

https://dspace.org/

Instructional leadership : exploration of instructional behaviours of two secondary school principals in Limpopo Province.

Mathunyane, Seshothela Samuel

2015-05-11
http://hdl.handle.net/10539/17704

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

INSTRUCTIONAL LEADERSHIP: EXPLORATION OF INSTRUCTIONAL BEHAVIOURS OF TWO SECONDARY SCHOOL PRINCIPALS IN LIMPOPO PROVINCE

BY

MATHUNYANE SESHOTHELA SAMUEL

A RESEARCH REPORT SUBMITTED TO WITS SCHOOL OF EDUCATION IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION.

UNIVERSITY OF THE WITWATERSRAND

JOHANNESBURG

2013

Copyright Notice

The copyright of this thesis vests in the University of the Witwatersrand, Johannesburg, South Africa, in accordance with the University's Intellectual Property Policy.

No portion of the text may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, including analogue and digital media, without prior written permission from the University. Extracts of or quotations from this thesis may, however, be made in terms of Sections 12 and 13 of the South African Copyright Act No. 98 of 1978 (as amended), for non-commercial or educational purposes. Full acknowledgement must be made to the author and the University.

An electronic version of this thesis is available on the Library webpage (www.wits.ac.za/library) under "Research Resources".

For permission requests, please contact the University Legal Office or the University Research Office (www.wits.ac.za).

ACKNOWLEDGEMENT

I would like to acknowledge my supervisor professor JAMES STILES for his patience, persistence and understanding and believing in me through the process of writing this research report. Your critical questioning and thinking inspired and motivated me to complete this piece of work. Without you, there is no way on earth I would have finished.

This research could not have been possible without the support of SASOL INZALO FOUNDATION. I would like to send my gratitude to Dr MARIETJIE VOSLOO, NOREEN MOLOI and the rest of the team at the foundation.

I would also like to thank Dr MUAVIA GALLIE for his considerable support and motivation.

To the schools and respondents who accepted to walk with me through this journey, I say thank you for your cooperation and willingness to answer my questions as well as for taking out your time to share experiences with me.

I would also like to thank my wife Masebule and children. Your support, understanding and patience have been remarkable.

ABSTRACT

The purpose of the study was to identify instructional leadership behaviours practised by principals in two selected rural secondary schools in Limpopo Province. Non-random purposive sampling was used to select the two secondary schools and a case study of each of two schools was conducted. Semi-structured interviews supplemented by observations and documentary review were used to gather data from the respondents. Within the case and cross case approaches were used to analyse the data. Results from the study revealed that neither principal demonstrated many of the attributes of an instructionally led school. Neither principal clearly articulates the vision, mission and goals of the school. Classroom observations frustrate teachers and result into conflict with management because they are carried out haphazardly and mainly unannounced without forms. Responsibilities to assist teachers in their professional growth is neither carried out, nor delegated properly. The schools have rigid, top down management structures. Meetings between the SMT and other stakeholders are irregular and held under inhospitable environment. Neither principal has a qualification in school management and leadership.

DECLARATION

I declare that the work contained in this research report is my own work, and has not been previously submitted to meet requirements for an award at this university or any other institution of higher learning.

To the best of my knowledge and belief, this research report contains no material previously published or written by another person except where due reference is made.

_____
MATHUNYANE SESHOHELA SAMUEL

_____
DATE

LIST OF TABLES

1. Table1 Letlakane secondary school overview of respondents.
2. Table 2 Letlakane secondary school student enrolment.
3. Table 3 Letlakane secondary school grade 12 pass rate percentage 2009-2012
4. Table 4 Sellane secondary school overview of respondents.
5. Table 5 Sellane secondary school student enrolment.
6. Table 6 Sellane secondary school grade 12 pass rate percentage 2009-2012

LIST OF FIGURES

1. Theoretical Framework

TABLE OF CONTENTS

COPYRIGHT NOTICE II
ACKNOWLEDGEMENT III
ABSTRACT IV
DECLARATION V
LIST OF TABLES VI
LIST OF FIGURES VII
TABLE OF CONTENTS VIII

CHAPTER 1: INTRODUCTION 1
1.1. RESEARCH PROBLEM 3
1.2. RESEARCH QUESTION 4
1.3. RATIONALE AND SIGNIFICANCE OF THE STUDY 4
1.4. LIMITATIONS OF THE STUDY 5
1.5. ORGANISATION OF THE RESEARCH REPORT 5

CHAPTER 2: LITERATURE REVIEW 6
2.1. INSTRUCTIONAL LEADERSHIP 7
2.2. DEVELOPING SCHOOL VISION, MISSION AND GOALS 10
2.3. SUPERVISION OF INSTRUCTIONAL PROGRAMMES 11
2.4. SCHOOL CULTURE 13
2.5. PROVIDING MEANINGFUL OPPORTUNITIES FOR COLLABORATION 15
2.6. CONTINUING PROFESSIONAL DEVELOPMENT OF TEACHERS 16
2.7. POWERPLAY WITHIN THE SCHOOL 18
2.8 THEORETICAL FRAMEWORK 18
2.9 SUMMARY-LITERATURE REVIEW 19

CHAPTER 3: RESEARCH METHODOLOGY 21
3.2. QUALITATIVE RESEARCH 21
3.3. RESEARCH SITE SELECTION AND PARTICIPANTS 22
3.4. RECRUITMENT PROCESS 22
3.5. INTERVIEW SAMPLE 23
3.6. DATA COLLECTION 25
3.6.1. INTERVIEWS 25
3.6.2. DOCUMENTARY REVIEW 26
3.6.3. OBSERVATIONS 26

3.6.4. DATA ANALYSIS 27
3.6.5. ETHICAL CONSIDERATIONS 28
3.6.6. SUMMARY 30

CHAPTER 4: PRESENTATION OF DATA AND DATA ANALYSIS. 32
4.1. LETLAKANE SECONDARY SCHOOL CASE 32
4.1.1. RESEARCH SETTING 32
4.1.2. DEVELOPING SCHOOL VISION, MISSION AND GOALS 34
4.1.3. SUPERVISION OF INSTRUCTIONAL PROGRAMMES 35
4.1.4. SCHOOL CULTURE 39
4.1.5. PROVIDING MEANINGFUL OPPORTUNITIES FOR COLLABORATION 41
4.1.6. CONTINUING PROFESSIONAL DEVELOPMENT OF TEACHERS 43
4.1.7. SUMMARY 44
4.2. SELLANE SECONDARY SCHOOL CASE 45
4.2.1. RESEARCH SETTING 45
4.2.2. DEVELOPING SCHOOL VISION, MISSION AND GOALS 46
4.2.3. SUPERVISION OF INSTRUCTIONAL PROGRAMMES 48
4.2.4. SCHOOL CULTURE 52
4.2.5. PROVIDING MEANINGFUL OPPORTUNITIES FOR COLLABORATION 54
4.2.6. CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHERS 55
4.2.7. SUMMARY 56

5. CROSS-CASE DATA ANALYSIS OF SCHOOLS 57
5.1. DEVELOPING SCHOOL VISION, MISSION AND GOALS 57
5.2. SUPERVISION OF INSTRUCTIONAL PROGRAMMES 59
5.3. SCHOOL CULTURE 62
5.4. PROVIDING MEANINGFUL OPPORTUNITIES FOR COLLABORATION 65
5.5. CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHERS 66
5.6. SUMMARY 69

CHAPTER 6: CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS 70
6.1. CONCLUSIONS 70
6.2. RECOMMENDATIONS 75
6.3. IMPLICATIONS 77
REFERENCES 79

CHAPTER 1: INTRODUCTION

There is an emerging consensus among scholars that providing instructional leadership (IL) in a school is the basic and essential role of a principal. Instructional leadership ensures that teachers are supervised and that students are supported, guided and that their work is monitored. It can boost stakeholder engagement and if used properly, can help in establishing professional learning communities. But what exactly is instructional leadership? How can it be practised? Why is it imperative to the principal and the school community?

There is an emerging need to improve the quality and culture of teaching and learning in South Africa. Research has indicated a strong relationship between school improvement and IL. Instructional leadership advocates for the distribution of decision making powers to the local and school levels. The mechanism to carry this idea forward is school based management.

In 2006 I began my principalship at Mphahlele Secondary School, Mamphokgo after serving as a teacher for 15 years. As a new principal in an academically troubled secondary school, I had a limited understanding of instructional leadership. I had obtained knowledge of managing a school during my undergraduate and Honours degrees, but there was a lot of emphasise on principals as managers and little emphasise on principals as leaders. I learnt from my former principal the importance of communicating with internal and external stakeholders, implementing different strategies for teacher engagement and supervision as well as strategies to monitor student progress. Although I acquired these skills, I realised in the middle of 2008, during a conversation with a principal from another school that I was relatively unaware of the concept of IL and what practising it encompasses. I was not acquainted in using and implementing IL.

As a first year principal at Mphahlele secondary school I had little support from the circuit office. The school was on a brink of collapse. The grade 12 matric achievement was only 15%, negative

attitudes about teaching and absenteeism of both teachers and students were rife. On the reopening day, I had to go to the school alone and introduce myself as the new principal to the staff. Departmental officials never bothered to accompany me to the new school and worse expected me to be skilful in all aspects of management and leadership. This included creating and communicating vision of the school, establishing positive school culture, facilitating continuing professional development of teachers (CPTD), establishing collaborative teams, organising, planning, and financial management. Although I knew how to organise, plan control and manage finances, I struggled to reconcile my vision of what the school should look like with other conflicting expectations from other stakeholders and to establish a professional learning community (PLC). I felt inexperienced in providing the necessary leadership the school required and to ensure that there is a sense of common purpose.

I spent the following three years like a symphony conductor, trying to find the “missing cord”. I changed school policies and classroom expectations every year. I came up with new system of supervising teachers and monitoring student progress. For example, teachers were expected to teach in the morning and in the afternoon. Although some of the strategies worked, I experienced very serious problems. There was an exodus of teachers and learners from the school as a result of the new changes. I had difficulty in fingering the core element(s) that needed to be adjusted. The grade 12 results were slowly and steadily improving each year, yet I continued to feel less competent in my role as a principal. I then began to explore into literature on IL. I read a number of articles about it and my interest as to why IL was important was ignited, and that is how and why I found myself at Wits pursuing an M. Ed focusing on instructional leadership.

It is acknowledged globally that principals should serve as instructional leaders if they are to improve student achievement, and not just serve as general managers of schools. Are principals in

South Africa behaving as instructional leaders? Research has affirmed that in reality only few principals practice conclusive instructional leadership (IL). The focal point of this study is Letlakane and Sellane secondary schools in the Makwetla district (all pseudonyms), Limpopo Province. The two sites are part of Mkhulu (pseudonym) cluster and are regarded as rapidly improving schools within the cluster. This study will delve into the principal behaviours that may account for the improving achievement of students.

1.1. RESEARCH PROBLEM

A concern exists in South Africa that a majority of secondary school students fail to reach proficiency standards in Mathematics and Science. Announcing the 2009 grade 12 results, the Minister for Basic Education in South Africa indicated her unhappiness in the declining national pass rates. The Minister cited a number of potential factors responsible for the decline of results including," poor teaching, lack of commitment and support to schools, poor management and leadership" in schools (Keet, 2010). While most of the schools that are not performing well are located in urban or rural areas, there are schools located in similar conditions that despite the challenges are doing exceptionally well. This study intends to find out what the principals of these two schools are doing to achieve strong results that other similar schools are not doing.

The job of a principal in a school comprises many specific tasks and responsibilities. An effective principal and Senior Management Team members (SMT) are responsible for planning, organising, leading, staffing, directing, evaluating, coordinating, reporting, and budgeting for the entire school. The principal and SMT have a great deal of influence over the day-to-day activities associated with the school. Specifically, my interest lies in the school leadership and its approach and understanding of IL. Why study IL? Some studies (Silva, White & Yoshida, 2011) indicate that school leadership has direct effects on student achievement while other studies (Hallinger, 2005; Witziers, Bosker &

Kruger, 2003) maintain that IL has indirect effects on student attainment. Despite the differences on how IL influences academic success of a school there is a consensus that it plays an essential role in student achievement and general school improvement. As a result there is all inclusive agreement that principals should exercise their duties as instructional leaders.

1.2. RESEARCH QUESTION

The question guiding this study is: What do principals in two Limpopo secondary schools do to improve the quality of teaching and learning within the school? To address this broad question, the research examines three sub-questions:

1. What is the principal's major role in the improvement of teaching and learning and what actions does s/he engage in to support that role?
2. How does the principal interact with teachers to improve quality teaching and learning?
3. How does the micro-political context of the school influence conversations about the quality of teaching and learning in the classroom?

1.3. RATIONALE AND SIGNIFICANCE OF THE STUDY

Hoadley, Christie & Ward (2009) points out that there is paucity of research base on IL in South Africa and that the existing research focuses on policy rather than actual results. The literature offers very limited guidance about what and how leaders influence student performance. The study will provide insight into how principals contribute to quality teaching and high student achievement. Likewise this study will contribute to the scanty literature and body of knowledge concerning IL in South Africa.

1.4. LIMITATIONS OF THE STUDY

This study relies solely on information from two schools in the Makwetla district, Limpopo Province to understand the practices of IL. A study of two schools is insufficient to allow the findings to be generalised to all schools. References to the performance of the selected schools is determined exclusively on National Senior Certificate (NSC) results. This study assumed that the participants were truthful in their responses and experiences. The second assumption was that learning about the successes of these schools might help principals of low-performing schools to improve performance of their schools.

1.5. ORGANISATION OF THE RESEARCH REPORT

The study is divided into five chapters. Chapter I contains an introduction, the statement of the problem, the purpose of the study, the research questions, and a significance statement. Chapter II contains a review of the literature. The methodology and procedures followed are contained in Chapter III. Chapter IV contains the results of the two case studies and data analysis. Chapter V considers the two cases in a cross case analysis. Finally, Chapter V includes conclusions, implications, and recommendations for further research.

CHAPTER 2: LITERATURE REVIEW

Education in South Africa is imparted through two types of education systems, namely, the public school system, and the independent school system. However, reform is needed most, not in the independent school systems, but in the much neglected public school system. The structure of the public school system is based on a formalised bureaucratic model. Department of Basic Education (DBE) retains the authority to formulate educational plans and policies, which are to be implemented in the provinces and the districts by the respective provincial and district offices. Public secondary schools reflect the same bureaucratic structures. These structures emphasise that rigid rules and fixed programmes must be institutionalised in order to avoid chaos. In this model, the principal is considered to be the sole authority for organising and controlling all functions of the schools.

However, it is questionable how well the principals, who have been recruited or promoted on the basis of their teaching experience and seniority rather than their leadership experience and qualification, are able to perform these functions. In a study of school principals' roles, Bush, Joubert, Kiggundu & Van Rooyen (2010) found that the majority of principals spend more time on administrative and financial tasks and performed their role as "administrators" rather than as instructional leaders. This study is consistent with findings of Hoadley & Ward (2009). The study testifies that before 1996 South African principals were fundamentally involved in general school management. This kind of management saw principals directly involved and participating in the teaching culture of the school, establishing working relations with students and classroom teachers, looking after school finances, managing buildings, playgrounds, disciplining students and other related matters. Principals saw themselves deeply involved in issues that did not have a direct bearing on teaching and learning.

There have been major paradigm shifts in policy and structural reforms under the current government. The emergence of a democratic South Africa brought with it a plethora of legislation. These included legislation governing education, chief among them was the South African Schools Act of 1996 (SASA). SASA and other legislation brought changes that impinged heavily on the issue of school leadership and management. The new legislation firmly increased responsibilities of the principal and affirmed the importance of IL. While principals find themselves shuffling competing tasks on daily basis trying to satisfy demands from internal and external stakeholders, a new context of what it means to be a school principal in charge of leading a school had developed (Catano & Stronge, 2006). The work of principals had steadily become more compound and complicated (Eacott, 2009). The role of the principal had moved away from that of managing the school. Principals are required to focus on effective leadership, vision as well as facilitating teaching and learning process (Tirozzi, 2001).

Leadership and management are both essential and deserve equal elevation within the school. The challenges posed by schools today need a person with a round character, someone who will firstly have fundamental knowledge of management and lastly have extensive knowledge of IL. Principals first need to have relevant management skills before thinking of being instructional leaders (Bush, 2007). This argument does not infer that management roles of principals are not important. Arguably they are important, but management responsibilities are not the leading reasons for which principals are appointed.

2.1. INSTRUCTIONAL LEADERSHIP

IL is not a new concept, especially in the United States (US) and the United Kingdom (UK). Researchers have debated for almost forty years about the definition and nature of IL. The role played

by principals as instructional leaders is still debated today. The term is still ambiguous. Different models on IL were created and studied. Marks & Printy (2003) distinguishes between "conventional" IL and "shared" IL. Conventional IL was abandoned in favour of shared IL. Marks & Printy (2003) claims that conventional IL promoted the principal as the sole person responsible for the leadership of the school; that it is not in line with principles of democracy; it is "hierarchical, paternalistic, and archaic". It relies on meek teachers and staff members as compared to shared IL which is democratic; suitable to competent and empowered teachers and acknowledges that we have transcended the era of viewing the principal as the sole leader of a school (Lambert, 2002).We have multiple leaders in schools.

IL focuses on leadership functions directly linked to teaching and learning. Blasé and Blasé (1999) see IL as made up of seven principal activities:

> *not tolerating ineffective teachers; building an effective staff and making professional growth a top priority; promoting an atmosphere of trust and sharing; spending time in the classroom and listening to teachers; providing clear goals and monitoring the progress of students toward meeting them; fostering standards of teaching and learning that are high and achievable; communicating the school's mission clearly and consistently to all stakeholders; and recognising teaching and learning as the main business of the school.*

Effective school studies on the other hand have singled out five leadership activities of effective instructional leaders: "defining and communicating the school's mission; managing curriculum and instruction; supporting and supervising teaching; monitoring student progress and promoting a learning climate". It is interesting to note that while we have so many frame works by which the elusive concept of IL is defined, there exists a-likeness amongst them. There is an agreement that principals should be high impact instructional leaders. Although in the US, the UK and elsewhere attempts were made to structure IL frame works, I have yet to see a model of IL which was constructed in line with the leadership of South African principals.

Principal Instructional Management Rating Scale (PIMRS) developed by Hallinger introduced and proposed a three dimensional frame work of IL: (1) Defining the school mission included framing the school's goals and communicating the school's goals. Effective principals were described as having vision and the ability to develop shared purpose through the way they communicated their vision for their school, managing the instructional programme which included promoting quality instruction, (2) informally supervising instruction and evaluating instruction, active involvement in coordinating the curriculum, and actively monitoring student progress and (3) promoting an academic learning climate which included allocating and protecting instructional time, establishing positive expectations and standards, maintaining high visibility in the classroom and around the school, providing incentives for teachers and promoting and encouraging CPDT (Hallinger, 2010).

In this description of IL, there is a strong theme of supporting the school instructional programmes with emphasis on quality teaching and learning. The three dimensions are seen as necessary for the effectiveness of the core activities of teaching and learning. Even though the importance of IL is readily seen, research revealed that South African principals devoted relatively little time to it (Bush, 2010).

In South Africa the distinct sets of skills that principals must have are contained in a draft discussion paper of 2005. The draft discussion paper developed six interdependent key areas of principalship. The six skills outlined are: Leading and managing the learning school, shaping the direction and development of the school, assuring quality and securing accountability, developing and empowering self and others, managing the school as an organisation and working with and for the community (Department of Education, 2005). As the understanding of school leadership developed increasingly from a more managerial context to one that centres on IL, the definition of the qualities that principals should have, has also changed.

Carter (2002) conducted studies in “High performing, High poverty schools” and focused on 21 schools serving indigent students from low income families. And in each of the 21 schools the school was able to raise student attainment to inspiring levels. The features that are common and led to the positive transformation of the 21schools were identified. First, principals of these schools demonstrated excellent leadership. Second, the leadership monitored student progress and supervised teaching and learning process continuously. Third, structures that promote positive school culture were established. Fourth, teamwork was encouraged and supported. Fifth, leadership at these schools were committed to CPDT, and budgets of the schools were aligned to staff development. Sixth, activities of principals and teacher leaders were a clear demonstration of what is expected out of the teachers. In addition, testing of students was a priority and was done on regular basis. Data obtained from these tests was used as the foundation of decisions making within the school. Tests were aligned with curriculum content, and curriculum content was linked with instruction. The schools had high expectations on both the teachers and the students. Lastly, the schools communicated their vision to stakeholders.

2.2. DEVELOPING SCHOOL VISION, MISSION AND GOALS

Sim (2011) provided a broad review of knowledge about successful school leadership based upon studies conducted in Malaysian secondary schools and finds that successful instructional leaders communicate and share school vision and mission. Successful leaders create a school vision that is anchored in core beliefs to which the community can commit to. This requires school leaders to facilitate stakeholders to work as a team, because without collaborative teams the school will not be able to have shared beliefs or to have a shared vision for the school.

2.3. SUPERVISION OF INSTRUCTIONAL PROGRAMMES

In the South African education system, supervision of teachers is done by schools in terms of resolution number 3 of 2008, the Integrated Quality Management Systems (IQMS). The primary goal of IQMS is to ascertain that students receive good quality education and to bolster the quality of learning and teaching through teacher development strategies and interventions. Apart from the formal process of supervision, IQMS implicitly suggests informal processes of supervision in the form of coaching, mentoring, action research (AR), peer assessment, and portfolios for differentiated supervision to be used at schools to enhance teacher development.

The descriptive study conducted by Pansiri (2008) that involved 240 primary school teachers and 575 students divulged that the SMTs are not creative and innovative in the area of managing curriculum and curriculum change. Moreover data that was collected using questionnaires cited that SMTs are unable to drive parents to take part in school instructional improvement programmes. SMTs of the participating schools from Botswana indicated an absence of interpersonal skills necessary for classroom supervision.

The deficiencies of the SMTs as outlined by Pansiri (2008) are better explained by Wanzare (2002) who attributed poor teaching and poor supervision of teaching and learning to the following factors: "Overloaded curriculum, and over enrolment of students". Moreover, one of the three major factors that impacts teaching and learning activities negatively is that a majority of teachers who were admitted to colleges of education and universities did not choose education or teaching as a career, but took teaching as "the last and only available option" and, consequently, they have no interest in teaching. The third factor is general low entry requirements for admission at colleges of education and universities. Lastly in-service training provided to teachers is usually "centralised, deeply inadequate and conducted by inexperienced under-qualified personnel" (Wanzare, 2002).

The argument of Wanzare (2002) sounds true and familiar to the South African situation, especially in the former disadvantaged schools found in the then Bantustans and farms. Schools in these areas are usually overcrowded allowing for near-zero individual attention of students, and poor supervision. The existing pool of teachers teaching at these schools became teachers involuntarily. It was common practice for colleges of education to admit students who performed poorly in their Grade 12 examinations.

These colleges and universities were perpetuating existence of inferior education, especially to Black people. While the colleges were admitting and training low performing students to be teachers, the "bush" universities were hiring incompetent white lecturers who were rejected by white universities to teach Black students.

I was taught by some of these lecturers. Innovation, creativity and independent thinking were despised. Students were encouraged to memorise the work as taught and to throw it back at the lecturer during examinations. Students who expressed their different understanding of a concept never graduated or graduated after a long time. The lecturers did not "teach", and compliant students were guaranteed to pass at the end of the academic year. Most of the teachers and principals in the former Bantustans are alumni of "bush" universities. This is one of the explanations for why some provinces always "perform badly, plan incompetently; misallocate funds and under spend their budgets" (Taylor, 2011).

Today's principal is expected to make purposeful informal frequent visits to the classrooms. The purpose of such visits is to look at the teaching and learning process, note the degree of involvement on task, and observe teachers in practice. Movements of the principal are not only confined to

classrooms. Effective principals listen to the views of students and teachers during lunchtime, at the tuck shop, the play grounds, or even in the corridors. In so doing, the principal will be performing one of the most important activities of IL; that is, maintaining high visibility (Marzano, McNulty & Waters, 2005). Principals maintain high visibility by engaging in purposeful activities such as collecting data, observations, coaching, awareness walks, focus walks, and learning walks. Observations (Instructional walks) and feedback are some of the significant approaches for providing IL that supports classroom instruction. Instructional walks also known as walkthroughs are frequent, focused, brief visits that allow principals and teachers first hand observations of teaching and learning which occurs in the classroom with an aim of developing teachers (Pianta & Hamre, 2009). Observations comprise three generally accepted phases- Pre-conference; Conference; and Post-conference phase (Education Labour Relations Council, 2003).

Observations should be followed by regular feedback by the supervisor to inform teachers about their performance in the classroom as part of instructional leadership. It will be beneficial for supervisors to know the facets of effective feedback before attempting to give teachers feedback. Depending on the nature of the observations, feedback can be formal or informal. It should be given regularly on immediate basis. "Feedback that is immediate, specific, positive and corrective holds the most promise for bringing about lasting change in teaching behaviour and is better than delayed feedback" (Scheeler, Ruhl, & McAfee, 2004). Observations is a technique which is planned, purposeful, and its vigour lies in informal communication and breeds the culture of getting the principal and other teacher-leaders out of the office.

2.4. SCHOOL CULTURE

Researchers use many different approaches to define organisational culture. Some scholars focus on appearances. Deal & Kennedy (1988) focus on the heroes and heroines; rites, rituals; myth and leg-

ends; shared beliefs and values. Some of the researchers frame organisational culture from a social point of view and echo meanings that are composed in interaction and that form commonly accepted definitions of the situation. Culture is "symbolic, unifying, and consensual and it weaves the organisation together". Culture is holistic and refers to the crux reality of the organisation, what it is like to work here, how people deal with each other and what behaviours are expected (Hargreaves, 1994).

Schools as organisations are "highly structured" (Bush, 2007). Hierarchically rigid structures discourage teamwork. Do we need flatter and networked structures in order to nurture team collaboration and improve achievement of students? Are hierarchically rigid structures totally without a benefit to schools? Davidoff (1997) argues that each and every organisation requires some form of organisational structure. The organisational structure according to Davidoff (1997) should clearly outline the tasks of all individuals involved and allocate the necessary resources if the organisation is to realise its mission and vision. However, Hatcher (2008) warned that flatter and networked structures are strategies to put state power and implementation of policy "under the control of a reliable new technocratic management cadre". Within networks there are tensions and contradictions, principals therefore should have strong communication skills.

Arlestig (2007) studied communication and leadership processes through qualitative methods. He used interpretative approach to discover that a bureaucratic organisation communication process functions in the form of circulating information effectively and efficiently. Conversation about school goals was low. Principals in the study said information about school improvement is conveyed to teachers on one to one basis and during in-service training. Yet teachers conceded that there is inconsistency between ordinary work, teaching and school improvement. The findings divulged that communication between the teachers and the principal did not stimulate learning.

There are a number of ways to send out messages, but one way communication is common in schools. A principal must communicate well one-to-one, in small groups and in large group settings. The school as a community of learning must involve parents and community members as active participants. In positive school cultures, there is a consistent and growing evidence of parental involvement and volunteerism, participation in workshops and enrichment activities, and a process of two way communication. The school needs to take responsibility to establish a steady method of communicating with the community. Effective principals establish open and honest communication with the stakeholders. A principal who cannot communicate adequately with all stakeholders will fail in almost all other areas. In order to achieve a vision, the instructional leader must get the school community on board. Communicating the vision is important, but a principal who builds, a trusting, caring, supportive, and collaborative culture will have an easier time to achieve the school's goals.

2.5. PROVIDING MEANINGFUL OPPORTUNITIES FOR COLLABORATION

Collaboration in this study refers to cooperative actions by teachers for work related purposes. Collaboration is usually used in literature in the same breath together with collegiality. The two terms are related but not the same. Collegiality refers to the quality of the relationships among teachers in a school.

SASA encourages principals to employ School Based Management (SBM). Schools are expected to devolve power and introduce democratic decision-making processes. Devolution of power implies that exclusive forms of leadership in schools should be replaced by inclusive forms of leadership. Dispersal of leadership in schools becomes effective when teachers and other staff members with good leadership skills, but who do not hold any official positions, are ready to serve voluntarily in the leadership of the school.

The principal and other teachers who hold official positions in the school on the other hand should be willing to relinquish power without losing control. Copland (2003) correctly stated that collaboration is one form of distributed leadership, a reculturing of schools and their organisation in a manner that teachers in the school take on formal and informal leadership roles. Are teachers and other junior staff members ready to assume leadership positions? Do they have the required leadership skills? Are principals ready to share some of the powers vested on them?

In a large-scale qualitative research of 102 previously disadvantaged successful schools in South Africa (Jita, 2010) found that principals actively participated in establishing structures that promote collaboration, teaching and learning processes. The study further conceded that the collective leadership of the school connected goals of leadership to teaching and learning and that work was distributed among teams of leaders.

Collaborative and collegial inquiry as described here requires fixed concord in relation to standards, definition; and goals about schooling. Without such agreement schools will not experience high quality cohesion, collegiality and collaboration. Cohesion, collegiality and collaboration do not exist in a vacuum; they occur in a particular context. School principals are in a better position to rescue teachers from being lone hunters to become action oriented teams that needs to impart high quality learning for all students (Fullan, 2003). This implies that principals have the responsibility to make sure that there is a climate conducive to cohesion, collegiality and collaboration. In other words collaborative actions constitute significant working conditions for teachers and as such they influence the continuous professional development of teachers and the school.

2.6. CONTINUING PROFESSIONAL DEVELOPMENT OF TEACHERS

Effective teachers who make a difference in the classroom have better Pedagogic Content Knowledge (PCK), master and uses advanced instructional methodologies. The quality of the subject mat-

ter and pedagogy are important because student achievement rely on the teachers' mastery of the PCK and their ability to use that knowledge to assist students. Preparation of teachers by colleges and universities in South Africa varies tremendously and in most cases it is inadequate. Recent research (Taylor, 2011) divulged that most South African teachers are properly qualified, but that their qualification improvement "is in stark contrast to the absence of any discernible improvement in learner performance" which he describes as "striking case of qualification inflation".

Desimone (2009) describes continuing professional development of teachers (CPDT) as a wide network of activities that are aimed fundamentally to assist teachers to improve their performance within the school in their role as teachers. CPDT programmes can be in the form of workshops, conferences, college and university courses, co-teaching, mentoring, reflection on actual lessons, group discussions, and active involvement in a development or improvement process. Furthermore scholars (Penuel, Fishman, Yamaguchi & Gallagher, 2007; Desimone, 2009; Dembele & Schwille, 2006) are in unison that a well-structured and effective CPDT programme is characterised by collective participation, is on-going, is coherent, is engaging participants actively and is content focused. CPDT of teachers can be used to rescue teachers from the imperfections of their pre-teacher education. CPDT can also be used to keep teachers informed of new knowledge and practices in the field of education. The CPDT can have powerful impact on student performance. Are principals of schools aware of the positive effects of CPDT? Are principals promoting and encouraging professional development of teachers and or creating enabling environment for CPDT?

Enueme & Egwunyenga (2008) conducted a study on 240 randomly selected secondary schools in Asaba, Nigeria. They used questionnaires to investigate the extent to which the principals assist teachers in their classroom instruction and the extent to which the principals promote professional growth of their teachers. The study found that principals promote professional development of their teachers.

Kose (2009) is of the opinion that in order to plan and facilitate effective and purposeful CPDT programme, principals should understand the depths and stages of teacher development, principals should focus CPDT on teachers' content area expertise, and CPDT should be aligned with the vision of the school. Principals should appeal for inside and outside expertise as well as to distribute and empower teacher leadership, autonomy and ownership of their learning.

High impact leaders stimulate the development of teacher leadership skills and support teacher research. Departmental meetings, drop in visits, and even passages encounters become venues for discussion of the value of ideas and strategies and the results, however such kind of engagement between the principal and teachers at schools often results in conflict of ideas between the teachers and the principal and among teachers themselves.

2.7. POWERPLAY WITHIN THE SCHOOL

Micropolitics is understood as the use of (in) formal power by both the principal and teachers in pursued of individual or group objectives. The school leadership and teachers and teachers themselves see things differently, for instance, they have different vision for the school. Principals usually call meetings wherein they act as players and teachers remain inactive listeners. Basically schools are characterised by conflict in regard to autonomy and control between the principal and teachers.

2.8 THEORETICAL FRAMEWORK

In Figure 1, I present a conceptual framework derived from the literature on instructional leadership for five behaviours which if found would indicate that the principal was exercising instructional leadership within the school. These five behaviours are then followed by a series resulting effects on the school.

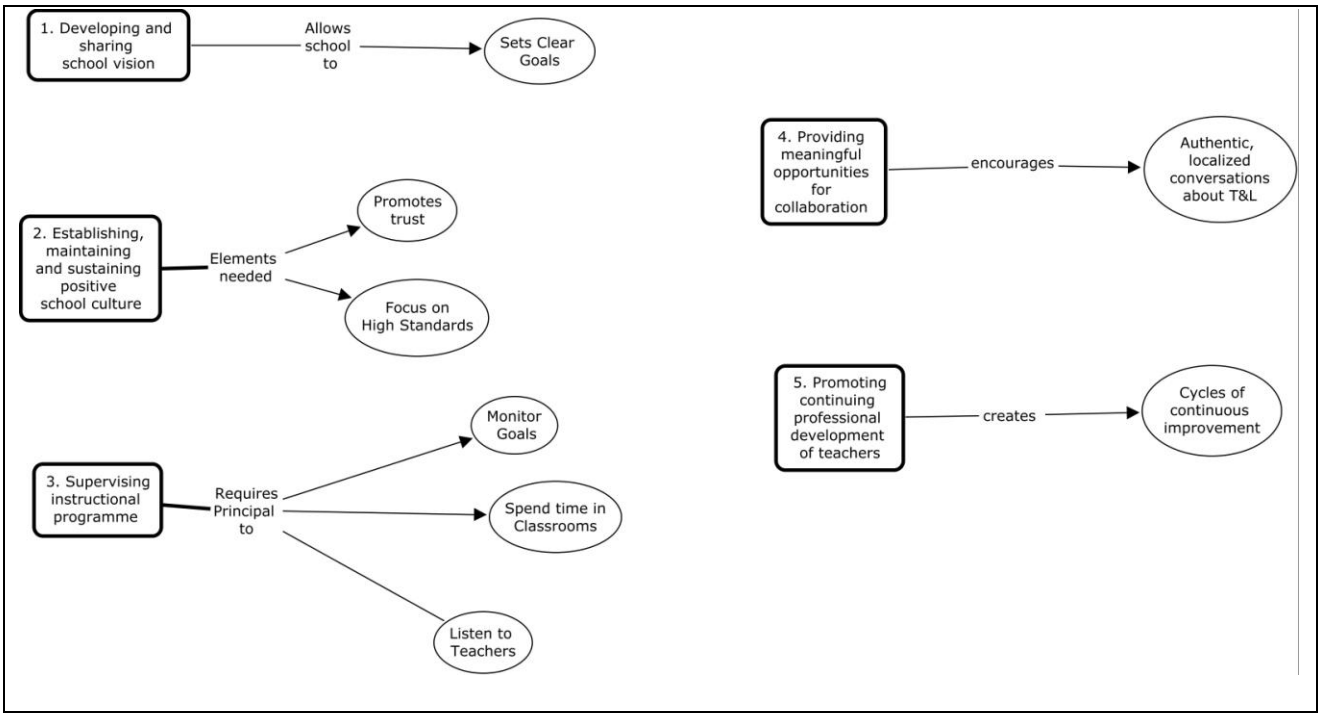

Figure 1 Theoretical Framework for Limpopo Instructional Leadership Study

2.9 SUMMARY-LITERATURE REVIEW

The review of literature began by revealing that most South African principals spend majority of their time involved in financial and administrative activities instead of playing their roles and responsibilities of leading learning and teaching (Bush, Joubert, Kiggundu & Van Rooyen, 2010). Literature review has indicated that there has been a change in the way management and leadership of schools is perceived (Eacott, 2009) and Catano & Stronge, 2006). In South Africa this change was effected through a number of legislation which broadened the scope of school leadership and management and affirmed the importance of instructional leadership. The new set of skills expected of principals is contained in a draft discussion paper of 2005 (Department of Education, 2005).

According to the literature review (which shares the same sentiments with the draft discussion paper) leadership is a key factor determining achievement of students and success rate of the

school, hence it is maintained that successful schools are led by successful principals. This literature review divulged that effective principals lead and manages teaching and learning in the schools, they shape direction and development of the schools, they continuously monitor student progress and supervise the teaching and learning process, they establish structures that promote positive school culture, they promote an environment of trust and team work, they develop and empower themselves and the other staff members (Blasé & Blasé, 1999, Carter, 2002).

The literature review ended by pointing out that in the mist of practising instructional leadership, internal conflicts emerges between the school leadership and the teachers, between the school leadership itself and amongst the teachers themselves. The reader should note and understand that the findings of this study will be viewed as they are gathered by interview, observation and document analysis. This literature review and together with the findings represent a framework that has guided both the methodology, and the presentation of findings.

CHAPTER 3: RESEARCH METHODOLOGY

This chapter examines the framework and methods used to collect data based on the understandings of four different groups of people who are involved in instructional leadership and processes , namely principals, deputy principals, Heads of Departments (HODs), and teachers. I have opted to use qualitative method and a case study approach was followed because the data that I sought was based on personal perceptions, understandings and views of the participants.

The chapter lays out how the natural settings of the study and research participants were selected; shows how the participants were recruited to be part of this study; discusses interview sampling procedures; names and briefly explains data collection tools used; discloses how the participants were interviewed; illustrates the data transcription process; and how data was analysed.
Lastly the chapter reveals ethical considerations taken with regard to this research project and concludes with a summary.

3.2. QUALITATIVE RESEARCH

While it can be argued, several scholars agree that the best method to research human learning is qualitative research. Therefore qualitative research was selected and descriptive case study method was deemed the most appropriate and was used in understanding the IL activities used by the principals to ensure quality teaching and learning. Case study is an extensive scrutiny of a single case from different contexts of the intricacies and uniqueness of a particular current phenomenon in a real life situation (Yin, 1994). Case study is research based; it includes different methods and is evidence led. Its purpose is to generate profound understanding of a particular matter or to generate knowledge and to inform policy development or professional practice.

I had to adopt a research stance in this study. The three approaches available were the positivist

paradigm, critical theory paradigm and the interpretivist stance (VanWynsberghe, 2007). The purpose of this study is to interpret the understandings from the various participants in the IL process. I settled with the interpretivist stance because it offered an opportunity to focus on meaningful social action and an intensive understanding of how the participants create meaning out of IL in their everyday life and in their workstations. The interpretivist approach looks at a number of "variables including context of the study, is sensitive to the human situation, it relies on logical inference and it involves dialogue with participants" (Carcary, 2009).

3.3. RESEARCH SITE SELECTION AND PARTICIPANTS

The study took place in two secondary schools; Letlakane and Sellane secondary schools in Limpopo Province, Makwetla district, in Mkhulu cluster. Makwetla is a hard to staff district comprising Deep Rural Communities (DRCs) located in the far south of Limpopo Province. The district is hard to staff because teachers prefer schools in the urban areas. The district offices of Makwetla are found within the boundaries of another district within the province, Capricorn district. Mkhulu cluster had over 50 secondary schools, over 24 000 secondary school student population, and between 850 and 900 secondary school teachers during the period of this study.

3.4. RECRUITMENT PROCESS

Initially I received approval to undertake my study in district 12 in the Gauteng Province. Due to ill health I had to change the research site from Gauteng Province to Limpopo Province, Makwetla district in Mkhulu cluster. I then wrote an application letter wherein I informed the district that a University of Witwatersrand Masters student was conducting a study on IL and outlined the purpose of the study to the District Senior Manager, Makwetla district for permission to conduct my studies in the Mkhulu cluster, and approval was granted. Immediately after I received approval from the district, I contacted school principals from potential sample schools via cell-phone and

letters to participate in the study and requested contact details of teachers and started working on sampling procedures.

3.5. INTERVIEW SAMPLE

Possible participants were contacted both telephonically and by letters and information about the study was outlined. Non- random, purposive sampling was used to select the participant schools. Out of 54 secondary schools, 14 schools were high performing in terms of the Grade 12 exit exam and therefore became potential sample schools. Only 6 schools responded to the invitation. This represents 43% response rate. This low response rate stands in line with both my expectations and results reported by other scholars and probably reflects both limited knowledge principals, deputy principals, HODs and teachers have about IL and the unwillingness of principals to share information with, and learn from each other.

The two sites were selected because of a number of factors: They are considered as high performing schools in the Makwetla district in terms of their students' achievement in the NSC examinations. The two schools represented a fertile example of information and experiences required for this study. Data at the two schools was rich enough to bring refinement and understanding of IL (Polkinghorne, 2005; Hamilton, 2011).The participating schools achieved between 57 and 84% pass rate in the past three years. The two sites were selected because they share a number of similarities: they both offer enrollment from grade 8-12; they are rural schools and they are showing signs of improvement and are performing better as compared to other schools in the same situation. The principals of the two schools have been principals for more than five years with the same school and did not have previous experience of principalship with a different school. Their current positions were their first principalship. The two principals reported and I also observed that they had received some form of management training, but training often occurred sometime after they had taken up the position of principalship. This situation may change with the introduction of Advanced

Certificate in Education: School Leadership (ACE), which is an initial entry level qualification for principals in South Africa. DBE purported to make the ACE a prerequisite to be considered for a position of principalship. This is in line with international standards and literature on school leadership and management.

I gave consideration of the length of the study and the case approach, and concluded that it was logically acceptable to use a small sample size. I dropped from the list of hopeful participants those schools whose principals had less than five years principalship experience in the same school. Two schools which met the following inclusion criteria were chosen from the pool of fourteen to participate in the study:

- Rural or informal settlement secondary school.
- Performing better than the other secondary schools.
- Principals should have at least five years as principals at the same school.

The first criterion was attended to as it enabled me to find out the beliefs and understandings of the range of principals working in the rural or informal settlements on instructional IL. The second and third criteria were included as an attempt to find participants who had as great a shared school leadership background as possible. These criteria were also important in that experienced principals were the people who could provide the most insights into IL.

In selecting respondents, the focus of the study meant that the principal from each school was selected. Non-random, purposeful sampling was also used to select the other participants selected were teachers and HODs from the pool of individuals who expressed their interest in participating in the study In one school, Sellane secondary school the deputy principal interviewed was the only deputy principal for the school. There were two deputy principals at Letlakane secondary school during the period of this study. The deputy principal interviewed had more than four years of ex-

perience as a deputy principal and had been at the school for a longer period as compared to the second deputy principal. The same criteria was used with the HODs, the HODs interviewed had more than three years of experience as HODs and had been with the school for a longer period than the other HODs. I chose three teachers per school from the possible pool of teachers who had at least five years of experience as teachers and teaching Mathematics or Physical Science.

3.6. DATA COLLECTION

3.6.1. INTERVIEWS

Interview sessions were conducted separately with the two principals, deputy principals, HODs and three teachers in each school at a time and date convenient for each one of them at their schools. Each participant was asked to sign a consent form before the start of the interview. A succinct summary of the study was shared with the participants before each interview session. The participants were asked the same questions which addressed IL activities in a public secondary school. Interviews were audio recorded and transcribed.

Semi-structured interviews were my primary data collection equipment. I developed a semi-structured interview template and used it as my primary data collection tool. Firstly I identified the area I wanted to study, secondly I worked on how the questions that would follow each other, thirdly I constructed relevant questions per area of interest; finally a pilot study with one principal at a non-study school was conducted. Semi-structured interviews gave me an opportunity to prepare questions in advance, gave me a chance to review areas of importance that I needed to cover, permitted me to rethink how best to frame sensitive questions and allowed me to explore new questions based upon the responses from the participants and allowed the participants freedom to express their views in their own terms and to expand on their responses.

The first set of data from Letlakane School was transcribed by a hired transcriptionist. I later

realised that the transcriptionist made mistakes in regard to names, technical terms, and acronyms not familiar to the transcriber, gaps and hearing words wrongly. I had to rework the first transcripts so that their reliability was not compromised. The process of filling the gaps and correcting misheard words and checking transcripts against the audio recordings provided opportunities to construe the text better and to alter punctuation to better reflect meaning. I then decided to transcribe the second set (Sellane School) on my own. Once interviews were finished, documents were reviewed for accuracy and completeness.

3.6.2. DOCUMENTARY REVIEW

I assembled and analysed school policies, assessment policies; staff meeting minute books, School Governing Board (SGB) minute book, departmental minute books, school journals and other school documents at each school. These documents were felt to be an important source of information as they were seen to be the outward manifestations of the participants' thinking. These documents were non-reactive and they were the product of the participants' work. In this respect, they were not influenced by the researcher's presence. Patterns, categories and themes which were prevalent and established from the school documents were compared with the themes from the observations and the literature.

3.6.3. OBSERVATIONS

This study also made use of observations of the participants, especially the principal in action within the schools to strengthen findings and provide the possibility of triangulation. Observation was regarded as a supportive or supplementary technique to collect data that may complement or set in perspective data obtained from documentary review and interviews. Observations are important as they facilitate a form of data that can be used to verify and corroborate the information gained through interviews, which rely on the subjective reporting of the participants. Observations

allowed me the opportunity to check if there is a mismatch between what the participants say they do and what they actually do. Another importance of observations is that they gave me an opportunity to elicit explanations for actions noted while participants are performing their daily activities. The object here was to check for accuracy of data and to help gain a picture of how participants lived what they believed, hence to enrich and to confirm findings.

3.6.4. DATA ANALYSIS

The four groups of participants were interviewed using semi-structured interviews. The questions, formed through the help of literature review, for the four groups were to a large extent the same. The similar nature of the questions made the exercise of comparing responses across interviews possible.

The multiple case study analysis involved two different stages, a within-case analysis and a cross-case analysis (Merriam, 1998). I used Interpretative Phenomenological Analysis (IPA) to analyse the data. IPA relates well to the theoretical assumption of how participants construct meaning, experiences, and the understanding of the phenomenon in a real setting. Firstly, I listened to the audio-recorded interviews, interacted and reflected on the body of evidence repeatedly. I read the transcripts several times before I started with any analysis. That helped me to get used to the content of the transcripts. Secondly data was coded; categorised and developing themes were identified. The analysis focused on the phenomenon of IL from the approach and understanding of the participants. I highlighted the categories using highlighting pens of various colours and then labelling each of these at the side of the page.

During the process of data analysis, developed codes were changed, discarded from the analysis and at times codes were coupled and new codes were added as data was analysed. The identified

codes were put together to form categories and themes were analysed from the interview data and compared with the research questions to establish a descriptive and detailed explanation of instructional leadership practices of the principal. I made a table showing all the four groups of participants and displaying the themes that emerged from the interviews. The next three columns were labelled, principals, deputy principals, HODs and teachers. Each question was read again and next to each of the common responses in the appropriate column the participant who made that response was identified. I used the numerical 0 (zero) to represent "Yes", 1 (one) to represent "No". The first column was the list of similar responses. What was noted was the number of participants, which had mentioned a particular concept and not how many times it was mentioned; rather "the ideas and thoughts that have been expressed by the participant" (Polkinghorne, 2005). My original plan was to report the findings on a question by question basis. I abandoned the approach because I felt inconvenienced. There were a lot of repetitions. I reckoned that it was possible to present the findings based on the themes that emerged, hence the findings were reported under the following themes: Developing school vision, mission and goals; supervision of instructional programmes; School culture; Promoting and encouraging continuous professional development of teachers; and providing meaningful opportunities for collaboration.

3.6.5. ETHICAL CONSIDERATIONS

Before the commencement of the study, I sought permission and obtained approval from the Human Research Ethics Committee (HREC) Wits School of Education to embark on this study (Aluwihare-Samaranayake, 2012). I also applied for and received permission to collect data in the schools by the Limpopo Department of Education.

It is well documented that students, scholars and researchers do not undertake research in order to bring harm to the participants. The same applied to this study. I never had any intention to bring physical or mental or any kind of harm to the participants and I appreciated that all participants in

the study have the right to privacy and that they expect that the data will be kept confidential at all times. Before we began with the interview questions I considered confidentiality and privacy of the participants; and the participants were advised of their privacy and confidentiality rights. The participants were assured that they will not be identified by their real names at any time before, during or after the completion of the study. I used pseudonyms to protect the participants and the schools which were involved in the research project. Furthermore, I kept the transcribed data with the signed consent forms in a paper format under a locked cabinet for confidentiality. The audio recorded files from the interviews were secured in a device that requires a password to log in.

Research participants were advised that their participation in the study is voluntary and that they have the right to withdraw from their participation at any time without risking penalty from the research student, their employer or any institution.

There are a variety of types of validity. In this study the types of validity that was used is the external validity, that refers to the degree to which this study can be generalised; internal validity and triangulation. External validity in this study was achieved by using the same methodology, interview questions, data collection methods and the same data analysis technique in both sites. I used Within-case and cross-case analysis to amplify internal and external validity (Iacono, Brown & Holtham, 2011). The deficiencies I observed in the first transcripts forced me to go back to the participants to verify if the transcripts were correct (Mero-Jaffe, 2011). I followed the same approach with the second set of transcripts. Therefore internal validity in this study was also attained by asking the participants to check the transcripts for exactness. Apart from that participants were asked the same questions. To corroborate data obtained from interviews and to cater for triangulation of data, I had to choose between the different types of triangulation which were available: methodological triangulation, which refers to the use of more than one method to

study a phenomenon, analysis triangulation, which is the use of more than one method to analyse the same data, investigator triangulation, which is defined as the use of more than one researcher in the same study, theoretical triangulation, which is the use of multiple theories in the same study, and data triangulation, which is defined as the use of multiple data sources in the same study (Hussein, 2009). I considered the level of my research skills. I was convinced that since I was still a beginner, one type of triangulation will be sufficient to validate this study. I weighed the level of difficulty of each triangulation method. I concluded that at my level of study; data triangulation will be appropriate, and thus I have used data triangulation to validate the study. I chose observations and documents review as my secondary data collection tools (Merriam, 2009). Through observations, I was able to gather data on behaviours, interactions and I had a chance to discuss the topic openly. Reliability in qualitative research is connected to replicability. Usually reference is made to terms such as conformability, consistency, dependability, and transferability. The belief is that if the methodology, data collection and data analysis techniques are fit, the study can be duplicated or reproduced in another setting. Reliability was acquired by crafting questions based on information from the literature review. The audio recorded responses from the participants were transcribed as soon as possible after the interviews. The semi-structured interviews were conducted myself in both occasions.

3.6.6. SUMMARY

This study used qualitative research and described leadership practices of principals, deputy principals, HODs and teachers. Purposive sampling was used to identify participating schools. Interviews, documentary review and observations data were collect and used to define the understandings of IL by the participants. The participants were subjected to the same interview questions. Participants were observed in their practice. School documents were reviewed and data was analysed using IPA. Ethical issues relating to permission to undertake the research project,

privacy and confidentiality as well as validity and reliability of the study were established and the principle of no harm to the participants was adhered to.

CHAPTER 4: PRESENTATION OF DATA AND DATA ANALYSIS.

This chapter gives a brief description of the participants and the setting of the two research sites individually. Thereafter, this chapter will present the results of the interviews held with the two principals, the two deputy principals, the two HODs and three teachers each from the two schools. This chapter is organised into two sections: (I) findings of the study and (II) analysis of the findings of the study. Findings of the study and analysis of the findings of the study will be reported under the headings which have been identified as the major themes and conclude by summarising the main findings of the study. In this chapter I adopted the approach of story- telling and use the words as said by the participants without providing any type of interpretation or analysis of these words (Lind, 2001) because my goal is to present facts, understanding, experiences and realities of the setting as viewed by the participants who live in the research site.

4.1. LETLAKANE SECONDARY SCHOOL CASE

4.1.1. RESEARCH SETTING

Letlakane secondary, a quintile 1 school is a predominantly black rural school found in the Rite village[1] (pseudonym), approximately 15 kilometres from the nearest town, Dikgalaopeng which is flanked by orange, grape fields and other agricultural establishment. The school is large and has smart and well kept comfortable administration block and staffrooms as well as pit toilets. However, the school does not have a library, a hall or sickbed. The nearest city and university is about 250 kilometres from the school.

[1] School, place and persons are referred throughout this research report utilizing pseudonyms. Attempts were made to conceal all aspects of persons or places to conceal the true identities of the schools and the personnel who occupy them.

Table 1 OVERVIEW OF RESPONDENTS

PARTICIPANT	ROLE	QUALIFICATIONS	MAJORS	AGE
Peter	Principal	B.A. Hons	Physical Sciences	52
Sowell	Deputy principal	B.Tech	Physical Sciences	45
Cordellia	HOD	BSC.Ed	Mathematics	48
Stevenel	Teacher	Secondary Teachers Diploma	Physical Sciences	37
Welcome	Teacher	Secondary Teachers Diploma	Mathematics	41
Petunia	Teacher	Secondary Teachers Diploma	Physical Sciences	38

Table 1 above provides the qualifications and subjects taught by the respondents in Letlakane secondary school. Peter had been the principal of Letlakane secondary school for 8 years at the time of the study. The veteran teacher occupied different positions at different schools before becoming a principal. The deputy principal Sowell rose from a teacher to the level of HOD and then to the level of deputy principal 8 years ago in another school before he joined Letlakane secondary school. Cordellia taught at three different schools for the past 15 years before joining Letlakane as an HOD 9 years ago. The veteran Stevenel has been a teacher at the same school for the past 14 years. The experienced Welcome has been with the school for a long time, in fact he started teaching at the school at the age of 22. Petunia taught at two different schools, one primary and one secondary school before joining Letlakane secondary school 10 years ago.

Table 2 STUDENT ENROLMENT

GRADE	MALE	FEMALE	TOTAL
8	48	45	93
9	102	43	145
10	163	105	**268**
11	47	52	99
12	28	14	42
TOTAL	388	259	647

Table 2 above depicts enrolment figures of the school per grade and per gender. A large number of student populace is in the GET band. Most of the students are packed in Grade 10 and the number of students progressing to Grade 11 and 12 progressively declines. In some schools, there are practices of disallowing students to advance beond Grade 10 if it si believed that they are un likely to

make it in Grade 11 and 12. It cannot be determined if such practices exist here, but I make note of the progresive decline between Grades 10 and 12.

Table 3: GRADE 12 PASS RATE PERCENTAGE 2009-2012

YEAR	2009	2010	2011	2012
PERCENTAGE	59.2%	84.5%	84.2%	85.71%

Table 3 above displays the NSC pass rate percentage of Letlakane secondary school from 2009-2012. The school has been performing fairly well and improving in the four years.

4.1.2. DEVELOPING SCHOOL VISION, MISSION AND GOALS

This scope refers to the extent to which the school have a common academic focus, purpose and direction. Referring to Botha (2004) a vision is a combination of the lessons we learnt in the past and what we aspire into the future. It is a collective statement owned and understood by a group of people outlining aspirations of all stakeholders. It is a tool that governs and guides decision making and implementation of actions on daily basis.

When asked whether the school has a vision which is communicated and shared by the stake-holders, Peter responded by indicating that "*the school has a vision. I think….you also know that there is no institution that can operate without a vision. The school revisit the vision every year and all stakeholders are involved.*

The responses from the deputy principal, the head of department and the teachers (Sowell, Cordel-lia and Welcome) supported the principal and they respectively presented their views as follows:

> *The school has a vision. I am sorry….eh….well since well it is not long that I arrived here……they use to talk about it…….I found it there. That is going to create a problem for me.* (Sowell)
>
> *The school has a vision and the vision addresses quality teaching and learning*. (Cordelia)

> *I think the school probably even myself have a vision. I really cannot say how often the school revisit the vision, I think the last time it was a year ago. The vision of the school has not changed in the last 10-15 years. I believe all the stakeholders; even the parents are sharing the same vision*. (Welcome)

The question asked is whether the vision of the school is aligned to quality teaching and student achievement.

However, in her response to the question Petunia indicated that she has nothing to talk about in relation to the vision of the school because firstly she is not a member of school management team, and secondly because the school does not have a school policy yet. The utterances of Petunia suggest that there is some kind of missing information or lack of communication. Perhaps the study needs to ask this question? Are teachers free to talk about the school or do they need permission from the leadership to talk about the school? "*Really I do not have much to say on the mission and the vision of this school. I am not part of the SMT* [Senior Management Team] *….to be really honest the school policy….is still an issue even today.*

4.1.3. SUPERVISION OF INSTRUCTIONAL PROGRAMMES

The purpose of the first question posed by this study, "if I were to shadow you for a school day, what would I see you doing as the instructional leader?" was to get an over- all picture of what principals of schools do as leaders of teaching and learning within the institution. The responses which were provided by Peter (principal) revealed that he is ever occupied with planned activities and to some extent with activities which were not part of his plan that day. In responds to the question, Peter gave an account of how it sounds like being a principal, this is how he summed it up, *"Every activity which is being done at the school almost every day is around planned activity, but even though you may pursue planned activities, eh unplanned activity may crop in".*

Peter went on to give an example and outlined his plan for that day as follows:

> *Today I planned to teach morning classes and I did that. I was teaching life sciences from early in the morning from 6:30 to 8:00 and from there…eh, I monitored late coming. That's part of the planned activity. Then I went to see to it that the gates are manned at 8:30 as planned. I had a meeting, a planned meeting with the parents, and the purpose of that meeting was to come and explain to the parents of the learners who had to make…subject changes.*

The principal spent considerable part of his time engaged in administrative work. In a bid to understand what was happening within the school and to drive the principal to be more specific on his role as the instructional leader, I asked a question about the supervisory processes in the school. The principal explained that his role as the principal of the school amongst others involves supervising teaching and learning activities within the school.

> *Supervisory process….eh…the supervisor at an institution is shouldering the responsibility of seeing to it that every activity which is done at school is being supervised starting with supervision of late coming, supervision of teaching and learning to ensure that teaching and learning as processes are taking place.*

Peter disclosed that he manages the school by "walking around".

> *As the principal I don't have a planned programme regarding how often I am* [visiting classrooms]*, I mean a lesson. I'm doing it through a process known as managing by walking around. I don't stay in the office…I ensure that I move around and, I don't make an appointment with an educator. I simply go into the class and sit at the back and listen to what the educator is saying… after the educator shall have taught his lesson. I invite him formally into an office so that I can talk to him regarding what he has been… teaching about.*

The principal does not have a formal programme of visiting classrooms; but he asks for formal meeting with the concerned teacher after the unannounced class visit and observation of the teacher in practice. The principal additionally went on to state that he is applying the monitoring approach with an intention of supporting the teachers so that they will be able to teach effectively and assist students to learn efficiently.

> *Supervisory process…looks like a monitoring process of some sort, which is aimed at giving both the learner and the educator support. I clearly indicate to him (the teacher) that I'm doing that as a way of trying to give you support so that you can teach effectively and efficiently because the primary purpose of being here is to give each other support.*

The principal takes every effort to explain to the teachers why he is doing monitoring because as Peter (principal) accounts, teachers view monitoring of teaching and learning activities as a way of

"witch hunting" with an aim of weeding out teachers from the system. The management and leadership approach used by the principal is best spelled out by one of the teachers at Letlakane secondary school, Stevenel who responded to the same question by adding that:

> *…eh my principal will move around and check whether educators are doing as expected…are they attending learners as expected and making sure that learners are not roaming around. If maybe any learner or learners are roaming around then he will try to find out* [why are those students left unattended], [he will try to find out what is happening with the teachers because he expects them to be in class and teaching]. *He will make turns around the school and check if eh...everything is normal as far as* [academic matters are concerned].

The deputy principal, Sowell said… '*our principal is a type of a person who prefers to teach; he has periods to teach and during his periods he makes sure that he attends his period.* The respond given by Welcome, about the leadership and management roles of the principal is that:

> *…in the early hours, actually even before the school starts probably he will be in the morning class. Later he will be monitoring, monitoring the gates for late comers and those learners who do not put on uniform. He will try to send those (students) who've got cell phones back home or confiscate those* [Cell phones]. *Later maybe during the day not knowing his plan…he will probably be having a meeting with one of the parents because the* [parents do not have specific time to visit the school], *they just come* [at]*anytime.* (Welcome)

Peter (principal) conceded that one of the challenges the school is facing is that teachers are not ready to work beyond the officially stipulated 8 hours and that the school find it difficult to persuade the teachers to go "the extra mile". He explained by stating that:

> *CS1*[post level 1] *educators can also be delegated to supervise morning classes or even afternoon classes or studies, but it's a problem….because often more than not we hit the bottom rock because you cannot persuade, I mean you cannot force educators to stay behind. They will say I'm supposed to be here for seven hours….*

However, it also emanated from the interviews, documents reviewed and observations that the principal delegate managerial roles and responsibilities to the teachers. Peter (principal) said:

> *The principal must see to it that as the chief supervisor has to delegate certain supervisory duties and responsibility towards the person who is second in command of the school, the deputy principal ... It is also possible for the principal to delegate certain supervisory roles*

> *or duties to the HOD*[s]. *For instance supervisory duties regarding teaching and learning, the deputy principal is delegated to monitor whether effective and efficient teaching is taking place at our school…*

The views of Sowell (deputy principal) were similar to those of the principal and remarked that:

> *…the principal relies on the HODs. The HODs have meetings with teachers in their department coming with some number of activities that they need to have in particular subjects. Then thereafter they've got to monitor and check whether teachers are really getting to class, checking whether they are completing their work schedules.*

One instrument used to monitor attendance of both learners and teachers is the period register. "*What we usually do is that we have period registers where we make sure that teachers sign* [as an indication that they were in class and teaching]. [In some cases we give the period registers to the learners to manage and control].

> [If a teacher went to class and taught] *he or she attaches….a signature and leave and then from there compile a report based on that then we will have a meeting and try to discuss that report. In case were the teacher is not attending to his or her periods. We tell the teacher that he must try to improve and again the manner the management is doing their work is through motivation.*

The use of period registers and delegation of responsibilities is not sufficient to ensure quality teaching and learning. We do not distribute leadership by giving it away and by losing control or abdicating responsibility. Rather leadership is dispersed by constructing human resources, physical resources and organisational structures that work together in a common purpose.

However, Petunia shows that sometimes *"you might find a teacher who will take most of the time coming to school late, later than agreed and you find that it takes the principal a long time to address it".* Petunia went further and said:

> *You will see him being exposed to everything in the premises…he's too many hands on, which to me sometimes I don't really approve. The principal as a manager sometimes should not be accessible to certain things like a day to day mischievous of learners*[should not be involved in minor disciplinary activities that can be handled by other members of staff]*…but my take here is that it's a one man show.* [Leadership is not collective]. *You will see the principal doing everything. That one* [monitoring and supervision of instructional

> programmes] *is not really done as it is supposed to be done, any way maybe in our case we are lucky to have people who are all willing to work and do what they are here for.*

This is a clear demonstration that the principal is in charge.

4.1.4. SCHOOL CULTURE

The concept of culture as applied to schools is difficult to define. A number of scholars (Fullan, 1999; Hargreaves, 1999) attributed different definitions to the concept "culture". Hargreaves (1999) elaborated that successful school cultures are characterised by openness, informality, care, attentiveness, lateral working relationships, reciprocal collaboration, candid and vibrant dialogue. Fullan (1999) looked at the culture of the school to determine why some schools are progressive, welcoming, effective, and reform minded while other schools are not. Fullan (1999) cited culture as the guiding beliefs and expectations evident in the way a school operates, especially the way people relate or fail to relate to each other. The research project adopted the definition of culture as "how we (used to) do things around here". This study focused on two aspects of culture - feedback and communication.

During the interviews Peter (principal) represented the school culture as consultative. He stated that *"……but before that can be tabled, the principal has to consult all the stakeholders within the school…"* Peter went ahead to announce that "*Consultative meetings aimed at developing the educators are convened"* and that these consultative meetings are informal. This articulation was echoed by Welcome who asserted that the nature of these consultative meetings is "*two ways it can either be formal or informal and mostly it goes informally".* But as revealed by Peter, consultative meetings are held for other reasons as well.

> *If the educator is not feeling comfortable about something at school and you are not taking that particular educator on board that educator will go around and mobilise other educators so that they can be on your back or so that they can be behind your back.*

Sowell's contention was congruent with that of Peter and Welcome by disclosing that they:

> *try to involve parents…..we call parents……to tell them about the problem we are facing…. that their children are not serious…..boys are being cheeky to lady teachers….we call the boys and try to address the problem…..if the learner does not want to apologise……we end up calling the parents so that they must intervene.*

Notwithstanding what the principal have expressed regarding meetings, Welcome pinpointed that the school does not hold regular meetings and that communication from the school leadership is in the form of letters, memos and circulars. He said:

> *I will tell you one thing my seniors are very afraid of meetings, they are very afraid of meetings. We sometimes have to tell them to call a meeting and then tell them what we want to discuss, for an example the principal will deliberately say we cannot meet. He just writes a memo, they will rather write memos instead of calling a meeting.*

Stevenel backed up Welcome's account by reckoning that meeting is their

> *…weakest link, it is our weak point. We do not normally meet and we point fingers at each other. ….we have a problem right now, you see that will happen after sometime and after somebody has may be went on to say come let us have a meeting….*

These comments are supported by Cordelia's (HOD) statement "*In most cases the principal will come with those things. Partially, yes we are involved".* While some of the participants were bothered by inconsistent and few meetings organised at the school, Petunia remained uneasy as a result of the prevailing situation within the school and insisted that the department is responsible for the kind of environment they are working within. She demonstrated that by describing that the school has:

> *…politics, is always the case wherever you go you find politics….There are those people who are said to be the bona fide residence and this is popping up whenever there should be credits, when credits are given, they are given in terms of where a person comes from. People are classified as "outsiders" and "our own".*

There are divisions within the school in terms of official positions held and in regard to union affiliation. Promotional posts are privileged and go to members of a particular union. The school displays an antagonistic culture.

4.1.5. PROVIDING MEANINGFUL OPPORTUNITIES FOR COLLABORATION

Schools are complicated and deeply structured organisations. School Based Management (SBM) introduced the notion of teamwork and the spirit of collegiality within schools. A hierarchically extreme school will notably work against the facets of teamwork. Therefore schools need to welcome teamwork by breeding dynamic collegial patterns. Schools need to ensure that there is time, space and even money to accommodate collaboration. Schools need to ensure that there is free and easy access to information by all members. Collaboration functions effectively if all members are clear in respect of what is expected from them as well as they know how each team links with other teams and the school as a whole. All team members are free to communicate and participate in a collegial structure.

In responding to a question about teamwork, Peter indicated that teamwork is of cardinal significance and detailed that it is the role of the principal to make sure that the prevailing climate in a school champions collaboration.

> *Collaboration as you are saying is of good eh, it's of paramount significance for every success of almost every institution. Eh, it is the duty and responsibility of the principal to see to it that he creates a harmonious relationship in the school so that a platform for collaboration can be created.*

Responses of the majority of the teachers on the question of teamwork were impressively the same and two of the teachers, Cordellia and Welcome, even attributed their recent performance to the existing positive climate and collaboration within the school. This is what they said:

> [There is collaboration] *in our school and you can see by our matric results they are improving year in and year out. We as a department we come together sometimes in meetings and check problems teachers encounter. We've got good pass percentage for the past year and the way teachers are working together this year we still hope we are going to achieve more than what we did last year* (Cordellia)**.**

> *In the last, I will say* [in the past] *four years I have seen collaboration* [improving in our school] *in such a way that even the results have improved. Before that everyone was pulling his or her own way, but after that I could see there was a change and it has improved very much in the last four years I think* (Welcome).

> *Yeah there is, there is teamwork. Actually we work as a team because there are certain committees and they interact. You see eh….one committee doesn't operate in isolation. Here there is this integration in saying one helps the other. You see there are committees eh, wherein there are leaders, for example, the disciplinary committee. You know that one eh….is our weakest link it is our weak point that we don't normally meet and we normally point fingers at each other* (Stevenel)**.**

> *There is teamwork. I have seen in some other subjects that there is this issue, say for example whereby the educator is having a problem with another section people will go freely to another teacher eh….requesting for help and that teacher will help him. Sometimes I've seen commerce teachers being in one class* (Welcome).

> *There was one educator who is knowledgeable about that subject trying to help others on how to tackle some other sections. What I have seen is that if teacher X is having a problem in another section, he or she request another teacher to come and help him in handling that section and when that teacher is busy teaching the other educator is there observing and also listening like learner so that he might be clear with the very same section that's giving him or her a problem. I think that is teamwork. We don't, we haven't done it formally. We do it informally* (Sowell).

My observations pointed out that committees at the school do exist, but are dysfunctional. Minutes indicate that the committees hardly meet. This observation was supported by Petunia's articulation. In spite of what the other participants stated, Petunia announced that there is no proper teamwork at the school. According to her, collaboration in the school is hindered by the divisions amongst staff members and politics. He explained that:

> *…even though we have this politics of, is always the case, wherever you go you find* [that] [union] *politics* [always influence and affect the way a school is run, especially on promotions of teachers] *and there are those people who are said to be the bona fide constituents of that area and that as you know is a problem. People are getting recognition to or by virtue of being bona fides not by merit. They are not giving credits, they are looking…. as to where you come from then to have that kind of collaboration is a little bit too much to be desired.*

In addition to what Petunia has said, Welcome commented that they experience collaboration at a low level because the school leadership do not organise meetings on regular basis. There is a distance between the teachers and the principal. Organised meetings are held under threatening circumstances.

> *We do have such* [meetings], *but not much. For an example, we could have one meeting in three months and most of the time we receive memorandums* [that] *just give orders, orders you see in most cases, if you want to question the memo you are hardly suppressed.*

4.1.6. CONTINUING PROFESSIONAL DEVELOPMENT OF TEACHERS

Schools are expected to continuously provide professional development to teachers and support staff. The professional support needed by the teachers can be provided by the principal. If the principal for whatever reason is unable to provide the required service s/he must provide enabling environment for other staff members or external agencies to provide the professional support needed by the teachers (Wahlstron & Louis, 2008).

At Letlakane secondary school, consultative meetings to discuss professional support of teachers are held. However decisions from those meetings are not implemented. Teachers do not get help from the school and rely on external agencies to be professionally assisted. I asked the participants a question that was related to CPDT. The aim of the question was to find out whether the school has programmes created to develop teachers and to establish what kind of programmes were available. In respond to the question Peter articulated that:

> …as *the principal I see to it that eh…consultative meetings are convened, consultative meetings aimed at developing the educators so that they can be able to have trust and confidence in me, they will be kept abreast with every development regarding every activity that they are doing at school.*

The principal went ahead and related that *"eh, even though I have indicated that I'm doing it informally, it doesn't go that well, the HODs are not doing that. They don't have records regarding professional development of the educators. They don't have…No we don't have that***"** [knowledge to develop teachers professionally].

Welcome shared a similar view to that of the principal and remarked as follows: *"Um, with teacher development needs I think we are still behind".* He went forth and illustrated that he had requested to be given professional help and that up to so far he had not received any kind of assistance.

> *I made a proposal that I wanted to be helped with mathematics, I requested that if there is a way, they should help me, but nothing has happened until this time. As a result I'm studying on my own. I believe that if it was within the school they could have found a way or maybe*

> *they could have found a peer who's more experienced in mathematics to sort of mentor me, but I haven't had anything like that.*

Sowell and Stevenel also commented that the school does not have professional development programmes for teachers and that they are only getting professional assistance from outside agencies especially from the circuit office in the form of workshops conducted by the subject advisors. Stevenel replied by saying *"ja (yes) that one, this one you see it is also lacking. We don't, we don't get any help from the school and in a way from outside",* and this was acknowledged by Sowell *"No, other than the one from the department were teachers are invited to workshops, but basically at school we don't have that".* Besides pronouncing that there is no school based programmes to develop teachers, Petunia cited some of the challenges they are facing as a school and made this utterance:

> *That one is a distance grave, we use to say we should have those kinds of workshops as a department so as to share expertise, but they are not really materialising. They are always chasing the deadlines to submit. This thing of turning us into administrators sometimes is really counting very badly against the development of educators…*

However, Cordellia (HOD) had this to say concerning the CPDT, "*For now, as a school we are not doing it. We are doing it…individually as departments…"*

Theory and or paper presentation of ideas is desired and is an indication of willingness to be engaged. However, this cannot substitute implementation of the aspired activities. Words on their own cannot make things happen.

4.1.7. SUMMARY

The majority of the teachers agreed that the school has a vision. The vision of the school is signed, dated nine years ago and neatly framed. The principal manages the school by wandering around and spend most of his time engaged in administrative work. The principal delegates some of the managerial tasks but does not make a follow up to see if the work is done. It has been shown that plans to

implement CPDT are not adhered to and that Peter, the principal held consultative meetings with the teachers to achieve ulterior motives. Data revealed that there is low involvement of parents and that there are elements of teamwork amongst the teachers.

4.2. SELLANE SECONDARY SCHOOL CASE

4.2.1. RESEARCH SETTING

While designated rural, Sellane secondary school is located in a semi urban area, approximately eight kilometres from Groblersdal, a small town surrounded by big farms which produce agricultural products, especially grapes and oranges for national and international market. The closest city and university is about 250 kilometres from the school. The school is well built with spacious and attractive staffrooms, flushing toilets, but there is no library, no administration block, no sickbed and no hall. Students and teachers are all Black.

Table 4: OVERVIEW OF RESPONDENTS

PARTICIPANT	ROLE	QUALIFICATIONS	MAJORS	AGE
Wellington	Principal	B.A. SPTD	Mathematics	53
Michelle	Deputy Principal	B.ED Hons	Physical Sciences	45
Twomore	HOD	B.A. Hons	Mathematics	35
Grace	Teacher	B.A. UED and ACE	Mathematics	35
Allwell	Teacher	B.A.ED	Physical Sciences	44
Hope	Teacher	Secondary Teachers Diploma	Mathematics	42

Table 4 above shows the role, qualifications and subjects taught by the respondents. Throughout his career in teaching, Wellington, a 53 year old veteran worked as a teacher, HOD and deputy principal before he became a principal seven years ago. Michelle, the 45 year old, deputy principal spent 10 years as a teacher, and 3 years as an HOD before becoming a deputy principal 7 years ago. Twomore the 35 year old HOD spent most of his time as a teacher until he became HOD 7 years ago. Hope spent 6 years of her career in a primary school before joining the secondary school 16 years ago. Grace taught for 15 years of which she spent 4 years as a temporary teacher in the same

school. Allwell, the veteran teacher has been teaching for the past 21 years, 5 of which were spent in another school before joining Sellane secondary school.

Table 5: STUDENT ENROLMENT

GRADE	MALE	FEMALE	TOTAL
8	26	36	62
9	60	47	107
10	73	96	**169**
11	22	56	78
12	6	36	42
TOTAL	187	271	458

Table 5 above depicts student enrolment of the school per grade and per gender. The school have fairly a large number of students in grade 8-10. It seems grade 10 is some sort of a stumbling block for students. A large number of students are crowded in this grade.

Table 6: GRADE 12 PASS RATE PERCENTAGE 2009-2012

YEAR	2009	2010	2011	2012
PERCENTAGE	57.9%	63.6%	57.5%	92.86%

Table 6 shows grade 12 pass rate percentage of the school over a period of four years. From 2009 to 2011 the school was doing fairly well but not improving. There is a sudden rise in their improvement in 2012.

4.2.2. DEVELOPING SCHOOL VISION, MISSION AND GOALS

This study defines vision as a set of collective standards that trim organisational exercises towards achieving a desired state in the future. These standards are jointly owned by all the stakeholders. The majority of the teachers interviewed agreed that their school does have a vision, but the vision seems to exist only on the school's books; it is not known or shared amongst all the stakeholders. The majority of the teachers interviewed gave a different version when asked about who was responsible to ensure that the school has a vision. No one mentioned the principal except Twomore

(HOD) who later said it was actually not the principal, but the planning committee. In a reply to a question based on the vision of the school Hope detailed that:

> *The school have a vision and it is the responsibility of the SGB to craft the vision. However the educators are the most influential group and parents contribute a little towards the design and development of the vision and other policies because they don't have the ability to draft policies that govern schools. When educators have finished drafting the vision and other policies, parents are called and in most instances those policies are just given a go ahead... The vision of the school to some extent is not much being popular because some of the parties which need to be involved in achieving the vision of the school are walking in different directions even though we trying with the present SGB and the manager to bring them into the whole picture of taking the school forward. I am speaking in terms of the parents.*

Hope's assertion that teachers are responsible for drafting the vision of the school is well supported by Grace who maintained that:

> *The whole staff is involved in the crafting of the vision of the school. We are all involved in making sure that at the end the vision of the school is promoted. We hold meetings where we discuss about the vision of the school.*

Notwithstanding that, Allwell gave a different perspective; his reflection was that: "*The vision of the school, I think is crafted by, firstly the management, and then forward it to the SGB".*

Allwell is well supported by Grace that:

> *The principal and the SMT are responsible for the planning of the school. They put a plan of what we are going to do next year before the school closes for December... When we plan, we look at issues like the smooth running of the school, discipline at school and performance of learners aiming at achieving good results at the end.*

Twomore (HOD) gave mixed accounts, first he said the principal was responsible, second he changed and said the planning committee is responsible and in the end he mentioned that the SGB and the SMT were responsible. He said:

> *The head master or rather the committee is responsible for the planning. When we plan, we plan for the success of the learners in terms of their academic activities and we consider individual needs of teachers… The vision of the school is shared and known to all of us. The SGB and the SMT are responsible for the vision of the school.*

After a vision had been crafted and popularised within the school community, the stakeholders should ask whether the school is achieving the purpose, whether the teachers are serving the students better, and whether the student are becoming more successful and so on. The school leadership should monitor and evaluate the implementation of projects so that they may know whether the school is in line and towards achieving its vision.

4.2.3. SUPERVISION OF INSTRUCTIONAL PROGRAMMES

When asked the question; if I were to shadow you for a day, what will I see you doing? Wellington (principal) indicated that the school has briefings in the morning and that the work of teachers was monitored and checked weekly. The principal further explained that unannounced class visits are carried once in a month.

> *We check the work of teachers every week... Once per month I visit teachers in their classes without telling the teachers. I just go there with my form. I am not checking the content, I just check whether the teacher is doing the right thing in the classroom that is if teaching is taking place, learners are given work to do and corrections have been done.*

However Wellington regretted that "t*eachers actually don't like to be observed. They want to be alone behind closed doors".* Michelle, the deputy principal supported the principal and said:

> *To tell you the truth…after this thing of IQMS we had a problem with the union of educators. They said there was a lot of intimidation and a lot of things that are negative. They told educators not to allow us to visit them in classes, but because we want to promote the well-being of the learner we always sit down with our PL1* [Post Level 1] *educators…to come up with a plan. But I am telling you we don't get 100% cooperation. They tell you the union said we should go out.*

Only one teacher (Allwell) attested that there is morning briefing at the school.

> *Firstly he will be conducting a meeting, we hold morning briefings. Secondly he will be making sure that teachers are attending their periods and that learners are in uniform, making sure that late coming is controlled, ensuring that learners are in classes learning and also that teachers are teaching.*

Although the principal pointed out that they check work of teachers every week and that he visits teachers in their classrooms once in a month; teachers insisted that the school leadership do not implement decisions and blamed insufficient time for not carrying out the work. The staff minute book and teacher portfolios show that teachers work or performance is checked once in a quarter and that the walkthroughs are infrequent. Allwell shared that:

> *The class visits are not quite often, but I can say they are made on regular basis. There is a management plan to make sure that class visits are…but they are not followed. In terms of announced class visits, there will be a pre-class visit meeting where a teacher will hand in his or her lesson plan for that particular day of the class visit. Then there will be on that particular day of the class visit, a post class visit meeting. During the pre-class visit meeting, we normally discuss about the lesson plan and the topic. During the post class visit meeting we discuss issues which were observed during the lesson presentation, discipline in the classroom and organisation. We receive feedback immediately after almost each class visit.*

Allwell's views were supported by Twomore (HOD) who shared that "*The principal do class visits but not so often. He visits classes once in a quarter"* and went on to show that alternatively the principal:

> *…will be doing administrative work. For example, if the principal received entries of learners from the circuit, he sees to it that they are recorded, it is part of administration and this is not done throughout. Sometimes you will see the principal trying to pack up some of the departmental books well and in some cases he visits classes to check whether educators are teaching and complying with departmental regulations and to check if learners are in classes and that their time is not affected and they are busy*

Supervision of instructional programmes does not seem to be as regularly as Hope claimed that:

> *The leadership of the school rely on the submission of lesson plans from educators from different departments. They just assume that by having those lesson plans and also by looking at how we behave at school, they just get satisfied that teaching and learning is going on. Looking at the work given to learners, they just say ok, things are alright.*

Supervision of instructional programmes is carried under threatening, unfriendly and unsupportive environment as is demonstrated by Twomore (HOD) who said "*The principal is responsible for the actual supervision of teaching and learning. The supervision process is positive because the princi-*

pal may call those who are behind to reprimand them for being behind the schedule" and the following comments from the other participants:

> *The supervisory processes in the school I may say they are such that…eh some educators are feeling some sort of pressure. It is done in a way that…the manager wants work; he stresses much on work, work; work. Sometimes looking at the conditions that we find ourselves in; you find that if I may use this word, eh he is some sort of strict. That is how the school is being managed. Despite educators having some sort of extra responsibilities and all those sorts of things, we just have to work, work and work. To some extent the atmosphere within which supervision occurs is unfriendly, but what I have realised is that we sometimes comes to terms to understand the things that the manager wants or the way he runs the school. We understand that he is doing his job the way he was told by his seniors to do, but sometimes it causes some sort of friction and you find sometimes relationships being strained.* (Hope).
>
> *We are working under a lot of pressure where sometimes we don't even think for the teachers, like when we allocate subjects, we just allocate subjects not even thinking that this person is over loaded, subjects are just allocated and then we expect the work to be done by the teacher even though we know that the teacher is overloaded (Grace).*

There are systems in place in the school to make sure that the process of monitoring, evaluation and supervision of teaching and learning is carried successfully. As the principal commented:

> *If there is a teacher who is going to be absent, I must know a day prior to that and a substitute teacher must be there to make sure that learners are not left unattended. I will not sit down in the office as the principal, I will be moving around the school because this school is very big. I must move around to see whether learning and teaching is really taking place.*

I have observed numerous timetables on the notice board and I have seen period registers as part of the monitoring tools used by the school. Despite that; available data communicated that the instruments were not used to the advantage of teaching and learning, but as a form of compliance. The principal announced that the school:

> *…have the time table which is used by the SMT to supervise each and every department. We also have a time table for the deputy principal which she uses to monitor if the HODs are doing their work correctly. I've also my own time table which is a general time table to monitor everybody here at school. I also have a time table for cleaning and lastly we also have a time table for supervising people who are supervising the afternoon studies to make sure that learners are in class and teachers are teaching in the afternoon*

and was backed by Allwell who acknowledged that they:

> *…we've got period registers; he* [principal] *also makes class visits unannounced. The class visits are not quite often, but I can say they are made on regular basis. There is a management plan to make sure that class visits are…but they are not followed. In terms of announced class visits, there will be a pre-class visit meeting where a teacher will hand in his or her lesson plan for that particular day of the class visit... We receive feedback immediately after almost each class visit.*

Hope characterised the average day of the principal in this manner:

> *You will see the principal walking around the school making sure that educators are doing their work, teaching. He sees to it that learners are taught and then you will also see him getting out of the school to the circuit to collect documents, circulars to give us some information. In most cases the supervision of teaching and learning is given to the head of departments, the HODs.*

In her closing commentary Michelle (deputy principal) remarked that:

> *The educators together with the HOD are responsible to monitor the actual delivery of the curriculum in the classroom. After the end of each term we as SAT* [School Assessment Team] *committee… we make sure that we moderate the whole work of that term. We go through the assessment plan to make sure that the curriculum has been implemented according to the assessment plan"* and lamented that *So there we find a big challenge because we have to work with the facilitators where they provide the training on how to deal with the learning area and a deputy for that phase. I make sure that the HOD together with the educator, implement the curriculum. When I find a challenge I make sure that we involve the intervention of the facilitator.*

The other participants in the study made the following assertions regarding the daily activities of their principal: Twomore said… "*I sometimes do class visits, but in most cases it is the principal who is doing class visits" and* attested that "T*he principal is also responsible for the supervision of the food handlers".*

Grace confirmed that HODs are involved in supervision.

> *Each and every HOD is responsible for his or her own subjects to supervise. They check the number of written work, may be the number of classworks, whether the teachers are up to date with their work. They also check the lesson plans and write a report on each and every teacher in different subjects. In the reports they indicate that teacher so and so in the first term had so much classworks, so many homeworks and so many pieces. (Grace)*

The majority of the teachers interviewed confirmed that there is supervision of instructional programmes. However, the teachers highlighted that class visits are infrequent. Their statement contradicts the claim by the principal that class visits were conducted on weekly basis. Class visits are irregular because teachers do not want to be observed and the management is afraid of the unions. Interaction between the school management, the teachers and other staff members breed culture within a school.

4.2.4. SCHOOL CULTURE

School culture is not easily understandable. Hargreaves (1994) presents culture as "content" and culture as "form". Culture as content is revealed in what teachers say, do and think while culture as form is seen in the characteristic patterns of relationships and forms of association between members. Culture as "content" and "form" is crucial to this study. The study looks at culture as "how we (used to) do things around here" and chose to combine two aspects of culture- feedback and communication in the implementation of instructional leadership activities.

In order to practice instructional leadership, the principal must first address the basics. Management is a precondition of leadership. If there is no proper communication and feedback, management will be impaired. IL thrives where there is sound management, sufficient feedback and communication. Feedback and communication with stakeholders in this school is moderately low. Michelle (the deputy principal) revealed that Wellington (principal) was a committed principal who consulted and communicated with the stakeholders.

> *We always try to hold meetings with the parents and we always sacrifice our Sunday morning because that is the only time we find the parents available. The problem is that most of the parents are working night shift, so we cannot have the meeting during the evening or during the day.*

Michelle's assertion was upheld by Hope who said:

> *We often talk to our SGB about ways we can make our school surrounding look better. We have also introduced the system of going out and asking for donations from business around here. We involve other structures in the community, for example religious and political, but we have not yet seen positive interaction towards development, but they are also being made to know things which are happening at school.*
>
> *We are working very well with the community. I think there is a lot of improvement in terms of the relations between the teachers and the community. They are involved in their children's education. Like when we call them to come to school…maybe to give them report on what their children are doing at school; they respond positively (Grace).*

In support of what the teachers stated, Wellington (principal) related as follows:

> *We check the work of teachers every week. The teachers submit their work to the HODs and after they have checked the work of the teachers, the HODs submit the books to me so that I can also check if the teachers have prepared. Once per month I visit teachers in their classes without telling the teachers. I just go there with my form. I am not checking the content, I just check whether the teacher is doing the right thing in the classroom that is if teaching is taking place, learners are given work to do and corrections have been done.*

He went further to explain that there is a weekly meeting with teachers, a claim which was not backed by the teachers.

> *I meet with teachers once per month unless there is an urgent meeting. I don't meet teachers to discuss problems, I meet them with my own agenda our meetings and workshops are meant to discuss school work; teacher performance and we discuss the quantity and the quality of the work as well as how are we going to ensure that our decisions are implemented.*

As a result of the meetings, and workshops held within the school, Wellington believes that:

> *they (teachers) know very well why they must be observed, because we have workshops…we've got somebody who is in charge of IQMS, our deputy principal, we sit down with the teachers, we talk to them, we discuss with them and we explain to them why they must be observed.*

Irrespective of what was said, Allwell said *"the parents were not involved in their children's education* and *indicated that when you call a meeting, only a few will turn up".*

Michelle (deputy principal) commented as follows about decision making processes at the school:

> *Ok, honestly the decision making process is a problem. It is a thorny issue. Decision making is top down in such a way that even if you can come up with good decision it might not be taken by everyone. It will look like you are fighting certain individual.*

Communication between the principal and other stakeholders is minimal, unequally distributed and decision making processes are top down. Communication is closely related to organisational structure. Structure can affect the organisation negatively if it becomes too bureaucratic and controlling. Organisational structure and culture may either support or sabotage teamwork.

4.2.5. PROVIDING MEANINGFUL OPPORTUNITIES FOR COLLABORATION

Effective instructional leaders create structures characterised by teachers' having an equal voice in a dynamic power arrangement with non-hierarchical structures. They design a set of coordinated activities to ensure that collaboration and collegial patterns are sustained. This study views collaboration as supportive interactions amongst all stakeholders. The level of teamwork at Sellane secondary school does not encourage quality teaching and learning. The stakeholders seldom meet to discuss and share ideas. Wellington and Twomore said respectively:

> *We also meet once per term. We discuss how many classworks a teacher should give and how we are going to monitor that".*

> *"There is teamwork, we share responsibilities as educators, we work cooperatively…we have a lot of transparency, we give everyone chance to express his or her views if things are not going as expected".*

Hope indicated that despite the challenges they are facing pedagogical meetings are organised at the school. "*What we usually do is that as educators, we sometimes discuss those topics which are common in most subjects, and give each other information".*

Michelle announced that:

> Teamwork *in our school is effective except in one department. That is the learning area we never specialised in, Life Orientation. We have a problem of having a proper team in this learning area. Even the HOD of this department confesses that her team does not come together.*

Hope lamented that they did not have enough time to meet and discuss professional issues affecting their practice. "*Sometimes we are advised to discuss about all those tasks in our departmental meetings but because of time, like I have already said, those kinds of meetings don't really occur".*

Michelle (deputy principal) characterised the school environment as uncooperative and unfriendly. The principal does not communicate with the teachers and does not attend departmental meetings. And yet he sees himself as the sole source of leadership expertise in the school and stated that:

> … [they] *are no longer having enough meetings, we are no longer calling enough meetings to talk about it, we are now using circulars, it breaks down the communication, and we are no longer communicating the way we used to communicate".*
>
> *Jo, we meet as the SMT, but not as often. You see when you look at our plan; we have a lot of meetings. Since we re-opened, we have not met, we only meet as a reaction to what we regard as a serious problem or when pressurised* (Michelle).
>
> *Ok, honestly the decision making process is a problem. It is a thorny issue. Decision making is top down in such a way that even if you can come up with good decision it might not be taken by everyone. It will look like you are fighting certain individual* (Michelle).

Michelle (deputy principal) was supported by Grace who insisted that they, "the teachers *… are working as a team. Eh, the only thing that is a problem at our school is the principal".*

The majority of the teachers concurred that there is teamwork within the school. Notwithstanding that it was revealed that the principal does not take part in teamwork building activities. Instructional leaders organise around teams, empower all stakeholders; communicate the benefits of consensus building; facilitate and attend departmental and grade level meetings and develop human potential.

4.2.6. CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHERS

When asked a question about CPDT, Wellington (principal) said:

> *As a school you must decide who is going develop the teachers professionally. Maybe the school may get somebody from outside to do it, or may be the unions are going to be responsible or may be the school can rely on its own people to develop the teachers.*

He added up by saying that he "… *also promote teaching and learning by making sure that teachers are… empowered, we've got school based workshops".*

The following utterances are comments of teachers regarding continuous CPDT in their school: Allwell said, *In terms of professional development we normally…..make plans to get help from other schools and also from the circuit officials.* Michelle explained that they "*… look at the work, if the educator is behind, we make that educator aware. We ask the educator to draw a plan on how he or she is going to cover the lost time.* Hope divulged that she…"*may say it* [professional development] *is not considered much except where you find that educators just go on their own to improve themselves professionally. So professional development from our department is not that much effective.*

The principal related that schoolbased workshops are conducted in order to develop teachers. However, teachers interviewed did not mention schoolbased workshops. The teachers indicated that their professional development is not highly considered by the school. Teachers receive support from other schools and the circuit office and sometimes through their own studies.

4.2.7. SUMMARY

Data divulged that a majority of teachers concurred that the school has a vision, however the teachers differed on who is responsible for the drafting of the vision. The principal manages the school by walking around. Supervision process in the school is negatively affected by union politics. Parents are not involved in the activities of the school fully and communication between the school and the stakeholders is irregular. Decision making process is top down and yet the CPDT of teachers is not given priority by the school.

5. CROSS-CASE DATA ANALYSIS OF SCHOOLS

The two schools in this case study both accommodate students from grade 8 to grade 12 and offer basically the same curriculum to students. It is a nationally fixed curriculum in grade 8 and 9 and each offers three learning areas from 10 to grade 12. From grade10, students have an option to take the Physical, Mathematical and Computer Sciences learning area, the Business, Commerce and Management Studies learning area or the Human and Social Studies learning area. Letlakane secondary school had 35 teachers during the period of this study and Sellane had 16 teachers. Their work experience varies from 6 to 20 years, and their level of education ranged from three year teachers diplomas from the then colleges of education to honours degrees from universities. From the six teachers interviewed, none of them is involved in a teacher leadership role within their schools.

To be able to report on the findings of this study, I analysed and organised data from the principal interviews, the deputy principal's interviews, HODs' interviews, teachers' interviews, observations and documents. Categorisation of the data was collected into themes was done using the IL frame work developed by Hallinger (2010). I listened to the interviews and read the interview transcripts and available documents. A number of important themes related to IL emerged; they are developing school vision, mission and goals, supervision of instructional programmes, school culture, providing meaningful opportunities for collaboration and continuous professional development of teachers.

5.1. DEVELOPING SCHOOL VISION, MISSION AND GOALS

In the role of developing school vision, mission and goals, it was affirmed by interviews and observations that the two principals did not help develop and sketch a vision to guide the schools. And

neither principal contributed towards the development and articulation of a school's written and lived mission or vision.

Neither principal communicated the importance of serving, affirming, and maintaining high expectations for all students, nor did either facilitate the establishment, implementation, and evaluation of concrete and manageable school goals that were linked with the school mission or vision. In contrast to the literature in principal leadership for professional development, these principals did not play an important visionary role in creating the purpose and conditions for professional learning. Both Peter and Wellington (principals) and the majority of the teachers interviewed (Sowell, Cordellia, Hope, Allwell Grace and Twomore) noted that their schools have a vision. "…*the school has a vision".* However, neither of them was familiar with the vision of their school. Many of the teachers interviewed frowned trying to remember the vision. None of the teachers interviewed knew the vision of the school by heart. The teachers did not know what meaning the vision had for them and the students. A few teachers expressed doubt that their schools have a vision as Welcome put it "*I think the school…have a vision*". It is noticeable from the data in this case study that the two schools did not have a clear vision or that the vision was not well communicated to the stakeholders as Hope indicated that "t*he vision of the school to some extent is not much being popular…".*Hope's contention was supported by Petunia who stated "*Really I do not have much to say on the mission and the vision of this school. I am not part of the SMT".*

Reviewing the vision of Letlakane secondary school, I observed that it was developed some years ago and was never revisited or changed. In support of the observation Welcome indicated that he "*… really cannot say how often the school revisit the vision, I think the last time it was a year ago".* The vision did not centre on instruction, nor was it focused on quality teaching and student achievement.

5.2. SUPERVISION OF INSTRUCTIONAL PROGRAMMES

The second theme that emerged from the data was the concept of supervision. The theme was divided into two sub-themes; that is the purpose of supervision and the supervisory process itself. The two principals emphasised that the main purpose of supervision was to support the teachers. However, neither was able to discuss the techniques used to assist the teachers.

Contrary to what the two principals said; other interviews indicated that there is chaos and instability as far as supervision was concerned. All the teachers interviewed and the principals gave different responses as to who is responsible for supervision of teachers. Both principals confessed that they are responsible for the supervision of teachers, before going further and indicating that at times the role is delegated to the deputy principals who may delegate the role to the HODs and so forth down the line. The principal of Sellane secondary school deplored that the teachers do not want to be observed and that the HODs do not know how to assist the teachers professionally.

The analysis of the principal interviews, deputy principal interviews, HODs interviews and teacher interviews conceded that the two principals were supervising the schools through a process known as “Management By Walking Around” (MBWA) which is sometimes referred to as “management by wandering around”. It has been established that the use of MBWA is mandated by the district offices. I had a chance to go through a manual prepared for the in-service training of principals. Principal of Letlakane Secondary school just indicated that he observes teachers in practice and did not mention the kind of instrumentation he is using. The principal of Sellane secondary school indicated that he uses forms designed for class observations. I requested a template of the form. The school promised to supply me with one, but have not yet done so.

My conclusion is that the two principals do classroom observation occasionally; however they do not have a set standard of the specifics they will be observing. To the two principals; MBWA implies literally wandering around the school. In the supervisory role, data indicated that the two prin-

cipals were focused in patrolling the classes, but not to supervise the teaching and learning process, only to ensure that teachers and students are in the classroom. They focused less on monitoring the use of methods of teaching and learning as well as providing room for the students to improve.

You find the principal in the office, at the toilets, at the gates, in the school kitchenette and sometimes in the classrooms engaging in unannounced classroom visits to see if learners are in their classes and to see if teachers are also in those classes. Peter (principal of Letlakane secondary) never commented about a form or checklist used to conduct walkthroughs. Wellington (principal of Sellane secondary) mentioned that there was a form used during the class visits. None of the teachers interviewed spoke about a form or checklist used during unannounced class visits by the principal. Feedback from the walkthroughs is given either in a formal or informal manner.

The two principals maintain a high visibility around their schools, but their visibility does not appear to assist the instructional programmes of the school. Although the infrequent movement to classes allowed the principals to maintain visibility, data divulged that other tasks that principals were required to deal with made maintaining visibility challenging at certain times. Both principals and teachers interviewed confirmed that due to other tasks principals did not spent as much time as they wanted to in their roles as principals. These challenges were affirmed during the interviews by the participants. The two principals lamented that they plan to do things, for example visiting classes, but that their plans are in most cases disturbed, there is always something that pulls them back to their offices –a telephone from the circuit office, something that is due, or a request from parent or a student. It was further exposed that both principals devote much of their time to matters appropriate to administration and management, matters which are not directly involved in teaching and learning. Previous research (Bush, Joubert, Kiggundu & Rooyen, 2010) backs this finding. It is anyhow not wise to use time as an excuse to ignore the role of IL because schools exist for one central purpose, teaching and learning.

> *Thereafter I have a meeting with the kitchen staff, to check if the food they are cooking is clean and to make sure that the food will be dished out at the right time so that learners or teaching time cannot be interrupted.* (Wellington)

The findings showed that principals are less focused on ensuring a smooth and efficient teaching programme and that they do not communicate high expectations from all the stakeholders. The two schools used pace setters to evaluate the teachers' instructional process for the year. The pace setters tell teachers if they are where they need to be based on learning outcomes that must be covered. Period registers are used to address attendance of both teachers and students as stated by Peter (principal)". *...the deputy principal is delegated to monitor whether effective, and efficient teaching is taking place at our school through supervisory tools or monitoring tools such as period attend register".*

In their process of monitoring the schools, the two principals delegate most of the responsibilities to their subordinates. Delegation of duties is done in consideration of the position one person is holding within the school. That is, the principal delegate duties to the deputy principal, the deputy principal to the HODs and the HODs to teachers as outlined by one of the principals: "*So the principal as the chief supervisor has to delegate certain supervisory duties and responsibilities..."*

The question of dispersing leadership is not spoken of by the two principals. Leadership in the two schools is centred on the principal. Distribution of leadership and capacity building remains a challenge to the two principals interviewed. It was revealed that principals in this study have centralised all the task and IL responsibilities and do not share the tasks with their colleagues. This counters the study of (van der Mescht & Tyala, 2008) which found that leadership in the participating schools was dispersed amongst all the teachers and that skilled entry level teachers were members of the SMT.

The HODs in both schools argued that they accept their role of supervising teachers in their departments. However, documents reviewed and observations made indicate that supervision of teachers in practice is not done on a regular basis. Curriculum implementation by teachers is capriciously carried by the school management. The informal supervision of the principal is not complemented by formal supervision. It has been revealed that in the two case study schools there was no on-going review as part of the supervision process and that students' progress is not monitored continuously in despite of their contention that monitoring is given a high priority. Twomore indicated that "*The principal do class visits but not so often. He visits classes once in a quarter".*

The type of monitoring and supervision activities as well as how monitoring and supervision is implemented reflects the nature and culture of that school. Schools with effective monitoring and supervision systems signal positive and professional culture. On the contrary schools with ineffective systems of monitoring and supervision are indications of toxic culture.

5.3. SCHOOL CULTURE

The concept of school culture is understood and interpreted differently by a number of scholars.

> *The culture of a group can now be defined as a pattern of shared basic assumptions that was learned by a group as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems* (Schein, 2004).

Deal & Peterson (1999) define school culture as a set of norms, values and beliefs, rituals and ceremonies, symbols and stories that make up the '*persona*' of the school while Hargreaves (1994) sees school culture as a concept made up of two aspects: content and form. Hargreaves argues that the content form of school culture is visible in what teachers say, do, and think based on shared values, beliefs and their assumptions. According to Hargreaves (1999), the form of school culture

comprises the characteristics pattern of relationships and forms of association between members of those cultures.

The available data on the two participating schools divulge that the enrolment patterns at the two schools display a cliff-like shape. In the General Education and Training (GET) band which comprises Grades 8 and 9, the two schools have a fairly large number of students. Movement of students from the GET band into the Further Education and Training (FET) phase is bottled up at the entrance of the FET band, Grade10, where both schools have a massive number of students in Grade 10. And at the end of schooling the school have very low enrolment figures in Grade 11 and in Grade twelve 12 (only 6% and 9% of total enrolment respectively). Perhaps there exists a culture of culling students at grade ten and only allowing a few number to proceed to grade eleven and finally to grade twelve partially explains the abrupt positive change in the pass percentages of students in grade twelve. This study approached the concept of culture as how we (used to) do things here.

The culture of blame is extensive in the two schools. Teachers who are at the management level blame post-level one teachers for the decline of quality education and the downfall in student achievement while on the other hand post-level one teachers put the blame on the management of the school, the students, the circuit office as well as parents. Stevenel indicated "*We do not normally meet and we point fingers at each other".* Most of the communication in these two schools is print based. Consequently, the findings pointed out that opportunities and ways to communicate about how the school culture influenced their work was absent, and the communication between the principal and the teachers did not arouse learning. Effective face to face communication is essential in the development of relationships between the school communities.

Parental involvement at the two schools is low and the principle vehicle of parental involvement used by the two schools is the school's discipline policy. I must indicate that the discipline policy

referred to is not documented in either school. The opportunity for a parent to be invited to school starts to exist once a student is sent home for any kind of disciplinary action. The school requires a parent or guardian to come to the school with the student in order for the child to be able to return to school. Usually when meetings of this nature or annual meetings of parents are called there is a low response rate of parents. This affects the meetings and decision taken at that meetings negatively. Parents who attend the meetings are unable to take enforceable decisions for the majority which is absent and sometimes the meetings do not take place because there is no quorum. Ngcobo & Tikly (2010) support this finding and is not in line with international trends. Carter's study of 21 high performing, high poverty schools in the United States (2000) found that a strong relationship between communities and families of students was necessary to promote student success. For example, the principal sent home positive communication to the parents and encouraged parents to be involved in the school and learnt how to work with their children at home.

The principals were not seen to be involved in consulting the teachers on an individual or group basis. The teachers characterised the schools as not having a cooperative environment. The teachers discuss pedagogical matters with each other, but they do not have meaningful communication with the principal. Neither principal appears to meet with teachers to listen and to let teachers voice their concerns. Where meetings do occur, the meetings are held under threatening and unsupportive atmosphere. This is perhaps clearly demonstrated by Welcome who said "*For an example, we could have one meeting in three months and most of the time we receive memorandums* [that] *just give orders, you see in most cases if you want to question the memo you are hardly suppressed".* This is in line with Blasé and Blasé (2004). The study illustrated that ineffective IL is autocratic and limits participation of teachers in decision making processes. This results in teachers being affected negatively. Teachers become demotivated, they lose self-esteem, they become confused, fearful and rebellious; lose respect and trust of the principal. Communication between the principal and the

teachers is lost. Teachers are only working to satisfy minimum requirements as some form of compliance and some think quitting teaching.

As an observer I noted an anti-collegial approach to leadership, especially at Sellane secondary school on my first day of visiting the school. The principal was not at the school at that time. I was sent to the deputy principal's office by the receptionist. Once inside the deputy principal's office, I explained myself and produced documents so that I can be positively identified. The deputy principal told me that it is only the principal who can allow me to proceed. Then I had to wait for the principal. The anti-collegial approach is also supported by what Michelle (deputy principal) related during the interviews:

> *Ok, honestly the decision making process is a problem. It is a thorny issue. Decision making is top down in such a way that even if you can come up with good decision it might not be taken by everyone. It will look like you are fighting certain individual. (Michelle).*

In these styles of leadership authority and influence are viewed from formal positions of power and are allocated in relation to the status of those positions in the school hierarchy. Authority of the principal is unquestioned as it is thought to be "god given" and "juridical" (Bush, 2007). They do not communicate and engage other stakeholders in a democratic manner. Lack of (proper) communication in organisation pushes the levels of trust down or at worst erodes the existing level of trust. We cannot separate communication from management. Without proper communication, management will not be competent, and without convincing management instructional leadership and collaboration are impossible.

5.4. PROVIDING MEANINGFUL OPPORTUNITIES FOR COLLABORATION

In the role of establishing meaningful opportunities for collaboration, data revealed that at both schools, the principals did not work with the teachers to develop goals that are aligned to teaching and learning. Teachers in the two schools go well together but are isolated from the principal. Neither principal holds frequent discussions about curriculum and instruction and as noted above do

not encourage collaboration among teachers. The teaching staffs at the two schools are divided into two sections, if not more; teachers who are in management positions do not associate with entry level teachers. Certain information within the schools is classified and belongs to a particular group of personnel. The prevailing culture did not encourage teamwork. In the role of enhancing teaching and learning climate, findings proved that the two principals did not emphasise collaboration and team spirit. A study by Kose (2009) found that participating principals were involved in creating formal learning teams, organised common work, students, time and space for teacher and student development.

At Letlakane and Sellane secondary schools the principals did not create space and time to see how teachers teach; to see and hear teachers' effectiveness, to observe how teachers relate or bond with students, and to hold teachers accountable for their teaching. Teachers at both schools indicated that time, inadequate resources, physical demands of their work and lack of opportunities to observe and collaborate with other teachers were one of the barriers that interfered with their professional development.

5.5. CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHERS

In the role of CPDT, both principals claimed that the central objective of supervision is to support the teachers, but these principals do not appear to grant capacity to their colleagues. Contrary to their statements, data revealed that the two principals played no meaningful role in assisting the teachers in their effort to improve their strategies of teaching and their knowledge about the curriculum. The two principals did not make mention of internal programmes such as coaching and mentoring. None of the respondents talked about internal programmes used to develop teachers.

Findings demonstrated that the two principals were not focused on ensuring a smooth and efficient teaching programme nor do they give attention and supervision to teachers who encounter problems with instruction. Teachers at neither school receive school based continuous professional develop-

ment training. When it is established that a particular teacher does not have the required content knowledge or that the teacher's instructional methodologies are not adequate, the school does not create a professional development plan for the teacher. Instead the management requires that the teacher develop a recovery plan further away without assistance from the management. Teachers are left to their own devices to figure out how to solve the existing problems or how to get information about the problems.

Teachers do not have the experiences of walk-throughs, a process where the teachers are walking into each other's classroom to see how other teachers are doing it. The time tables of both schools do not provide time and space for teachers to observe one another in the classroom. There is no common time for planning. Principals did not come up with a schedule that influenced and or prioritised the budget so that it supports the school's vision. The budgets of the two schools did not reflect any figures set aside for CPDT. Principals did not use existing financial resources to promote particular forms of professional development within the school. They did not pay for consultants or workshops; and teachers were never given established guidelines for obtaining resources for external professional development workshops, conferences or classes.

The two principals did not provide teachers with access to inside and outside experts who support subject matter development. To a lesser extent, teachers benefit from workshops organised either by the local circuit office, the district or the provincial department. For example in Limpopo in-service training of teachers was conducted in Limburg, a centre which was established by the department of education specifically for development of teachers. With the new government, immediately after 1994, the development centre in Limburg was abandoned in favour of external venues. A new strategy of professionally developing the teachers was introduced, workshops. These workshops are spontaneous, fragmented, top-down in approach, "expert" led, deplorably inadequate and highly exorbitant (Desimone, 2009). The workshops are held in expensive hotels and lodges within the province. The workshops last for two to three days and all costs are paid by the department. Facili-

tators of these workshops are ill equipped, inexperienced and lack the fundamental PCK in the learning areas they are facilitating. The idea of workshops produced anomalous results and did not live up to expectations.

While workshops were conducted in expensive venues, a new in-service centre, Mathematics, Science and Technology College (MASTEC) was established specifically to assist teachers in Mathematics, Physical Sciences and Technology. MASTEC programmes are based on peer coaching approach, teachers are teaching each other. During vacations, teachers meet at the centre for periods ranging from one to two weeks. The MASTEC concept is based on the notion that there is nothing about the teachers that can be developed without involving the teachers. The idea of MASTEC resonates well with international literature on CPDT. If you want to improve learning in the classroom involve teachers actively as full partners in their own development. Researchers (Penuel, Fishman, Yamaguchi & Gallagher, 2007; Garet, Porter, Desimone, Birman & Yoon, 2001; Dembele & Schwille, 2006) maintain that a successful teacher development programme, takes a longer duration, encourages collective and active participation of the teachers, that is; coherent activities focused on strategies and content linked to goals are led by current classroom teachers.

Participants in this study were also asked about the quality of feedback that they receive. It was discovered that observations of teachers in practice is done once annually and that written feedback is given to teachers once in a year through the IQMS summative evaluations.

Interviews with teachers revealed that they claim to assist each other; but the two principals are not part of teachers development programmes as expressed by Twomore "*Yes, teachers, there are those who help one another, just like myself I can help those who are in my department very well".* The principal does not create opportunities for teachers to plan and work together regarding instructional issues. They do not have the ability to acquire professional development resources or the enthusiasm to take the lead to initiate projects that enhances teaching and learning for their schools.

These include time for training, funding to pay for training as well as professional development materials.

5.6. SUMMARY

The findings of this study indicate that the two principals failed to implement the five dimensions of instructional leadership. Categorically, the two principals did not have acumen to use the five identified aspects of the instructional leadership role: 1. vision, mission and goals of the school, 2. monitoring and supervision, 3. creating a culture of high expectations, 4. developing teamwork, and 5. ensuring high quality CPDT. The findings illustrate that the two principals focused less on teaching and learning in their schools and more on administrative responsibilities. One of the reasons may be that they have inadequate knowledge of how to manage teaching and learning. This trend is not new, it is supported by research of Bush and his associates in 2009. The lack of requisite leadership skills may be attributed to the fact that highly politically networked union members (loyalists) are preferred for leadership and management positions leaving out capable, committed and competent candidates. The newly appointed principals are not inducted, and existing principals are not engaged in coaching and mentorship programmes.

CHAPTER 6: CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS

As stated, the purpose of this study was look into instructional behaviour of principals and to provide insight into how the roles of principals contribute to quality teaching and learning. This chapter provides a summary of the results, recommendations, and implications of the study. It soght to answer the research questions: What is the principal's role in the improvement of teaching and learning? And what actions does s/he engage in to improve quality teaching and learning? The dimensions of instructional leadership practices outlined in the literature were used to construct a conceptual framework for the study which allowed me to view the actions of the principals of Letlakane and Sellane secondary schools. The findings suggest that the two principals demonstrated weak instructional leadership in developing and sharing school vision, supervising instructional programmes, establishing, maintaining and sustaining positive school culture, providing meaningful opportunities for collaboration, and promoting continuing professional development of teachers. The findings for each theme are discussed below.

6.1. CONCLUSIONS

Interview data suggests that the two principals lacked a clear vision of where they want the schools to be in the future. Teachers expressed different views regarding the person who is behind the mission and vision in the two schools. According to the principals, the two schools were spearheading a comprehensive vision, but a majority of the teachers interviewed never linked the two principals to the vision. Grace said "*The whole staff is involved in the crafting of the vision of the school".* Notwithstanding that, Allwell gave a different perspective; his reflection was that: "*The vision of the school, I think is crafted by, firstly the management, and then forward it to the SGB".* Petunia in her response indicated that "*Really I do not have much to say on the mission and the vision of this school. I am not part of the SMT* [Senior Management Team] *….to be really honest the school policy….is still an issue even today".*

When asked about their schools' shared visions, most participants did not respond directly to the question. This omission suggests that a clear vision does not figure prominently in these schools. When respondents talked about shared vision, some referred to a vision that had been reviewed by stakeholders in a distant time, rather than a vision that had come from stakeholders and reviewed from time to time. Cordellia said "*I really cannot say how often the school revisit the vision, I think the last time it was a year ago. The vision of the school has not changed in the last 10-15 years….."* and Peter mentioned that the "*school revisit the vision every year and all stakeholders are involved".*

From the above excerpts, it can be concluded that the two principals lacked a broad vision which provided meaning and direction for teachers. All together, the findings demonstrated that the two principals are less focused on communicating and sharing the school vision, mission and goals. Without a clear vision, teacher initiatives are thwarted and the school experiences conflicting priorities. Literature on IL supports the notion that the major responsibility of the principal is to set a clear broad vision of the school and to share the vision with other stakeholders.

The findings revealed that the two principals managed the schools through the principles of Management By Walking Around and they possessed a low level of knowledge of how to implement supervision programmes. For example, it was discovered that in the two schools there is no proper and stable approaches, structures and procedures to manage the way in which teaching and learning were taking place and programmes in these schools are supervised by the principals through conventional methods and are hierarchical. "*As the principal I don't have a planned programme regarding how often I am* [visiting classrooms]*, I mean a lesson. I'm doing it through a process known as managing by walking around".*

The whole process is rather threatening as it is hierarchical and autocratic. Interview sessions revealed that in most cases the principals sit at the back of the class. "*I simply go into the class and sit at the back and listen to what the educator is saying… after the educator shall have taught his lesson. I invite him formally into an office so that I can talk to him regarding what he has been… teaching about".* Hope indicated that *"to some extent the atmosphere within which supervision occurs is unfriendly…"*

While the findings revealed that the principals were convinced that the purpose of supervision was to ensure that formal curriculum is implemented in the teaching and learning process in order to enhance teacher development and student achievement, only unannounced class visits are performed as a form supervisory process to develop and support for teachers. Peter mentioned that "*Supervisory process… is aimed at giving both the learner and the educator support".*
There were no pre-meetings before the observation, nor discussions about aspects that the observation would need to focus on. "*…I don't make an appointment with an educator". "We check the work of teachers every week... Once per month I visit teachers in their classes without telling the teachers".* This suggests that teachers do not engage in constructive dialogue that furthers the educational vision of the school, or do so only to a minimal extent. Teachers do not observe and discuss teaching practices, rarely evaluate programmes and do not develop an awareness of the practices and programmes of other teachers. Additionally, the principal's representation that they visit teachers once per month was not supported by interviews with other school personnel who indicate that visits are infrequent and usually only on a yearly basis.

All these findings suggest that the two principals the two principals know the language, but the vague responses in the interviews suggest they do not have a solid understanding of what it means

to build capacity in schools, nor how that might be done.

The findings pointed out that there are no detailed structures of communication. Neither principal creates a climate where teachers felt free to express ideas, views and meetings between the two principals, teachers and other stakeholders are irregular, minimal, and censorious and are chaired by domineering leadership under inhospitable environment. While the National Education Policy Act (1996) stipulates that "*The educator will make decisions appropriate to the level, manage learning in the classroom, carry out classroom administrative duties efficiently and participate in school decision making structures",* the case study schools used a centralised management structure and relied on the principal to manage and or lead the institution and decision making processes are centralised and top-down. Their structure is bureaucratic and controlling. Teachers are afraid to make to suggest new creative ideas because that might expose them to victimisation or attack by the upper structure.

A key finding of the study was that the school leadership and the teachers do not appreciate the aspect and benefits of working jointly as team. The findings of this study reflect that there is no evidence of an active collaboration amongst the teachers, school leadership, and between the teachers and the school leadership toward setting and achieving a common goal, except in few incidents where teachers work together, plan together and assist one another in facilitating instruction in the classroom. "*That one is a distance grave, we use to say we should have those kinds of workshops as a department so as to share expertise, but they are not really materialising".*

It was discovered that teachers in this study do not usually work as a team; rather they work in isolation. In addition, the results indicate that teachers, parents, and students are not working together for the common good of the student. Principals have established and maintained low collaborative relationships with the stakeholders. Teachers' ideas and input are not highly sought.

Teachers feel that, their schools are collaborative, but not collaborative enough. They are not frequently consulted when crucial decisions are made. This may be because principals still cling to their power.

South African Council for Educators (2000) envisages "*An educator* [who] *keeps abreast of education trends and developments and promotes the ongoing development of teaching as a profession"*. However, data in the study revealed that there was inadequate CPDT and lack of training in IL. According to records kept by the two schools less workshops and teacher meetings are conducted for teachers inside and outside the school. Workshops are conducted irregularly throughout the year and teachers at the two sites are not exposed to sustained and intensive professional development. Teachers receive professional development in the form of spontaneous, short professional development workshops organised either at the District or Provincial offices. Allwell said, "*In terms of professional development we normally…..make plans to get help from other schools and also from the circuit officials".* However, when it comes to cooperation across different departments, cooperation is said to be occuring in a moderate way. Cordellia (HOD) had this to say concerning the CPDT, "*For now, as a school we are not doing it. We are doing it…individually as departments…"*

In response to the question, how does the micro-political context of the school influence conversations about the quality of teaching and learning in the classroom, the study revealed that the micropolitical context is likely to shape the power domains from which and how principals work. Relationship to teachers and other key stakeholders are factors that impact upon the decisions and directions that principals pursue. Peter indicated that *"If the educator is not feeling comfortable about something at school and you are not taking that particular educator on board that educator will go around and mobilise other educators so that they can be on your back or so that they can be behind your back".*

Research findings indicate that the staff meetings at the two schools, are infrequent, and are under the political control of the principal who often transmits information through pseudo-participation to legitimate and maintain the nature of the hierarchy. "*I will tell you one thing my seniors are very afraid of meetings, they are very afraid of meetings. We sometimes have to tell them to call a meeting and then tell them what we want to discuss, for an example the principal will deliberately say we cannot meet"*. In addition, micropolitical tensions between teaching and senior staff due to their divergent interests could be found at the staff meeting. *They told educators not to allow us to visit them in classes, but because we want to promote the wellbeing of the learner we always sit down with our PL1*[Post Level 1] *educators…to come up with a plan. But I am telling you we don't get 100% cooperation. They tell you the union said we should go out.*

The principals relied on closed and conflictive leadership approaches and consequently, formal hierarchies are enforced through mandates, rewards and sanctions to ensure efficiency and compliance. "*He just writes a memo, they will rather write memos instead of calling a meeting"*. *"…you might find a teacher who will take most of the time coming to school late, later than agreed and you find that it takes the principal a long time to address it".*

The overall results indicate that the two principals were weak instructional leaders. Teachers commented that the principal lacked leadership in the area of curriculum, let teachers teach whatever they wanted to, and never asked teams to collaborate on curriculum or any other component of the school.

6.2. RECOMMENDATIONS

Some years back, principals were only seen as managers of schools in South Africa. When I assumed a principalship position, the same was expected from me – to manage the school. I did not

have sufficient experience of management. I never had a chance to attend or complete a leadership programme and I was not inducted into the new role. After enrolling for the M. Ed in leadership studies, I have realised that there is a leadership challenge within our schools. Based on the theoretical and practical experienced gained, the following recommendations are made:

Given the obvious weakness in instructional leadership and professional development of teachers, it is recommended that SMTs and serving principals should be provided with in-service training in instructional leadership. DBE should use a system of principals' workshops conducted by internal or external experts or a combination of both to ensure that school principals share a common view of what they are expected to provide to their schools. The focus of such workshops should be on instructional behaviours of the principal, learning and instruction. DBE should use the available time during school recess to conduct such workshops.

A recommendation for unions and DBE is that they must jointly develop criteria for teacher observations based on current research. The role of the unions must change and be clearly defined. Unions should move beyond the status of "social partners" and become "professional partners" in education and negotiate agreements focused on student learning. Unions should defend high quality teaching with the same vigour and passion it uses to safeguard the rights of teachers. Unions must inform their members of the new approach adopted and impress members that adoption does not mean shifting from the basic objectives. It is recommended that there must be a shift away from a process owned by the principal to a more effective informal process owned by teacher teams. The envisaged change can be accomplished by moving away from casual unannounced classroom visits to constant unannounced visits; by creating time for teacher teams to meet and to visit all classrooms to check how things were going using a common rubric to observe and by giving teachers timely face to face feedback in an informal, low threat atmosphere after every classroom visit. The study therefore recommends that teachers should be exposed to extensive training not only in AR, but also in mentoring and coaching.

Support study groups led by the circuit manager or another principal should be established for principals to discuss leadership issues. The support groups should meet on monthly basis, and should lead to interactions wherein principals will visit each other in their schools. Principals will use the inter-visits to walk through classrooms together, sit on staff meetings to learn from one another.

6.3. IMPLICATIONS

Principals should elucidate and breathe life into the vision of the school. The vision should include the actuality of the school and the plausibility of what the school may become. The principal should communicate the vision to the school community such that they adopt, use and grow to live the expression of it.

The study provides a starting point for further enquiry into school leadership. We need to know more about which specific leadership strategies are employed in schools that are succeeding, especially those schools in poverty stricken communities where the obstacles to quality teaching and learning are great. A comparative research between rural and urban secondary schools would be significant in identifying differences in the principal's IL behaviours.

Principals and aspiring principals can read this study to understand the complexity of the task before them. Merely using a phrase like Management by Walking Around does not indicate that the work behind the theory is actually being done. Principals could improve their own practice as instructional leaders in the light of the evidence presented and referenced in this report by listening to the voices of the teachers and SMT members. This study provides valuable information about what makes schools decline in the first place and the factors that might hinder their transformation. The following aspects have been identified as indicators of organisational decline: communication decreases, criticism and blame increase, and negativity spreads.

Further research could be undertaken in more than two schools and in other districts to compare the behaviours of instructional leaders across schools in the districts. The anticipated research on IL activities might then reveal a deeper understanding of the activities of principals and how through positive leadership South African schools could advance.

REFERENCES

Aluwihare-Samaranayake, D. (2012). Ethics in Qualitative Research: A View of the Participants'and Researchers' World from a Critical Point. *International Journal Of Qualitative Methods*, 11(2) 64-81.

Arlestig, H. (2007). Principal's Communication Inside Schools: A Contribution To School Improvement. *The Educational Forum*, 71, 262-273.

Bell, L., & Kent, P. (2010). The Cultural Jigsaw: A Case Study Exploring The Ways in Which Sixth-Form Students Perceive School Culture. *Educational Management Administration & Leadership*, 38(1),8-32.

Blase, J., & Blasé, J. (2000). Effective Instructional Leadrship: Teachers'Perspectives on How Principals Promote Teaching And Learning in Schools. *Journal of Educational Administration*, 38(2), 130-141.

Blase, J. & Blasé, J. (2002). The micro-politics of instructional supervision: a call for research. *educational administration quarterly*, 38(1), 6-44.

Blase, J., & Blasé, J. (2004). *Handbook of Instructional Leadership: How Successful Principals Promote Teaching And Learning (2nd ed.).* Thousand Oaks, CA: Corwin Press.

Blumer, H. (1969). *Symbolic Interactionism: Perspective And Method.* Englewood Cliffs, NJ: Prentice Hall.

Botha, R.J. (2004). Excellence in Leadership: Demands on The Professional school Principal. *South African Journal of Education*, 24(3), 239-243.

Bush, T., Joubert, H., Kiggundu, R., & van Rooyen, J. (2010). Managing Teaching and Learning in South African Schools. *International Journal of Educational Development*, 30,162-168.

Bush, T., & Jackson, D. (2002). A Preparation For School Leadership: International Perspectives. *Educational Management Administration & Leadership*, 30(4), 417-429.

Bush, T. (2007). Educational Leadership And Management: Theory, Policy and Practice. *South African Journal of Education*, 27(3), 391-406.

Bush, T., Kiggundu., E & Moorosi, P. (2011). Preparing New Principals in South Africa: The ACE: School Leadership Programme. *South African Journal of Education*, 31, 31-43.

Busher, H. & Barker, B. (1999). Leadership of School Subjects Areas: Tensions and Dimensions of Managing in the Middle. *School Leadership and Management*, 19(3), 305-317.

Busher, H. & Harris, A. (2003). The Crux of Leadership: Shaping School Culture by Contesting the Policy Contexts and Practices of Teaching Learning. *Educational Management Administration & Leadership*, 31, 51.

Carcary, M. (2009). The Research Audit Trial-Enhancing Trustworthiness in Qualitative Inquiry. *Electronic Journal of Business Research Methods*, 7(1), 11-24.

Carter, S.C. (2002). *No Excuses: Lessons From 21 High-Performing, High-Poverty Schools.* Washington DC: The Heritage Foundation.

Catano, N., & Stronge, J.H. (2006). What Are Principals Expected To Do? Congruence Between Principal Evaluation And Performance Standards. *National Association of Secondary School Principals Bulletin*, 90(3), 221-237.

Christie, P. (2010). Landscapes of Leadership in South African Schools: Mapping The Changes. *Educational Management administration & Leadership*, 38(6), 694-711.

Cooper, B. S., Ehrensal, P.A.L., & Bromme, M. (2005). School-Level Politics and Professional Development: Traps in Evaluating the Quality of Practicing Teachers. *Educational Policy*, 19(1), 112-125

Copland, M.A. (2003). Leadership of Inquiry: Building and Sustaining Capacity For school Improvement. *American Educational Research Association*, 25(4), 375-395.

Davidoff, S., & Lazarus, S. (1997). Organising Framework for Understanding Schools, Ch.2 in. In *The Learning School: An Organisational Development Approach.* Cape Town: Juta.

Dembele, H., & Schwille, J. (2006). Can The Global Trend Toward Accountability Be Reconciled With Ideals of Teacher Empowerment? Theory And Practice in Guinea. *International Journal of Educational Research*, 45( ), 302-314.

Department of Education. (2001, July). The National Policy on Whole School Evaluation. *433(22512), Government Gazette*. Pretoria: Government Printer.

Department of Education. (2005). *Draft Document: The South African Stantard For Principalship: Leading And Managing South African Schools in the 21st Century.* Pretoria: Government Printer.

Desimone, L.M. (2009). Improving Impact Studies of Teachers'Professional Development: Toward Better Conceptualizations And Measures. *Educational Researcher*, 38(3), 181-199.

Donmoyer, R., & Galloway, F. (2010). Reconsidering The Utility of Case sstudy Designs For Researching School Reform in A Neo-Scientific Era: Insights From A Multi Year, Mixed Methods Study. *Educational Administration Quarterly*, 46(1), 3-30.

Dooley, L.M. (2002). Case Study Research and Theory Building. *Advances in Developing Human Resources*, 4(3), 335-354.

Duke, D.L. (2006). What We Know Or Don't Know About Improving Low-Performing Schools. *Phi Delta Kappan*, 87(10), 728-734.

Eacott, S. (2011). New Look Leaders Or A New Look At Leadership? *International Journal of Education Management*, 25(2). 134-143.

Education Labour Relations Council. (2003). *Integrated Quality Management Systems Collective Agreement no. 8.* Pretoria: Government Printer.

Englert, K., Fries, D.,Martin-Glenn, M., & Douglas, B. (2007). Accountability Systems: A Comparative Analysis of Superitendent, Principal and Teacher perceptions. *International Journal of Education Policy & Leadership*, 2(4), 1-12.

Enueme, C., & Egwunyenga, E.J. (2008). Principals'Instructional Leadership Roles And Effect on Teachers's Job Performance: A Case Study of Secondary Schools in Asaba Metropolis, Delta State, Nigeria. *Journal of Social Sciences*, 16(1), 13-17.

Fallon, G., & Barnett, J. (2009). Impacts of School Organizational Restructuring Into a Collaborative Settig on The Nature of Emerging Forms of Collegiality. *International Journal of Education Policy & Leadership*, 4(9), 1-14.

Flyvberg, B. (2006). Five Misunderstanding About Case Study Research. *Qualitative Inquiry*, 12, 2, 219-

245.

Fullan, M. (1999). *Change Forces: The Sequel.* London: Falmer.

Gentilucci, J. L., & Muto, C.C. (2007). Principal's Influence on Academic Achievement: The Student Perspective. *NASSP Bulletin*, 91(3), 219-236.

Ghamrawi, N. (2011). Trust Me: Your School Can Be Better- A Message From Teachers to Principals. *Educational Management Administration & Leadership*, 39(3), 333-348.

Grant, C. (2006). Emerging Voices On Teacher Leadership: Some South African Views. *Educational Management administration & Leadership*, 34(4), 511-532.

Hallinger, P., & Heck, H.R. (1998). Exploring The Principoal's Contribution to School Effectiveness: 1980-1995. *School Effectiveness and School Improvement*, 9, 157-191.

Hallinger, P. (2010). A Review of Three Decades of Doctoral Studies Using The Principal Instructional Management Rating Scale: A Lens on Methodological Progress in Educational Leadership. *Education Administration Quarterly*, 47, 2, 271-306.

Hamilton, L. (2011). Case Studies in Educational Research. *Britis Education Association Research Online Resource. Last Accessed[2012-11-07]*.

Hargreaves, A. (1994). *Changing Teachers, Changing Times: Teachers'work And Culture in The Postmodern Age.* London: Cassell.

Harris, A. (2001). Department Improvement and School Improvement: A Missing Link? *British Educational Research Journal* , 27(4), 476-486.

Hatcher, R. (2008). System Leadership, Networks and The Question of Power. *Educational Management Administration & Leadership*, 22(2), 24-30.

Heystek, J. (2007). Reflecting on Principals as Managers or Moulded Leaders in a Managerialistic School System. *South African Journal of Education*, 27(3), 491-505.

Hoadley, U., Christie, P., & Ward, C. (2009). Managing To Learn: Instructional Leadership in South African Secondary Schools. *School Leadership and Management*, 299(4), 373-389.

Hussein, A. (2009). The Use of Triangulation in Social Science Research: Can Qualitative and Quantitative Methods Be Combined? *Journal of Comparative Social Work*, 1(1),1-12.

Iacono, J.C., Brown, A., & Holtham, C. (2011). The Use of Case Study Method in Theory Testing: The Example of Steel eMarketplaces. *Electronic Journal of Business Research Methods*, 9(1),57-65.

Jita, L.C. (2010). Instructional Leadership For The Improvement of Science and Mathematics in South Africa. *Procedia Social and Behavioral Sciences*, 9, 851-854.

Keet, J. (2010, January 07). *http://www.mg.co.za/article/2010-01-07-matric-results-a-wakeup-call-for-sa*. Retrieved April 15, 2011

Kelly, A. (2003). *www.ncsl.org.uk/researchassociates*. Retrieved April 12, 2011

Khan, S.H., Saeed, M., & Fatima, K. (2009). Assessing The Performance of Secondary School Headteachers: A Survey Study Based on Teachers'Views In Punjab. *Educational Management Administration & Leadership*, 37(6), 766-783.

Kose, B.W. (2009). The Principal's Role in Professional Development For Social Justice: An Empirically-Based Transformative Framework. *Urban Education*, 44(6), 628-663.

Kruger, A.G. (2003). Instructional Leadership: The Impact on The Culture of Teaching and Learning in Two Effective Secondary schools. *South African Journal of Education*, 23(3), 206-211.

Lambert, L. (2007). *Lasting Leadership.* San Francisco: Josey-Bass.

Lee, E., Mishna, F., & Brennestuhl, S. (2010). How To Critically Evaluate Case Studies In Social Work. *Research On Social Work Practice*, 20(6), 682-735.

Leithwood, K., Pattern, S., & Jantzi, D. (2010). Testing A Conception of How School Leadership Influences Student Learning. *Educational Administration Quarterly*, 46(5), 671-706.

Lind, V.R. (2001). Designing Case studies For Use in Teacher Education. *Journal of Music Teacher Education*, 10(7), 6-13.

Lindle, J.C., & Mawhinney, H.B. (2003). Introduction: School Leadership and The Politics of Education. *Educational Administration Quarterly*, 39(1), 3-9.

Marks.H., &. Printy, S. (2003). Principal Leadership and school Performance: An Intergration of Trasformational and Instructional Leadership. *Educational Adminstration Quarterly*, 39(3) 370-397.

May, H., & Supovitz, J.A. (2011). The Scope of Principal Efforts To Improve Instruction. *Educational Administration Quarterly*, 47(2), 332-352.

Mayrowetz, D. (2008). Making Sense of Distributed Leadership: Exploring The Multiple Usages of The Concept in The Field. *educational Administration Quarterly*, 44(3), 424-435.

Mead, G.H. (1934). *Mind, Self And Society.* Chigago: University of Chigago Press.

Mero-Jaffe, I. (2011). 'Is That What I Said?' Interview Transcript Approval by Participants: An Aspect of Ethics in Qualitative Research. *International Journal of Qualitative Methods*, 10(3) 231-247.

Merriam, S.B. (1998). Qualitative Research and Case Study Applications in Education. *San Francisco: Jossey-Bass*.

Merriam, S.B. (2009). Qualitative Research: A Guide to Design and Implementation. San Francisco: Jossey-Bass.

Moswela, B. (2010). Instructional Supervision in Botswana secondary Schools: An Investigation. *Educational Management Administration & Leadership*, 38(1), 71-87.

Ngcobo, T., & Tikly, L.P. (2010). Key Dimensions Of Effective Leadership For Change: A Focus on Township And Rural Schools In South Africa. *Educational Management Administration & Leadership*, 38(2), 202-228.

O'Donnel, R.J., & White, P. (2005). Within The Accountability Era: Principal's Instructional Leadership Behaviours and Student Achievement. *NASSP Bulletin*, 89(645), 56-71.

Pansiri, N.O. (2008). Instructional Leadership For Quality Learning: An Assessment of The Impact of The Primary School Management Development Project in Botswana. *Educational Management Administration & Leadership*, 36(4), 471-494.

Penuel, W.R., Fishman, B.J., Yamaguchi, R., & Gallagher, R.P. (2007). What Makes Professional Development Effective? Strategies That Foster Curriculum Implementation. *American Educational*

Research Journal, 44(4), 921-958.

Peterson, K., & Deal, T. (1998). How Leaders Influence The Culture of Schools. *Educational Leadership*, 56(1), 28-30.

Peurach, D.J., & Marx, G.E. (2010). Leading Systematiac Improvement: Confronting Complexity in Turnaround Schools. *Journal of Cases in Educational Leadership*, 13(3), 26-36.

Pianta, R.C., & Hamre, B.K. (2009). Conceptualization, Measurement, and Improvement of Classroom Processes: Standardized Observation Can Leverage Capacity. *Educational Researcher*, 38(2), 109-119.

Polkinghorne, D.E. (2005). Language and Meaning: Data Collection in Qualitative Research. *Journal of Counselling Psychology*, 52(2),137-145.

Read, A., & Hoff, L. (2010). Clearwater: A Case Study In Curricular Innovation and School Reform. *Journal of Cases In Educational Leadership*, 8(1), 6-17.

Republic of South Africa. (1996). *National Education Policy Act 27of 1996*. Pretoria. Government Printer.

Republic of South Africa. (2000). *South African Council for Educators Act of 2000.* Pretoria. Government Printer.

Rizvi, M. (2008). The Role of School Principals in Enhancing Teacher Professionalism: Lessons From Pakistan. *Education Management Administration & Leadership*, 36(1), 85-100.

Scheeler, M.C., Ruhl, K.L., & McAfee, J.K. (2004). Providing Performance Feedback to Teachers: A Review. *Teacher Education And Special Education*, 27(4), 396-407.

Schein, E. (2004). *Organizational Culture And Leadership.* San Francisco: Jossey-Bass.

Seawright, J., & Gerring, J. (2008). Case Selection Techniques In Case Study Research: A Menu Of Qualitative and Quantitative Options. *Political Research Quarterly*, 61(2), 294-308.

Silva, J.P., White, G.P., & Yoshida, R.K. (2011). The Direct Effects of Principal-Student Discussions on The Eighth Grade Students'Gains in Reading Achievement: An Experimental Study. *Educational Administration Quarterly*, 47(5), 772-793.

Sim, Q. (2011). Instructional Leadership Among Principals of Secondary Schools in Malaysia. *International Research Journals*, 2(12), 1784-1800.

South. (2000). *South African Council of Educators Act 31* . Pretoria: Government Printer.

Taylor, N. (2011). *Priorities For South Africa's Education And Training Crisis: A Review Commissioned By The National Planning Commission.* Pretoria: Office of The Presidency. Available at www.jet.org.za.

Tirozzi, G.N. (2001). The Artistry of Leadership: The Evolving Role of The Secondary School Principal. *Phi Delta Kappan*, 82(6), 434-439.

Tyagi, R.S. (2010). 'School-based Instructional Supervision And Effective Professional Development Of Teachers'. *Compare: A Journal of Comparative And International Education*, 40(1), 111-125.

van der Mescht, H., & Tyala, Z. (2008). School Principals'Perceptions of Team Management: A Multiple Case Study of Secondary Schools. *South African Journal of Education*, 28(2), 221-239.

vanWynsberghe, R., & Khan, S. (2007). Redefining Case Study. *International Journal of Qualitative Methods*, 6(2),80-94.

Wahlstrom, K.L., & Louis, K.S. (2008). How Teachers Experience Principal Leadership: The Roles of Professional Community, Trust, Efficacy, and Shared Responsibility. *Educational Administration Quarterly*, 44(4), 458-495.

Wanzare, Z. O. (2002). Rethinking Teacher Evaluation In The Third World: The Case Of Kenya. *Educational Management Administration & Leadership*, 30(2), 213-229.

Waters, T., Marzano, R.J., & McNulty, B.A. (2003). Balanced Leaership: What 30 Years Of Research Tells Us About The Effect Of Leadership On Student Achievement. *Aurora, CO:Mid-Continent Research For Education And Learning*.

Witziers, B., Bosker, R.J., & Kruger, M.L. (2003). Educational Leadership And Student Achievement: The Elusive Search For An Association. *Educational Administration Quarterly*, 39(3), 398-425.

Yin, R. (1994). *Case Study Research: Design and Methods.* London: Sage.