

This study has revealed that in order for the school to be effective, the principal needs to demonstrate leadership styles that all stakeholders could learn from, and that allows everyone to be involved in decision making. It has also revealed the importance of supporting and developing teachers.

The principal's main function is to ensure teaching and learning takes place effectively and learners receive quality instruction. Mestry, Moonsammy-Koopasammy and Schmidt (2013) discovered that principals who are successful instructional leaders shape and create an environment that promotes both teachers and learners to meet their full potential in teaching and learning. So, in order for teaching and learning to be effective, the principal as a leader needs to implement strategies that will raise the learner achievement. There is a relationship between leadership and learner performance because the school that has excellent leadership; it also has good learner performance.

The research findings revealed the things that need to be implemented in order to improve learner performance in schools. It has also revealed the areas that need more attention that may help schools to improve learner performance. These strategies that are suggested in this study can help other schools that are experiencing challenges to raise learners' achievement. The Department of Education needs to pay attention to matters raised by the participants so that many schools can improve learner performance. These two schools have good leadership, and this has helped them to perform well. Both schools mentioned that they do not get enough support from the District, but because of their dedication and strong leadership, they manage to deal with the challenges they come across. So, if the District can improve their support in schools, they can also help other schools that do not have effective leadership also to improve teaching and learning.

The study has revealed that for the school to be effective it requires leaders to implement different leadership styles. The combination of leadership styles helps the school to raise learners' achievement. If the school produces good learner results, that school is identified as performing school. So the leaders need to know the strategies they can implement in order to raise learners' performance. This study has revealed that both Principals from School A and School B are instructional leaders because their leadership raises learner performance. Their roles as instructional leaders have been improved by their concern to the fact that they are always protecting instruction time and implementing strategies that will improve teaching and learning. They also acknowledge their subordinates and also involve them in decision making, and this has created a positive atmosphere that promotes effective teaching and learning.

Both principals recognise that they cannot run the whole school effectively without the assistance of other stakeholders. So they involve other stakeholders in everything they implement so that they can be able to distribute some of the responsibilities to them and work together as a team. This study also revealed that teamwork is very important because it has revealed that the principals of the two schools work very closely with their subordinates in a standard way, in order to achieve their school goals. This is one of the strategies that help these two schools to produce positive results and ensuring that effective teaching and learning takes place in these schools.

When both Principal 1 and Principal 2 were asked how they manage to improve learner performance, they clearly showed their understanding of their leadership roles as instructional

leaders, to improve learner performance. These schools are successful because their leaders use different strategies that make their schools successful. This shows that these principals are the instructional leaders because everything they are doing they put instruction first and they ensure that teaching and learning take place effectively. Southworth (2002) argues that instructional leadership is actively concerned with teaching and learning, including professional learning of teachers as well as student growth.

All participants from both schools mentioned similar strategies they use in order to raise learner performance. Both of them have the same goal of improving learner performance. Everything they implement they consider instruction. Both principals know how to work with different personalities, and this has created a positive environment that allows everyone to work freely. Their leadership motivates everyone in their schools. The opportunity they give their staff to participate in decision making is the results of high levels of learner performance. These two schools are operating in the same environment, and they are using similar strategies. They were chosen because of their similar conditions, in terms of their background and good performance of the learners.

This research has revealed that the recipe for an effective school is to use a combination of leadership styles. The combinations of leadership styles that are implemented by both principals have shaped positive results on learner performance. From my point of view, I think this strategy of using different leadership styles is useful because both principals are using different leadership styles and they are performing well. Different participants confirmed all these claims during the time I was collecting data and also in data analysis, as reflected in Chapter 4. The study concludes that every school needs to have the principal that uses leadership styles that promote effective teaching and learning.

5.4. Recommendations

After analysis of the findings and the conclusions above, I concluded on the following recommendations which I think can help to improve learner performance.

5.4.1. Leadership styles

All the participants from school A and school B mentioned that the leadership styles that are used by their principals play an essential role in learner performance. Their leadership styles allow them to work freely and perform their duties effectively because they are involved in decision making and this makes them aware of what is expected of them. This

shows that there is a close relationship between effective leadership and effective schools. There is an acknowledgement that principals are key role players in the success of any school (Bush,
2003). Leaders are the pillars of the school, so they need to ensure that they find the strategies that can be implemented to improve learner performance.

Throughout the study, it has been confirmed that the principal cannot run the whole school alone. The principals need to involve all the stakeholders in decision making so that everyone knows what is expected of them in order to attain learners' achievement. Principals need to work closely with all the stakeholders so that they can be able to achieve their goals. Instructional leadership will ensure that the core business in our schools, which is teaching, and learning takes place if all leaders understand their roles clearly and perform them effectively (Bush, 2011).So, in order to raise learner performance in schools, I suggest that principals as the leaders of the schools, should work collaboratively with their entire staff and other stakeholders. This can make things easy for everyone because the support will come from different perspectives in order to raise learner achievement.

This study recommends that school principals identify the role that all stakeholders play in schools and focus on them in order to inform all the stakeholders about their roles. This study makes the recommendation that all schools should work closely with the stakeholders so that they can be able to assist in improving learner outcomes.

5.4.2. Teacher development

Development of oneself plays an important role in improving someone's skills. The study has revealed that when teachers are developed the learner performance improves and they also become more aware of how to handle their tasks. This study has also revealed that development plays a vital role in preparing teachers to be aware of every change that takes place in their career. The principals as instructional leaders should work closely with teachers so that he/she can be able to identify teachers who require supervision and organise school-based professional development workshops that will equip them with the skills they can use to improve their performance. They also need to pay close attention to novice teachers so that they can be able to identify their challenges and support them. Their support can help

them to improve their knowledge and skills and help them to perform their responsibilities effectively.

Therefore, this study recommends that principals, teachers must be exposed to different forms of professional development in order to improve their roles so that they can be able to improve learner performance in their schools. This study has also discovered the importance of professional development. Staff members need to be continuously developed so that they can be to perform their responsibilities effectively. These developments will help to improve their knowledge and skills in the field.

The department also needs to play a part in the development of the teacher so that they can increase the excellent quality of education and high levels of learner performance. From the above mentioned, this study makes the recommendation that the district officials should work closely with schools so that they can be able to identify the areas that need to be improved in every school. All schools are different with different needs and contexts; the department needs to develop teachers according to the needs of their schools and not use one size fit all development training.

5.4.3. Dealing with challenges

The study has shown that a lack of support from the department impacts negatively on the schools in conducting their instructional duties because they are not getting the necessary support from the department so that they can be able to raise learner performance. Schools cannot manage everything alone; they also need support from the department so that they can be familiar with what is expected of them. Both School A and School B mentioned serious concerns about lack of adequate support they get from the district when they need help from the district. This clearly states that if the District can work closely with schools and always there when they need their attention, they can make more difference in learner performance. The District needs to work closely with schools by supporting them and respond immediately to the challenges faced by schools, especially when such challenges are brought to their attention. This can help the schools to improve their performance because this support will help them to find solutions that can be implemented to overcome their challenges. District officials should visit schools regularly and find strategies that are implemented by effective schools so that they can support the schools that are not performing well.

This study recommends that the Department should continuously support the schools at all levels so that the pressure to produce good results in schools can be reduced. So in order for the school to raise learner performance, the Department needs to attend every school's needs adequately.

5.5. Implications of the study

This study explored the role of the principal as instructional leadership in improving learner performance in two primary schools. The study focused only in one education district in Gauteng and the generalization of the findings of the study is limited to other districts. The findings provide more understanding into the roles of principals as instructional leaders in improving learner performance in schools. This clearly states that there are other things that are not covered that may help to improve learner performance in schools. So in order to cover some of the things, this requires a larger scale research on the topic studied in order to gain more understanding into what school principals do to support teaching and learning in order to improve learner performance. This study has discovered the strategies that can be implemented by the principals as instructional leaders in improving learner performance in schools. The knowledge gained from this study may assist school principals with the strategies they can implement in their schools in order to raise learner achievement. In my point of view, more research can assist school principals to be more prepared for improving learner performance in their schools.

5.6. Chapter summary

Instructional leadership focuses on the culture of teaching and learning. The effectiveness of the principal as an instructional leader is measured in terms of learners' performance in that particular school. So in order to improve learner performance, the principal needs to support and motivate teachers and learners so that they can work in a favourable environment. In order for the principal to be able to create a favourable environment, he/she needs to understand what his/her role as instructional leader entails. This requires the principal to promote teaching and learning all the time and to encourage teachers to participate in professional development. The principal as an instructional leader needs to be hands-on in matters that are related to teaching and learning so that they can be able to suggest strategies that can be implemented in areas that need attention and being actively involved in their implementation. Learner performance is also enhanced when the principal supports the teachers in their instructional activities.

REFERENCES

Abbott, L. M., & McKinney, J. (2013). *Understanding and applying research design.* New Jersey: John Wiley & Sons, Inc.

Ackaoglu, M., & Gumus, S. (2013). Instructional leadership in Turkish primary schools: An analysis of educators' perceptions and current policy. *Educational Management Administration and Leadership , 41* (3), 289-302.

Agunloye. (2011). Turning Around Chronically Low-Performing Schools: A Diagnostic. *American International Journal of Contemporary Research , 1* (3), 130-141.

Airisian, P., Gay, L. R., & Mills, G. E. (2011). *Educational research: Competencies for analysis and applications.* London: Upper Saddle River, NJ: Pearson.

Algozzine, B., & Jazzar, M. (2007). *Keys to successful 21st century educational leadership.* Boston: Pearson.

Allensworth, E., & Sebastian, J. (2012). The influence of principal leadership on classroom instruction and student learning: A study of mediated pathways to learning. *Educational Administration Quarterly , 20* (10), 1-8.

Amoroso, L. M., & Ragin, C. C. (2011). *Sociology for a new century: Constructing social research* (2nd ed.). London: SAGE: Pine Forge Press.

Anderson, S., Leithwood, K., Louis, K., & Wahlstrom, K. (2004). *How leadership influences student learning.* New York: Taylor & Francis.

Andrews, R. L., & Smith, W. F. (1989). *Instructional Leadership: How Principals Make a Difference.* Alexandria, Va: Association for Supervision and Curriculum Development.

Babbie, E., & Mouton, J. (2010). *The practice of social research.* Cape Town: Oxford.

Baily, V., Bemrose, G., Impey, I., Joslyn, E., & Mackness, J. (1995). *Essential research skills.* Hammersmith, London: Harper Collins.

Basit, N. B. (2010). *Conducting research in educational contexts.* London: Continuum.

Bendikson, T. T., Hattie, J., & Robinson, V. (2011). Principal instructional leadership and secondary school performance. *SET: Research Information for Teachers , 1* (1), 2-8.

Bhengu, T. T., & Mkhize, B. N. (2013). Principals' instructional leadership practices in improving learner achievement: Case studies of five secondary schools in the Umbumbulu area. *Principals' instructional leadership practices in improving learner achievemenEducation as Change , 17* (1), S33-S47.

Biggam, J. (2011). *Succeeding with your master's dissertation: A step-by-step handbook.* London: McGraw Hill International Ltd.

Blasé, & Blasé. (1999). Effective instructional leadership. Teachers' perspectives on how principals promote teaching and learning in schools. *Journal of Educational Administration , 38* (2), 130-141.

Bless, C., Sithole, S. L., & Smith, C. H. (2013). *Fundamentals of social research methods: An African perspective.* Cape Town: Juta & Company.

Bloomberg, L. D., & Volpe, M. (2014). *Completing your qualitative dissertation: A road map from beginning to end* (Vol. 21). London: Sage Publications.

Burrell, G., & Morgan, G. (2005). *Sociological Paradigms and Organizational Analysis: Elements of the Sociology of Corporate Life.* Great Britain: Ashgate Publishing.

Bush. (2007). Educational leadership and management: theory, policy, and practice. *South African Journal of Education , 27* (3), 391-406.

Bush, T., & Glover, D. (2003). *Managing teaching and learning: A concept paper.* Johannesburg: Matthew Goniwe School of Leaadership and Governance.

Bush, T., & Glover, D. (2009). *Managing teaching and learning: A concept paper.* Johannesburg: Matthew Goniwe School of Leadership and Governance.

Bush, T., & Glover, D. (2002). *School Leadership: Concepts and Evidence.* Nottingham: NCSL.

Bush, T., & Oduro, G. (2006). New Principals in Africa: preparation, induction and practice. *Journal of Educational Administration , 44* (4), 359-375.

Bush, T., Joubert, T., Kiggundu, E., & van Rooyen, J. (2010). Managing teaching and learning in South African Schools. *International Journal of Educational Development , 30* (1), 162-168.

Charles, C. M., & Senter, G. W. (2005). *Elementary classroom management* (4th ed.). Boston: Pearson University.

Chikoko, V., Mthiyane, S. E., & Naicker, I. (2013). Instructional leadership practices in challenging school contexts. *Education as Change , 17* (1), S137-S150.

Christie, P. (2004). Structural change, leadership and school Effectiveness/improvement: perspectives from South Africa. *Discourse , 25* (1), 95-111.

Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education.* London: Routledge Falmer.

Cresswell, J. (2007). *Qualitative Inquiry and Research Design: Choosing among five approaches.* London: Sage Publications.

Crotty, M. (1998). *The Foundations of Social Research: Meaning and Perspectives in the Research Process.* London: Sage Publications.

Daresh, J. (2001). *Supervision as proactive leadership.* Chicago: Waveland Press.

Department Of Education. (2004). *The Draft Policy framework for Education Management and Leadership Development.* Pretoria: DOE.

De Vos, A. (2003). *Qualitative data analysis and interpretation.* Pretoria: Van Schaik.

Denzin, H. K., & Lincoln, S. Y. (2012). *Collecting and interpreting qualitative materials.* New York: Sage Publications.

Du Plessis, R. (2013). The principal as instructional leader: Guiding schools to improve instruction. *Education as Change , 17* (1), S79-S92.

Du Toit, C., Howie, S., Long, C., Van Staden, S., Venter, E., & Zimmerman, L. (2008). *PIRLS: 2006 Summary Report: South African children's Reading Literacy Achievement.* Pretoria: Centre for Evaluation and Assessment.

Edmonds, W. A., & Kennedy, T. D. (2013). *Edmonds: An applied reference guide to research designs: Quantitative, Qualitative and mixed methods.* Chicago: Thousand Oaks, CA: Sage Publications.

Fayolle, A., Kyro, P., & Ulijin, J. (2005). *Entrepreneurship research in Europe: Outcomes and perspectives.* Chicago: Edward Eldgar Publishing, Inc.

Fleisch, B. (2008). *Primary Education in Crisis, why South African School children underachieve in reading and mathematics.* Cape Town: Juta Publishers.

Flick, U. (2014). *An introduction to qualitative research.* Chicago: Thousand Oaks, CA: Sage Publishers.

Girvin, N. (2005). The principal as instructional leader. *Education Horizon , 8* (6), 10-12.

Glanz, J. (2006). *Instructional Leadership.* Chicago: Thousand Oaks, CA: Corwin Press.

Goldring, E. B., & Pasternak, R. (1994). Principals' coordinating strategies and school effectiveness. *School Effectiveness & School Improvement , 5* (3), 237–251.

Gray, D. (2009). *Doing research in the real world* (2nd ed.). Chicago: Thousand Oaks: Sage Publications.

Grobler, D. (2013). The school principal as Instructional Leader: A structural equation model. *Education as Change , 17* (1), 177-199.

Gupton, S. (2003). *The instructional leadership toolbox.* California: Sage Publications.

Hallinger, P., & Heck, R. (1998). Exploring the principal's contribution to school effectiveness. *School effectiveness and school development , 9* (2), 157-191.

Hallinger, P., & Murphy, J. (2013). Running on empty? Finding the time and capacity to lead learning. *NASSP Bulletin , 97* (5), 5-21.

Harris, A. (2009). *Distributed School Leadership.* Netherlands: Springer Press.

Henning, E., Smith, B., & van Rensberg, W. (2008). *Finding your way in qualitative research* (5th ed.). Pretoria: Van Schaik Publishers.

Hesse-Biber, S. N., & Leavy, P. (2011). *The practice of qualitative research.* London: Sage Publications.

Heystek, J. (2007). Reflecting on principals as manager or mould leaders in a managerialistic school. *South African Journal of Education , 27* (3), 490-498.

Hoadley, U. (2009). Pedagogy and social class: a model for the analysis of pedagogic variation. *British Journal of Sociology of Education , 21* (1), 63-78.

Hopkins, J. (2001). *School Improvement for Real.* London: Falmer.

Jenkins, B. (2009). What it takes to be an instructional leader. *Leadership Journal 101 , 13* (1), 42-57.

Kruger, A. G., & Van Deventer, I. (2003). *An educator's guide to school management skills.* Pretoria: Van Schaik.

LeCompte, M. D., & Schensul, J. J. (2010). *Designing and Conducting Ethnographic Research* (2nd ed.). New York: Altamira Press.

Loukas, A. (2007). What is School Climate. *Leadership Compass , 5* (1), !-3.

Lunenberg, F. C., & Ornstein, A. C. (2008). *Educational administration: Concepts and practices* (5th ed.). Belmont C.A: Wadsworth/Thomson.

Mabogoane, E., Taylor, N., & Van der Berg, S. (2013). 'Context, theory, design'. *NASSP Bulletin , 97* (5), 5-21.

Mamabolo, C. (2002). *A phenomenological reflection on the role of the school principal as educational manager and inspirational leader in Limpopo Province.* Pretoria: University of South Africa.

Maree, K. (2007). *First Steps in Research.* Pretoria: Van Schaik.

Marks, H. M., & M., P. S. (2003). Principal leadership and school performance: anintegration of transformational and instructional leadership. *Educational Administration Quarterly , 39* (3), 370-397.

Marshall, C., & Rossman, G. B. (1999). *Designing qualitative research* (3rd ed.). Thousand Oaks: Sage Publications.

Marzano, R., McNulty, B., & Walters, T. (2005). *School leadership that works.* Alexandria, VA: ASCD.

May, H., Sirinides, P., & Supovitz, J. (2009). How the principal and peers influence teaching and learning. *Educational Administration Quarterly , 46* (1), 31-56.

McMillan, J. H., & Schumacher, S. (2010). *Research in Education: Evidence-based inquiry* (7th ed.). New Jersey: Upper Saddle River: Pearson.

Mendels, P. (2012). "The effective principal" Feature. *Leadership , 33* (1), 54-58.

Mestry, A., Moonsaamy-Koopasammy, I., & Schmidt, M. (2013). The instructional leadership role of primary school principals. *Education as Change , 17* (1), 49-64.

Moos, L. (2009). A general context for new social technologies. *Nordic Educational Research , 29* (1), 79-92.

Mouton, J. (1996). *Understandin Social Research.* Pretoria: Van Schaik.

Mullen, C. (2007). *Curriculum leadership development: A guide for aspiring school leaders.* New Jersey: Lawrence Erlbaum Associates.

Munoz, M. A., Rodosky, R. J., & Vanderhaar, J. E. (2007). *Leadership as accountability for learning: The effect of school poverty, teacher experience, previous achievement, and principal preparation programs on student achievement.* Louisville: Springer Science.

Murphy. (2002). Critical issues in leadership. *Boston Journal of Educational Leadership , 10* (4), 98 -142.

Murphy, J., & Meyers, C. V. (2008). *Turning around failing schools: Leadership lesson from the organizational sciences.* Thousand Oaks, California: Corwin Press.

Murphy, P. (1990). Principal instructional leadership: Advances in education administration. *Changing Perspectives on the school , 1* (1), 163-200.

Naidoo, P., & Peterson, N. (2015). Towards a leadership program for primary school principals as instructional leaders. *South African Journal of Childhood Education , 5* (3), 1-8.

Niyazi, C. (2009). *The leadership behaviours of educators in primary schools in Turkey.* Turkey: Erciyes University.

Nuku, A. S. (2007). *The management tasks of principals in promoting professionalism amongst educators in the Eastern Cape Province.* Pretoria: University of South Africa.

Polland, A. (2002). *Reflective teaching: Effective and evidence-informed professional practice.* New York: British Library.

Porter, W. A. (2011). *The Role of Leadership in Developing and Sustaining Collective Efficiecy in a Professional Learning Community.* San Diego: University of Carlifornia.

Schwadt, T. (2007). *The SAGE Dictionary of Qualitative Inquiry.* Illinois: Illinois, Urban Campaign.

Sim, Q. (2011). Instructional leadership among principals of secondary schools in Malaysia. *Educational Research , 2* (12), 2141-5161.

Simon. (2011). Instructional Mannerism. *411 on School Management , 1* (2), 140-152.

Southworth, G. (2002). Instructional leadership in schools: reflections and empirical evidence. *School Leadership & Management: Formerly School Organisation , 22* (1), 73-91.

Spaull, N. (2013). *South Africa's education crisis: The quality of education in South Africa 1994-2011.* Johannesburg: Centre for Development and Enterprise.

Spillane, J. (2006). *Distributed Leadership.* San Francisco: Jossey-Bass.

Taole, M. J. (2013). Exploring principals' role in providing instructional leadership in rural high schools in South Africa. *Studies of Tribes and Tribals , 11* (1), 75-82.

Tienken, C. (2010). Research and evidence-based practice that advances the profession of education administration. *Journal of Scholarship and Practice , 7* (2), 1-62.

Van Dalen, D. B. (1979). *Understanding educational research: an introduction* (4th ed.). New York: Mc Graw-Hill.

Weber, J. (1996). Leading the instructional program. (P. K. Piele, & C. S. Smith, Eds.) *School Leadership , 1* (1), 253-278.

Weinreich, N. (2009). *Integrating Quantitative and Qualitative Methods in Social Marketing Research.* Pretoria: Van Schaik.

Wing, S. (2013). Equipping the aspiring principal for the principalship in Hong Kong. *Educational Management Administration and Leadership , 41* (3), 272-288.

Zepeda, S. (2013). *The principal as instructional leader.* New York: Eye on Education.

APPENDICES

APPENDIX A



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

814141112

GDE RESEARCH APPROVAL LETTER

Date:	08 August 2019
Validity of Research Approval:	04 February 2019 — 30 September 2019 2019/194
Name of Researcher:	Zuma C
Address of Researcher:	16609 Extension 9, Phase 2
	Orange Farm
	1841
Telephone Number:	083 722 1641
Email address:	zumachuma@ymail.com
Research Topic:	Exploring the role of the school Principals as instructional leaders in improving learner performance in Johannesburg South District Primary Schools
Type of qualification	Masters' in Education
Number and type of schools:	Two Primary Schools
District/s/HO	Johannesburg South

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

08/08/2019

Office of the Director: Education Research and Knowledge management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalafa@gauteng.gov.za

Website: www.education.gpg.gov.za

1. Letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2 The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
4. A letter/ document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every' effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.

10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards



Mr Gumani Mukatuni

Acting CES: Education Research and Knowledge Management

DATE: 08/08/2019

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

APPENDIX B

LETTER TO THE PRINCIPAL DATE: _/ _/ 2019

Dear Sir/Madam

My name is Chuma Zuma, I am a part-time student in the School of Education at the University of the Witwatersrand.

I am doing research on: **Exploring the role of the school principals as instructional leaders in improving learner performance in Johannesburg South District primary schools.**

My research will require that I conduct one-on-one interviews with you as the head of the school, one deputy principals, one HOD and TWO educators. Each interview will last for at least 30 minutes. These interviews will focus on good leadership practices within the school.

I will be visiting your school to describe the study in detail and answer any questions that you or the other participants may have.

The reason why I have chosen your school is because of your school good performance regardless of the adverse circumstances under which you operate.

I would like to invite you to participate in this research study.

The research participants will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw their permission at any time during this project without any penalty. There are no foreseeable risks in participating in this study. The participants will not be paid for this study.

The names of the research participants and identity of the school will be kept confidential at all times and in all academic writing about the study. Your individual privacy will be maintained in all published and written data resulting from the study.

All research data will be destroyed between 3-5 years after completion of the project.

Please let me know if you require any further information. I look forward to your response as soon as is convenient.

Yours sincerely,

SIGNATURE

Mr. C. Zuma

zumachuma@ymail.com

083 722 1641

APPENDIX C

Principal's Consent Form

EXPLORING THE ROLE OF THE SCHOOL PRINCIPALS AS INSTRUCTIONAL LEADERS IN IMPROVING LEARNER PERFORMANCE IN JOHANNESBURG SOUTH DISTRICT PRIMARY SCHOOLS.

Please fill in and return the reply slip below indicating your willingness to be a participant in my voluntary research project called:

I, _____ give my consent for the following:

Permission to review/collect documents/artefacts **Circle one**

I agree that (SPECIFY DOCUMENT) can be used for this study only. YES/NO

Permission to be interviewed

I would like to be interviewed for this study. YES/NO

I know that I can stop the interview at any time and don't have to

answer all the questions asked. YES/NO

Informed Consent

I understand that:

- my name and information will be kept confidential and safe and that my name and the name of my school will not be revealed.
- I do not have to answer every question and can withdraw from the study at any time.
- I can ask not to be audiotaped photographed and/or videotape
- all the data collected during this study will be destroyed within 3-5 years after completion of my project.

Sign_____ Date_____

APPENDIX D

LETTER TO THE DEPUTY PRINCIPAL DATE:__/ __/ 2019

Dear Sir/Madam

My name is Chuma Zuma, I am a part-time student in the School of Education at the University of the Witwatersrand.

I am doing research on: **Exploring the role of the school principals as instructional leaders in improving learner performance in Johannesburg South District primary schools.**

My research will require that I conduct one-on-one interviews with you as the head of the school, one deputy principals, one HOD and TWO educators. Each interview will last for at least 30 minutes. These interviews will focus on good leadership practices within the school.

I will be visiting your school to describe the study in detail and answer any questions that you or the other participants may have.

The reason why I have chosen your school is because of your school good performance regardless of the adverse circumstances under which you operate.

I would like to invite you to participate in this research study.

The research participants will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw their permission at any time during this project without any penalty. There are no foreseeable risks in participating in this study. The participants will not be paid for this study.

The names of the research participants and identity of the school will be kept confidential at all times and in all academic writing about the study. Your individual privacy will be maintained in all published and written data resulting from the study.

All research data will be destroyed between 3-5 years after completion of the project.

Please let me know if you require any further information. I look forward to your response as soon as is convenient.

Yours sincerely,

SIGNATURE

Mr. C. Zuma

zumachuma@ymail.com

083 722 1641

APPENDIX E

Deputy principal's Consent Form

EXPLORING THE ROLE OF THE SCHOOL PRINCIPALS AS INSTRUCTIONAL LEADERS IN IMPROVING LEARNER PERFORMANCE IN JOHANNESBURG SOUTH DISTRICT PRIMARY SCHOOLS.

Please fill in and return the reply slip below indicating your willingness to be a participant in my voluntary research project called:
I, _____ give my consent for the following:

Permission to review/collect documents/artefacts **Circle one**

I agree that (SPECIFY DOCUMENT) can be used for this study only. YES/NO

Permission to be interviewed

I would like to be interviewed for this study. YES/NO

I know that I can stop the interview at any time and don't have to

answer all the questions asked. YES/NO

Informed Consent

I understand that:

- my name and information will be kept confidential and safe and that my name and the name of my school will not be revealed.
- I do not have to answer every question and can withdraw from the study at any time.
- I can ask not to be audiotaped photographed and/or videotape
- all the data collected during this study will be destroyed within 3-5 years after completion of my project.

Sign_____ Date_____

APPENDIX F

LETTER TO THE HOD DATE:__/ _/ 2019

Dear Sir/Madam

My name is Chuma Zuma, I am a part-time student in the School of Education at the University of the Witwatersrand.

I am doing research on: **Exploring the role of the school principals as instructional leaders in improving learner performance in Johannesburg South District primary schools.**

My research will require that I conduct one-on-one interviews with you as the head of the school, one deputy principals, one HOD and TWO educators. Each interview will last for at least 30 minutes. These interviews will focus on good leadership practices within the school.

I will be visiting your school to describe the study in detail and answer any questions that you or the other participants may have.

The reason why I have chosen your school is because of your school good performance regardless of the adverse circumstances under which you operate.

I would like to invite you to participate in this research study.

The research participants will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw their permission at any time during this project without any penalty. There are no foreseeable risks in participating in this study. The participants will not be paid for this study.

The names of the research participants and identity of the school will be kept confidential at all times and in all academic writing about the study. Your individual privacy will be maintained in all published and written data resulting from the study.

All research data will be destroyed between 3-5 years after completion of the project.

Please let me know if you require any further information. I look forward to your response as soon as is convenient.

Yours sincerely,

SIGNATURE

Mr. C. Zuma

zumachuma@ymail.com

083 722 1641

APPENDIX G

HOD's Consent Form

EXPLORING THE ROLE OF THE SCHOOL PRINCIPALS AS INSTRUCTIONAL LEADERS IN IMPROVING LEARNER PERFORMANCE IN JOHANNESBURG SOUTH DISTRICT PRIMARY SCHOOLS.

Please fill in and return the reply slip below indicating your willingness to be a participant in my voluntary research project called:

I, _____ give my consent for the following:

Permission to review/collect documents/artefacts **Circle one**

I agree that (SPECIFY DOCUMENT) can be used for this study only. YES/NO

Permission to be interviewed

I would like to be interviewed for this study. YES/NO

I know that I can stop the interview at any time and don't have to

answer all the questions asked. YES/NO

Informed Consent

I understand that:

- my name and information will be kept confidential and safe and that my name and the name of my school will not be revealed.
- I do not have to answer every question and can withdraw from the study at any time.
- I can ask not to be audiotaped photographed and/or videotape
- all the data collected during this study will be destroyed within 3-5 years after completion of my project.

Sign_____ Date_____

APPENDIX H

LETTER TO THE EDUCATOR DATE:__/ __/ 2019

Dear Sir/Madam

My name is Chuma Zuma, I am a part-time student in the School of Education at the University of the Witwatersrand.

I am doing research on: **Exploring the role of the school principals as instructional leaders in improving learner performance in Johannesburg South District primary schools.**

My research will require that I conduct one-on-one interviews with you as the head of the school, one deputy principals, one HOD and TWO educators. Each interview will last for at least 30 minutes. These interviews will focus on good leadership practices within the school.

I will be visiting your school to describe the study in detail and answer any questions that you or the other participants may have.

The reason why I have chosen your school is because of your school good performance regardless of the adverse circumstances under which you operate.

I would like to invite you to participate in this research study.

The research participants will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw their permission at any time during this project without any penalty. There are no foreseeable risks in participating in this study. The participants will not be paid for this study.

The names of the research participants and identity of the school will be kept confidential at all times and in all academic writing about the study. Your individual privacy will be maintained in all published and written data resulting from the study.

All research data will be destroyed between 3-5 years after completion of the project.

Please let me know if you require any further information. I look forward to your response as soon as is convenient.

Yours sincerely,

SIGNATURE

Mr. C. Zuma

zumachuma@ymail.com

083 722 1641

APPENDIX I

Educator's Consent Form

EXPLORING THE ROLE OF THE SCHOOL PRINCIPALS AS INSTRUCTIONAL LEADERS IN IMPROVING LEARNER PERFORMANCE IN JOHANNESBURG SOUTH DISTRICT PRIMARY SCHOOLS.

Please fill in and return the reply slip below indicating your willingness to be a participant in my voluntary research project called:

I, _____give my consent for the following:

Permission to review/collect documents/artefacts **Circle one**

I agree that (SPECIFY DOCUMENT) can be used for this study only. YES/NO

Permission to be interviewed

I would like to be interviewed for this study. YES/NO

I know that I can stop the interview at any time and don't have to

answer all the questions asked. YES/NO

Informed Consent

I understand that:

- my name and information will be kept confidential and safe and that my name and the name of my school will not be revealed.
- I do not have to answer every question and can withdraw from the study at any time.
- I can ask not to be audio taped, photographed and/or videotape
- all the data collected during this study will be destroyed within 3-5 years after completion of my project.

Sign_____ Date_____

APPENDIX J

Sample Questions for the Semi Structured Interviews

The Principal

1. As a school principal how would you describe your leadership style?

2. How do you maintain your role as the principal?

3. What role do you play in the curriculum of the school?

4. What strategies do use to improve learner performances?

5. Do you think that professional development has an influence in learner performance?

6. Do you think that empowering teachers is important in your school? Yes/No. Why?

7. Do you think community involvement is important to developing your school? Yes/No. Why?

8. As a leader describe some important qualities of yourself?

9. Do you think challenges that you experience are handled professionally and effectively? Why?

APPENDIX K

The Deputy Principal

1. As the deputy principal of the school what leadership role do you play in the functionality of the school?

2. Do you contribute to curriculum development?

3. Do you feel that you are given support in leadership?

4. What leadership style do you think your principal implements?

5. Do educators value your input in staff development?

6. If you can be a principal what leadership style would you implement?

7. Do you think your principal's leadership is promoting a favourable environment for teaching and learning?

8. In your point of view what do you see as the main function of the leadership?

9. Do you think challenges that you experience are handled professionally and effectively? Why?

APPENDIX L

The HOD's

1. As the deputy principal of the school what leadership role do you play in the functionality of the school?

2. Do you contribute to curriculum development?

3. Do you feel that you are given support in leadership?

4. What leadership style do you think your principal implements?

5. Do educators value your input in staff development?

6. If you can be a principal what leadership style would you implement?

7. Do you think your principal's leadership is promoting a favourable environment for teaching and learning?

8. In your point of view what do you see as the main function of the leadership?

9. Do you think challenges that you experience are handled professionally and effectively? Why?

APPENDIX M

The Educator's

1. As the teacher of the school what leadership role do you play in the functionality of the school?

2. Do you contribute to curriculum development?

3. Do you feel that you are given support in leadership?

4. What leadership style do you think your principal implements?

5. Do educators value your input in staff development?

6. If you can be a principal what leadership style would you implement?

7. Do you think your principal's leadership is promoting favourable environment for teaching and learning?

8. In your point of view what do you see as the main function of the leadership?

9. Do you think challenges that you experience are handled professionally and effectively? Why?

APPENDIX N