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DECLARATION

I declare that this research report is my own unaided work. All the sources l used have been indicated and acknowledged by means of complete references. The research is submitted in the partial fulfilment of the requirements of the degree of Master of Education from the University of Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in any other university.

Name of candidate: …….

Signature: ……..

Date of submission: …….

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My sincere acknowledgement also goes to my husband and children. Their love, care and support for my studies is greatly appreciated.

ACRONYMS

HoDs	Heads of Department
CAPS	Curriculum Assessment Policy Statements
Ofsted	English Office for Standards in Education
IQMS	Integrated Quality Management System
SMT	School Management Team
SGB	School Governing Body
SIP	School Improvement Programme
COSAS	Congress of South African Students
ATP	Annual Teaching Plan
ACE	Advanced Certificate in Educational Leadership
ANA	Annual National Assessment
DoE	Department of Education
APA	American Psychological Association
ATP	Annual Teaching Plan
SAEA	South Africa Education Act

ABSTRACT

This research report explores the significance of instructional leadership in raising learner outcomes in underperforming secondary schools in township settings. Literature suggests that, if principals possess strong instructional leadership skills, then the decline of the culture of teaching and learning may possibly be resolved (Blasé and Blasé, 1999; Elmore and City, 2007). This study was therefore done to investigate how the principals' conceptualisation and enactment of instructional leadership might possibly promote an enhanced culture of teaching and learning in township settings.

Research shows that some progress has been made in understanding relationships between instructional leadership and student achievement, but most of the complexities in instructional leadership have not been researched (Leithwood, Jantzi & Steinbach, 1999). Additionally, Hallinger (2003) argues that there is still little knowledge about conceptualisation and application of instructional leadership by principals in schools (Spillane, Diamond & Jita, 2003). This research explored the instructional leadership practices that principals engage in as they enact instructional leadership to improve teaching and learning in the two secondary schools.

The study was based on the three fundamental questions which were meant to investigate the conceptualisation and enactment of instructional leadership and the challenges principals face in township settings. It adopted the qualitative research design and it was conducted through the case study approach. Interviews and observations were used to generate relevant data to the study. Semi-structured interviews were conducted with the four participants who were interviewed separately, one principal, one vice principal and two teachers.

The study found out that the vice principal and principal 1 understand the concept of instructional leadership and they apply the concept as they monitor, supervise and assist teachers during their instructional practice in the schools. They also value the need to define the school vision for all members to participate towards achieving the school goals of teaching and learning. However, despite the schools' efforts to raise learner outcomes, the challenges associated with multiple deprivations like lack of resources, educational poverty, political activities and teenage pregnancies tend to hinder their progress.

Based on the findings of the research, the researcher concludes that even though the principals engage in the whole school supervisory roles as they apply different instructional practices, whether what they are doing is correct or not, this is beyond the scope of this study. The researcher therefore recommends for the need of ongoing professional development for school leaders on the issues of instructional leadership especially in township settings.

Key words: instructional leadership, underperforming schools, multiple deprivation, educational poverty, township settings, challenges, teaching and learning.

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CHAPTER 1: INTRODUCTION AND BACKGROUND OF THE STUDY

1.0 Introduction

This research is on instructional leadership and was conducted in two underperforming secondary schools in Soweto. The research is an investigation of how principals and senior managers conceptualise and enact instructional leadership and the challenges they experience in trying to lead township based schools out of the state of underperformance.

Schools in township settings are regarded as disadvantaged because of the effects of apartheid and most of them are characterised by poor infrastructure and lack of resources (Christie & Lingard, 2001). They are disadvantaged in the sense that their infrastructure and resources are far much below the standards of former white schools. Their enrolment is from multiple deprived communities with parents who are educationally poor (Maringe & Vilakazi, 2015) and therefore cannot support their children's education but leave the schools to deal with their children's social problems (Christie, 2010; Maringe et al. 2015). This is consistent with Fleisch's (2008, p.2) observation that the township enrolment comprises of "the majority of working-class and poor children who bring their health, family and community difficulties with them into the classroom." Hence, the roles of principals in township settings become complicated because, instead of concentrating on their instructional practices, they need to attend to the learners' social issues as well. In such a scenario, instructional time is compromised and this eventually results in the decline of learner outcomes and the schools graded as underperforming.

However, even though township settings are always associated with challenges that hinder learners' progress, there are 'resilient schools' in the same contexts (Christie & Potterton, 1999) which are doing well despite the same disadvantaged background of the apartheid legacy. Even though they contribute a small percentage of learner performance in township schools, resilient schools produce good results against their odds (ibid) and such differences probably exist due to differences in leadership styles.

Given the potential role and significance of instructional leadership in raising learner outcomes and school performance (Harris & Chapman, 2002), this research explores ways in which the notion of instructional leadership is understood and enacted in underperforming schools and the challenges principals face in their attempts to raise standards in those schools. The research also focuses on exploring the ways in which principals and senior managers

mobilise their schools to try and do well in academic performance despite the challenges they might be facing.

This research report begins with the introduction and background of the study, the problem statement, research questions, the purpose statement and the rationale of the study. This is followed by a review of literature where concepts of instructional leadership were discussed based on the conceptual and theoretical frameworks of researchers in the field. The report also discusses the methodological approach and the research design that was used for data generation and the methods used for data analysis. The ethical issues that were considered before carrying out the study and the limitations were also discussed. This was followed by a discussion on the presentation of the findings. Based on the findings of the study, the report finally presents the conclusions and recommendations for ongoing professional development on issues of instructional leadership.

This section of the research report will be structured in the following way:

1.1 Background of the study

The notion of dysfunctional schools in South Africa

Dysfunctional schools, according to Christie and Lingard (2001, p. 289), "show a picture of organisational failure," where there are no systems and procedures for school operations. They argue that such schools have "common features of haphazard timetabling, unsystematic record keeping, teachers and learners often not in class, high rates of violence and lack of procedures for appropriate accountability." So with this set up where there are no sound structures to promote the day to day running of school, effective teaching and learning becomes very difficult.

In South Africa, the Department of Education (DoE) profiles schools based on their performance and assesses schools based on their matric results. Schools that achieve 40% and below in matric results are classified as dysfunctional or priority schools, a term that was used by principal 1 and the vice principal during the interviews. However, the term 'underperforming` is currently accepted since 'dysfunctional' has been argued to be demoralising, thus contributing to teachers and learners being demotivated and therefore underperform in such schools. In this research report, the term underperforming was used to ensure better chances of access to the two secondary schools and authentic participation from the participants.

Underperforming schools need innovative strategies that can help raise learner outcomes and research suggests instructional leadership as an approach that may possibly remedy the situation in township secondary schools. This concurs with Harris and Chapman (2002) who, writing for the UK context, argue that instructional leadership may significantly contribute towards improving teaching and learning in poor schools. Instructional leadership is viewed as the central concept to school improvement. For instance, Supovitz and Buckley (2008) argue that for schools to improve, principals should be involved in 'organizing, coordinating, monitoring and supporting teachers' as a way of creating opportunities for high quality learning. This possibly implies that effective teaching and learning can be a result of well-organized and well-coordinated structures in a school. The conceptualisation and enactment of instructional leadership becomes essential to explore the values such leadership can bring to schools (ibid).

Instructional leadership is a concept that is growing in importance. Its main emphasis is on classroom instruction which can be achieved through team spirit and support facilitated by leaders (Hallinger & Murphy, 1985), with principals and teachers involving themselves for the smooth running of schools. This concurs with Hallinger's (1985) observation that the emphasis in the concept of instructional leadership is on collegial classroom observations that focus on support, guidance and encouragement of reflective teaching. Teachers need support, guidance, encouragement and motivation to work towards achieving the schools' goal which, according to Bush (2008), is the overriding purpose of schools and colleges.

Research therefore suggests that strong instructional leadership may possibly enhance the school culture, even in multiple deprived communities. This possibly implies that if principals possess strong instructional leadership skills, then they might improve the situation of teaching and learning and raise learner outcomes in their township contexts.

1.2 Problem statement

The origin of underperformance in South African schools can be traced back to the apartheid era where there were segregations between education for whites and education for blacks (Male, 2004; Karlsson, 2007). The current challenge for the education system is to eradicate the effects of the apartheid legacy which tend to hinder the progress of teaching and learning in township settings. Several research studies show that, since the attaining of democracy in 1994, the government has been attempting to address the challenges in township based schools but learners from such schools still lag behind in performance.

As mentioned earlier, the availability of 'resilient' schools that tend to do well against the odds of being in multiple deprived communities (Christie & Potterton, 1999) possibly implies that such schools survive because of many factors like suitable and safe environment, resources and the leadership style applied by the school principals being one of them. An important step to manage underperforming secondary schools might therefore probably depend on the principals' and teachers' ability to engage in innovative strategies that can raise learner outcomes. Given the potential role and significance of instructional leadership in raising learner outcomes and school performance, literature suggests the concept as an approach that may possibly remedy the situation in underperforming secondary schools (Harris & Chapman, 2002).

After exploring issues around instructional leadership and underperforming schools, I formulated the following research questions to guide the focus of my study in examining how instructional leadership might possibly promote effective teaching and learning in two underperforming secondary schools in Soweto.

1.3 Research Questions

Main Question:

How might instructional leadership promote effective teaching and learning in underperforming secondary schools?

Sub-questions:

1. How is the notion of instructional leadership conceptualised and understood by principals and senior managers in underperforming schools?

2. In what ways is instructional leadership put into practice in the organisation and management of teaching and learning in underperforming schools?

This involves exploring the purpose of instructional leadership in the management of teaching and learning in the two underperforming secondary schools.

3. What challenges do principals and senior managers face in applying instructional leadership in underperforming schools?

This involves investigating the specific challenges faced by school leaders and teachers in applying instructional leadership in the two underperforming secondary schools not just general problems in township settings.

4. What additionally could be done to promote effective teaching and learning in underperforming schools?

To answer these research questions, I formulated the following aim and objectives:

1.4 Aim and objectives

Aim: To explore how instructional leadership can be used to lead and manage effective teaching and learning in two underperforming schools in Soweto.

Objectives:

- To explore the ways in which principals and senior managers lead and manage effective teaching and learning in two underperforming secondary schools in Soweto
- To explore the ways in which instructional leadership is put into practice in the management of teaching and learning in underperforming schools
- To investigate the challenges leaders face in applying instructional leadership in township settings

The significance of my study is rationalised in the following section:

1.5 Rationale

This research report is important in three main ways:

The government has been trying to redress inequalities in South African schools but, despite such efforts, learner outcome in township school settings still falls behind. Even though the problem of underperformance can be traced back to apartheid education, how to remedy the situation is still not clear (Christie, 2010). However, there are suggestions from research that, should principals possess strong instructional leadership skills, then the decline of the culture of teaching and learning may possibly be resolved (Blasé & Blasé, 1999; Elmore and City, 2007). The research was therefore done to contribute to the research on how the principals' conceptualisation and enactment of instructional leadership may possibly promote effective teaching and learning in underperforming secondary schools.

Research shows that, even though some progress has been made in understanding relationships between instructional leadership and student achievement, most of the complexities in instructional leadership have not been researched (Leithwood, Jantzi & Steinbach, 1999). Hallinger (2003) argues that there is still little knowledge about conceptualisation and application of instructional leadership by principals in schools (Spillane, Diamond & Jita, 2003). This research was therefore done to explore the actual

instructional leadership practices that may help improve teaching and learning in township settings.

Moreover, as highlighted in Blase and Blase's (1998) study, more research needs to be done on the effects of leader behaviour on teacher behaviour and the relationship of instructional leadership to teaching and instructional leaders' characteristics. In addition to this view, Heck and Hallinger (1999) argue that research still lacks details of how school leaders should develop and maintain structures that enable instructional innovations that can improve teaching and learning. This links with Christie's (2010) observation that there is still need for research to come with solutions on how the apartheid legacy may possibly be rectified. This study was significant since its aim was to explore how instructional leadership can be used to lead and manage effective teaching and learning in two underperforming secondary schools in township settings.

1.6 Significance of study

Contrary to the common practice of instructional leadership as reinforcing specific prescribed teacher behaviour and skills, Christie (2010) advocates that, current research puts much emphasis on classroom instruction, curriculum and staff development and yet there are other factors that play a crucial role in raising learner outcomes. For instance, effective teaching and learning might be difficult in multiple deprived contexts where there are no resources and most parents are educationally poor (Maringe & Vilakazi, 2015). This possibly suggests that, even though instructional leadership is widely accepted as central to school improvement (Ofsted, 2000), it has some limitations.

Instructional leadership basically focuses on the principals' roles in controlling, coordinating, supervising and developing curriculum and instruction in the school (Bumburg & Andrews, 1990; Hallinger & Murphy, 1985). This means it does not direct on what exactly should be done in the classrooms to promote effective teaching and learning. Due to such limitations, the concept therefore cannot provide all solutions that are required in the drive to improve the school culture in underperforming schools.

This study is thus important as it explores, through observations and interviews, how instructional leadership can be used to lead and manage effective teaching and learning to achieve an enhanced teaching and learning culture in the two secondary schools.

1.7 Justification of the study

The research was carried out with the hope of contributing towards the significance and potential role of instructional leadership in improving teaching and learning in underperforming secondary schools. The recommendations on how the concept may enhance the school culture were made as a result of the findings of the study, basing on how principal 1 and the vice principal conceptualise and enact instructional leadership in their township based secondary schools.

To carry out this study, an appropriate research design was followed and this is briefly discussed in the following section (a detailed description is given in chapter three):

1.8 Overview of the Research Methodology

The qualitative research design where researchers directly interact with the participants in their setting to generate data (McMillan & Schumacher, 2006) was utilised in this study. This was appropriate for the study since I was seeking for a deep understanding of the participants' experiences, behaviour, emotions and perceptions regarding the conceptualisation and enactment of instructional leadership in their multiple deprived communities (McMillan & Schumacher, 2006). Quantitative research design was not suitable for this study since its emphasis is on objectivity (ibid). This study explored the real-life experiences of school leaders and teachers as they engage in their instructional roles at different levels and the challenges they encounter in their practices. The case of two secondary schools in Soweto was explored and the participants were one principal, one vice principal and two teachers. The participants were selected following the principals of purposeful sampling (McMillan & Schumacher, 2006).

The researcher used interviews and observations as data generation methods. The four participants of this study were interviewed separately. Both methods were used to ensure the credibility and dependability of the research. The data generated were analysed through the 'authentic narrative where a thick description in the narratives interspersed with brief quotations representing the participants' language' were given (McMillan and Schumacher, 2006). The brief quotations from the four participants were used to authenticate their perceptions on instructional leadership, its enactment and the challenges they face in their contexts. Ethical issues such as informed consent, right to withdraw, confidentiality and anonymity were considered.

1.9 Overview of Chapters

Chapter one comprises the introduction and background of the research. Other components in this chapter are the problem statement, research questions, aims and objectives and the rationale of the study. The research design and methodology used is highlighted and the chapter is rounded off by the outline of chapters. Chapter two reviews the relevant literature that informed the research. It also provides the conceptual framework which was developed from instructional leadership theory. The framework identifies the following concepts which are discussed in the literature review; conceptualisation and enactment of instructional leadership, the challenges faced by principals and senior managers, underperforming secondary schools, teaching and learning in township settings and township schools as disadvantaged schools. Chapter three identifies and maps out the processes involved in carrying out the study by discussing the research design and the methodological approach that was utilised in this study. It also deals with the description of the sampling technique, data generation strategies, data analysis, credibility and dependability, ethical consideration and the limitation of the study. The generated data from the participants were presented and analysed in chapter four. Chapter five finally provides the summary and conclusions of the report, based on the findings and the recommendations which suggest a need for ongoing professional development on the issues of instructional leadership.

1.10 Conclusion

This chapter has discussed the concepts that underpin the background of this study. Issues around the apartheid legacy were discussed as the major sources of challenges that hinder progress of teaching and learning in township based secondary schools. The presence of resilient schools in township settings was discussed as a possibility from research that effective leadership plays a pivotal role in working towards improving teaching and learning in underperforming secondary schools. The conceptualisation and enactment of instructional leadership was therefore discussed as a suggestion of raising learner outcomes even in multiple deprived communities.

The following chapter discusses, in the context of research questions, the literature that was reviewed from both local and international contexts.

CHAPTER 2: REVIEW OF LITERATURE

2.0 Introduction

This chapter reviews literature around the concepts of instructional leadership, township settings, dysfunctional and disadvantaged schools, township education and the challenges principals and teachers face in multiple deprived contexts. These are the relevant concepts that informed and guided the discussion and interpretation of the research findings of this study. The section below elaborates on the significance of literature review in research.

2.1 Literature Review

Literature review is discussed by Rowley and Slack (2004) as a summary of a subject field that supports the identification of specific research questions. This is consistent with what was done in this study; the research questions I formulated guided and directed me on the development of the literature search.

Literature review also involves adopting a theoretical framework or developing a conceptual framework which can be a useful tool in developing an understanding of a subject area (Rowley & Slack, 2004). In this study, my focus was to look at instructional leadership in a working context and thus developed the following conceptual framework:

2.2 The Conceptual framework

This conceptual framework shows the contextual and empirical ideas of the study. It provides a lens to analyse the key concepts in instructional leadership which were reviewed in the context of research questions.

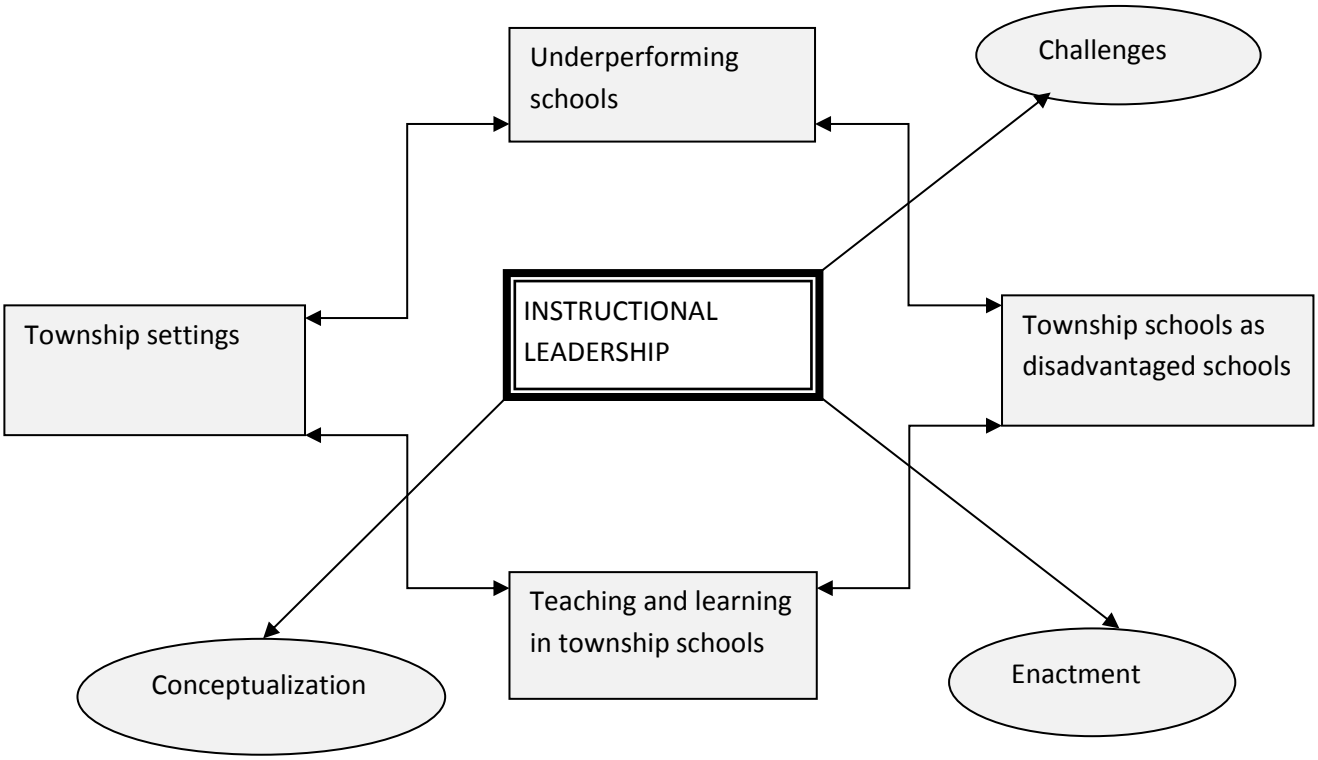


Figure 1: The conceptual framework developed from the concept of instructional leadership

I developed this conceptual framework in an attempt to expand the concept of instructional leadership. Its purpose is to provide a lens that analyses the key concepts in this study which are conceptualisation, enactment, challenges and underperforming schools. The other concepts which helped to further expand the concept of instructional leadership discussed from this framework are township settings, teaching and learning in township schools and township schools as disadvantaged schools. All these concepts were reviewed in the context of research questions.

Existing knowledge on instructional leadership was reviewed and this informed my literature search, so to identify and organize the key concepts that structure this research report, my literature review covers the following:

2.2.1 Definition and conceptualisation of instructional leadership

Research suggests that good schools are closely associated with good leaders and good leaders are often associated with strong instructional leadership skills (Murphy, 1990). This is consistent with Harris and Chapman's (2002) observation, drawing on the earlier work of Ofsted (2000), that effective leadership is widely accepted as crucial in achieving improvement in teaching and learning. This resonates with Marks and Printy's (2003)

research who assert that where schools have a positive school culture, it means principals demonstrate instructional leadership both directly and indirectly. Hoerr (2008) further claims that principals should be instructional leaders who are educational visionary and should be in a position to offer direction and expertise to ensure effective teaching and learning. This implies that if leaders practice instructional leadership, then the possibility of enhancing teaching and learning even in underperforming secondary schools becomes high.

The leadership roles that are closely associated with instructional leadership include supervision of classroom instruction, staff development and curriculum development (Smith & Andrews, 1989). This resonates with Hallinger (1985) who defines instructional leadership as direct assistance to teachers, group development, staff development and curriculum development. Murphy (1990) identifies such practices as development of the school mission and goals, co-ordinating, monitoring and evaluating curriculum, instruction and assessment and creating a teaching and learning climate. This concurs with Barth (1986) who views instructional leadership as the principals' role in promoting effective teaching through supervision of classroom instruction, coordination of the school's curriculum, planning, facilitating change, motivating staff and monitoring of students' progress. Basically, instructional leadership focuses on the school principals' roles in controlling, coordinating, supervising and developing curriculum and instruction in the school (Bumburg & Andrews, 1990; Hallinger & Murphy, 1985).

This notion of instructional leadership emphasises collegial classroom observations and specifically focuses on support, guidance and encouragement of reflective teaching, therefore advocating for collaboration (Hargreaves, 2002). This further develops the idea of working as a team where teachers observe one teacher teaching and then pass constructive comments afterwards as a way of promoting effective teaching and learning. This as well resonates with Hallinger (1985) that ideal instructional leadership is a collaborative endeavour enacted in a supportive environment that leads to an all-school action plan. This therefore shows the importance of instructional leadership if effective teaching and learning needs to be achieved in dysfunctional schools.

When viewed in broader terms, instructional leadership refers to a variety of functions that contribute to student learning, including managerial behaviours by school principals and senior managers (Donmoyer & Wagstaff, 1990; Murphy, 1990). This further develops the notion of collegiality previously discussed and is emphasized by Smith and Andrews (1989) that instructional leadership is often defined as a blend of several tasks, which include

supervision of classroom instruction, staff-development and curriculum development. His argument suggests that, should all these functions be integrated, then the teachers' needs would possibly be united with the school goals to revive the culture of teaching and learning. So for instructional leadership to promote effective teaching and learning, this would possibly depend on the principals' conceptualisation and enactment of the concept in schools.

Bendikson et al. (2012) elaborate the concept further and point out that instructional leadership of secondary school principals is conceptualised as both direct and indirect. The former focuses on the quality of teacher practice, the quality of the curriculum, teaching and assessment and the quality of teacher inquiry and teacher learning. The latter is where leaders create the conditions that allow good teaching and teacher learning to happen. Bendikson et al. (2012), drawing on the earlier work of Kleine-Kracht (1993) advocate that this may be achieved by ensuring that school policies, routines, resources and other management decisions support and aim to achieve high quality teaching and learning. Bendikson et al.'s (2012) study suggests that the positive impact of instructional leadership can be shown if leaders can initiate and provide conditions that allow effective teaching and learning in schools.

From the above discussion, literature suggests that good instructional leaders engage in supervision and observation of classroom instruction, monitor learners' progress and promote staff and curriculum developmental workshops (Barth, 1986; Smith & Andrews, 1989). This helps to equip teachers with the appropriate content and skills that benefit their classroom practice. Instructional leaders define the school mission and goals (Murphy, 1990; Bush et al., 2009) and this enables all staff members to work as a team to achieve the school's goals. They as well create a positive and learning climate (Bush et al., 2009) and have the capability to facilitate change and motivate staff, so that even in township settings, they can effectively work against the odds of their contexts and raise learner outcomes.

All these theoretical perspectives on instructional leadership discussed above were considered as the basis for undertaking this study in township settings where research shows a decline of the culture of teaching and learning (Christie, 2010). Considering the centrality of instructional leadership, through classroom supervision, staff and curriculum development, the instructional role of the leaders would possibly help equip teachers to discover and construct professional knowledge and skills which might result in an enhanced teaching and learning culture.

However, contrary to the common practice of instructional leadership as reinforcing specific prescribed teacher behaviour and skills, Pajak (1993) advocates that current research puts much emphasis on classroom instruction, curriculum and staff development and yet there are other factors that play a crucial role in raising learner outcomes. For instance, teaching and learning might be difficult to execute where there are no resources as is the situation in township settings (Christie, 2010). This possibly suggests that, even though instructional leadership is widely accepted as crucial in achieving school effectiveness (Ofsted, 2000), it has some limitations. This further develops the notion earlier discussed that instructional leadership alone cannot improve teaching and learning, rather other factors like availability of resources and a conducive learning environment are very crucial if effective teaching and learning needs to be promoted in underperforming secondary schools.

But, even though instructional leadership cannot provide all solutions that are required in the drive to improve the culture of teaching and learning in township settings, its role remains crucial particularly in underperforming secondary schools.

2.2.2 The role of instructional leadership in improving schools: national and international perspectives

The instructional leadership model emerged in the early 1980s (Hallinger & Murphy, 1985) from early research on effective schools and it targets the school's central activities of teaching and learning. Bush (2008), drawing on the earlier work of Leithwood et al. (1999, p. 8) advocates that "Instructional leadership assumes that the critical focus for attention by leaders is the behaviour of teachers as they engage in classroom activities directly affecting the growth of students." The implication from these authors' view suggests that school leaders' roles should be focussed mainly on promoting effective classroom practice through supporting teachers.

Bush and Glover (2002) assert that instructional leadership is more on influence as the model focuses on teaching and learning and on the behaviour of teachers in working with students. This concurs with Cuban (1998) who argues that instructional leadership's influencing process is intended to lead to specific outcomes. This can possibly imply that, as stated in earlier sections (Smith & Andrews, 1989) the influence of leaders is targeted at student learning through the assistance of teachers on their pedagogical practice as they interact with learners in the classroom. The main goal of classroom practice should therefore be intended to raise learner outcomes, so if applied in underperforming schools, teaching and learning might possibly be improved.

Instructional Leadership models

As mentioned in earlier sections, instructional leadership develops from Hallinger and Murphy's (1985) research model which presents it as comprising of three broad categories which are defining the school mission, managing the instructional programme and promoting the school environment. The first category of defining the school vision concurs with Bush et al. (2009) where school leaders are obliged to communicate the school's mission to the rest of staff so that all members in the school understand the school's expectations.

This notion is further developed by Day et al. (2001) who assert that good leaders communicate clear sets of personal and educational values and their vision for the organization. This helps to secure commitment among members when they feel the need to participate in the running of their organisations. If these goals are well clarified and communicated, then the school leaders, teachers and learners would work as a team with everyone passionately aiming towards achieving the school goals.

While some researchers view shared vision as a basis of promoting effective leadership, Foreman (1998) argues that the notion of visionary leadership is problematic because some heads feel uncomfortable to share their vision in their leadership practice (ibid). This resonates with Hargreaves' (2002) notion of person culture where some principals feel that everything should be rotating around the school leader. Adding to the notion of shared vision, Fullan (1992, p. 83) argues that "vision building is a highly sophisticated dynamic process which few organizations can sustain." This happens possibly because some school leaders might not be aware of the significance of sharing the vision of the organisation to allow their instructional practice to promote effective teaching and learning.

However, my perception is that vision sharing is of significant importance because no matter how good in leadership one might be, a principal cannot run a school alone. Sharing of ideas remains very crucial. Moreover, in township settings where socio-economic challenges seem to be the order of the day, principals and senior managers need to be educationally visionary and communicate the goals of the school so that all the stakeholders participate in suggesting strategies of how best they can deal with their contextual challenges.

The second category of managing the instructional program links with Hoadley (2007) who asserts that it is the role of instructional leaders to protect the instructional time by ensuring lesson attendance and regulating lesson time. Bush et al. (2009, p. 3) develop this notion further and argue that the "responsibility of managing teaching and learning is spread at different levels in the school." The principals and the SMTs have a whole school role while

the HoDs' responsibility lies in ensuring that effective teaching and learning happen in the school. Teachers are instructional leaders in their classrooms and are therefore expected to manage the curriculum implementation as they engage in their classroom practice (ibid).

Hallinger and Murphy's (1985) third category of promoting the school environment links with Bush et al. (2009) where they assert that principals should develop high expectations and standards by promoting a positive school climate. This includes providing room for staff-development through Professional learning Communities (PLC) where teachers collaborate to develop each other in their classroom practice. This category links with Blase and Blase (1998) where they assert that effective instructional leadership behaviour comprises of communicating with teachers (conferencing), promoting teachers' professional growth and fostering teacher reflection. This implies that through the application of instructional leadership, principals should strive to create conducive environments for effective teaching and learning to happen even in underperforming schools.

Southworth's (2002) qualitative research also came up with three strategies of modelling, monitoring and professional dialogue and discussion which he claims to be promoting effective schooling. The notion of professional dialogue and discussion resonates with Blase and Blase's (1998) view of conferencing and Southworth's (2002) view of modelling and monitoring to introduce new notions of which instructional leadership practises are likely to be successful. Such practices encourage communication, assistance and sharing of ideas amongst members which is crucial if day to day duties of the school are to be effectively executed (ibid). This possibly suggests that it is important to include this dimension of instructional leadership in leadership development programmes so as to empower teachers with instructional skills that might help improve teaching and learning in township settings.

The role of instructional leaders is seen as one of facilitating a teacher's thinking about practice. This is according to Murphy (1990) who stipulates instructional leadership as a discursive, collaborative and critical study of classroom interaction to achieve a just and democratic world. This links with the consensus in the US and European literature and increasingly South African research which postulate that the school managers' role should be to set up a good climate for improved instruction (Spillane, 2004; Taylor, 2007). This as well resonates with Bendikson et al.'s (2012) view that the concept of direct instructional leadership includes the principals' initiatives in ensuring teaching quality and leading teacher learning. Should leaders engage in such leadership practices, then instructional leadership becomes crucial in promoting a safe and orderly environment (Benkison et al., 2012) which might result in a sound teaching and learning culture in underperforming secondary schools.

However, other evidence from empirical studies on the impacts of leadership on student achievement show that the effects are very small and indirect (Baker, 2007). There is a consensus that the direct effect on student outcomes is achieved through direct impact on instructional organisation and culture (Kruger et.al, 2007). This can possibly suggest that, while instructional leadership might add to the improvement of underperforming schools, as discussed earlier we cannot solely rely on this concept to remedy the situation in township settings. There is need for principals and senior managers to engage in different leadership practices as well, of which this study does not have the capacity to explore, since the focus is on two underperforming secondary schools in township settings.

2.2.3 Township settings

Township residential areas came up as a result of racial segregation during apartheid where black labourers occupied low cost and poor houses which were closer to their places of work (Karlsson, 2007). These were created on the urban peripheries, isolated from white residential areas (Lewis & Naidoo, 2004). The townships were overcrowded of which cases of violence, vandalism, criminality, gangsterism, rape and substance abuse were very common (Christie & Lingard, 2001).

Schools for blacks were then built in those townships and learners were introduced to 'Bantu Education', which was not even compulsory for the African students (ibid). Moreover, education for whites was more superior to Bantu education which was only meant for blacks not to rise above the level of certain forms of labour (Fiske & Ladd, 2005). This resonates with Verwoerd's view in his 1953 address to Parliament that blacks should not rise 'above the level of certain forms of labour` (ibid).This implies that the apartheid government just used schooling as an instrument to preserve White superiority while Africans were excluded from quality education (Maile, 2004).

There were great inequalities between schools for whites and blacks, while the former were fully resourced, the latter had a severe shortage of classrooms and qualified teachers and this resulted in high teacher-pupil ratios (Christie & Lingard, 2001; Christie, 2010). Since the Bantu education was not meant to educate black pupils, township schools had untrained or poorly qualified teachers. As highlighted in Maile's (2004) observation, such challenging circumstances in township schools resulted in high failure and drop-outs rates. Christie et al. (2007) argue that this is the current situation in South Africa where former white schools achieve the best results while black township schools have the worst results.

Later, there arose the spirit of revolution which influenced the organization of student bodies in tertiary institutions (Maile, 2004) to protest against the apartheid government. There was much resistance to apartheid by blacks and with the 1976 Soweto uprising, most township secondary schools became centres of protest against the apartheid education (Maile, 2004; Christie, 2010). So from that era, teachers and learners developed the feeling that township schools were centres of protest and unfortunately, research shows that its legacy is still conspicuous in the current education system (ibid).

Furthermore, the 1976 Soweto uprising initiated a political dimension on black schools of "liberation first and education later" of which the teachers and learners were mainly focussed on revenge against the apartheid regime rather than learning (Maile, 2004). Consequently, this influence is still affecting the transformation of township schools because the spirit of anti-apartheid is still crippling in the teachers' and learners' attitude towards school (ibid). With lack of motivation, high crime rates, dilapidated structures, inadequate resources and overcrowded classrooms, the set up in some township schools is just not conducive for effective schooling (Christie & Lingard, 2001). Therefore, despite the reformation by the new government, some township schools are inadequately functioning due to such effects of apartheid (Christie & Lingard, 2001; Christie, 2010).

The current situation in South Africa shows that township lifestyle has not changed much. Like what was happening during apartheid, it continues to be associated with poverty, crime and violence (Christie & Lingard, 2001) and this contributes much to the decline of teaching and learning due to poor structures, inadequate resources and unconducive environment. Hence, Christie (1998) argues that to remedy the situation in township schools remains very difficult possibly because of the wide gap of poverty that separates township schools from former white schools, resulting in the former being disadvantaged and therefore underperform.

2.2.4 Township secondary schools as disadvantaged schools

The apartheid legacy places township schools in a disadvantaged state due to the geographical positions that were created during apartheid that separated whites from blacks. This is evidenced by the mostly disrupted communities in which they are (Karlsson, 2007; Christie & Lingard, 2001; Christie, 1998). This further reveals the perpetuation of inequalities in the South African education system.

As discussed earlier, some township schools have no physical boundaries, which make it difficult for principals to enforce discipline on both teachers and learners (ibid). Mostly,

teaching and learning time is not accounted for. Teachers, learners and even outsiders can walk in and around the school premises any time during the day (Christie, 1998). With such a scenario, schools in township settings become very much disadvantaged and unsafe for effective teaching and learning to happen.

The notion of inequalities is further developed as Karlsson's (2007) study brings in another source of inequality in the education system. During apartheid, schools for whites were resourced from the greater State funding while townships schools were left with totally inadequate facilities. Their fees were very low since many parents were unemployed, informal traders or only employed seasonally and in this setting, the governing body clearly did not have any budget to make any improvements for the schools (ibid). As for the white schools, with the huge funding from the State, the governing bodies could have a budget from the tuck shops which were well stocked (Karlsson, 2007), clearly showing the differences in the financial capacity between township and former white schools.

Currently, white schools only need to continue building on already purpose built structures, while some township schools need to rely on poor structures that were erected by the democratic governing bodies. Hence, despite the efforts of the government to redress the apartheid imbalances, inequalities still prevail, leaving township education in South Africa as disadvantaged as before (Lewis & Naidoo, 2004).

2.2.5 Township secondary schools and township education in South Africa

One of the efforts done by the government to achieve equality in education was to introduce School Based Management (SBM), or democratic school governing bodies (Lewis & Naidoo, 2004), a notion adopted from international contexts. The democratic school governance in South Africa emerged as a result of the 1976 Soweto uprising and the development of a People's education discourse in the 1980s (Christie, 1998; Karlsson, 2007). Since the Soweto uprising was a political motivation, no effort was actually done to transform the learning facilities and structures in township schools and this possibly explains why 'South African schools are vastly unequal in human and financial resources` (Christie, 2010, p.702).

Moreover, the idea of school governing bodies did not work because, as argued by Karlsson (2007), the democratic governing bodies have generally fallen short of the transformation vision. Governing bodies were put in place so as to democratise the education system but unfortunately, they are grossly contributing in perpetuating the historical inequalities in the current education system. Inequalities prevail because the governing bodies in former white

and Indian schools use their resources and social capital to continue improving their schools (Christie, 2010) which cannot be implemented in township settings due to lack of resources.

Former white schools even use their management powers to raise fees, allowing them the capacity to employ and provide salary supplements for the School Governing Body (SGB) teachers (ibid). However, this is not the situation in township schools; in most cases, teachers are demotivated due to lack of resources like libraries, laboratories and computer networks to implement the new Curriculum Assessment and Policy Studies (CAPS) (Christie, 2010). The idea of shortfalls in the governing bodies is consistent with Maile's (2004) observation that, despite the call for equality education, most township schools lack the capital arm to develop their structures.

Another attempt by the South African government to restructure and transform the education system from the apartheid regime was to adopt new educational policies which had influence from international contexts like, UK, Australia and America (Christie, 2010). This was a shift of South African education policy from apartheid to post-apartheid era where equal opportunities of education were opened. But despite such endeavours, "the two-nation' metaphor", a term coined by Maringe et al (2015), still exists in the education system where South African education takes place in two different contexts, that of former white schools and the black township schools.

Some township schools, as highlighted in Maringe et al. (2015) and other research studies, have weak and invisible forms of leadership and management and a disorderly school set-up with high levels of truancy, absenteeism and inadequate control (Bush & Glover, 2002; Elmore & City, 2007; Harris & Chapman, 2002; Christie, 2010). Such practices by principals and senior managers, inadequate resources and poor infrastructure are negatively impacting on teaching and learning in township settings.

With the capacity instructional leadership is claimed to have in school effectiveness, this study explored and suggested the need for ongoing professional development on issues of instructional leadership.

2.2.6 The notion of underperforming schools

The criteria used to profile schools as underperforming in South Africa was discussed in chapter one. As observed by Christie (2010) in their CCOLT study of dysfunctional schools, the four problems associated with underperformance in schools were identified; poor physical and social facilities, organisational problems, poor school/community relationships, poor

relationships between the education department and the schools (de Clercq et al., 1995). These four challenges were utilised as the background for developing the challenges principals are likely to face as they enact instructional leadership in the two dysfunctional secondary schools.

2.2.7 Enactment of instructional leadership in underperforming schools

Fullan (1992) argues that being an effective leader does not require the leader to know only what should be done but also how, when, why and what type of leadership styles need to be applied in different contexts for effective teaching and learning to happen. For instance, what needs to be done in resilient schools is different from what needs to be done in underperforming schools (Christie & Lingard, 2001). This possibly implies that principals in underperforming schools should come up with instructional leadership strategies that are appropriate in their contexts.

For factors that might possibly remedy the situation in underperforming schools, l borrowed from Maringe et al.'s (2015) study on schools in multiple deprived communities in South Africa. For instance, for application of instructional leadership, principals can take a team approach leadership within the SMT (Potter et al. 2002) where the principals and senior managers work as a team in the school leadership practice. Leaders should show much willingness and commitment to work with staff and other school constituencies (Christie & Potterton, 1997). If leaders can create 'a safe and orderly environment` in those challenging contexts, then teachers and learners might possibly be committed to the crucial school aspects instructional leadership advocates for, which are teaching and learning.

Since township schools have been described as disadvantaged, the challenges principals face in township settings need to be discussed.

2.2.8 Challenges involved in enacting instructional leadership in township settings

As discussed earlier, township settings are associated with challenges which impact on school leaders' roles and as noted in Kruger's (2003) study, South African school principals' challenges are two-fold. Firstly, they need to handle a greater variety of school based decisions than before. Secondly, they need to work towards creating a sound school culture which can bring positive learner outcomes (ibid). The situation becomes worse in underperforming schools where the environment seems unfavourable for effective teaching and learning to happen (Christie & Lingard, 2001).

As was highlighted in the background of this study, the value of education in some township schools leaves a lot to be desired, with the teachers and learners probably still having the

mentality that schools are centres of protest (Maile, 2004). In such situations, the principals and senior managers are then challenged to work towards motivating both the staff and learners to be goal-oriented. This resonates with Maringe et al.'s (2015) study on schools in multiple deprived communities where they argue that leadership in such schools is more difficult as compared to schools facing less challenging circumstances. It is noted from the same study that the situation can be worse if there is weak leadership and management with the teachers and learners instructionally disengaged, resulting in high levels of truancy, absenteeism and lack of control (ibid).

But despite all those challenges, a number of studies "link high quality leadership with positive school outcomes, claiming that school leaders matter for school success" (Horng & Loeb, 2010, p.66). For instance, the situation in resilient schools which produce sound results in learner performance (Christie & Lingard, 2001). This possibly implies that strong leadership might as well impact positively and transform the situation in uderperforming schools, as shown in some empirical studies on instructional leadership in South which are discussed in the next section.

2.2.9 Instructional leadership studies in South African context

A study carried out by Hoadley et al. (2009) on instructional leadership in 200 South African secondary schools shows an alignment between various dimensions of leadership and student outcomes. Besides enactment of instructional leadership as a move towards school effectiveness, the study also shows that parental support and engagement plays a significant role for school management and achievement of learner outcomes (ibid). This resonates with Bhengu et al.'s (2014) study that affirms some positive correlation between good leadership and school effectiveness (Brundrett & Crawford 2008; Horng & Loeb 2010).

However, Bhengu et al. (2014) also point out that the effectiveness of leaders in enacting instructional leadership depends on the contexts in which they are operating. This might imply that, while some contexts seem to be favourable to the application of instructional leadership (ibid), some contexts like township settings may not provide such conditions. This somehow explains why there are such differences in learner outcomes between township secondary schools and former white secondary schools because principals face different challenges depending on their contexts.

Another study by Kruger (2003) on two effective secondary schools also shows that instructional leadership practices might significantly impact on classroom practice and improves teaching and learning. This possibly implies that the success of the schools'

academic outcomes depend on the principals' strong instructional leadership capacity in dealing with educational issues in and around his/her context (ibid).

Kruger (2003) however, adds an aspect of the need for distributive leadership, resonating with Bush et al. (2009) that principals should empower teachers by distributing leadership roles at different levels in the school so that teachers work as a team to improve their classroom practice. All these views seem to point to the claim that "instructional leadership is central to school improvement" (Supovitz & Buckley, 2008, p 1).

2.3 Conclusion

The literature reviewed in this chapter seems to be clear about the notion of instructional leadership, for instance its purposes. It suggests that if the concept is applied in schools, it might help create a positive school climate through support of teachers from leaders, collegiality and staff development. Basing on the contextual differences in secondary schools, Bhengu et al.'s (2014) study slightly highlights on how principals may enact instructional leadership in underperforming schools, considering the challenges they encounter that are not present in former white schools. However, literature is not always clear about what principals and teachers should actually do in their schools to improve teaching and learning, hence the limitation of instructional leadership and significance of this study.

The following chapter discusses the methodological approach that was used to carry out this study.

CHAPTER 3: METHODOLOGY

While the previous chapter reviewed relevant literature and discussed the conceptual framework that informs this study, this chapter explores the three broad paradigms that are utilised in educational research and then narrows down to discuss the methodological approach that was used for data generation in this study. It also discusses the following; sampling, data generation methods, data analysis, issues of credibility and dependability and ethical considerations. The section below starts by elaborating on the concept of methodology and discusses its significance in data generation.

3.1 Methodology

Methodology refers to the three broad paradigms which have been identified as offering competing opportunities for conceptualising the methodological issues in educational research. Orlikowski and Baroudi (1991) suggest the three methodological approaches, based on the underlying research epistemology. These approaches are positivism, interpretivism and critical theory and these are discussed below;

3.1.1 Positivism

Positivist researchers assume that the only truth is that which is scientifically proven using mathematical and statistical models (Hamersley, 2012). This concurs with Meyers (1997, p.4) who asserts that "positivists researchers generally assume reality as objectively given and can be described by measurable properties which are independent of the researcher and his or her instruments." As they attempt to increase the predictive understanding of phenomena, positivists generally attempt to test theory (ibid). They fall under the quantitative research design because they deal with "quantifiable measures of variables and hypothesis testing and formal propositions" to test theories (ibid).

Meyers (1997) identifies the origins of quantitative research methods as natural sciences where positivists wanted to study natural phenomena. There are some quantitative research methods that are currently accepted in the social sciences (qualitative research), for instance surveys, laboratory experiments, formal and numerical methods (ibid). However, quantitative researchers still differ from qualitative researchers in the interpretivist paradigm because they do not use numbers but words and meanings in smaller samples to build theories (Easterby-Smith et al., 1991).

3.1.2 Interpretivism

Qualitative research methods, according to Meyers (1997, p.1) were "developed in the social sciences to provide room for educational researchers who study social and cultural phenomena." Qualitative researchers argue that knowledge does not exist separately from the "knowers" (ibid) (a perception from Popper cited in Meyers (1977), asserting that people's perceptions, cultural and social experiences play a crucial role in the social construction of knowledge about the world. Examples of such studies include action research, case study and ethnography where data can be generated through observations, interviews and document analysis (ibid).

Interpretivists opt for qualitative research as opposed to quantitative research basing on their observation that, "if there is one thing that differentiates humans from the natural world is the ability to talk" (Meyers, 1997, p. 2). Because humans can talk, qualitative researchers therefore "assume that access to reality is only through social constructions such as language, consciousness and shared meanings" (ibid). This implies that in qualitative research, data is generated through interaction between the researcher and the participants.

Based on the assumption that interpretivism allows communication through words between the researcher and the participant, Meyers (1997) argues that qualitative research methods help researchers to understand people and their social and cultural contexts. This happens because, for data generation, the researchers go to the participants and interact with them directly in their contexts. This notion is further developed by Kaplan and Maxwell (1994) who dispute the idea of quantitative data asserting that, once textual data is quantified, the goal for understanding a phenomenon from the participants' point of view and their social context is lost (ibid). lnterpretivist studies therefore attempt to understand phenomena through the meanings that people assign to them. Even though qualitative studies have the qualities of social constructions, they differ from critical theorists.

3.1.3 Critical theory

Critical theorists deny the assumption of positivism and also argue against post-positivism asserting that "social reality is historically constituted and that it is produced and reproduced by people" (Meyers, 1977, p. 4). Their assumption postulates that reality is socially constructed but they go beyond reality to assume that the world has multiple truths. This is shown as they further argue that, even though people have the capacity to act consciously and change their social and economic circumstances, their ability to do so is constrained by the

various forms of social, cultural and political domination of their contexts (ibid). Hence, critical researchers critique both positivism and interpretivism.

Based on the above elaborations of the three methodological approaches, my study falls under the interpretivism paradigm which involves use of qualitative data such as interviews and observations. I interacted with the participants within their contexts as l was interviewing and observing them to get their perceptions on conceptualisation and enactment of instructional leadership and the challenges they encounter in their contexts. This study is subjective and the generated data was analysed based on the participants' perceptions, therefore qualifying it to fit in the qualitative research design.

3.2 Qualitative Research Design

Qualitative research, according to Creswell (2012), is most appropriate to address a research problem where the researcher needs to explore and learn more from participants. This means in qualitative research, data are obtained in direct interaction with the participants in their settings. This concurs with McMillan and Schumacher (2010, p. 12) who assert that "qualitative research is more concerned with understanding the social phenomena from the participants' point of view" and this is achieved through the researcher's participation to some degree in the lives of those people. This as well resonates with Scott and Morrison's (2006) view that in qualitative research, the researcher studies the behaviour and actions of the participants in their natural settings to attain detailed narratives that provide in-depth understanding of these behaviours and actions.

This sounded appropriate for my study. Following the principles of qualitative research, l interviewed one principal, one vice principal and two teachers to get their perceptions on instructional leadership. I also observed the vice principal in school A during a lesson observation and during a feedback meeting with the observed teacher when she was giving a reflection of the lesson. One principal was observed during a teacher-and-learner support lesson with one grade 12 class. Both the vice principal and principal 1 were observed during their morning briefing meetings for me to get a sense of how they communicate with staff members in their contexts.

The research was conducted through a case study approach, following Creswell's (2012) observation that qualitative studies include, among others, case study methods, where data can be generated through observations and interviews. I utilised the case study approach where the two township secondary schools were selected on the basis of their underperformance.

3.2.1 A case study

A case is viewed as ‘a unit of analysis where a single entity, around which there are boundaries, is studied’ (Bassey, 1999; Corbin & Strauss, 2007). Additionally, Stake (2008) views it as an in-depth analysis of a single entity and this resonates with Creswell (2012) who describes it as an in depth exploration of bounded systems. System can refer to an activity, event, process or individuals and in this study, system refers to the two principals and the two teachers where data was generated from.

Merriam (2009) argues that for a study to constitute a case, the phenomena to be studied should be intrinsically bound. This study becomes a case study because it looks at a case of instructional leadership in two underperforming secondary schools. My focus was to collect empirical data in regard to one case with the intention of studying this data in depth (McMillan & Schumacher (2010). I found the case study most appropriate since l was aiming to achieve an in-depth understanding of the perceptions of principals and senior managers on instructional leadership and the challenges involved as they apply the concept in township secondary schools.

3.2.2 Sampling and selection of participants

The population of my study included one principal, one vice principal and two teachers, one from each of the two high schools in Soweto. Initially, I had planned to interview two principals and two senior managers, that is one principal and one senior manager from each school. But when l got to the schools, my sample size eventually changed. In school A, the principal kept on postponing the appointments for the interview. Seeing that he appeared very busy with visits to the district office, l suggested that we do the interview over the phone but this he said he was not comfortable to be interviewed over the phone. Rather, he suggested that he would answer the research questions and send the responses through email. I had no choice but to accept his suggestion and therefore gave him my email address. But despite my constant follow ups on the email through phone calls, l received nothing from the principal. Since time was running out for me to progress with my research, l eventually concluded that the principal was not willing to be interviewed hence, l ended up having only two participants from school A, the vice principal and one teacher.

I encountered an almost similar challenge in school B. The school is still very small with the enrolment of around 200 learners and according to the principal, the school does not qualify to have a vice principal. There are two HoDs in the school but I could not interview one of them because the focus of this study was mainly centred on principals and senior managers.

Moreover, the duties of the HoDs in school B appeared to be centred more on their classroom practice rather that leadership. Thus l ended up changing the size of my population to have one principal, one vice principal and two teachers.

Population, according to McMillan and Schumacher (2010, p.129) "is a group of elements or cases ... that conform to specific criteria and to which we intend to generalise the results of the research". The sample of my target population is the four participants selected from the secondary schools. This target population according to McMillan and Schumacher (2010), constitutes the group in which the research was interested and which the study was seeking to describe or draw conclusions.

The convenience sampling was utilised where l selected participants who were available and who were willing to participate (Creswell, 2012). Purposive sampling was also utilised since the participants were selected because one is a principal, another one is a vice principal and the two are teachers working in Soweto and these provided the best information to address the research purpose (McMillan & Schumacher, 2010). The two secondary schools were selected based on their state of underperformance.

The research was done in Soweto so it was convenient and less costly for me in terms of transport because l stay close to the area.

I got assistance from the Gauteng Department of Education (See appendix 2) and in particular, Johannesburg West District, to identify the two underperforming secondary schools in Soweto that fall under the purpose of my study.

Now that the sampling techniques have been discussed, the following section discusses the sources of data for the study.

3.2.3 Sources of data

The researcher reviewed literature relevant to the study and did an empirical investigation in two secondary schools in Soweto. Both primary and secondary sources of data were used to provide a background of the empirical investigation. Primary sources, as described by McMillan and Schumacher (2006) are those in which original data and first-hand information are used. For instance, the primary sources used in this study are the interviews and the observations done in the two secondary schools. Secondary sources of data are derived from primary sources and they have no first hand gathering of data. This is revealed in research that "The secondary source may be a review of a research or a conceptual paper about a topic, a digest, a book or an article in a journal that rarely publishes primary studies" (ibid, p.88). l

reviewed text books and published papers and these are the secondary sources of data of this study.

3.2.4 Data generation

Interviews – The purpose of interviews in qualitative research is to seek for in-depth understandings of individuals' experience of an activity, programme or event (Scott & Morrison, 2006). To do the interviews, interview questions (See appendix 7) were developed based on the research questions to get the participants' understanding on conceptualisation and application of instructional leadership and the challenges faced in their contexts. The interviews enabled me to collect original data from the participants and as advocated by Merriam (2009) that interviews are the best data collection methods when conducting an intense case study of a few individuals.

Semi-structured interviews were used to allow the interviewees to respond open-endedly and at the same time, guiding me not to lose the focus of the study. Interview schedules were as well used as research tools in data generation. However, interviews have limitations because they have a potential for subjectivity and bias on the part of the researcher, high costs and their time-consuming nature (Robson, 1993; McMillan & Schumacher, 2006). Bassey (1999) further argues that interviews have a sense of formality which can put participants in some form of emotional dispositions such as anxiety and irritation. Even though participants are assured of confidentiality at the beginning of interviews, somehow they might have fear and concerns about the possibility of other people over- hearing the conversations (ibid), implying that interviews might not always provide the best information as required by the researcher.

Observations – An observation schedule (See appendix 8) was utilised to generate data by observing one principal, one senior manager and two teachers in the research site (Creswell, 2012). The principals were observed as they conducted morning briefing meetings and during their lesson observations and feedback meetings of the observed lesson for teaching and learning support. Observations are more objective than interviews and as discussed by McMillan and Schumacher (2006), observation methods rely on what the researcher sees and hears rather than relying on informants' self-reports.

However, observations also have limitations, like interviews they have a sense of formality. When observed, people have a tendency of doing what they normally do not do in their day to day practices and this also brings a sense of uneasiness in the participants. From the

observations, l aimed to examine the consistency of what the participants say and what they do in practice as principals and classroom instructional leaders.

The generated data was then used for data analysis.

3.3 Data Analysis

Data analysis, as defined by Lecompte and Schensul (1999), is a process of reducing data to a story and its interpretation. There are several data analysis strategies and MacMillan and Schumacher (2006) suggest the authentic narrative where the researcher gives a thick description in the narratives interspersed with brief quotations representing the participants' language. The interpretivism paradigm played a significant role in my research because, following the principles of qualitative research, I utilised the authentic narrative for data analysis where the brief quotations from the four participants were used to authenticate their perceptions on instructional leadership, its enactment and challenges they face in their contexts.

However, as mentioned earlier in other sections of this report, this study's design involved only four participants and only two data generation methods were used. This study therefore lacks the qualities of a 'thick description' since there was little room for triangulation and testing of the study's findings so I acknowledge this as a limitation of the study's design.

The generated data was coded to form categories (Creswell, 2012) which identified and labelled key concepts that were relevant to the research questions of the study. From the categories formed, the thematic analysis approach was utilised to identify emerging patterns which were then established into themes (Miles & Huberman, 2004). The themes were interpreted against the reviewed literature to get a picture of how instructional leadership is actually conceptualised and enacted in the two dysfunctional secondary schools.

To ensure that this study remained focussed on answering the research questions, issues of credibility and dependability were considered:

3.4 Credibility and Dependability

It is important to ensure validity and reliability of the research findings. However, qualitative researchers have come up qualitative terms in place of validity and reliability, which are credibility and dependability and these were used in this study. Credibility is concerned about whether the research is testing what it aims to test (Scott & Morrison, 2006) and the researcher ensured credibility by checking if research questions were appropriate, pertinent

and relevant to the research focus by interviewing a colleague before conducting the actual interviews. The questions were therefore formulated in such a way that the responses from participants would provide answers to the research questions (See appendix 7).

Dependability, on the other hand is concerned with "the extent to which one's findings will be the same if repeated" (Merriam, 1995, p.55). This places focus on the objectivity of the answers from data generation. The research was therefore conducted during the most convenient times to the participants to ensure their genuine and trustworthy responses (ibid). To achieve this, before going for data generation, the researcher requested for interviews and observations appointments when the participants signed the consent forms (See appendix 6) where they indicated the times most convenient for them. Dependability was ensured by taking the generated data along with the tentative interpretations back to the participants and asking if both data and the interpretations were plausible (Merriam, 1995).

In carrying out research, it is important to consider ethical issues and this is discussed in the following section:

3.5 Ethical considerations

Ethics refers to a branch of philosophy concerned with how people should act, show judgement about those actions and developing rules for justifying their actions (Kitchener et al., 1999). According to the American Psychological Association (APA) (ibid), in psychological research, ethical codes were implemented as a means of preventing and offering protection mechanisms regarding ethical violations (ibid). This is consistent with Parahoo's (1991) observation that the means and consequences of research are very much guided by research ethics. So in the context of research, Berzonsky and Adams (1999) assert that ethics are important because they focus on providing guidelines for researchers, reviewing and evaluating research and establishing enforcement mechanisms to ensure research.

There are four key dimensions of ethics:

3.5.1. Informed consent means that research subjects have the right to know that they are being researched and should be informed about the nature and purpose of the research (Ryen, 2002a). This was administered when l started by inviting the research subjects to participate in the study by sending them information letters (See appendix 3) and consent forms, requesting for their participation.

3.5.2. Anonymity means assuring participants that no identifying information will be gathered and pseudonyms will be used. It is ideal to guarantee anonymity because, as highlighted by Berzonsky and Adams (1999), participants are likely to participate and be honest when they know that the results would not be linked to them individually. Anonymity was thus assured when l started by introducing myself to the participants, as shown in the interview protocol (See appendix 5)

3.5.3. Confidentiality implies that researchers have the obligation to protect the participants' identity, places and the location of the research (ibid). This refers to safely keeping of data to avoid access from unauthorised people. The participants were assured that the generated data would be used only for the purpose of this research and only my supervisor and I would have access to the data.

Whilst confidentiality was kept at all cost, the participants were as well informed about its limitations. For instance, when the participants may be likely to endanger others' well-being, may be as revenge on some previous grudges, the researcher would not be bound to maintain confidentiality. This concurs with Berzonsky and Adams's (1999) observation that some information cannot be kept confidential. For instance, where they give a situation where a teacher is planning to kill the principal for giving him a low mark in performance rating. In such a scenario, the researcher would not be obliged to keep that information since it would be intended to harm someone (ibid).

3.5.4. Right to withdraw means informing participants that their participation is voluntary and can be terminated at any stage of the study without any penalty. The information letters l sent to the participants prior to the interviews, informed them that their participation and outcomes of the research would not cause any harm to both the participants and the research. The participants' right to withdraw and voluntary participation was as well emphasised when l went to administer the interviews.

3.6 Conclusion

This chapter has discussed the three broad paradigms that are utilised in research and then elaborated on the qualitative research design that was used to carry out this study. Issues of ethical considerations were also dealt with, where consent letters were sent to the participants, requesting them to sign to show their willingness to participate in this study. Information letters were also sent to inform participants about the aims and objectives of the study and the participants were also assured that all data to be generated would be used only for the purpose of this research study.

The following chapter deals with data presentation, interpretation and analysis.

CHAPTER 4: DATA PRESENTATION, INTERPRETATION AND ANALYSIS

4.1 Introduction

Since the methodological approach that was used in this study has been discussed in the previous chapter, this chapter presents, interprets and analyses the generated data. It discusses how instructional leadership is conceptualised and enacted in the two underperforming schools, based on the responses from the four participants. The chapter as well deals with the challenges the participants are facing in their instructional practice and how this negatively impacts on teaching and learning in their contexts.

From what is emerging from data, both principal 1 and the vice principal seem to have a strong belief that their instructional practice might help improve learner outcomes. Even though their schools are in township contexts, principal 1 seems to have much hope in the current grade 12 because of their positive performance. He believes that his involvement in classroom practice and monitoring of teaching and learning has a positive bearing on learner outcomes. However, principal 1 highlighted that as much as they may try as a school to work towards improving their classroom practice, the challenges associated with township settings negatively impact on the schools' efforts.

The following keys will be used throughout the analysis.

Table 1: Keys to data presentation

Item	Key
Vice principal	Vice Principal
Principal	Principal 1
Teacher one	Teacher 1
Teacher two	Teacher 2
Lesson observation one	LO1
Lesson observation two	LO2

Table 2: Profile of participating principal, senior manager and teachers

Item	Age	Gender	Teaching Experience	Highest Qualification
Vice Principal	41-50 years	Female	10-15 years	Bachelor of Education
Principal 1	51-60 years	Male	15-20 years	Bachelor of Education
T1	41-50 years	Male	0-5 years	Certificate in Education
T2	31-40 years	Female	0-5 years	Diploma + ACE

As indicated in Table 2, the vice principal has more than ten years of teaching experience and principal 1 is more experienced but both are holders of Bachelor of Education Degrees. The two teachers who participated in the research have less experience in teaching and one has a certificate in Education while the other one holds a Diploma in Education plus an Advanced Certificate in Education. Despite the differences in teaching experiences between the vice principal, principal 1 and the teachers, data indicate that all the participants have gone through some training in teacher education. This might possibly imply that, the principal and senior manager who are the main focus of the study, are well informed about the instructional practices that might help improve learner outcomes in their contexts. They seem also to be much aware of the challenges associated with secondary school leadership in township settings.

The following section presents and analyses the two principals' responses during the interviews;

4.2 Presentation and analysis of principals' responses

Stage 1: Data Presentation

The table below presents a comparison of views from the the vice principal and principal 1 from the two secondary schools.

Table 3: Presentation of the two principals' responses

Qn	Vice Principal: School A	Principal 1: School B
1.	2 years	3 years
2.	There is no much improvement, 2013- 80%, 2014-69% so we dropped down and did not	Partial improvement, 2012-52%, 2013-66, 6%, 2014-34%, showing a drop, not

	meet the target, hence a priority school. Learners lack commitment despite the effort by the school and the district.	consistent, some learners show effort. Lower grades not that bad, introduced morning and afternoon classes.
3.	Instruct teachers in their teaching; vary leadership styles to suit different situations. Allow teachers to exercise leadership, an inviting leader, it's about how I do the work, being informed by the policy. Communicate policy requirements and encourage implementation. Attend staff developmental workshops for VPs and principals and value teamwork.	Make teachers realise the school's vision through guiding, motivating, involving stakeholders and aim towards goal achievement. A ship cannot drive itself; it needs a driver to take people or goods to their destination. The driver of the ship, without a leader, everything will collapse but a leader cannot work alone, team work is very important.
4.	Encourage teamwork; work with HODs and teachers to come up with strategies of improvement. SMT compiles all suggestions and have a programme, like afternoon classes. SMT does fortnight checking for implementation, monitoring lessons, being there when lessons are in progress, and also checking learners' books. Check HODs' support for teachers in their departments.	Like I said before, the ship driver is very important. Systems in the school need a leader. Communicate the curriculum to teachers for them to know what they are expected to do. Work with the SMT to check progress in the school and set standards for improvement. Work with the teachers and share the vision of the school.
5.	Morning briefings for communication. Monitor lesson attendance by both teachers and learners. I also check if teachers honour their substitute teaching.	Monitor reporting time for teachers and learners, checking for absenteeism of learners. Monitoring teaching, assistance, assessment, CAPS tools.
6.	Yes. Inform and communicate daily and weekly plans and follow up on lessons, praising teachers who work and reprimanding those who don't. Ensure duty consciousness although some always fail to comply. Follow up is very crucial, teachers are pushed to work.	Yes. Log book to monitor teachers' arrival and early departure, teachers put effort to arrive early and leave after school. Record learners' patterns of late coming and absenteeism and contact parents. Morning and afternoon classes, weekly tests for Gr 12, SIP classes
7.	Monitoring lesson attendance, both teachers and learners, ensuring marking of registers which are checked fortnightly by the	Morning briefings for communication, district's visits, daily and weekly plans. SGB meetings, feedback of learners'

	principal. Monitoring actual teaching and learning to see if teachers are in line with ATP and ensure smooth running of the school.	assessment, attendance and challenges. Meetings with Gr 12, feedback of tests, progress feedback whole school. Current Grade 12 performing at 80%.
8.	Checking for teacher pupil interaction, teacher's movements for classroom management. Assist where necessary. No use chalkboard but the textbook was used. Was disappointed with haphazard sitting, may be it was due to shortage of text books but each learner has own text book.	No observations, a sensitive issue according to unions. Can be done at colleague level. Team teaching. Like what I was doing in LO2, as a Geography specialist, l was assisting in teaching. Assist in teaching morning and afternoon classes.
9.	Teaching part. Monitor learners' book to check if exercises are in line with ATP, if behind, educators to come up with suggestions of how to catch up. I don't go direct to teachers but through HoDs, but if there are problems, like teacher's resistance, we can intervene together with the principal.	Lesson attendance, both teachers and learners. Ensuring teaching and learning. Follow up on learners with high rate of absenteeism; one girl is now coming to school because of the follow up. Submit names of teachers who teach SIP classes to the district.
10.	Repeaters a problem. Teachers' poor lesson attendance, especially the one after lunch and one before school is over. Bullying, gangesterisms, fighting. The Congress of South African Students (COSAS) very disruptive, police intervenes. 4 pregnant Gr 12 learners. Policy doesn't allow exclusion. Hostels around the school, where learners stay alone. Misuse of freedom and indulge in drugs.	No resources, libraries and laboratories, source from neighbouring schools. No parental involvement and high rates of late coming and absenteeism, visit learners' homes. Learners not local. Disruptions from COSAS. We just plead for young learners and those without transport to be left behind, otherwise the rest just go. They cause violence in and around the school.
11.	Police intervenes in cases of violence, like with the COSAS. District addresses parents and learners where necessary. Facilitators of different subjects assist in teaching content knowledge and address learners at risk. Motivational speakers.	Source resources from neighbouring schools for experiments in Science. Keeping records of absenteeism to contact parents, parents don't cooperate, follow ups. Workshops for parents, and very few attend. SIP classes

The table above shows how instructional leadership is conceptualised and enacted by the vice principal and principal 1 in the two underperforming secondary schools. From what is emerging from data, there is a drop in learner performance in school A. Even though principal 1 sees some partial improvement, data seem to suggest that there is no consistency of learner performance in school B that shows the school's progress as from 2012. Furthermore, both schools did not meet the 100% matric pass rate for the past two years; hence they are in the category of priority schools as advocated by the department's criteria of profiling underperforming schools.

According to the principals' responses, data suggest that both the vice principal and principal 1's instructional practice is shown through "coordinating, controlling, supervising and developing curriculum and instruction in the school (Hallinger & Murphy, 1985). There is evidence of team work, monitoring and supervision in the two secondary schools which shows the potentiality of the principals' instructional practice to improve teaching and learning in their schools. However, even though their instructional practices are aimed at promoting effective teaching and learning, it seems the challenges in their township settings hinder much progress in the two secondary schools, as will be discussed during data analysis.

The following section analyses the generated data in line with the research questions of the study:

Stage 2: Data Analysis

4.2.1 Principals' conceptualisation of instructional leadership

As presented in Table 3, different but related views about instructional leadership were raised by the two the vice principal and principal 1. Principal 1 views the concept from its literal meaning and conceptualises it as instructing, monitoring, supporting, supervising and assisting teachers on how they are supposed to be doing their work. This resonates with Hallinger and Murphy (1985), possibly suggesting that, rather than just giving instructions, the principal's role should also be seen in providing direction, support and assistance to the teachers as they all work towards improving learner outcomes. Similarly, Murphy (1990) advocates that instructional leadership involves the principals' direct assistance to their teachers. This also concurs with Hallinger and Murphy's (1985) second dimensional model which emphasises the management of instructional leadership where principals should engage in supervision and monitoring of teaching and learning in the school.

The vice principal appears to value the alignment of theory to practice as was shown in her response; "After *being informed by the curriculum policy from workshops, l assist teachers on implementing the requirements during their teaching."*

Linking theory to practice is very crucial. The vice principal's perception suggests that after mastering the curriculum requirements, it would not help keeping the knowledge to herself but to implement by guiding and directing teachers on how teaching and learning should be administered. She also seems to be sensitive to her context and therefore varies her *"leadership styles to suit different situations that arise in the school."* This concurs with Christie's (2010) three-fold framework which depicts the need to consider the context if principals need to improve teaching and learning in their schools. Because contexts are unique, principals should therefore vary their leadership styles and apply instructional practices that best suit their contexts.

According to her perception, the vice principal does not just direct but sees herself as *"an inviting leader who gives everyone a chance to lead ...."* This sounds very crucial because by involving teachers in decision making, they feel to be part of the school and therefore are likely to be actively involved in the running of the school. This resonates with Bush et al.'s (2009) notion of shared vision. It seems the idea of *"giving everyone a chance to lead"* emphasises the need for principals to acknowledge that leadership should be spread at different levels in the school. Bush et al. (2009, p. 3) advocate that the management of teaching and learning "is shared amongst principals, school management teams (SMTs), heads of departments and classroom educators." This implies that while the principals and SMTs have the whole school role (Hallinger & Murphy, 1985), it is important for them to acknowledge the significance of teachers as they execute their duties at their designated spaces, depending on their responsibilities in the school.

Principal 1's conception of instructional leadership is somehow centred in the belief that principals play a central role in promoting effective teaching and learning in schools. This concurs with school effectiveness researchers' notion that schools that are effective tend to be run by instructional leaders (Bush, 2009). By valuing his leadership role, principal 1 converges with the vice principal's perception where he reported his instructional leadership as driven by a visionary goal (Bush et al., 2009; Hoerr, 2002) as revealed in his response: "*My role as a leader is to allow the school to realise its vision."*

However, as already acknowledged in this report, only one principal and one vice principal participated in this research so this study is quite thin of data and its findings cannot therefore be generalised.

Principal 1's notion links with Hallinger (2005, p. 4), quoting earlier works of Hallinger and Murphy (1985) who advocates that "instructional leaders were goal oriented … were able to define a clear direction for the school and motivate others to join in its achievement." Data seem to suggest that principal 1 feels it crucial to communicate the school vision to the rest of the staff so that together, they can work towards achieving the school goals. It is further argued by Hallinger (2005, p. 4) that the principals should "ensure that the school has clear, measurable, time-based goals focused on the academic progress of students." This further develops a notion discussed earlier that, if teachers are well familiar with the school goals, then they can be in total support of the school's vision hence, promoting an effective teaching and learning culture.

From what is emerging from data, principal 1 seems to be following the desired instructional practices that might help improve teaching and learning in township settings. Adding to his perception of a visionary leader, principal 1 metaphorically describes himself as a *'ship driver,'* of which without the driver, "*the ship cannot deliver goods or people to their destination."* Likewise, a school needs a leader, in this study a principal, because *"without a leader, everything will collapse!"* This shows how powerfully convinced principal 1 is in his perception of taking the leader as the key figure that can drive the school forward. This resonates with Bush et al (2009) that an instructional leader plays a crucial role in driving the core business of a school, which is teaching and learning.

Furthermore, principal 1's perception of instructional leadership converges with the vice principal's view of team work. They both value team work where principal 1 acknowledges that *"a leader cannot work alone, team work is very important."* From what is emerging from data, principal 1 believes that, even though he is a visionary leader, no matter how effective a school leader might be, one should acknowledge the importance of others for classroom practice to be effective (Bush et al., 2009). He therefore appears to acknowledge the role played by other teachers as he guides, motivates and involves stakeholders to work as a team towards goal achievement (ibid). This notion converges with the vice principal who, considering how bad their grade 12 results were in 2014, strongly believes that the school needs to work together in implementing strategies that might help promote improvement in their teaching and learning.

The team spirit was as well evidenced in both schools during morning briefing meetings (Tuesdays: School A; 7:00-7:30am; Wednesdays: School B; 7:00- 7:30am) where the principals used that platform to communicate social and academic issues. Though briefly, the principals emphasised the need to work together and encouraged lesson attendance by both teachers and learners, particularly in school A. Both principal 1 and the vice principal reported that teachers should show extra effort in their teaching despite the challenges in their contexts, for learners to get sufficient time for revision, considering that, when this study was carried out, it was during the time for preliminary exams.

Summary

From what has been presented and analysed above, data suggest that both principal 1 and the vice principal perceive their instructional practice as positively contributing towards improving learner performance in their schools. Even though they somehow differ in their opinions, but they both view their instructional roles as crucial because they can monitor, coordinate, supervise and offer support for teaching and learning to be effective ((Bumburg & Andrews, 1990; Hallinger & Murphy, 1985).

The following section discusses how instructional leadership is enacted in the two underperforming secondary schools.

4.2.2 The enactment of instructional leadership in underperforming schools

Some of the instructional practises that the vice principal and principal 1 engage in were discussed in the section of their conceptualisation of instructional leadership. These include monitoring, motivating and assisting the teaching process. The vice principal highlighted that the SMT monitors lesson attendance by both teachers and learners. Data show that principal 1 does not only monitor but as well assists in the actual teaching of morning and afternoon lessons where revision classes for grade 12 learners were conducted. This is consistent with Hoadley's (2007) observation that it is the duty of principals to protect the instructional time by ensuring lesson attendance and regulating lesson time. Principal 1's practice of teaching assistance converges with T2's response during the interview where she appreciated the principals' assistance that, as a Geography specialist, *"he always assists in teaching Geography for the grade 12 as preparation for the preliminary exams."* The vice principal emphasised on their presence as SMT to monitor the school business even though her assistance does not go as far as conducting other teachers' classes like what principal 1 does.

However, both the vice principal and principal 1 confirm that they do not just impose what should be done but they work as a team, the SMT together with the teachers. For instance, in school A, the vice principal attends district workshops that staff-develop principals, as was revealed in her response; *"I attend workshops for VPs and principals that develop leaders on how schools should be run".*

After attending such workshops, data show that she communicates to the whole staff the suggestions from the workshops and the SMT encourages teachers to implement them in their classroom practice. The HoDs and teachers in school A are also encouraged to come up with strategies of improvement and data show that such practices have resulted in afternoon classes which are now conducted at the school. As mentioned earlier, both principal 1 and the vice principal seem to see the benefits of engaging learners in afternoon classes as a way of working towards raising learner outcomes. Principal 1 has gone a step further because besides conducting afternoon lessons, they have introduced morning lessons as well and data show that the attendance by both teachers and learners is above 70 %. This is evidence that both teachers and learners in school B show some degree of commitment and positive participation and this positively impacts on learner performance.

Besides working together as a team, the vice principal explained that it is the duty of the SMT to make a follow up and check on the implementation of the suggestions that result from meetings at the school and external workshops. For instance, the SMT in school A monitors the afternoon classes, and classes during the day, also checking learners' books and actually making themselves available when classes are in progress. This links with the practices in school B where the SMT monitors morning and afternoon classes. Principal 1 sees this as improving teaching and learning in the school where he claims that their monitoring of school activities help set the desired standards for school improvement (Bush, 2009).

Another practice identified by the vice principal is to verify if the HODs are supporting the teachers in their departments, thus supporting her view of promoting leadership at different levels. The support in school A was said to be mostly provided through lesson observations by the HoDs. However, even though lesson observation is regarded as a very important instructional practice (Bush, et al. 2009), principal 1 revealed that they do not do lesson observations in the school because it is said to be against the teachers' unions. Instead, they observe each other in what they call 'teaching assistance.' For instance, as mentioned earlier, principal 1 explains that, as a Geography specialist, he assists in teaching Geography classes and this converges with what l observed in LO2. It was a grade 12 revision lesson where

learners were preparing for preliminary exams so principal 1 was also explaining some concepts and highlighting on the different techniques that learners may use to approach exam questions.

Both the vice principal and principal 1 confirm that, as leaders in priority schools, they are working very hard to change the status of their schools. The district is always doing follow ups to see that teaching and learning happen in these schools. Principal 1 reported that when the district officials visit the school at times,

> *They just grab bags from learners to check the amount of written work they are given. Should they find anything not satisfactory, the subject teacher and the principal would be called to explain why such gaps are found in the learners' exercise books*.

From such practices by the district, principal 1 stated that it is therefore his duty to "*monitor teaching and learning in the classroom and checking assessment to verify if teachers have CAPS working tools which show activities to be done in class."* This possibly suggests that the principals' instructional practices should also include being quite aware of what is happening in the classroom by checking if the teachers' classroom practice aligns with the curriculum requirements.

Besides monitoring the classroom practice, the morning briefing meetings possibly help create more platforms for communication between the SMT and the rest of the staff. During the meetings, the principals communicated both academic and social issues around the school and reminded teachers about the district's visits to the school. The principals also took such moments to encourage teachers to be duty conscious and by so doing they believe that lesson attendance and reporting time to school is improved, even though some teachers and learners still do not comply, especially in school A.

However, despite all the effort they put as school, the two principals complained about the challenges in their township contexts that negatively impact on their schools to produce the desired learner outcomes.

Summary

The analysis above has shown that both principal 1 and the vice principal value team work, teaching assistance, communication, supervision and monitoring and supporting of classroom

practice. The vice principal seems to emphasise the need of creating room for leadership to be practised at different levels where the HoDs are encouraged to ensure effective teaching and learning in their respective departments (Bush et al., 2009). These instructional practices show the school leaders' efforts to raise learner outcomes even though their contextual challenges seem to hinder their progress.

The following section discusses the challenges faced by the vice principal and principal 1 as they enact instructional leadership in township settings.

4.2.3 The challenges of instructional leadership in township settings

The principal and vice principal's perspectives

Challenges of substance abuse, gangesterism, bullying, fighting and violence appear to be very common in township settings (Christie, 2010) and this was as well reported in school A. During the interview, the vice principal reported of a terrible fight which had happened the previous day at the school (24/08/15) between two grade 10 learners. She added that the male teachers managed to stop the fight "*but after a struggle!"* According to the vice principal, there was chaos at the school because of that fight and she added that, once such violence cases arise, it would take time to calm down the situation to normal school business. This seems to suggest that the environment in township settings is not that conducive because teaching and learning is always disrupted. This concurs with Karlsson (2007) and Christie and Lingard (2001) who argue that township schools are disadvantaged because they are placed in disadvantaged communities.

These disruptions were reported as common in school A but principal 1 appears not to complain much about cases of violence. However, when he mentioned about cases of violence in school B, he said they are mainly caused by students' unions called COSAS. This converges with what the vice principal said that the COSAS cause many disruptions in the school of which both complained that *"once they come, the whole school breaks loose!"* Principal 1 complained that they do not produce letters from their organisations, but once they come, to avoid complications and a lot of confusion, they just open the gate to allow them in. The little they can do as school is to *"negotiate if young learners and those without transport can be left behind otherwise the rest will just go."* In both schools, the vice principal and principal 1 acknowledge the assistance from police who seem to be providing much support in such cases of violence. But despite the police's support, such disruptions seem to negatively affect teaching and learning and eventually lead to poor learner outcomes.

Late coming and absenteeism of both teachers and learners seem to be of major concern in township settings. This was evidenced in school A when l arrived at the school around 7'oclock in the morning. l had an appointment with the vice principal at 7:15am to attend the morning briefing meeting at 7:30 am. By the time the bell rang for assembly, many learners were still coming and a large group was closed outside the gate. When the briefing meeting started, the principal during his introduction of the researcher to staff members, indicated that many educators would be seen coming. This was confirmed when almost half the staff arrived well after the meeting had started thus showing how serious the challenge of late coming is in school A.

Even though late coming is also common in school B, principal 1 highlighted that most learners are not local, they use rail transport which is not very much reliable of which most learners who come late are in situations just beyond their control. There might be some who do not fall in this category but principal 1's major concern seems to be of the issue of transport for learners. This might possibly suggest that, the issue of late coming is not as bad in school B as it is in school A. l also attended the morning briefing meeting at 7:30 am in school B and the two teachers who came late arrived around five minutes after the meeting had started and this paints some picture about the differences in the issue of punctuality between school A and school B. School B somehow depicts the picture of resilient schools (Christie & Potterton,1999) though not exactly since it is still profiled as an underperforming school, but the way instructional time is managed seems very much different as compared to school A.

The challenge of late coming links with poor lesson attendance, particularly in school A. The vice principal complains that *"teachers don't honour their periods, especially the one after lunch and one before school is over."* Even though the SMT takes rounds around the school checking for lesson attendance, it seems this challenge remains the order of the day particularly in school A. In school B, principal 1 acknowledges the assistance from the Educational Schools Support Programme (ESSP) which provides some non-teaching staff who always go around the school to ensure that all learners are in classes, thus minimising at all costs the loitering around of learners during class times. This seems to imply that the management of poor lesson attendance in township settings calls for strict supervision by the responsible leaders.

Even though there are some differences in challenges faced by principals in the two secondary schools, lack of parental support seems to be common in township settings (Maringe & Vilakazi, 2015). Principal 1 highlights that when the school calls parents for

meetings to give feedback of learner performance or with SGB, the turn up is always very poor. The district also organises developmental workshops with parents, but it seems many parents do not understand their roles as stakeholders and yet their involvement in their children's learning might result in positive learner outcomes. This concurs with Hoadley et al. (2009) who argue that parental support and engagement plays a significant role for school management and achievement of learner outcomes.

In school A, lack of parental corporation was highlighted when the vice principal raised yet another challenge of pregnant learners, which seems silent in school B. Four grade 12 learners were reported to be pregnant during the time the study was carried out. The vice principal shows that even though the conditions of such learners do not allow them to concentrate during learning and even to come to school every day, still the policy does not allow them to be excluded from education. What the school only does is to ask those learners' parents to accompany them to school especially when they are almost due to deliver but it seems no parent takes hid of that. The vice principal said as a school they face this challenge every year and the likely causes of teenage pregnancies "*are hostels around the school where learners stay without parental guidance and therefore misuse their freedom and indulge in drugs and sexual activities."* This negatively affects their learning and they perform poorly, eventually contributing towards perpetuating poor performance in underperforming schools in township settings.

Principal 1 seems to go an extra mile in dealing with lack of parental corporation. Seeing that sending messages to parents does not produce results, he goes to the homes of learners with high rates of absenteeism and late coming to meet their parents. During the interview, he confirmed that one learner who was absconding was now coming to school as a result of such follow ups. Thus, form such findings, it can therefore be argued that in township settings, some parents are to blame because they do not support their children's education and this contributes to underperformance of learners in township school settings.

But at some point, principal 1 highlighted that at times the parents are not to blame because some still do not value education, possibly implying that learners without motivation from home seem not to find themselves obliged to be at school every day. This resonates with Maringe and Vilakazi (2015, p. 21) who argue that most of the parents in township settings suffer from "educational poverty" of which "children from such families are unlikely to receive significant educational support". This notion was confirmed by principal 1 where he shows that *"learners do not have any push from home because parents themselves are not educated."*

This further develops Maringe and Vilakazi's (2015, p. 21) notion of educational poverty, drawing on the earlier work of Gorard (2012) where they argue that parents who are educationally poor "are unlikely to participate in home school partnership work aimed at the quality of learning." This possibly implies that the challenges in township settings seem to be affecting many aspects of school life. Parental involvement is very crucial in raising learner outcomes and yet township communities have uneducated parents. The two secondary schools are still struggling to provide enlightenment to learners through education and this was the situation in township schools during apartheid. With such a scenario, data seem to suggest that the poor communities in township settings continuously reproduce themselves. The teachers provide the desired education but it is being received by an adamant society which does not value education thus resulting in secondary schools in township settings remain disadvantaged.

Another challenge raised in school A which seems to be silent in school B is that of repeaters. The vice principal reported that repeaters are causing a lot of problems because of their negative attitude towards school. Data show that most of them are among the late comers, the disobedient and those who abscond regularly and the vice principal complained that instilling discipline upon such misbehaved learners is always a challenge.

Even though some challenges faced in school A seem not to be common in school B, the latter also has some unique problems. For instance, the vice principal does not even mention about lack of resources and yet this appears to be adversely affecting teaching and learning in school B. This is consistent with what several researchers have noted that most township schools are heavily under-resourced (Christie & Lingard 2001). Because there are no resources in the school, principal 1 sources from outside where learners have to go and do Science experiments in neighbouring schools. However, this couples the problem since teaching and learning time is affected when learners and the responsible teacher need time to travel to the neighbouring schools.

According to principal 1's perspective, the challenge of resources resulted from the criteria used by the South African Education Act (SAEA) in providing resources in schools. Schools with a small enrolment receive a smaller educational budget (school A has around 200 while school A has around 800) and yet, according to principal 1, small schools need a large budget to promote their development. Principal 1 raised another challenge associated with the small budget when he reported that there is one teacher in school B who teaches one subject from grade 8 to 12. This was reported as problematic because if that teacher happens not to be in school, then the whole school would be affected. Data show that principal 1 feels that if they

had a large budget, rather than having one teacher teaching from grade 8-12, then the SGB would be able to hire a teacher to take other classes, thus assisting in the logistics of subject allocation in the school. From what is emerging from data, Principal 1 feels that as much as they might want to promote lesson attendance but with shortage of teachers, it might be very difficult to keep the whole school busy during lessons.

Summary

The challenges which are commonly known in township settings were evidenced particularly in school A where data show high records of late coming, substance abuse, violence and poor lesson attendance. Principal 1 did not complain much about cases of violence except for COSAS, which is also a concern in school A, where effects of unionism adversely affect teaching and learning in township schools. Another major concern raised in both secondary schools is that of lack of parental support (Christie, 2010; Maringe & Vilakazi, 2015) and data seem to suggest that this is adversely contributing to the two schools' state of underperformance.

The findings of the study show that the two teachers also raised their perceptions and the section below presents their views on conceptualisation and enactment of instructional leadership in township settings. Their perceptions were presented separately since their roles are mainly of classroom practice rather than school leadership, which was the focus of this study.

4.3 Presentation and analysis of teachers' responses

Stage 1: Data Presentation

The table below presents a comparison of the two teachers' perceptions.

Table 4: Presentation of the teachers' responses

Qn	Teacher 1: School A	Teacher 2: School B
2.	All the time, they are very supportive. Mostly, it's HoDs who come for lesson observations.	All the time, like today the principal was assisting with revision of past exam papers as preparation for preliminary exams. As a Geography specialist, he also assists in morning and afternoon classes. It doesn't happen once, but it's continuous assistance.
3.	Yes, very much, SMT intervenes on disciplinary issues. Learners	Yes, a lot. In June, the grade 12 pass rate was 80% so l expect them to pass in their final exams.

	undermine teachers but SMT gives support. That class you observed is very naughty but today they were quiet because of visitors.	
5.	Very often, we attend workshops of writing skills; essay writing, paragraph writing and marking skills. We share ideas on writing and marking skills which l then practise during learner assessment.	I attend monthly content training and cluster meetings per subject organised by the district. Teachers share some achievements and challenges in their teaching and learning.
6.	Yes, we sometimes exchange classes. Someone might be better knowledgeable in certain topics, then we exchange classes and learners would benefit from such expertise.	Yes, sometimes we do team teaching, if there are topics that l don't understand, l call another teacher who knows the topic to teach my class and l also teach other teacher's classes in areas l understand better, this helps a lot. We plan together as teachers and give each other support.
7.	Lack of commitment from learners and the rate of misbehaviour is very high. They don't do their school work, homework and even daily exercises are just a problem. The place is so discouraging that l don't see myself spending much time here.	Socio-economic problems are a major concern. Learners come from poverty ridden families, others don't have places to stay; they are evicted all the time. ln class, they are often absent minded. Some don't do homework because the places where they stay don't allow them to do school work at night. Most leaners come to school empty-bellied, 95% depend on the feeding scheme at the school. We can't compare our schools with former model C schools because of socio-economic problems.

From what is emerging from data, as revealed in table 4 above, both teachers acknowledge the assistance and support from principals which they believe is positively impacting on their classroom practice (Hallinger & Murphy, 1985; Hoadley, 2007). They both converge with the perceptions from their principals where they view team teaching and teaching assistance as crucial in improving their instructional practice. However, the contextual challenges

associated with township settings seem to hinder their efforts as classroom practitioners as will be discussed in the data analysis section.

The following section analyses the generated data in line with the research questions of the study:

Stage 2: Data analysis

4.3.1 Teachers' perspectives on conceptualisation of instructional leadership

Data show that the two teachers do appreciate the assistance and support they get from the instructional practices of the principals. Teacher 1 acknowledges the SMTs' intervention on disciplinary issues especially during lesson observations where the vice principal and other SMT members have the opportunity to know what is happening in the classroom. Such cases would then create opportunities for school leaders to address some of the challenges the teachers face in their classroom practice. This is in line with Hoadley's (2007) observation that the principals' duties involve protection of instructional time by ensuring lesson attendance.

Teacher 2's opinions converge with principal 1's instructional practice where, even though he does not do lesson observation, he assists in the actual teaching during morning and afternoon lessons and even during the day. This is revealed in Teacher 2's response; "*As a Geography specialist, he also assists in morning and afternoon classes."* Data seem to suggest that the principals' instructional practices are positively impacting on learners' performance, particularly in school B where the grade 12 class was performing at 80% in June.

Summary

From what is emerging from data, it is crucial that the principals assist and show much support in the teaching and learning process. In school A, despite the negative attitude from learners, there is evidence of assistance from the SMT on disciplinary issues which Teacher 1 acknowledges as helping his classroom practice. The SMTs in school A provide reflective feedbacks on lessons observed as was done for LO1 while principal 1 promotes teaching assistance where teachers at times exchange classes to share their expertise in different subjects. This is shown in Teacher 2's response;

> *Yes, sometimes we do team teaching, if there are topics that l don't understand,*
>
> *l call another teacher who knows the topic to teach my class and l also teach*

other teacher's classes in areas l understand better, this helps a lot.

Data possibly suggest that if the SMT and teachers can work as a team, then learner outcomes may be raised even in underperforming secondary schools.

4.3.2 The teachers' perception of enactment of instructional leadership

Teacher 1's observation seems to converge with what is stipulated in research that lesson observation with reflective feedback is crucial in improving teaching and learning (Bush et al., 2009). As discussed earlier, data show that Teacher 1 views lesson observation as benefiting his teaching when he acknowledges the obedience and active interaction of learners during LO1. Both teachers value team teaching and teaching assistance when they reported that they incorporate suggestions from other teachers to improve their lesson delivery and also benefit from other teachers' expertise as they exchange classes. Even though lesson observation is not done in school B, principal 1's assistance seem to serve the same purpose as he works together with teachers to come up with teaching strategies that might possibly help improve teaching and learning in their context.

The two teachers regularly get training on staff development where they are equipped on assessment, content training per subject, and writing skills. This was shown in Teacher 1's response; "*We share ideas on writing and marking skills which l then practise during learner assessment."*

Teacher 2 reported that she attends cluster meetings monthly, possibly suggesting that through collaboration, teachers get the chance to share ideas on how best they can deal with the challenges in their township settings (Bush et al., 2009). Teacher 2 added that they benefit from such workshops where facilitators of different subjects help to simplify content which then helps them to deliver content appropriately.

Summary

Teacher 1 acknowledges the benefit he gets from lesson observation while teacher 2 equally appreciates the teaching assistance she gets from the principal. Both teachers find team teaching benefitting their classroom practice. The staff-development workshops teachers attend seem to benefit their classroom practice since they can collaborate through Professional Learning Communities (PLC) (Bush et al., 2009) to improve their teaching. With the notion of team teaching, support and assistance being common in both schools, data

seem to suggest that the instructional practices the two principals engage in might help to raise learner outcomes, particularly in school B as already discussed in earlier sections.

4.3.3 Teachers' perspectives on challenges in township settings

Teacher 1's opinions on challenges converge with the vice principal's views where he similarly raised the common challenges in township settings like violence, substance abuse which were reported to be affecting their teaching practice (Christie, 2010). Teacher 1 complained about lack of commitment from learners and their high rate of misbehaviour as he reported that "*They don't do their school work, homework and even daily exercises are just a problem."*

This shows a negative attitude towards school from learners and with such a scenario, teachers possibly find it difficult to effectively execute their duties as classroom practitioners.

However, the situation was a bit different in school B. Teacher 2 did not mention anything about learners being negative towards school, rather learners in school B seem to be very much focused as was shown in LO2 where they were actively interacting during the lesson. The major concern raised by Teacher 2 seems to be socio-economic problems which are heavily impacting on the learners' performance. The findings show that most learners come from poverty ridden families and others do not have permanent places to stay. They stay in temporary structures where they are always evicted and when they come to school, it becomes difficult for them to concentrate in class, they are often absent minded and this negatively affects their performance.

It seems Teacher 2 sympathises with the learners as she reported that;

> *Some don't do homework because the places where they stay don't allow*
>
> *them to do school work at night. Most learners come to school empty-bellied,*
>
> *95% depend on the feeding scheme at the school.*

This shows how poverty can heavily impact on teaching and learning and eventually affecting learner performance.

Despite the effort shown by teachers in their teaching practice, data seem to suggest that township settings are multiple deprived and the challenges hinder progress in teaching and learning in schools. This is consistent with Maringe and Vilakazi's (2015, p. 21) observation that "the majority of schools in South Africa are afflicted by multiple deprivation where

factors of poverty conspire to influence the quality of teaching and learning in quite significant ways." This shows a situation where, despite the centrality of instructional leadership in school improvement, the two secondary schools are in a context where they face combined effects of poverty. However, the effort shown by teachers and the principal in school B seem to bring some light that, through the enactment of instructional leadership, teaching and learning may be improved even in underperforming secondary schools.

Summary

The challenges raised from the two secondary schools suggest that the effects of apartheid are still adversely affecting teaching and learning in township settings. Even though principals and teachers seem to be putting much effort in trying to raise learner outcomes, it seems some challenges like transport and accommodation are beyond their control. However, data seem to show some contradictory perceptions. Teacher 1, despite the odds of the context, seems to be very much prepared to work towards changing the status of their school. Teacher 1, on the other hand seems very much demotivated. Although he seems to appreciate the assistance and support from the SMT, data show that he would not be staying long in the school as he complained that "*The place is so discouraging that l don't see myself spending much time here."*

This further confirms the notion that township education still suffers from the apartheid legacy because it is difficult for teachers to concentrate with their classroom practice when they seem demotivated. However, the two teachers' appreciation of the assistance and support they get from the SMTs somehow paints some light that the principals' enactment of instructional leadership might as well encourage the teachers to deal with their contextual challenges and improve teaching and learning in their schools.

4.4 Conclusion

From what is emerging from data, both principal 1 and the vice principal seem to believe that their involvement in the classroom practice and monitoring of teaching and learning has a positive bearing on learner outcomes. Even though their schools are in disadvantaged contexts, data show that the four participants attend staff-developmental workshops which help them to come up with innovative strategies that may possibly promote a positive school climate in their contexts. Despite all the challenges discussed in this study, data seem to suggest that should principals promote teamwork and engage in assisting, monitoring and supervision of teaching and learning, their enactment of instructional leadership may help improve teaching and learning in their schools. This is consistent with what research

advocates that schools with strong instructional leaders are most likely to produce positive learner outcomes (Harris & Chapman, 2002).

The following chapter deals with the findings, discussions and implications of the study.

CHAPTER 5: FINDINGS, DISCUSSIONS AND IMPLICATIONS

5.0 Introduction

This chapter briefly discusses the purpose of the study and gives a reflective overview of the data generated from the findings. The key findings are as well discussed and the last section deals with the implication of the study in relation to theory, practice, policy and potential research areas as from what emerged from the findings of the study.

5.1 Purpose of the study

The purpose of this study was to investigate how principals and senior managers conceptualise and enact instructional leadership in township schools and the challenges they experience in trying to lead township based secondary schools out of the state of underperformance. The study also focussed on exploring the ways in which principals and senior managers mobilise their schools to try and do well in academic performance despite the challenges they might be facing. It was from this notion that the study was done to explore the instructional leadership practices that might help improve teaching and learning in township settings.

5.2 Reflective overview of the study

The focus of this study was to explore the conceptual and contextual instructional leadership roles in the context of two underperforming secondary schools in township settings. To achieve this, l started by examining the origins and criteria of the concepts of underperforming schools and township settings in South Africa. From the literature l reviewed, I realised that underperforming schools originated from the apartheid regime and the current education system in South Africa is still under influence of the apartheid legacy where the majority of schools for the blacks are disadvantaged (Christie, 2010).

For the criteria of underperforming schools in South Africa, l learnt that the DoE profiles schools based on their performance and assesses schools based on their metric and ANA results of which schools that achieve 40% and below are regarded as underperforming. During the interviews with the with the vice principal and principal 1, which were conducted separately, l realised that underperforming schools are referred to as priority schools because they are given much priority by the DoE since they require a lot of attention for them improve their teaching and learning.

Underperforming schools are associated with poor physical and social facilities, organisational problems, poor school/community relationships, poor relationships between the education department and the schools (de Clercq et al., 1995). This is consistent with Christie's (2010) study on dysfunctional schools. Additionally, literature shows that some township schools have no physical boundaries, which make it difficult for principals to enforce discipline on both teachers and learners (Karlsson, 2007; Christie & Lingard, 2001; Christie, 1998).

However, even though these four characteristics were utilised as the background for developing the challenges principals are likely to face as they enact instructional leadership in township settings, l did not find this setup in the two secondary schools that l visited. Both schools are dural-walled and the school gates are kept closed throughout the day, implying that the schools have security. Data generated from observing the morning briefing meetings revealed that there seems to be good organisational structures in the schools where team spirit appears to be strong, particularly in school B as was reported by teacher 2 who greatly acknowledges the support and assistance from her colleagues. Observation data, from both schools also seem to suggest that there are no poor community and school relationships as such except that the majority of parents are educationally poor (Maringe & Vilakazi, 2015). Observation data further show that the two secondary schools also appear to be relating well with the DoE since officials from the district always visit the schools to offer assistance in different aspects that are aimed at improving teaching and learning in the schools.

With such a difference of the setup of the current underperforming schools from those of the apartheid era (Christie & Lingard, 2001), l realised that, even though township schools are still disadvantaged in terms of resources, at least there is some improvement in their physical appearances, organisational structures and their relationships between the communities and the DoE.

Informed by the data generated from the interviews, lesson observation and observation of the two meetings, l deduced that principal 1 and the vice principal in the two secondary schools engage in instructional leadership practices as they try to lead schools in their contexts. However, both principal 1 and the vice principal appeared unaware that they were applying the instructional leadership style. It was during the course of the interviews that they realised that they are applying instructional leadership and they both felt that their instructional practices are contributing towards effective teaching and learning in their schools.

The findings also suggest that the challenges associated with township settings hinder progress in raising learner outcomes in the two secondary schools. Both school A and B are negatively affected by challenges associated with township settings, as discussed earlier and underperformance is common, particularly in school A. However, school B seems to possess some qualities of resilient schools (Christie & Lingard, 2001) even though the matric pass rate is still below 100%, the staff and learners seem to be very much committed to achieve their goals despite the contextual challenges around their school. I realised that commitment and passion towards teaching and learning is very crucial. School B does not have adequate resources but it appears the teachers' effort is making a difference, hence, the 80% performance of grade 12 in June and the 70% attendance for morning lessons and this shows that even the learners themselves were putting effort towards their learning.

Research shows that school principals in South Africa are over-loaded with extra duties and yet according to Bush et al. (2009, p. 1), "the core purpose of principalship is to provide leadership and management in all areas of the school to enable the creation and support of conditions ... which promote the highest possible standards of learner achievement." The state of overloaded principals was confirmed in school B where principal 1, instead of only concentrating on promoting a positive school climate (ibid) and other administrative duties, goes to the homes of learners with high rates of late coming and absenteeism. From such sacrifices, l could see that it is not all principals in township schools that are not duty conscious, principal 1 proved to possess leadership qualities that may improve township based secondary schools. The school suffers from socio-economic challenges but the principal and the teachers in school B are working against their odds to raise learner outcomes.

I found it exciting to carry out this study where l came up with a range of themes related to instructional leadership. However, despite the themes that emerged from the findings, this study has some limitations.

5.3 Limitations

Only four participants were used in this study and only two research methods were utilised, as was explained in Chapter 3. This has resulted in this study being quite thin of data and therefore left little room for triangulation and testing of the study's findings.

Hence, the findings of this study cannot be generalised to the rest of township secondary schools in South Africa and also that the research was a case study of only two secondary schools in Soweto. Some differences in performance even between the two schools that were

the focus of study were noted, implying that leadership and management of schools differ in terms of context and other factors. For instance, in school B, data show that resources are very limited but principal 1 and the teachers utilise what is available to make teaching and learning effective. The principal sources some resources from outside and this shows much effort in trying to deal with challenges in township contexts. In school A, the idea of conducting morning lessons was not mentioned and yet in school B this proves to be helping both learners and teachers to have time for revision. This shows that, even though the two secondary schools are in the same context, principal 1 is applying the leadership style that is suitable for his context. This is consistent with Christie's (2010) notion of the three-fold framework where the individual, organisation and the context play a crucial role in promoting a positive culture of teaching and learning in South African schools, particularly those in multiple deprived settings.

The section below discusses the key findings that emerged from data analysis.

5.4 Discussion of key findings

From the coded data, the thematic analysis identified a range of conceptual perceptions related to the enactment of instructional leadership in township secondary schools and these are presented in table 5 below;

Table 5: Conceptual perceptions from the participants

Conceptual ideas	Vice Principal	Principal 1	Teacher 1	Teacher 2
Communication	11	111		
Team work	111	11	11	11
Monitoring	11	111		
Communication	11	11		
Morning briefings	1	11		
Sharing ideas	1	1	1	1
Assistance and support	111	111	11	111
Follow ups/lesson attendance	1	1		
Commitment	11	11	11	11
workshops	1	1	11	1

Table 5 shows the participants' perceptions emerging from data, however there some recurring ideas which seem to be the strongest conceptual perceptions. These were identified as the major findings of the study as discussed below:

5.4.1. Team work

There is evidence that teachers work as a team in both secondary schools that were visited. Principal 1 highlighted that for the school to achieve its goals, he always reminds the staff of the school vision and this according to his perception, somehow encourages both teachers and learners to be goal oriented. This resonates with Hallinger (2005) who asserts that it is crucial for the school leader to define the school's mission so that all staff members would feel obliged to work towards achieving the school goals. This converges with what l observed during the morning briefing meeting in school B. Besides other aspects that were discussed during the meeting, the principal emphasised that, as a priority school, it should be a daily practice that they work as a team in order to try and improve their learners' performance.

Data emerging from the interviews show an alignment of what the principal said in the meeting about teaching assistance with what happens in the classroom. The principal did not go for lesson observation as such in LO2 but he was actually assisting in teaching some concepts in the grade 12 Geography lesson. The findings from the interview with Teacher 2 converged with principal 1's perception that teachers exchange classes to assist each other in teaching different concepts in different subjects. The findings also show that teachers in school B take turns to assist in SIP classes which are done on Saturdays. Data seem to suggest that if teachers in township settings can develop this team spirit and support for each other, then learner outcomes in township secondary schools might possibly be raised.

However, the situation is a bit different in school A. Like what happens in school B, teachers assist each other by exchanging classes to teach different concepts which they are well-versed with. For instance, when one teacher encounters topics that he/she does not quite understand, he/she exchanges with one who has the expertise in that area so that learners might benefit from the teaching. Through strategic meetings in the school, the SMT together with the staff also suggested afternoon classes but it seems some teachers and learners lack the passion towards their work. The vice principal complained about some teachers and learners' lack of commitment towards school and this seems to suggest that school A still portrays much of the characteristics of underperforming schools (Christie, 2010) because even though the SMT emphasises duty consciousness, late coming and poor lesson attendance remain as a challenge despite all the supervision they do.

5.4.2 Assistance

The vice principal in school A reported that the HoDs and teachers came up with the idea of conducting afternoon classes where teachers engage learners as they teach and do revision and remediation with less talented learners. The SMT's assistance in ensuring that all learners attend classes and addressing issues of discipline was well acknowledged by the two teachers. This resonates with Hoadley (2007) who advocate that it is the duty of school leaders to protect the instructional time and ensure lesson attendance throughout the day. For them to ensure lesson attendance and assist in teaching and learning, the SMTs need to be available at the school of which both principal 1 and the vice principal confirmed that they do.

During the interview, principal 1 emphasised on his assistance to teachers in preparing the educators' files, elaboration of the Curriculum Assessment Policy Statements (CAPS) document and in the actual teaching. This was confirmed by T2 during the interview and even during LO2 where the researcher also witnessed his assistance. Principal 1 also shows that they take it as their duty (SMT) to assist teachers in issues of learner behaviour and this converges with what T1 said that even though there is a high rate of misbehaviour from learners, the SMT is always there to assist with issues of discipline.

In school A there is also substitute teaching where teachers are allocated time to attend to classes for absent teachers as a means of ensuring that learners are always occupied. However, although both principal 1 and the vice principal seem to be working towards changing their status of being priority schools by supporting and assisting the classroom practice, the vice principal expressed her disappointment because of some teachers who do not comply thus, poor lesson attendance and late coming remain a challenge in school A. Data show that the situation in school A still reflects the South African education system during apartheid (Karlsson, 2007; Christie & Lingard, 2001; Christie, 1998).

5.4.3 Monitoring and Supervision

The school leaders' supervisory roles also go hand in hand with monitoring all school activities like teaching and learning, lesson attendance and reporting time by both teachers and learners. Both principal 1 and the vice principal seem to be available always in the school and also report to school on time as was evidenced by starting their morning meetings on time. They also highlighted that they monitor learners' books to check the amount of work given and also checking its alignment with CAPS. Principal 1 reported that the SMT also checks the assessment of learners' tasks, especially the grade 12 classes who need to be assessed in line with the matric examinations assessment policy.

The vice principal perceives her role of an instructional leader as mainly centred on supervision of HoDs and then HoDs supervising the teachers. This concurs with Bush et al. (2009) who argue that instructional leadership should be spread at different levels in the school. The SMT in school A takes rounds around the school during lessons checking for class attendance. They also do follow ups through the HoDs on the implementation of what transpires during meetings. For instance, when there are visitors from the district, the SMT through the HoDs, ensures that the educators' files and registers are up to date. The HoDs in school A were reported to be doing lesson observations but this does not exist in school B due to the influence from the teachers' unions. This concurs with Maringe and Vilakazi's (2015) study where principals need to work in line with the unions' requirements or else they face dismissal. Principal 1 also confirmed that the SMT always engage in the supervisory roles of the whole school system and this is consistent with Hallinger and Murphy's (1985) observation that the school leaders' roles should be to ensure that effective teaching and learning happens in the school.

5.4.4 Communication

Communication and monitoring are both merged in the concepts of assistance and team work because, for the practices to be effectively administered, there is great need for communication and mutual understanding between the SMT and teachers. As leaders monitor lesson attendance and actual classroom practice, teachers need to be very much positive and be able to consider suggestions for lesson improvement. For instance, in school A, after LO1, the researcher then observed the vice principal during the feedback meeting which was a reflection of the lesson observed. During that meeting, the vice principal started by complementing T1 that it was a good lesson. The two participants then engaged in a discussion on how the steps T1 followed in lesson development could be modified. The vice principal also mentioned that T1 should try always to remind learners to bring their text books to school to avoid sitting haphazardly during the lessons and T1 appeared very positive with the suggestions. This concurs with Bush et al. (2009) that the SMTs should give a reflective feedback after lesson observation.

In school B, even though there was no lesson observation, the concepts of monitoring and communication were as well confirmed during the interview with T2. As mentioned earlier, her response showed that she appreciates the principals' assistance in teaching Geography grade 12 classes as they prepare learners for their preliminary examinations.

Even though lesson attendance, morning briefings, sharing of ideas, follow ups, support and workshops seem to be weaker perceptions as per the evidence in the table 5, they also feed into the stronger perceptual conceptions. Some of them can be synonymously used in this research, for instance as teachers engage in team work, they will be sharing ideas and they need to appreciate and support each other for their practice to have positive impacts on their teaching and learning. When members attend workshops, be them SMT or teachers, they need to provide feedback to the rest by sharing what transpired during such meetings.

5.4.5 Commitment

From question 1, the participants' responses seem to suggest that, even though there is lack of improvement in both secondary schools, there are certain factors that contribute to underperformance in township schools. For instance, the vice principal reported that the educators, the SMT and the district put a lot of effort to improve teaching and learning but the learners are not committed. This is most likely to suggest that, although the two secondary schools are in a township setting, if learners can show some commitment towards school, then somehow this might contribute to improvement of learner outcomes. The vice principal shows disappointment from the learners' lack of effort and this converges with Teacher 1 who complains that "*learners are not committed; there is no commitment at all! They just come to school for them to be recorded as students but not for learning."*

T1 seems demotivated and said that he does not want to spend much time at the school but prefers to go and work in his home area. This might suggest that the environment may negatively impact on learner achievement, because if the teachers are demotivated, then it becomes difficult for them to execute their duties effectively and this places learners in township secondary schools at a disadvantage. This resonates with literature that in most cases, teachers and learners in township schools are demotivated because of the unfavourable conditions around their contexts (Karlsson, 2007; Christie & Lingard, 2001; Christie, 1998).

Conversely, T2 despite the socio-economic challenges faced by the school, seems to be passion-oriented. This is evidenced by her attending of morning and afternoon revision classes for grade 12 and showing much enthusiasm as she expressed her hope with the grade 12 class. The responses from participants in school B reveal a perception of passion towards teaching. Despite the complaints from the vice principal, principal 1 presents a different view regarding learners in township secondary schools. Learners in school B seem to have a positive approach towards school. Even though they seem to be in harsh socio-economic

conditions, principal 1 and T2 converge as they expressed hope with the grade 12 who were performing at 80% in June.

From the findings of the study, there emerged also some incidental findings from the participants' responses. Although they seem to diverge from the focus of this study, their presentation is worthy discussing.

5.5 Incidental Findings

5.5.1. Inequalities in township secondary schools (Question 5)

Data were generated from two secondary schools which are both in township settings, but according to the findings, inequalities in education are not only between former model C schools and schools for blacks, particularly those in township and rural settings as always discussed in research. This notion is substantiated by the different challenges that were raised by the two principals. Principal 1 from school A did not mention anything about lack of resources. Rather, the availability of resources in school A was confirmed when the principal highlighted on the issue of textbooks during the feedback meeting with Teacher 1.

Learners were seated haphazardly, sharing text books but the principal showed disappointment because she said all learners are given text books. The challenge she then highlighted on this issue was that learners do not bring their text books to school which was possibly the reason why they were sharing text books and not because the school did not provide. This is very much opposite from what principal 2 said about the challenges they are facing. Lack of resources seems to be their major concern. Even though he did not mention about text books, but resources like laboratories and library seem to be having a negative impact on their effort to improve their teaching and learning in the school. Surprisingly, the findings show that such inequalities result from the department's criterion in allocating resources in township secondary schools which tend to perpetuate inequalities amongst such schools.

Lack of resources in school B seems to impact negatively on the learners' performance in Science subjects, which are the critical subjects where learners are expected to excel. They go to neighbouring secondary schools to carry out experiments and according to the principal, this takes much of their time to travel to such schools. And also they do not go as per their timetable because they need to go during stipulated times where they would not affect the programme of those schools. This means that they can only go when labs are free. Another issue raised by principal B pertaining lack of resources is that learners travel during lessons

meaning that some of their learning time is lost, and they will also miss other lessons for different subjects. This seems to explain why principals in township secondary schools face more challenges that hinder their practices in working towards improving teaching and learning as compared to former model C schools (Maringe et al., 2015). From this notion, the researcher came up with yet another incidental finding.

5.5.2. The impact of unequal allocation of resources in township secondary schools.

Principal 2 in school B highlighted that, according to the Schools' establishment Act, schools are allocated resources depending on their enrolment. This implies that if a school has many learners, it is obliged to receive a large budget from the department. If the enrolment is small, then the budget is also small. And because school B has an enrolment of 200 learners, it is bound to receive a very small budget and yet, according to the principal's view, small schools like his need a lot of resources to help them develop.

The issue of inequalities is further developed by the presence of teachers' unions in township settings.

5.5.3. Influence of teachers' unions in township secondary schools (Question 8)

The researcher had designed the observation tool for both secondary schools but could do the lesson observation only in school A. In school B, according to principal 2, lesson observations are against the teachers' unions which claim that observations intimidate teachers. As observed in earlier studies, the teachers' interests are closely protected by the unions to an extent that issues like teacher absenteeism are regarded as human rights matters (Maringe & Vilakazi, 2015, p. 20) and yet learning time will be compromised.

The influence of teachers' unions relates back to the issue of inequalities raised above in the sense that, the two schools are in the same area but one school does lesson observations whilst the other one seems to be fully controlled by the unions.

5.6 Conclusions

The conclusions were formulated in the light of the findings and the research questions of this study.

5.6.1 Conceptualisation of instructional leadership by principals and senior managers in underperforming schools

From the participants' responses, instructional leadership is conceptualised from its literal sense of giving instructions. The vice principal asserts that, as one of the leaders, her duty is to instruct teachers on how they should conduct their lessons and if properly administered, this might eventually help to raise learner outcomes. Adding to this notion, principal 1 identifies one of his roles as communicating the school's vision to the rest of the staff members. This concurs with Bush et al. (2009) who advocate that, for teaching and learning to be improved, the school leaders should ensure that everyone in the school is clear with the school's vision so that together they can work towards achieving their goals.

Both principal 1 and the vice principal highlighted their roles as also involving the need to communicate the policy and curriculum requirements to teachers. This possibly implies that the classroom practice may be effective if teachers deliver the correct content to learners. The CAPS curriculum stipulates what should be done in the classroom hence, the vice principal conceptualises instructional leadership as involving checking the alignment of policy with the classroom practice. Even though principal 1 did not mention anything about the policy, his actual classroom involvement possibly suggests that he is also aware of the need for the alignment between the curriculum and how content should be delivered in the classroom.

There seems to be a strong perception of team work in both school A and school B. Even though principal 1 views himself as the 'ship driver' he as well acknowledges that a leader cannot work alone, thus putting much value on the need for team work as a means of promoting effective teaching and learning in township settings. The vice principal reported that their poor grade 12 results need combined effort from the SMT, teachers and the learners to come up with strategies that might help improve their teaching and learning. Hence, there is evidence of extra lessons, conducted in the afternoon in both schools and school B has added morning lessons, a strategy which he said also promotes both teachers and learners to be in school on time.

The notion of distributed leadership emerges as principal1perceives instructional leadership as 'inviting' leadership where she invites teachers to come up with different strategies that may help improve teaching and learning in their context. Data also seem to suggest that leadership is distributed at different levels in these two secondary schools since the SMT, HoDs, teachers and learners seem to be given room to execute their instructional duties at different levels in the school to promote teaching and learning. She highlighted that it was

through this practice that teachers suggested that the school conducts afternoon lessons and the SMT assisted in their implementation.

5.6.2 Ways in which instructional leadership is put into practice in the organisation and management of teaching and learning in underperforming schools

Both secondary schools conduct morning meetings, from 7 o'clock to 7:30am, school A on Tuesdays and school B on Wednesdays. These are intended to communicate current information from the district and also around the school. In school A, teachers who work hard are praised while those who do not comply with the rules of promoting teaching and learning are reprimanded. This notion of recognising the effort done by teachers and learners resonates with Bush et al.'s (2009) suggestion of the need for incentives as a way of encouraging good practice that might promote effective teaching and learning in schools. From both meetings the researcher attended, data seem to suggest that the principals take these meetings as their platform to encourage lesson attendance by both teachers and learners, remind visits from the district, emphasise the need to mark class registers daily and also reminding staff members to be duty conscious.

Both principal 1 and the vice principal seem to monitor reporting time for teachers and this seems to suggest that the principals should be at the school early to ensure early arrival of teachers. While the issue of a log book was not mentioned in school A, principal 1 seems to value the log book because he perceives it as a measure to ensure early arrival of teachers and also ensuring that they leave when school is over. Such practices seem to contribute in promoting teaching and learning because, as advocated by Christie and Lingard (2001), one of the challenges in township settings is that teachers do not turn up for their lessons. If the issue of coming to school every day by both teachers and learners is addressed, then this might possibly help promote effective classroom practice and eventually, raising learner outcomes.

Data as well suggest that both principal 1 and the vice principal make follow ups on what transpires during the meetings. Principal 1, besides monitoring lesson attendance, also monitors the actual teaching in the classroom by participating in the teaching process during morning and afternoon classes. Principal 1 asserts that as SMT, they take rounds around the school to ensure lesson attendance and also monitoring substitute teaching and this helps learners to be occupied during classes. However, despite such emphasis, l could see learners loitering around the school during lessons in school A but this was not the situation in school B where learners were only seen outside the classrooms during break and lunch time.

Other emerging instructional practices by the principals include checking of the learners' exercise books to ensure that the work is in line with ATP. Principal 1 asserts that, should a teacher be found behind with the required exercises, he or she would be asked to come up with strategies of how to catch up with the syllabus. This seems to suggest that, in such a scenario, a teacher is pushed to set up a program that could help compensate for learning time that could have been lost, thus helping learners to benefit from what they are supposed to learn. Both principal 1 and the vice principal identified another instructional practice of organising meetings with SGB and also with parents where they give feedback of learners' assessment and attendance.

What emerges from data further suggests that principal 1 appears to go an extra mile in dealing with issues of learner absenteeism. He asserts that they record the patterns of learner attendance to identify those with the high rate of absenteeism. His instructional practice seems to extend from what happens around the school to the learners' homes, as evidenced in one of his responses; "*If a learner continues to be absent, we call parents for assistance. If they don't come, l go to the learner's home."*

This seems to be improving the situation as was evidenced from his report that two learners are now attending school as a result of such follow ups. However, this has some negative impact since the principal has to compromise his instructional time and leave the school in search of learners.

Data further suggest that principals in township settings are at times placed in dilemmas. Principal 2 reported that he does not make these follow ups out of will. Rather, he is forced into that situation because if he does not act in regard to the learners' absenteeism, by the end of year when learners underperform, the department would be up on him, demanding for his account for learners' poor performance.

Principal 1 identifies lesson observation as helping to improve teaching and learning in the school where teachers and HoDs share ideas and possibly come up with strategies that help improve teaching and learning. This concurs with Bush et al. (2009) who argue that school leaders should manage the instructional program through lesson observation. Lesson observation may be viewed as worthy doing if principals can provide a reflective feedback on the lesson observed (ibid). Since school A appears to be doing lesson observation, then the effect of teachers' unions in school B seems to be a contextual issue which might need further research on the impact of political issues in teaching and learning in township settings.

5.6.3 Challenges faced by principals and senior managers in applying instructional leadership in underperforming schools

The following challenges were identified as affecting teaching and learning in the two secondary schools:

a) In school A, the principal identified the coming of repeaters as a challenge. Data seem to suggest that these repeaters do not have a passion for school and most of them are among the misbehaved, the late comers and those who abscond. The issue of repeaters seems not to be affecting teaching and learning in school B, rather principal 1 identified the challenge of late coming as a concern mainly because most of the learners are not local and they arrive late at school due to the rail transport which they use.

b) There is poor lesson attendance by both teachers and learners in school A. Even though it seems the issue is always addressed during morning briefing meetings, it appears most of the members of staff do not comply. Data also seem to suggest that the SMT takes rounds around the school during lessons and afternoon lessons in school A but it appears poor lesson attendance is an on-going challenge in the school. However, in school B, the principal seems to be happy about the cooperation from teachers where he reported that if a teacher fails to attend classes, there would a genuine reason and this is well communicated of which the SMT would have planned for someone to attend to his/her classes.
Data also suggest that in school B, lesson attendance is not a major concern since they get assistance also from the Schools Support Programme (SSP) where there are five non-teaching staff-members who assist in maintaining order in the school.

c) However, the findings of the study show that, as much as they try to maintain order in school B, the political activities around the area, particularly from the COSAS, cause a lot of violence in and around the school. This is a similar case in school A where the principal also complained that the COSAS cause a lot of disruptions in and around the school. As earlier discussed, school A seems to portray the set-up of township schools during apartheid as shown in research where bullying, gangesterism drug abuse and crime appear to be the order of the day (Christie & Lingard, 2001).

d) The issue of pregnant learners seems to be a concern in school A where four grade 12 learners were reported to be pregnant by the time l went for data generation. Data shows that it seems difficult for such learners to concentrate in school and their final result usually is

poor performance. The challenge of pregnant learners was not mentioned in school B neither is the availability of hostels around the area. Even though the challenge for suitable accommodation was raised by teacher 2 and also the idea that most learners are not local as raised by principal 1, the alternative of having hostels around the area was not mentioned.

However, the issue of lack of parental involvement seems to remain a challenge in township settings (Maringe et al. 2015; Maringe & Vilakazi, 2015; Christie & Lingard, 2001). What emerges from data seems to confirm what is stipulated in literature that principals in townships settings are overloaded with other roles which might affect their instructional practice. A similar scenario was highlighted in the introduction of this study where Fleisch (2008, p.2) asserts that the township enrolment comprises of "the majority of working-class and poor children who bring their health, family and community difficulties with them into the classroom." Instead of concentrating on the instructional practices in the school, the principals need to deal with the learners' social issues as well, causing their roles to become complicated.

e) Research shows that most township schools are regarded as disadvantaged mainly because of lack of resources (Christie & Lingard, 2001). However, resources seem not to be a challenge in school A since it was not mentioned by both the vice principal and teacher 1 unlike in school B where there are no laboratories and libraries. Learners therefore need to travel to neighbouring schools to do experiments in Science subjects and this further complicates the situation because learning time will be lost during travelling. Principal 1's move of out-sourcing resources from neighbouring schools concurs with Levin and Fullan's (1991) observation that schools can share resources at district level as a means of helping to improve teaching and learning.

f) Principal 1 did not identify the school as multi graded as such but highlighted the challenge of having one teacher teaching one subject from grade eight to twelve. This was raised as problematic because in case that teacher is absent, then the whole school would be affected, particularly in that subject, and the principal would be expected to ensure learner behaviour even if the teacher is absent. Referring to this issue, principal 1 highlighted that their enrolment is small which might possibly suggest that their classes are small as well. But since it is only one subject which is affected, this cannot be regarded as a multi graded school challenge but probably an issue of staffing. However, even though these are uncommon issues in some township settings, data seem to suggest that this might as well negatively impact on teaching and learning.

5.6.4 What additionally could be done to promote effective teaching and learning in underperforming schools?

The situation in most township settings still resembles that of the apartheid era where literature shows that there is a breakdown of the culture of teaching and learning (Christie & Lingard, 2001). However, as suggested in current research, instructional leadership plays a crucial role in improving teaching and learning in schools (Harris & Chapman, 2002). This implies that, even in township settings, the culture of teaching and learning might be revived if schools leaders enact instructional leadership in their contexts as has been suggested by the findings of this study.

5.7 Implications of the study

5.7.1 Theory

In this study, literature seems to be clear about the notion of instructional leadership, for instance, its purposes and the crucial role it plays in raising learner outcomes. This is consistent with Harris and Chapman's (2002) observation, citing earlier work of Ofsted (2000), that effective leadership is widely accepted as crucial in achieving improvement in teaching and learning. Marks and Printy (2003), quoting Murphy (1990) advocate that principals in schools with a positive school culture demonstrate instructional leadership both directly and indirectly. Hoerr (2008) further claims that principals should be instructional leaders who are educational visionary and should be in a position to offer direction and expertise to ensure effective teaching and learning. However, literature is not always clear about what principals who are enacting instructional leadership, particularly in underperforming schools should actually do so that they can improve teaching and learning. This explains why this study was done, to go and observe what the vice principal, principal 1 and teachers are actually doing as they enact instructional leadership in their schools.

5.7.2 Practice

There are elements that seem to be important if teaching and learning in township settings needs to be improved. The recommendations being made here are a result from the findings of this study. However, it looks like there are five practices that leaders may engage in to improve teaching and learning in their schools;

1. Since the majority of learners in township settings are from poor communities where parents are educationally poor, principals may engage learners in programs that guide and

counsel them to be positive towards school and see education from a different perspective. The guidance and counselling may as well be designed to educate girls on the dangers of teenage pregnancies.

2. Inviting motivational speakers from outside, particularly those with a township background, to address learners on carrier guidance. This may possibly challenge learners to have a better mind set towards education when they see other people with the same background who have succeeded against their odds.

3. Outsourcing resources from neighbouring schools so that their teaching and learning aligns with the curriculum requirements, especially in Science subjects that need experiments.

4. To suggest and seek assistance from the community to intervene in the challenges associated with accommodation. For instance, principals may request for volunteers from the community or Christian organisations to parent and provide counsel for learners staying in hostels. These learners should be accommodated separately so that there would be someone responsible for girls and the other one for boys. This might help, though not 100% since parental guidance is crucial in moulding children's character.

5. Since the police seem very co-operative in issues of violence, the principals may engage the police force to provide tight security to help allow everyday flow of teaching and learning so that lessons go undisrupted, particularly from the COSAS.

5.7.3 Policy

The South African Standard for School Leadership Draft Policy advocates that school leadership should be mainly concerned with providing the whole school leadership roles (Bush et al., 2009) which create conditions that promote high quality teaching and learning to produce high standards of learner achievement. This links with what principal 1 and the vice principal do in their day to day running of the schools. They make themselves available to monitor the teaching and learning in the school to provide support and assistance where necessary. This however contradicts with Christie and Lingard's (2001) observation that in daily practice, school principals seem to be dysfunctional and they seem to be pre-occupied with financial school matters, management and policy issues (Bush & Glover, 2002) and administrative issues (Chisholm, 2005).

The contradiction is further developed from where principal 1 and the vice principal are always available to closely monitor the classroom practice and even extra classes and yet research advocate that in township settings school order usually does not exist (Christie &

Lingard, 2001). This resonates with Omal's (2011, p. 62) argument where one principal is "highly involved as an educator and school principal in teaching and supervision of learning." As mentioned earlier, principal 1 does not only monitor morning and afternoon classes but also assists in the actual teaching of grade 12 Geography classes.

5.7.4 Recommendations

The researcher recommends for on-going professional development for school principals around the issues of enacting instructional leadership in township settings. The need for the school principals to define the school vision is as well recommended so that it becomes clear to all stakeholders, teachers, learners and parents to work towards achieving the goals of teaching and learning. The principals and SMTs' supervision of teaching and learning, through observation seems very crucial as long as they provide a reflective feedback that helps teachers to improve their classroom practice. The school principals, particularly in township settings need to be well-versed with Christie's (2010) three-fold framework and be able to vary leadership styles that are appropriate to their contexts.

5.7.5 Areas for further Research

There is need to determine how school principals may deal with challenges in schools with large enrolments in multiple deprived communities. Schools in township settings seem to be adversely affected by political influence and there is need therefore for further investigation on how far political influence should impact on the leadership and management of disadvantaged schools in South Africa. Research is needed to explore how the availability of hostels may be assisted to establish a stable community that may help to create a positive environment for effective teaching and learning to happen in township settings. There is also need for further investigation on how school leadership and management may deal with the issues of inequalities and socio-economic challenges in disadvantaged contexts that continue to breed a decline of school culture. Further research may also be done to determine how the notion of educational poverty may be addressed to allow principals and senior managers to concentrate with supervising and monitoring teaching and learning rather than dealing with both school and community issues.

5.8 Contribution of study

The findings of this study show what the school leaders and teachers do as they enact instructional leadership in their schools. Whether this is correct or not, this is beyond the scope of this study. The question to ask is what does instructional leadership mean from a

practical point of view? Research shows that instructional leadership's emphasis is on practices like time on task, supervision, monitoring, teamwork and defining the school vision. But what seems crucial is the link between theory and practice. In this study, literature seems to be clear about the notion of instructional leadership. However, it is not always clear about what teachers should actually do as they engage in their classroom practice. Literature also does not tell what principals who are applying instructional leadership should do and l therefore suggest the need for ongoing professional development on the issues of instructional leadership.

5.9 Summary of the study

Figure 2: Summary of the findings of study:

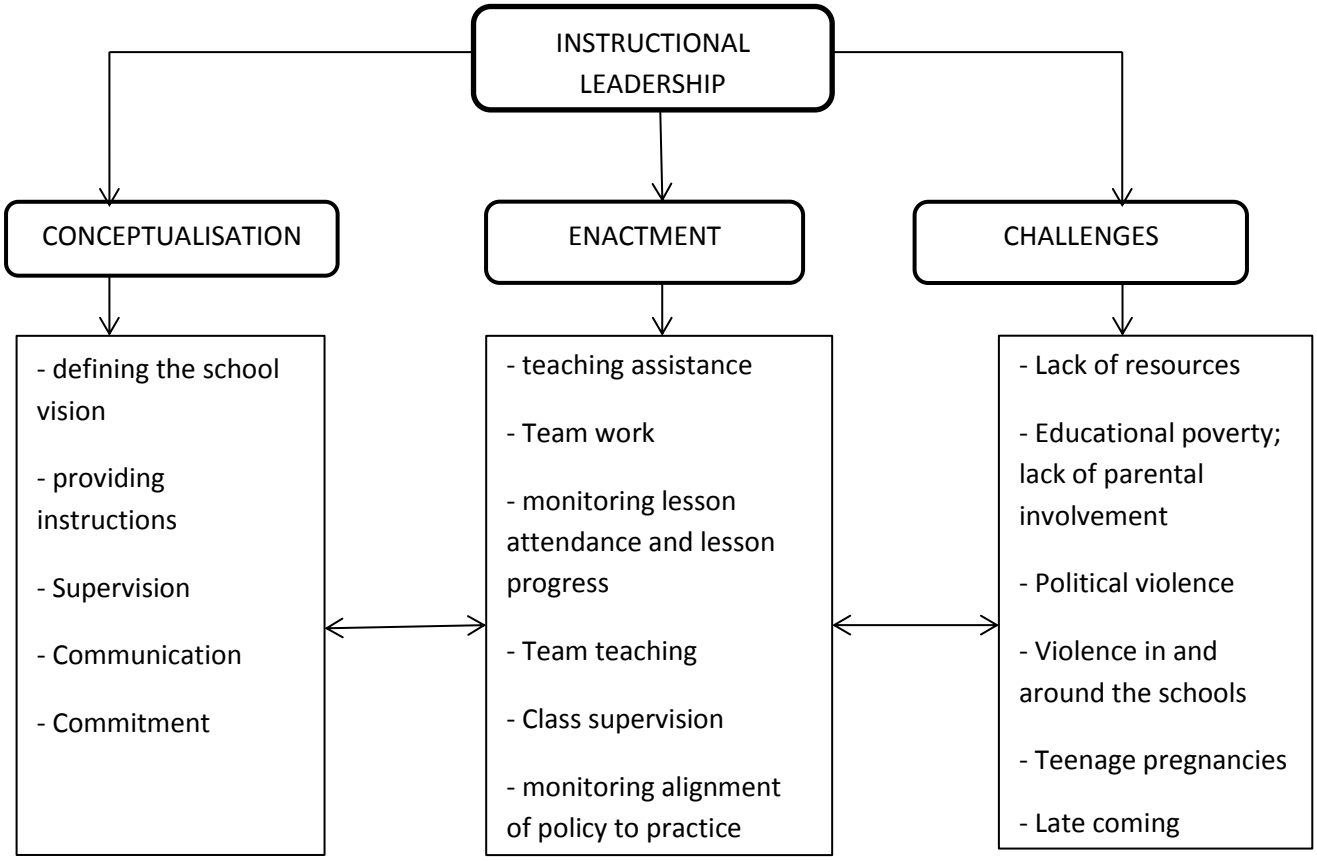


Figure 2 above sums up the findings of the study which is a case of instructional leadership. The findings show that the vice principal and principal 1 are quite aware of the concept of instructional leadership where they value the need for communication by defining the school goals, supervising and providing instructions for the day to day running of the school. Team work proved to be common in both schools. The findings show that the challenges associated with township settings, like lack of resources, educational poverty, violence and teenage pregnancies negatively impact on the two secondary schools' performance in teaching and learning.

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APPENDICES

Appendix 1: Ethics clearance letter

Wits School of Education

27 St Andrews Road, Parktown, Johannesburg, 2193 Private Bag 3, Wits 2050, South Africa. Tel: +27 11 717-3064 Fax: +27 11 717-3100 E-mail: enquiries@educ.wits.ac.za Website: www.wits.ac.za

02 July 2015

Student Number: 904053

Protocol Number: 2015ECE029M

Dear Ulita Chimenya

Application for ethics clearance: Master of Education

Thank you very much for your ethics application. The Ethics Committee in Education of the Faculty of Humanities, acting on behalf of the Senate, has considered your application for ethics clearance for your proposal entitled:

Conceptualisation and enactment of instructional leadership in dysfunctional schools in township settings in South Afrrica: A case study of two high schools in Soweto

The committee recently met and I am pleased to inform you that **clearance was granted**.

Please use the above protocol number in all correspondence to the relevant research parties (schools, parents, learners etc.) and include it in your research report or project on the title page.

The Protocol Number above should be submitted to the Graduate Studies in Education Committee upon submission of your final research report.

All the best with your research project.

Yours sincerely,

MMaseko

Wits School of Education

011 717-3416

cc Supervisor: Prof Felix Maringe

Appendix 2: GDE Approval letter

GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

For administrative use:
Reference no: D2016 / 158
enquiries: Diane Buntting 011 843 6503

GDE RESEARCH APPROVAL LETTER

Date:	**2 July 2015**
Validity of Research Approval:	**2 July 2015 to 2 October 2015**
Name of Researcher:	**Chimenya U.**
Address of Researcher:	**54 Shamrock Street; Florida; 1709**
Telephone / Fax Number/s:	**011 472 0047; 073 975 3056**
Email address:	**uchimenya@gmail.com**
Research Topic:	**Conceptualisation and enactment of instructional leadership in dysfunctional schools in township settings in South Africa. A case study of two high schools in Soweto.**
Number and type of schools:	**TWO Secondary Schools**
District/s/HO	**Johannesburg West**

Re: Approval in Respect of Request to Conduct Research

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

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

CONDITIONS FOR CONDUCTING RESEARCH IN GDE

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter;

2015/07/02

Office of the Director: Knowledge Management and Research
9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506
Email: David.Makhado@gauteng.gov.za
Website: www.education.gpg.gov.za

2. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB);
3. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned;
4. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, SGBs, teachers and learners involved. Participation is voluntary and additional remuneration will not be paid;
5. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal and/or Director must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage;
6. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year;
7. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
8. It is the researcher's responsibility to obtain written parental consent and learner;
9. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources;
10. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations;
11. On completion of the study the researcher must supply the Director: Education Research and Knowledge Management with one Hard Cover, an electronic copy and a Research Summary of the completed Research Report;
12. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned; and
13. Should the researcher have been involved with research at a school and/or a district/head office level, the Director and school concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

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

Kind regards

.....

Dr David Makhado

Director: Education Research and Knowledge Management

DATE: 2015/07/02

Office of the Director: Knowledge Management and Research
9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506
Email: David.Makhado@gauteng.gov.za
Website: www.education.gpg.gov.za

Appendix 3: Information Letters

1. INFORMATION SHEET for PRINCIPALS 10 June 2015

Dear sir/Madam

My name is Ulita Chimenya and I am a Masters student in the School of Education at the University of the Witwatersrand.

I am doing a research on the on conceptualisation and enactment of instructional leadership in dysfunctional schools in township settings in South Africa and it is a case study of two high schools in Soweto.

My research involves observing principals as they apply instructional leadership whilst conducting a staff-development meeting with the teachers, during an observation lesson and a feedback meeting with the observed teacher as they give reflection for teaching and learning support.

I am kindly asking for your time as you conduct the staff-development meeting, feedback meeting and during lesson observation where I will observe the teaching and learning process. I would also like 20 minutes of your time during break or after school so you can participate in an interview and the interview will be audio tapped.

The reason why I have chosen your school is because you are leading a high school that is in a township setting which is the focus of my study. I was wondering whether you would mind if l can take some of your time to participate in my research.

Your name and identity will be kept confidential at all times and in all academic writing about the study. Your individual privacy will be maintained in all published and written data resulting from the study.

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

You will not be advantaged or disadvantaged in any way. Your participation is voluntary, so you can withdraw your permission at any time during this project without any penalty. There are no foreseeable risks in participating and you will not be paid for this study.

Please let me know if you require any further information.
Thank you very much for your help.

Yours sincerely,

SIGNATURE: 

NAME Ulita Chimenya
ADDRESS 54 Shamrock Street Florida
EMAIL uchimenya@gmail.com

2. INFORMATION SHEET for SENIOR MANAGERS 10 June 2015

Dear sir/Madam

My name is Ulita Chimenya and I am a Masters student in the School of Education at the University of the Witwatersrand.

I am doing a research on the conceptualisation and enactment of instructional leadership in dysfunctional schools in township settings in South Africa and it is a case study of two high schools in Soweto.

My research involves observing you as you apply instructional leadership whilst conducting a staff-development meeting with the teachers, during an observation lesson and a feedback meeting with the observed teacher as you give your reflection for teaching and learning support.

I am kindly asking for your time as you conduct the staff-development meeting, feedback meeting and during lesson observation where I will observe the teaching and learning process. I would also like 20 minutes of your time during break or after school so you can participate in an interview and the interview will be audio tapped.

The reason why I have chosen your school is because you are the senior manager in a school that is in a township setting which is the focus of my study. I was wondering whether you would mind if l can take some of your time to participate in my research.

Your name and identity will be kept confidential at all times and in all academic writing about the study. Your individual privacy will be maintained in all published and written data resulting from the study.

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

You will not be advantaged or disadvantaged in any way. Your participation is voluntary, so you can withdraw your permission at any time during this project without any penalty. There are no foreseeable risks in participating and you will not be paid for this study.

Please let me know if you require any further information.
Thank you very much for your help.

Yours sincerely,

SIGNATURE: 

NAME Ulita Chimenya
ADDRESS 54 Shamrock Street Florida
EMAIL uchimenya@gmail.com

3. INFORMATION SHEET for TEACHERS 10 June 2015

Dear sir/Madam

My name is Ulita Chimenya and I am a Masters student in the School of Education at the University of the Witwatersrand.

I am doing a research on the on conceptualisation and enactment of instructional leadership in dysfunctional schools in township settings in South Africa and it is a case study of two high schools in Soweto.

My research involves observing you as you teach whilst the principal or senior manager observes you. I will also observe you during a feedback meeting with the principal as he or she gives a reflection for teaching and learning support.

I am kindly asking for your time to observe you whilst teaching and I would also like 20 minutes of your time during break or after school so you can participate in an interview and the interview will be audio tapped.

The reason why I have chosen your school is because you are teaching at a high school that is in a township setting which is the focus of my study. I was wondering whether you would mind if l can take some of your time to participate in my research.

Your name and identity will be kept confidential at all times and in all academic writing about the study. Your individual privacy will be maintained in all published and written data resulting from the study.

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

You will not be advantaged or disadvantaged in any way. Your participation is voluntary, so you can withdraw your permission at any time during this project without any penalty. There are no foreseeable risks in participating and you will not be paid for this study.

Please let me know if you require any further information.
Thank you very much for your help.

Yours sincerely,

SIGNATURE: 

NAME Ulita Chimenya
ADDRESS 54 Shamrock Street Florida
EMAIL uchimenya@gmail.com
TELEPHONE NUMBERS 011 472 0047

Appendix 4: Invitation Letters

1. LETTER TO THE PRINCIPAL 10 June 2015

Dear sir/Madam

My name is Ulita Chimenya and I am a Masters student in the School of Education at the University of the Witwatersrand.

I am doing research on conceptualisation and enactment of instructional leadership in dysfunctional schools in township settings in South Africa and it is a case study of two high schools in Soweto.

My research involves three observations, one will be when you are conducting a staff development meeting, the second one will be when you are observing a teacher for teaching and learning support and the third one will be observing a feedback meeting of an observed lesson with the responsible teacher. The study also involves interviews with principals on your understanding and perceptions on how instructional leadership can be used to promote effective teaching and learning in schools. Interviews for principals and senior managers will also involve their views on the challenges they encounter as they try to enact instructional leadership in a township setting.

The reason why I have chosen your school is because it is a high school in a township setting and it therefore falls under the focus of my study.

I am inviting your school to participate in this research in order to further establish the role instructional leadership plays in promoting the culture of teaching and learning in schools.

The research participants will not be advantaged or disadvantaged in any way and this letter serves to inform you that you can withdraw your permission at any time during this research without any penalty. There are no foreseeable risks in participating in this study. The participants will not be paid for this study.

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

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

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

Yours sincerely,

SIGNATURE: 

NAME Ulita Chimenya
ADDRESS 54 Shamrock Street Florida
EMAIL uchimenya@gmail.com

2. LETTER TO THE SENIOR MANAGERS 10 June 2015

Dear sir/Madam

My name is Ulita Chimenya and I am a Masters student in the School of Education at the University of the Witwatersrand.

I am doing research on conceptualisation and enactment of instructional leadership in dysfunctional schools in township settings in South Africa and it is a case study of two high schools in Soweto.

My research involves three observations; one will be when the senior manager is conducting a staff development meeting, the second one when observing a teacher for teaching and learning support and the third one will be observing a feedback meeting of an observed lesson with the responsible teacher. The study also involves interviews on the understanding and perceptions on how instructional leadership can be used to promote effective teaching and learning in schools. Interviews for principals and senior managers will also involve their views on the challenges they encounter as they try to enact instructional leadership in a township setting.

The reason why I have chosen your school is because it is a high school in a township setting and it therefore falls under the focus of my study.

I am inviting your school to participate in this research in order to further establish the role instructional leadership plays in promoting the culture of teaching and learning in schools.

The research participants will not be advantaged or disadvantaged in any way and this letter serves to inform you that you can withdraw your permission at any time during this research without any penalty. There are no foreseeable risks in participating in this study and the participants will not be paid for this study.

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

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

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

Yours sincerely,

SIGNATURE: 

NAME Ulita Chimenya
ADDRESS 54 Shamrock Street Florida

EMAIL uchimenya@gmail.com
TELEPHONE NUMBERS 0114720047

3. LETTER TO THE TEACHERS 10 June 2015

Dear sir/Madam

My name is Ulita Chimenya and I am a Masters student in the School of Education at the University of the Witwatersrand.

I am doing research on conceptualisation and enactment of instructional leadership in dysfunctional schools in township settings in South Africa and it is a case study of two high schools in Soweto.

My research involves two observations, one will be when you are conducting a lesson and being observed by the principal or senior manager and I will just come and observe the whole process of lesson delivery. The second one will be observing your feedback meeting of the observed lesson with the principal or senior manager as he or she gives the reflection for teaching and learning support.

The study also involves interviews so as to get your perceptions on how instructional leadership applied by school leaders is benefitting your teaching and learning practice and how it can possibly improve learner performance.

The reason why I have chosen your school is because it is a high school in a township setting and it therefore falls under the focus of my study.

I am inviting your school to participate in this research in order to further establish the role instructional leadership plays in promoting the culture of teaching and learning in schools.

You will not be advantaged or disadvantaged in any way as you participate in this study and this letter serves to inform you that you can withdraw your permission at any time during this research without any penalty. There are no foreseeable risks in participating in this study. The participants will not be paid for this study.

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

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

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

Yours sincerely,

SIGNATURE: 

NAME Ulita Chimenya

ADDRESS 54 Shamrock Street Florida
EMAIL uchimenya@gmail.com
TELEPHONE NUMBERS 011472004

Appendix 5: Interview Protocol

1. My name is Ulita Chimenya and I am a Masters student at the University of Witwatersrand and I thank you so much for allowing me in.

2. The reason for coming is to do interviews and observations and the purpose of my study is to examine how instructional leadership can be used to promote effective teaching and learning in two dysfunctional schools in Soweto.

3. I want to assure you that what we are going to discuss during the interview is not going to cause any harm to your part or the research. I am not going to share the information with anyone else except my supervisor. You name will not be mentioned in this research, instead pseudonyms or coding systems will be used and confidentiality is going to be maintained at all costs. You have the right to withdraw at any stage of the research without any penalty should you feel like doing so.

4. I am hoping that this interview is not going to take more than 30 minutes of your valuable time.

5. I would like to ask for your permission to record the interviews.

6. Please could you sign this consent form?

Appendix 6: Consent Forms

1. Principal's Consent Form

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

Conceptualisation and enactment of instructional leadership in dysfunctional schools in township settings in South Africa. A case study of two high schools in Soweto.

I, _____ give my consent for the following:

Permission to observe you in class

I agree to be observed in class. YES/NO

Permission to be audiotaped

I agree to be audiotaped during the interview or observation lesson YES/NO

I know that the audiotapes will be used for this project only YES/NO

Permission to be interviewed

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

I know that I can stop the interview at any time and don't have to answer all the questions asked. YES/NO

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

Sign_____ Date_____

2. Senior manager's consent form

Senior manager's Consent Form

Please fill in and return the reply slip below indicating your willingness to be a participant in my voluntary research project called:
Conceptualisation and enactment of instructional leadership in dysfunctional schools in township settings in South Africa. A case study of two high schools in Soweto.

I, _____ give my consent for the following:

Permission to observe you in class

I agree to be observed in class. YES/NO

Permission to be audiotaped

I agree to be audiotaped during the interview or observation lesson YES/NO
I know that the audiotapes will be used for this project only YES/NO

Permission to be interviewed

I would like to be interviewed for this study. YES/NO
I know that I can stop the interview at any time and don't have to answer all the questions asked. YES/NO

Informed Consent

I understand that:

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

Sign_____ Date_____

3. Teacher's Consent Form

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

Conceptualisation and enactment of instructional leadership in dysfunctional schools in township settings in South Africa. A case study of two high schools in Soweto.

I, _____ give my consent for the following:

Permission to observe you in class

I agree to be observed in class. YES/NO

Permission to be audiotaped

I agree to be audiotaped during the interview or observation lesson YES/NO

I know that the audiotapes will be used for this project only YES/NO

Permission to be interviewed

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

I know that I can stop the interview at any time and don't have to answer all the questions asked. YES/NO

Informed Consent

I understand that:

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

Sign_____ Date_____

Appendix 7: Interview schedules

Principals and senior managers

1. For how long have you been working at this school as a school leader?
2. Do you see any improvement in learner performance since you started working at this school?
3. What is your understanding of instructional leadership?
4. How do you apply instructional leadership as a way of promoting teaching and learning?
5. Do you see your application of instructional leadership helping to promote effective teaching and learning? Explain.
6. What are you doing as a way of supporting teachers in teaching and learning as they work towards improving learner improvement?
7. What specific things do you do in the school that relate to instructional leadership?
8. Can you just share exactly what you do when you go for lesson observation?
9. Basing on your experience in a township setting, what challenges are you facing as you try to enact instructional leadership?
10. Is there anything else that you want to share that has not been covered in this interview about your role as an instructional leader?

Teachers

1 For how long have you been teaching at this school?
2. How often do you see your teaching being assisted by the SMT?
3. Do you think you are benefitting from lesson observations? Explain.
4. How often do you get any training for staff-development? How does the training benefit your practice as a teacher?
5. Is there any support and assistance that you get from workmates to improve your teaching? Explain
6. Is there any improvement in learner performance that you see as a result of assistance from the SMT?
7. Is there anything else that you would like to share that has not been covered ion this interview about your role as a classroom instructional leader?

Appendix 8: Lesson observation schedule

Observation Schedule			
Class:		Date:	School Leader
Topic:	Time:	Duration:	Researcher:
Indicators for instructional leadership: 1.Staff-development meeting -Evidence of staff support -Leader- teacher interaction -Evidence of team work -Leaders' involvement in organization, coordination and monitoring of school activities 2. Lesson observation - Evidence of support - Guidance - Collegial observation 3. Feedback meeting - Guidance and reflective support - Encouragement - Evidence of learning		Observation/Comments	