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EXPLORING THE ROLE OF SCHOOL LEADERSHIP AND MANAGEMENT IN ENHANCING SCHOOL ETHOS AND QUALITY AT TWO GAUTENG SCHOOLS

RONNELLE JAMAINE HOLMES

2018

EXPLORING THE ROLE OF SCHOOL LEADERSHIP AND MANAGEMENT IN ENHANCING SCHOOL ETHOS AND QUALITY AT TWO GAUTENG SCHOOLS

by

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A dissertation submitted in partial fulfilment of the requirements for the Masters Degree in Education

School of Education

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Date submitted: 16 January 2018

DECLARATION

I, Ronnelle Jamaine Holmes, hereby declare that this research report is my own work. It is being submitted for the Degree of Masters in Education at the University of the Witwatersrand. It has not been submitted for any other degree or examination at any other university.

_____

Ronnelle Holmes

_____

Date

STATEMENT BY THE SUPERVISOR

I, Dr Siphiwe Eric Mthiyane,

As the candidate's Supervisor, agree/disagree to the submission of this dissertation.

_____ _____

Supervisor's signature Date

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ABSTRACT

This study seeks to explore the role of school leadership and management in enhancing the school ethos and quality and how these two elements can assist in improving schools in general. Two schools were selected in Johannesburg to conduct this research project, namely one public secondary school and one public primary school. The South African national education department has identified the poor quality of teaching in public schools as a key source to poor learner outcomes. Young learners require timeous guidance and direction in order to acquire the necessary skills to perform to a particular academic standard. According to this study, the concept of leadership and management is closely linked to the issues of learner achievement. Research also shows that the skills and knowledge of teachers and school leaders can be strengthened through ongoing professional development, reflection and dialogue. This study concludes that the role of leadership lies in each and every stakeholder since norms and ethos are being practiced almost every day at school. The current place for traditional management and control of schools starts from the head of the school and right down to the learners.

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CHAPTER ONE
INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

> The main challenge for any school system is to provide every child with almost 1 million minutes of quality education during their schooling careers (from the age of 4 to 18). What they learn during this period at school is essentially the quality of the classroom experience and this will drive learning. By implication, effective schools and school system are only as effective to the extent that they create conditions under which effective teaching and learning occurs. All research points that teacher quality impacts on student outcomes more than any other variable throughout primary and secondary school…Teachers and school management [and leadership] … teams are the levers of delivering quality education in the classrooms.
>
> (Creecy, 2010, p. 2).

This quotation above emphasises the challenges the school system in South Africa is experiencing but more than anything, the role that the school leadership and management team (SMT) and teachers should play to enhance school quality and how this is likely to enhance the learner outcomes. The teaching profession has an immense responsibility and much hope is placed on quality teaching and school leadership for the future of South African learners. School quality cannot be improved without a simultaneous 'good' practice of school ethos (Spaull, 2013). A positive school ethos is critically related to the success of a school (Glover & Coleman, 2005). A school that exists with a well-defined school ethos has the ability to run its day to day practices in an environment that is safe and supportive to all who function within its space (Hall & Giese, 2008). The ethos of a school is also, essentially, something which is experienced. In Glover and Coleman's (2005) observations, they note that ethos has a physical and a mood sense. This 'mood' sense of atmosphere is generally associated with social interactions, and specifically with the consequences of such interactions on the experiences of others (Glover & Coleman, 2005). Spaull (2013) however, argues that it is the social dysfunction of South Africa's young society that holds much responsibility.

Spaull (2013) further posits a paramount discussion about the quality of learner outcomes in South African schools. There is a weight of evidence that supports the conclusion that there is

an on-going crisis in South African education. Spaull (2013) argues this by stating that the current system is failing the majority of South Africa's youth. By using a variety of independently conducted assessments of pupil achievement, his report shows that - with the exception of a wealthy minority - most South African pupils cannot read, write and compute at grade-appropriate levels, with large proportions being functionally illiterate and innumerate. He further posits that as far as educational outcomes are concerned, South Africa has the worst education system of all middle-income countries that participate in cross-national assessments of educational achievement (Spaull, 2013). The arguments of his paper essentially highlight some of the predominant causes of the poor quality outcomes, both academic and social, of our South African education learners.

An evident lack of a strong school ethos could potentially be the source of these concerns. Husua and Tirrib (2007) argue that it is possible to place a value on the ethos of a school. The authors conducted a study on a number of schools which proved that the schools' values reflected individual, social and relational values (Husua & Tirrib, 2007). A school which has an increase in the value of its learners as individuals, is likely to expect an improvement of those learners' academic outcomes. The benefit of such a finding creates hope for overall improvements in a school that is experiencing poor learner outcomes.

Having said all of this, teachers, learners and parent bodies then turn to the leadership of these schools to ensure that the practice of good school ethos occurs and the quality of the learner outcomes are according to standard. Glover and Coleman (2005) claim that without a good school ethos as the framework of a school, the quality of learner outcomes will be jeopardised. Leithwood, Harris and Hopkins (2008) support Glover and Coleman's (2005) argument by stating that the ways in which leaders apply their basic leadership practices is responsiveness to the contexts in which they work. A good school ethos creates a sound framework for the organisation to function effectively. A definite relationship between all three phenomenon is required for an effective schooling environment.

Given this background, my study seeks to explore the role of school leadership and management in enhancing the school ethos and quality and how these two elements can assist in improving schools in general. I have selected two schools in Johannesburg to conduct this research project, namely one public secondary school and one public primary school.

1.2 Problem statement

Previous research shows a correlation between leadership and management and the ethos and quality of teaching and learning in schools (Niemann & Kotzé, 2006). The South African National Education Department (2010) has identified poor quality teaching in public schools as a key source to poor learner outcomes. Research also shows that the skills and knowledge of teachers and school leaders can be strengthened through ongoing professional development, reflection and dialogue (Zammit, Sinclair, Cole, Singh, Costley, Brown a'Court & Rushton, 2007). In addition, according to Niemann and Kotzé (2006), within the public sector, there are excellent schools but there are also numerous dysfunctional schools, which only achieve a 0–20% pass rate, raising the general level of concern for the quality of education that learners are receiving. Quality in education has become a significant future challenge in South Africa.

Barbara Creecy, the Member of Executive Council of Gauteng in 2010, stated that there was a definite requirement for the improvement in teaching quality across schools in Gauteng. She said:

> If the issue of teaching quality can be addressed accordingly, the learner outcomes will improve. The problem we confront as a province is the evidence of poor outcomes of work in education to date. Progress has not been optimal and achievements have not taken place at the required scale

Creecy (2010) has clearly put forth an argument that there is a need for the improvement of learner outcomes as academic targets have not been met in schools and still remain at concerning levels. She suggests that the improvement in outcomes will result from improved school quality.

Looking at South African schools on a macro scale, eighty per cent of South Africa's schools suffer an element of schooling dysfunctionality (Wilkinson, 2015). A large percentage of this is owed, again, to the fact that learner outcomes are below acceptable standards. Quality and ethos of schools plays a vital role in moulding the path to better learner achievements. In order to understand the notion of school ethos and school quality in the South African schooling context, it is important to explore the conception of the two topics. In addition, one needs to explore what the relationship between school quality and school ethos is and the relationship these have with school management and leadership. Research also shows that leadership and

management play a vital role in the development and consistency of the ethos of schools (Niemann & Kotzé, 2006).

1.3 Purpose and Rationale for the study

As a teacher, I have an academic desire to seek possible and sustainable solutions to some of the issues in South African learning and teaching. Having taught for ten years across a broad spectrum of age groups and in both the private and public sector of South African schooling, I have witnessed a number of critical issues that need to be addressed. Leadership and management is essentially the backbone of the daily running of a school. Many of the issues that formed the centre of a crisis in my passed teaching experiences were directly related to the lack of stern leadership.

Over the past 10 years of my teaching career, one of the most recurring topics of discussion have been the underachieving results of our learners and the annual repetitious cycle of poor year end exam marks. During school meetings and 'out the classroom' discussions with other teachers, conversations often include the subject of inconsistency of teaching and the poor behaviour of learners. My view is that inconsistency of teaching and poor behaviour of learners must be related to leadership and management. It is conversations such as these that have led me to my intrigue in exploring school leadership and management and how it can possibly enhance changes and improvements through school ethos and quality in this area of education for the betterment of and improvement of the quality of learner outcomes (Zammit, *et al.* 2007). While many teachers, like myself, are passionate about teaching and learning, there is a constant need for research into the relationships between leadership and management and quality and ethos in schools in our South African schools. Database shows a number of internationally written articles, particularly covering the topic of the importance of school ethos to leadership practice (Allder, 1993). South African literature places emphasis on the social dynamics of our schools' ethos, especially in relation to post-apartheid education in the country (Botha, 2010).

While there is literature that exists in the South African schooling context that relates to leadership and management in enhancing quality and ethos in schools (Bush, 2007; Spaull, 2011) there still seem to be a number of gaps existing in understanding the importance of the relationship between leadership and management, school ethos and the quality of learner

outcome. I say this, because there is extensive literature on the ethos of international schooling examples but few national examples exist. Perhaps this could be noted as an indicator of greater social issues that South African schools are faced with. I hope that my research will assist teachers and other academics in identifying issues and gaps for further research related to my topic of the role that leadership and management plays in enhancing school quality and ethos. Through this study, I aim to add new knowledge to the empirical studies and theoretical knowledge base on the studies already conducted in this field. National literature speaking to the notion of school quality and ethos is plentiful (Spaull, 2013), similarly to its availability in Western contexts, while the majority of literature on leadership and management is dominated by Western texts (Bush, 2009) and little exists in South African context. The contextual gap lies in linking the two concepts on a national level, thus more research in this area of study will prove to be highly resourceful in finding future solutions to the issues related to the role of leadership and management in enhancing quality and ethos in schools as a resource to mitigating the issues of teaching and learning in South African schooling (Spaull, 2013).

1.4 Significance of the study

Movement of elites out of township areas into suburbs causes conflicts with current leadership literature (Msila, 2005). The removal of apartheid saw people (deemed as the elites of the townships) of all races attaining freedom of movement to acquire jobs outside of the township areas. These newly accessible areas included previously whites only areas (Harrison, Todes & Watson, 2007). With this, educational doors opened to all racial backgrounds to attend any schools of choice. The assumption was that the quality of education in South African schools would improve as the previously disadvantaged society gained greater access to outside schools. The impact of the avoidance of historically black schools and movement to historically white schools by Black society was detrimental to South African schooling (Msila, 2005).

Parents who formed important contributing members to schools have taken their skills and knowledge with them out of the townships leaving mainly the ‘ordinary’ people behind (Msila, 2005). This has reduced the quality and standards of the township schools as these quality parent bodies (particularly school governing body members), teachers and principals now have a choice to move out of the previously disadvantaged township areas and work in former ‘whites only’ schools (Model C schools) in more affluent suburbs. School Governing Bodies

(SGBs) play a crucial role in interpreting policy and instilling values at the school level, hence maintaining a so-called upkeep of the school in terms of teaching quality and ethos (Stoll, 2006).

Current literature (Bush, 2007; Harrison, *et al.,* 2007; Webb, 2005) also places a strong emphasis on the role of the principal in the uphold of school quality and ethos. Pressure is placed on the presence of the school principal to ensure that teachers and students are performing accordingly (Monare, 2006). Webb (2005) raises this argument frequently in his discussions around the leadership role of the principal in a school. Webb (2005) posits that the principal's leadership role is central to ensuring that quality teaching and learning is conducted accordingly in schools. Teachers require close and regular monitoring of their performance to ensure positive outcomes in the classrooms (Webb, 2005). Having made this assertion, it further raises the question of why a differentiation exists between school quality, ethos and performance in developing and developed areas. These situational differences, according to Msila (2005), are primarily owed to the effects of the apartheid. Segregated learning created different learning experiences for learners in the outer areas versus those in the former Model C schools (Harrison, *et al.*, 2007). Government policy may be partly responsible for many of the differentiated experiences of learners (Lemon, 2013). Lemon (2013) claims that schools in the more developed areas of the country, i.e., former Model C schools had better access to resources that permitted better practice of ethos and enhanced the improvement of school quality while very few of these resources reached the outer areas. Lemon (2013) describes this as the battle between the resource-rich and resource-poor schools in South Africa. School principals had a better chance of maintaining and improving the standards of teaching and learning in the former Model C schools (Harrison, *et al.,* 2007) whereas those schools located in the outer areas with fewer resources had a lesser chance of placing emphasis on quality and ethos without access to those resources (Lemon, 2013).

Given the above, my research on exploring the role of school leadership and management in enhancing school ethos and quality at two Gauteng schools is different and therefore significant because it will contribute towards a better understanding of the importance of the relationship between school leadership, school ethos and quality and how these could enhance teaching and learning in a developed school contexts.

1.5 Critical research questions

- What is the role of school leadership and management in enhancing school ethos and quality in two Gauteng schools?
- What are the challenges (if any) do the two researched schools experience regarding school ethos and quality?
- How does the school leadership manage/mitigate the challenges (if any) they experience regarding school ethos and quality?

1.6 Clarification of key concepts

1.6.1 School ethos

Ethos is a concept that can be understood in varying contexts. International literature places emphasis on the interchangeable understanding of ethos with other concepts like 'culture' and 'climate', (Glover & Coleman, 2005), while it is important to differentiate between the 3 words. Ethos is used mostly in subjective descriptions of events or actions and commonly described as being a sense of existence or the feel of a space. Ethos has a synonymous link to morals and values (Allder, 1993). Glover and Coleman (2005) state that climate is often used when assessing objective data related to the school under study. Culture is best described by Glover and Coleman (2005) as the regular activities that take place in an organisation, such as a school, that form the make up of the holistic school routine, e.g. the ringing of a school bell at the same time everyday, regular prayers in assembly, etc. These conceptualisations are key to the study of school ethos as each word gives different meaning and understanding to both learners and teachers who form significant players in directing the proposed outcomes of schools (Christie, 1998). In my view, the term 'ethos' holds the most synthesised understanding of the concept.

Walker (2010) discusses 'ethos' as something that a school *is* or *has*. He further raises an interesting debate on the different perceptions of the word and how these can shape the application of the word 'ethos' to different scenarios within schools. If ethos is understood as a concept that a school 'is', then it may exist as a feeling or thought in one's mind while in its existence as something that a school 'has', then it is more tangible (Glover & Coleman, 2005; Walker, 2010) and can be shaped by leaders (Walker, 2010).

Stoll (1998) claims that school ethos is one of the 'most important concepts in education'. Glover and Coleman (2005) argue that it is important to understand ethos through a specific lens of meaning. For the purpose of this study, I will examine the relationship between ethos and leadership and management in schools.

> The word "ethos" is used in this sense as a general summary of the relationship between leadership policies…[and the general running of the school]…
>
> (Glover & Coleman, 2005, p. 256).

Furthermore, for a school to apply its regular practices, i.e., include within its daily activities a functional system, ceremonies, assemblies, uniform, etc, it needs to exist in a structured environment (Christie 1998). The input of leadership and management is constantly needed to ensure the smooth running of such activities.

1.6.2 School quality

School quality is commonly described as a difficult concept to define in relation to the topic of education (Spaull, 2003). Spaull (2003) best describes school quality as the unquantifiable outcomes of schools. He further explains that quality does not produce a result that can be pin pointed. Instead, it should be measured according to the expected outcomes of both teachers and learners. Heyneveld and Craig (1996, p. 13 cited in Spaull, 2003) discuss the concept of quality as: '…comprising both changes in the environment in which education takes place and detectable gains in learners' knowledge, skills and values.' The expected results of quality education will therefore produce a learner who has acquired a holistic base of skills and values that will hopefully prepare them for the challenges of adulthood. A learner who has been exposed to quality education may be considered to be well prepared both cognitively and practically for the environments outside of the classroom.

1.6.3 School leadership and management

Leadership can be understood as a complex solution to any problem, regardless of its context, (Alvesson & Spicer, 2012). The concept of leadership has developed from being understood as a primarily managerial role, to a role that consists of a combination of values, qualities and other complexities that have attracted an array of criticism over time. In addition, Alvesson and

Spicer (2012) discuss important influences on leadership that hold the responsibility of structuring either 'good' or 'bad' leadership.

Studies in education have shown that there is a strong correlation between leadership practices and favourable learning outcomes of students (Bush, 2007; Spaull, 2013). Bush (2011) argues that high quality leadership makes a significant difference to overall school improvement, thus there is great demand for enhancing the education and skills of school leaders. Leadership and management are seen to be the 'rescue remedy' to many problems that exist in schooling environments (Bush, 2007). School leaders are perceived as the connection between learning, learners and school ethos within its organisation (Walker, 2010). Leadership and management is described as a complex solution to any problem within a school, regardless of its context (Alvesson & Spicer, 2012). The concept of leadership has developed from being understood as a primarily managerial role, to a role that consists of a combination of values, qualities and other complexities. Quality leadership provides direction, involves a process of influence with intention, and is value-based and vision-driven (Zammit, Sinclair, Cole, Singh, Costley, Brown a'Court & Rushton, 2007), thus it is considered a strong driver or influence on others to help eradicate issues such as the breakdown of school ethos.

Leadership and management can influence school ethos to produce more functional organisations for better teaching and learning outcomes (Bush, 2009). Further, Bush (2009) argues that leadership and management play a highly influential role in enhancing cultural practices in schools as functional organisations.

> "…[L]eadership makes a significant difference to school and learner outcomes"
>
> (Bush, 2009, p. 112).

He further states that this is made possible through four underpinning factors, which if steered by national policy and practice can equate to favourable schooling outcomes and these are: The expansion of the role of school principals. More power must be placed in the hands of school leadership. While a top down (hierarchal) approach is characteristic of most organisations, principals who are held accountable and who are given decision-making authoritative powers tend to lead distinctively. Secondly, the increasing complexity of school contexts. Schools do not exist with single contexts. There are a number of aspects that need to be considered like ethos, quality, diversity, gender, etc. This needs to be addressed by leadership. Thirdly, the

recognition that preparation is a moral obligation. One of the underlining qualities of good leadership is the ability to prepare ahead of time. Fourthly, the recognition that effective preparation and development make a difference. The ethos of teaching and learning entails regular preparation on daily activities, weekly activities, yearly events, etc. as part of a working school system. If the school principal does not apply these important principles to everyday schooling, it is likely that issues will arise in a school.

1.7 Demarcation of the study

Demarcation of the study describes the determining and marking-off of the boundaries of something and the delimitation describes any choices made by the researcher which should be mentioned (Creswell, 2013). For the purpose of my study, these will include the two schools, i.e. a primary and secondary school within which my study will be conducted, specifically within the Gauteng province. Therefore, the findings of this study cannot be generalised to other schools where the study was not conducted at. The nature of qualitative research prohibits such findings from being used on a broader scale due to the low external validity (Maxwell, 2006). The findings may only be applicable to the areas and schools used in this specific research.

1.8 Outline of the study

Chapter One introduces the study by emphasising the significance of the role of leadership and management in enhancing school quality and ethos in schools as an intervention to improving learner outcomes. This first chapter then outlines the problem statement, rationale and significance of the study. The chapter describes the key concepts of ethos and quality. In addition, the chapter describes the organisation of the study, objectives, critical questions and delimitations of the study.

Chapter Two presents a literature review pertinent to my study on the role of school leadership in enhancing school quality and ethos in schools. It also defines and discusses the significance of the relationship between the concepts of leadership and management, ethos and quality in schools. This chapter also explains the growing need for the role of leadership and management to improve learner outcomes. The chapter also presents the theoretical framework that underpins the study.

Chapter Three is focused on discussing the research design and methodology of the study. This includes a discussion on the research paradigm chosen, i.e. the interpretivist paradigm; the qualitative ethnographic research design; the research methodology; the data generation methods; data analysis; sampling; the ethical considerations, issues of trustworthiness and concludes with the limitations of the study.

Chapter Four presents, analyses and discusses the data produced during the study. The chapter uses the paradigms of leadership and management and school quality and ethos to analyse the data and the emerging themes.

Chapter Five presents the study summary, formulates conclusions from the discussions and analysis of the research and also provides recommendations and implications for further research.

1.8 Chapter summary

The aim of this chapter was to provide the reader with a clear background to the study. It focused on the importance of the role of leadership and management in schools and highlights the need to do continuous research in the discipline of education. Central to this chapter is therefore also to explain the role of school principals within schools to enhance quality outcomes and sound ethos in schools. The aims, objectives and critical questions put forward in the study accentuate the purpose of the study findings. In addition, this chapter also discloses the limitations of the study and it finally provides a brief summary of how the study proceeds. In the proceeding chapter, the writings will present a discussion on the literature and theoretical frameworks that underpin the study in its entirety.

CHAPTER TWO
LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

The following chapter provides a detailed literature review of the key discussions on school quality and ethos and the role of school leadership in enhancing the above. This is done by reviewing the international, continental and national literature on the phenomena under discussion. Coupled with the methodological issues and approaches to the study, the topic of discussion that takes place here includes exploring the role of leadership and management in enhancing school quality and ethos.

2.2 Literature review

The purpose of a literature review, as conceded by Jansen (2007) is to unravel what the most recent literature is about a particular study topic. My study is concerned with the role of leadership and management in enhancing school ethos and quality in two schools. I put forth significant international, continental and national literature that provides an overview and critical evaluation of my study topic. The following themes will be discussed in this literature review: the role of leadership and management; the meaning of school ethos; the meaning of school quality and the importance of good leadership skills and the promotion of professional learning communities.

2.2.1 The role of leadership and management in enhancing ethos and quality

Too often we hear about the poor standards and academic outcomes of our young South African learners (Bush, et al., 2011). The Basic Education Department has a tireless responsibility to improve these lacking results through various activities like improving on the development of school building structures, providing teacher training opportunities (Creecy, 2010). While some of these efforts seem only in vain from a larger governmental perspective, there is a dire need to find solutions to the larger problems in education from the schools themselves. There is a strong inclination to blame only the learners for low and under achieving results (Creecy, 2010). The problem that our South African schooling system encounters is the evidence of poor outcomes of work in education to date. Young learners require timeous guidance and direction to acquire the necessary skills to perform to particular academic standards. The concept of leadership and management, closely linked to the issues of learner achievement (Bush, 2007)

may be key to attaining the solutions the South African education system seeks to solving some of its problems in education. Many researchers believe school leadership and management have a crucial role in enhancing school ethos and quality because leadership has an indirect influence on the learning outcomes of learners (Bush, 2007).

Leadership can be understood as a complex solution to any problem, regardless of its context (Alvesson & Spicer, 2012). The concept of leadership has developed from being understood as a primarily managerial role, to a role that consists of a combination of values, qualities and other complexities. Quality leadership provides direction, involves a process of influence with intention, and is value-based and vision-driven (Zammit, Sinclair, Cole, Singh, Costley, Brown a'Court & Rushton, 2007). This understanding underpins the idea that leadership and management can influence the quality and ethos of teaching and learning in schools. A leader is intended to be exemplary to his followers thus good leadership leads by example, e.g. in the case of schools, young learners lean toward their teachers and principal in hope of receiving excellent quality teaching and moral guidance (Christie, 1998).

Globally, leadership and management is a widely discussed theory around the topic of education. According to Bush (2011) and Donnelly (2000), the relationship between sound leadership and management in schools is key to the enhancement of ethos and quality in schools. This common observation in schools occurs in varying countries, regardless of the schools being state or private owned, developed or developing country (Bush, 2011). There is endless concern around the need for continuous improvement in leadership and management in order to maintain and improve the quality of teaching and learning of students (Saiti, 2012). 'Quality' in schools is an area that requires attention as a source to improve learner outcomes. The most powerful indicators of teacher quality are expertise in relevant subject content coupled with skills in teaching and learning (Husua & Tirrib, 2007). These characteristics – strong subject content knowledge and skills in teaching and learning – are acquired initially through teacher training years, followed by regular teacher improvement courses. Thus, any effort to raise the standard of teacher preparation in these areas is likely to have an impact on the capacities that teachers bring to their work, and the quality of teaching in schools (Watson, 2005).

The aim of Spaull's (2013) report is to provide an empirical overview of the quality of education in South Africa since the transition to democracy and, in doing so, comment on the state of the country's education system. The paramount discussion is a significant addition to our country's national literature. It unpacks a weight of evidence that supports the conclusion that there is an on-going crisis in South African education. Spaull (2013) continues to argue that the current system is failing the majority of South Africa's youth. By using a variety of independently conducted assessments of pupil achievement the report shows that – with the exception of a wealthy minority – most South African pupils cannot read, write and compute at grade-appropriate levels, with large proportions being functionally illiterate and innumerate. He further posits that as far as educational outcomes are concerned, South Africa has the worst education system of all middle-income countries that participate in cross-national assessments of educational achievement (Spaull, 2013). The arguments raised by Spaull (2013) and Saiti (2012) essentially summarise the predominant causes of the poor quality outcomes, both academic and social, of our South African learners. Leadership is required to take the burdening load of our social strains and mitigate them as best he can, to ensure that learners are least affected.

The ethos of teaching and schooling, conjoined with school quality, is clearly a significant part of the overall educational experience of students (Hall & Giese, 2008). Hall and Giese (2008) further concede that 'ethos' is often related to notions such as 'ambience', 'climate' and 'culture'. Ethos can be described as something that is experienced and gives us the ability to practice good ethics and morals in life (Donnelly, 2000). Ethos is most accurately defined as the 'voice of society', the moral and ethical makeup of the wider community and those who form it (Nelson, et al., 2008). Although ethos most commonly refers to something which is experienced, an 'intended' ethos as well as an 'experienced' ethos can be deliberately shaped or stipulated. Through this statement the possibility of education to directly affect the ethos of students is further acknowledged, thus furthering our interest in creating a solution in terms of educating change through thought (Hall & Giese, 2008). Ethos unavoidably embodies values and vision of society - even in describing " a school ethos as an observer or researcher draws on a particular interpretive and evaluative framework and these may be more or less explicit, but they cannot be neutral or absent (Thapa, Cohen, Guffey & Higgins-D'Alessandro, 2013). Ethos is in some respects an intangible concept that has much to do with the feel of a school.

2.2.2 Critical leadership studies

Alvesson and Spicer (2012) discuss the existing accounts of leaderships. The authors have identified two dominant approaches that underpin the performativity of leadership practices. These are discussed under the framework of functionalist studies and interpretive studies (Alvesson & Spicer, 2012). Functionalist studies, which have tried to identify correlations between variables associated with leadership; and interpretive studies, which have tried to trace out the meaning-making process associated with leadership (Alvesson & Spicer, 2012). These authors have further delved into leadership literature which develops their arguments further into a critical approach to leadership. This literature draws our attention to the dialectics of control and resistance and the ideological aspect of leadership. However, it largely posits a negative critique of leadership. Alvesson and Spicer (2012) posit a performative critique of leadership that emphasises tactics of circumspect care, progressive pragmatism and searching for present potentialities. We use these tactics to sketch out a practice of deliberated leadership that involves collective reflection on when, what kind and if leadership is appropriate.

Managerial leadership, implies that there is a formal allocation of positions within its educational organisation, Leithwood et al. (1999, p 14 as cited by Bush 2007, p 395). The case of South African schools sees its majority of school leadership still practicing in this manner. While changes in school policy has attempted to speed up the change in school leadership ideology, i.e. the introduction of Outcomes Based Education (OBE) post 1996, principals to date continue to feel the pressures of managerial role playing in schools. The conceptual separation of management and leadership in schools is almost an impossible task for principals, particularly for those who work in hierarchical, authoritarian type environments which tends to be characteristic of most South African schools. In the cases of my study, leadership and management are symbiotic and can hardly be observed as separate forms of leadership practice. While the school principal shifts his role between managing and leading, he is displaying an example to the heads of the department who find themselves playing a similar role. It is good leadership characteristics such as these that enhance quality learner outcomes (Saiti, 2012) and good ethos in schools (Donnelly, 2000).

2.2.3 Seven strong claims about successful school leadership

Leithwood, Harris and Hopkin (2008) pose an interesting argument in their discussion regarding the role of leaders. Their argument directly and comprehensively underpins, what they posit are the seven strong claims about successful school leadership. Their study covers a thorough review of literature which is relevant and strongly beneficial to the study and practice of leadership and management. The discussion of the paper claims that the seven strong claims of leadership are not all strong in quite the same way (Leithwood, et al., 2008) but they all find support in varying amounts of quite pertinent empirical evidence. These claims are: school leadership is second only to classroom teaching as an influence on pupil learning; almost all successful leaders draw on the same repertoire of basic leadership practices; the ways in which leaders apply these basic leadership practices not the practices themselves / demonstrate responsiveness to, rather than dictation by, the contexts in which they work; school leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions; school leadership has a greater influence on schools and students when it is widely distributed; some patterns of distribution are more effective than others and a small handful of personal traits explains a high proportion of the variation in leadership effectiveness (Saiti, 2012).

Leithwood (2008) claims that it can be stated that leadership has very significant effects on the quality of school organisation and on pupil learning He suggests that schools cannot achieve successful results in the absence of talented leadership. According to Leithwood (2008), the most plausible explanation for this is that leadership serves as a catalyst for unleashing the potential capacities that already exist in the organisation. Furthermore, the core practices of school leaders are the significant source of guidance for practising leadership as a whole, as well as a framework for initial and continuing good leadership practice. Daily meetings in the staff rooms is evidently a key activity to ensuring some of these outcomes.

The position most often advocated by the Heads of Department and School Principals, is that leaders must make greater direct contributions to staff capacities. It is a simple task for an individual to partake in the compulsory school meetings but it is a greater task for that person to act as a responsible individual to execute the job correctly. According to Leithwood (2008) this is a topic that has very little supporting claims and gaps for further study do exist. The actual

documentation of the physical actions of leadership is sparse. If such practice in schools is considered significant in determining the standard of quality in a school, then it is considerably important in the study of the effects of leadership in enhancing quality in schools (Saiti, 2012).

2.2.4 School leadership and student outcomes: Identifying what works and why

An area of great discussion in the subject of leadership and management are the expected learner outcomes in schools. The conversation began with a call to move beyond investigations of the impact of leadership in general, to more refined analyses of the impact of different types of leadership on a range of valued student outcomes. In this study, five types or dimensions of leadership were derived from a meta-analysis of 11 studies which measured the relationship between type of leadership and student outcomes. The results showed that the magnitude of impact for the five dimensions ranged from small to large, with the moderate and large impacts associated with more direct leader involvement in the oversight of, and participation in, curriculum planning and coordination and teacher learning and professional development (Robinson, 2007). The act of regular leader involvement comes up as a necessity for daily functioning in the school. The Heads of Department have a significant role to play in the translation and mediation of instructions from the school Principal all the way through to the learners in the classroom. This suggests that the closer leaders are to the core business of teaching and learning, the more they are likely to make a difference (Saiti, 2012) to students. Considerable emphasis has been put in this study on explaining the processes through which the identified dimensions might influence student outcomes. It connects educational leadership to its core business of teaching and learning and these connections need to be substantially strengthened if leadership literature is to deliver more reliable and more useful insights into the particular leadership practices that create the conditions that enable teachers to make a bigger difference to their students. The methodic practice of ethos in schools are a prerequisite to the consistent quality outcomes in schools. While schools may not describe the daily practices such as the regular greeting of parents by learners and the generally acceptable behaviour of learners on a day to day basis as good ethos practice, it is clear that the leadership of the schools has good ethos practice implemented into the school's routine.

2.2.5 The importance of leadership and management for education

Effective leadership and management are essential if schools and colleges are to achieve the wide-ranging objectives set for them by their many stakeholders, particularly the governments

which provide most of the funding for public educational organisations (Spaull, 2013). Bush (2010) posits that in the increasingly global economy, an educated workforce is key to maintain and enhance competitiveness. Society expects schools and tertiary institutions to prepare people for employment in a rapidly changing environment. He further explains that teachers and their leaders/managers are the people who are required to deliver higher educational standards, hence producing better quality education. Bush provides a clear perspective that the concept of management has been joined, or taken over, by the language of leadership but the activities undertaken by principals and senior staff resist such labels. In many instances, a combined approached of leadership and management is noted.

Self-management is practised in many countries, expanding the scope and scale of leadership and providing greater potential for direct and indirect influences on school and pupil outcomes. Bush (2010) identifies leadership as becoming the new focus of organisations. With this he posits that successful leaders are increasingly focused on learning. Bush (2010) notes that leaders also face unprecedented accountability pressures in what is clearly a 'results driven' business environment. As these environmental pressures intensify, leaders and managers require greater understanding, skill and resilience to sustain their institutions. Heads of Department (HoDs) and principals need an appreciation of their pedagogy, as well as the practice, of educational management, an aspect of education that is often overlooked. Further resonated by the studies of Gurr, et al. (2007) is the suggestion that the school curriculum can only trustfully be executed under the watchful eye of the school principal and its Heads of Department. Regular checking of work done by the teachers and learners in the classrooms by the principal is one way of leadership conducting quality checks and controls. This notion supports the requirement for good leadership in schools in order to ensure good ethos and quality outcomes (Day, Sammons, Hopkins, Harris, Leithwood, Qing Gu, Brown, Ahtaridou & Kington, 2009; Donnelly, 2000).

2.2.6 Educational leadership and management: theory, policy and practice

A crucial part of my literature is to understand the existing notions of leadership and management. According to Bush (2007), there is great interest in educational leadership in the early part of the 21st century because of the widespread belief that the quality of leadership

makes a significant difference to school and student outcomes. In addition, Bush (2007) claims that there is also increasing recognition that schools require effective leaders and managers if they are to attain high learner achievements from learners. In this article, Bush (2007) examines the theoretical underpinnings for the field of educational leadership and management. He investigates various leadership models and tries to establish which leadership models are best suited to specific schooling environments. Bush (2007); Hall & Giese (2008) and Saiti (2012) form the foundation of an argument which poses numerous questions and discussions that are raised in the discussion of the role leadership and management plays in enhancing quality and ethos in schools, i.e. if a school is to change its leadership and management approach, would this improve the significance of ethos in that school as a factor or driver of improving the quality of learner outcomes in that school?

School leaders, particularly principals, have a key role to play in setting direction and creating a positive school ethos which is conducive to supporting and enhancing staff motivation and commitment needed to foster improvement and promote success for schools, particularly in challenging circumstances (Day & Sammons, 2015). The way in which leader lead, teach and interpret school policy and curricula all form key component to ensuring best teaching and learning practice in schools. According to Day and Sammons (2015) these rarely can be performed in isolation of each other. Ethos and quality in schools are concepts which often overlap and intertwine in their existence. How they are interpreted and practiced by teaching individuals is also predominantly determined by the levels of professionalism. A school principal must ensure consistent good teaching and learning practice by his teachers through regular communication and hands-on involvement with day-to-day operations of the school. Bush's (2011) findings on his research on leadership training further discusses the need for school leadership to train regularly and update the standards of teaching levels of all staff members as an important development towards improved quality of teaching and learning in schools.

2.2.7 Preparing new principals in South Africa

Bush (2011) states that the Advanced Certificate in Education (ACE) as a supporting programme for school leadership in South Africa is an important practice to for the improvement of teaching and learning in schools. Bush (2011) posits that there is increasing

recognition that effective leadership and management are vital if schools are to be successful in providing good learning opportunities for students, and emerging evidence that high quality leadership makes a significant difference to school improvement and learning outcomes, a topic which is of immense discussion in the current dysfunctional state of South African education in public schools. However, in many countries, including South Africa, a teaching qualification and teaching experience are the only requirements for school principals, which he regularly implies in this article as being insufficient. Bush (2011) further states that there is a growing realisation that headship is a specialist occupation that requires specific preparation. In 2007, the former South African Department of Education introduced a new threshold qualification for aspiring school principals as part of its wider strategy to improve educational standards. The course, badged as an Advanced Certificate in Education: School Leadership (ACE), was piloted in six provinces from 2007-2009.

School leaders are under considerable pressure to show the contribution of their work to school improvement. This has resulted in the creation of a wide range of literature which addresses leadership in the context of school improvement (Day & Sammons, 2015). In order for school leaders to do their job effectively, personal development courses like the Advanced Certificate in Education are made available to school leadership as a means to improving the education outcomes. Studies show that maintaining constant growth and development of staff within organisations (de Bruyn & van de Westhuizen), in this case, the development of school Principals, is key to ensuring accurate transference of important knowledge from the top down. A school principal is the first point of reference for any person who requires information about the state or condition of a school. If there is any question about the quality or ethos standards of a school, the concerned person expects to receive feedback from the school principal. It is therefore important to ensure that the school principal regularly receives course/academic upgrades and has access to updated training to allow him/her to share the new knowledge with his/her colleagues. The trust that the knowledge is adequately passed on to the teaching staff is placed in the hands of the principal, hence ACE is made available only to principals and head teachers (Bush, 2011). Improved quality and ethos in schools is inevitably an expected result via the content that is taught to school leadership at the ACE course.

2.2.8 The meaning of school ethos

This study set out to answer the question, what is meant by school ethos? It is possible to explore the meaning of the term in a way which would not have been possible through more traditional approaches to conceptual analysis? Four connecting words, spirit, ambience, atmosphere and climate, have been considered. From the consideration of these concepts, it has become clear that 'ethos' is always located somewhere in the social system of an organisation. The word 'spirit', as it has been noted, is to do with the temperament or the will, and both temperament and will are recognised and identified through the activity or behaviour of those concerned. The word 'atmosphere' has introduced a second dimension to the concept of ethos. While 'spirit' links 'ethos' directly with behaviour, 'atmosphere' points to the fact that the behaviour in question is always behaviour or activity which has already occurred (Glover & Coleman, 2005). In one way, this is obvious. We cannot know about people's actions until they have taken place; until then all that we can know about it is their intention to act, but it is important that the consideration of 'atmosphere' has introduced this historical dimension.

The ethos of a school will always be the product of what has happened previously, and in particular, with what has happened in the area of social interaction and human enterprise. As discussed by Day and Sammons (2015), the ethos of a school is also, essentially, something which is experienced. It is observed that atmosphere has a physical and a mood sense, and that when it is used in connection with school ethos it is always used in the mood sense. This mood sense of atmosphere is generally associated with social interactions, and specifically with the consequences of such interactions on the experiences of others, although the occasional use of ambience as a connecting word serves to remind us that the ethos of a school includes the contribution to the atmosphere or mood of the organisation which the environment contributes.

This study is therefore focused on the fact that the ethos of a school, that illusive item which is so difficult to recognise, measure or improve, is the unique, pervasive atmosphere or mood of the organisation which is brought about by activities or behaviour, primarily in the realm of social interaction and to a lesser extent in matters to do with the environment, of members of the school, and recognised initially on an experiential rather than a cognitive level (Glover & Coleman, 2005). Principalship must recognise ethos as an important practice for the improvement of learner outcomes. While ethos continues to exist as a passive phenomenon in

schools, it is an aspect that needs to be brought to the forefront as a recognisable practice for the improvement of quality education in our schools.

2.2.9 School culture, climate and ethos: interchangeable or distinctive concepts

This study explores the role of leadership and management in enhancing school quality and ethos. It gives a clear and most suitable description of what the concept ethos means and possibly how best to understand it within a schooling context. While many discussions pose arguments that concepts such as climate, culture and ethos may share a similar meaning, Glover and Coleman (2005) argue that climate and culture are concepts which exist within the ethos of schools. "…but despite over thirty years of research it remains enigmatic and much abused that culture may be grounded in humanist approaches to organisational behaviour and that school climate research may objectivise many elements of organisational process and practice while ethos may create a framework within which these take place…" (Glover, et al, 2005). These authors claim that regardless of how interchangeably the terms ethos, climate and culture are used in schools, it is fundamental to acknowledge that these terms are used in aid of school improvement.

It is the role of leadership to integrate ethos into their leadership styles without separating the understanding of ethos from the natural and normal daily occurrences of the school's activities. Ethos must exist within the academic day, sports day and even during meetings held with teachers and parents. The idea of school ethos is for it to exist in all areas of a school as an ensurer of best practice taking place in a school. The ethos of a school must be well understood and accepted by all participants of a school. It is expected that the school principal and its heads of department are the best interpreters of an individual school's ethos. According to Glover, et al. (2005), the concept of "ethos" is supremely understood through demonstration, thus the role of leadership is key to enhancing such practice.

2.2.10 Developing whole school pedagogical values

Husua and Tirrib (2007) describe a collaborative action research project with two educational researchers and 24 primary school teachers. The project used the value clarification process, a study method devised by the researchers to analyse the nature of values expressed by the

teachers to establish a framework for school values of this particular school community. The school values reflected individual, social and relational values. According to the teachers, all these meta-values are important in a pedagogical context. This article forms a vital component to my research study as it forms a place value of the concept of ethos. Other reviewed articles on the study of ethos place emphasis on the topic of ethos as a humanistic and sociological study while this study directly links school values to school ethos. It would therefore be possible to scale a level of school ethos based on the hierarchical value scoring of the school. For example, the research discussed in this article highlights the specific school values that teachers rated as most important. The top three most important values were then chosen for further analysis. These can be given a scaling of 1 to 3 and used to measure the 'ethos' of the school as the authors Husua and Tirrib (2007) have posited a correlation between ethos and values.

2.2.11 Exploring specialist school ethos

This study explores the concept of ethos as a facet of the government's rapidly growing initiative of the 'specialist school'. Schools accepted on to the scheme are expected to create a new identity, or ethos: but what exactly is meant by that rather nebulous term? Solvason (2005) posits the question of whether schools are really prepared to focus on the ethos of their demanding organisational systems. This paper draws toward my focus on having conducted part of my research on a secondary school. My study on ethos and quality in schools is assumed to be an equally understood concept across both ages and all grades within the schools. Solvason (2005) posits an intriguing argument in that he claims that a secondary or high school cannot claim to be culturally inclusive, if all its students are not including in school activities like a school play. Solvason (2005) has also placed his understanding of school ethos as the greater picture of which school culture forms part of. Does this then mean that the case of primary schools would differ? His claim can therefore expostulate that good school ethos can be determined by acts or practices of inclusivity within schools like the example which he uses in his study about including special needs learners in sporting activities, etc. Thus, can we argue that ethos is either an establishment or goal of a school or something which is created along the journey of daily school practice from varying interactions within the organisations (Solvason, 2005).

2.2.12 Relationships between measures of school ethos and school climate

Donnelly (2000) has established the relationship between leadership, school climate (ethos), and effective schools. In this study, the author posits a comparison of relationships between selected dimensions of leadership and measures of school climate (ethos) in 31 primary schools. In addition, principals' perceptions of their leadership styles were compared with teachers' perceptions of their principals' leadership styles. Results showed that teachers' perceptions of their principals' effectiveness are related to school climate (Kelley, Thornton, & Daugherty, 2005). A pertinent finding that is closely related to the expected functioning of schools that run under good quality and ethos' values and beliefs (Donnelly, 2000). Supported by authors De Bruyn and Van de Westhuizen (2007) in order for a school to be recognised as a total or fully functioning organisation, there is an assumption that all aspects of the organisation are working well together. The teachers are assumed to perform their daily functions as per the curriculum while the learners are also assumed to be going about their activities according to their daily requirements. Without all members participating as they are expected, De Bruyn and Van de Westhuizen (2007) claim that there is bound to be misconduct which may cause a breakdown or depreciation of the norms of the daily school routine that will hinder the overall quality of the school. All stakeholders must be on board and work together in ensuring a high performing total quality outcome (De Bruyn and Van de Westhuizen, 2007).

2.3 The role of school leadership in enhancing school quality

2.3.1 Critical leadership skills-what is important that is being ignored

This qualitative study done by the Blanchard institution (2003) is based on the research conducted in Canada and is based on a survey study of 2400 participants. This study focused on determining some of the critical skills and common mistakes connected to leadership. The company asked HR professionals to rank two leader skills (communication and management skills) according to how critical they are for leaders' success and how much their organisation's development programmes that were focused on them. For many of these skills, the current focus corresponds with how critical they will be for the future (either as less critical with less focus or more critical with more focus). But there are some notable exceptions. Key questions raised included do organisations benefit from investing in building leaders' skills in these critical areas? The results showed a positive response. The study found that organisations that have been focusing on developing these skills, and whose leaders are now more effective, are

three times more likely to rank in the top 20 percent for financial performance in Canada. When related to the South African context, it would be interesting to see how a study of this nature would compare to the Canadian environment.

Research over the past fifteen years in the field of school leadership, has clearly indicated that continuous training and development of both school principals and teachers is not only a requirement for improved education outcomes but also a necessity (Day & Sammons, 2015). The case for South Africa shows a growing concern for the continuous training of leadership but there are a number of gaps which continue to exist. Bush (2011) notes in a qualitative study done on the Advance Certificate in Education training that principals were not particularly inspired by the resources available to them during the study course. School leadership is key to ensuring effective learner outcomes. They have an enormous work load to carry out with school organisations thus an area of great concern that needs to be addressed is that of the correct execution of training available to school leaders as a means to ensuring the improvement of quality education.

2.3.2 The role of leadership in developing and sustaining teachers' professional learning

According to King (2011), there is an increased need for the professional development of teachers. This international research is based on a study on 5 urban disadvantaged Irish schools. It emphasises the impact of PD (Professional Development) and the importance of leadership on the sustainability of the practice of PD. The outcome of the study was that there are three key features of how principals contribute to sustaining professional development practices. These are by aligning between teachers' and principals' values, creating organisational capacity for change and empowering teachers to create collaborative learning cultures and Professional Learning Communities, (King, 2011). King (2011) posits that leadership is the essential role player in ensuring that all three practices take place accordingly. The principal should be the supporter and leader of change.

2.3.3 Building the professional learning communities to enhance continuing professional development in South African schools

As part of a developing country South African teachers need to be appropriately developed to meet the growing social and economic needs of the country (Steyn, 2013). The National Policy

Framework for Teacher Education and Development and the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa are two initiatives to fulfil the dire need for quality teachers (Steyn, 2013). A prominent gap in national literature exists in the studies of teacher development strategies. The Professional Learning Communities form a chief component as a mitigation strategy. Steyn (2013) posits some suggestions to how professional learning communities in schools can be implemented effectively to enhance the continuing professional development of teachers in South African schools. Steyn (2013) develops a dynamic model of professional learning communities in this paper which he argues can be a catalyst to transformation in teachers' professionalism. PLCs together with good leadership practice are a fundamental component of quality education outcomes in South African schools.

2.3.4 The distribution of leadership and power in schools

Hatcher's (2005) article on distributive leadership and power in schools has many pertinent points related to my study about investigating the role of leadership and management in enhancing ethos and quality in schools. Hatcher (2005) describes how distributed leadership has come to prominence in school management and leadership discourse as a means to achieve the participation and empowerment of teachers (Hatcher, 2005), a key focus is in the discussions of school quality as literature claims that positive teacher involvement is essential for the improvement of learner outcomes (Spaull, 2013). He further explores the contradictions between these claims and both the hierarchical power structure of schools and the use of distributed leadership to secure the commitment of teachers to the public schools. Hatcher (2005) investigates the role of HoDs in decision-making in schools in relation to the notion of distributive leadership and the effectiveness of shared leadership power in these educational organisations. Most important to cite from his study is the discussion about knowledge required to solve complex problems in educational institutions is contributed to the exercise of influence when leadership power is dispersed (Hatcher, 2005). Influence can be acquired from good ethos practice in schools, hence it can be assumed that there is a strong link between good ethos and successful distributive leadership in schools (Hatcher, 2005).

2.3.5 Professional learning communities in South African schools

As a possible mitigation to the issues of poor learner outcomes, PLCs (Professional Learning Communities) is often raised as a favourable topic for public schools and in the discipline of leadership and management studies (Bush, 2009). This online document, developed and posted by the South African department of education poses a national intervention strategy toward reducing the poor learner outcome standards via improved teacher development. The paper claims that research on teacher development points to the importance of teacher professional learning communities as a means to promoting teacher development. One of the national provisions is the establishment of PLCs to strengthen teacher professionalism to promote collective participation in professional activities. The paper mentions that the key players in the establishment of PLCS will be the districts, teacher organisations, subject-based professional teacher associations and the teachers themselves. The role of the DBE will be to support the work of PLCs by developing activities and materials that can help stimulate their work. The interpretation of these papers put forth by the Government's Education Department for use by all schools is pivotal in generating the required changes for school improvement. This responsibility is placed on the school principal to ensure that the information is understood clearly across the school. Another key aspect that the school leader has to play in ensuring that the values and beliefs are correctly instilled in the organisation.

2.3.6 The impact of school leadership on learner outcomes

The Effective Leadership and Pupil Outcomes Project is the largest and most extensive study of contemporary leadership to be conducted in England to date (Day, et al., 2009). Its sampling methods and innovative mixed methods design have enabled it to examine the work of head teachers and other school leaders in a range of primary and secondary schools nationally. All these schools are recognised as having achieved success in terms of improvement in pupil attainment measures and were highly effective in value added terms over at least a three-year consecutive period. The research demonstrates that heads in more effective schools are successful in improving pupil outcomes through who they are - their values, virtues dispositions, attributes and competences - the strategies they use, and the specific combination and timely implementation and management of these strategies in response to the unique contexts in which they work (Day, et al., 2009). A similar underpinning of this concept by Donnelly (2000) states that the intrinsic values and beliefs passed on from one individual to

another poses great teachings that will inevitably enhance overall quality in a school. This should be experienced from leadership, to the head of department, to the teachers and learners and all stakeholders involved in each school.

2.4 Theoretical framework

A theoretical framework is an argument that supports the questions that one wishes to answer in a research topic (Ravitch & Riggan, 2012). The study matters are discussed within a set of appropriately chosen concepts. It is important to maintain the discussions of the research topic within the relevant theories or concepts in order to avoid indiscriminate research results. The theory that is used for my research is the Total Quality Approach (TQA).

2.4.1 Goetsch's (2010) Total Quality Approach (TQA)

Leadership and management has a number of varying definitions in different schools of thought. Bush (2007) and Christie (2007) describe the notions of leading and managing as overlapping concepts that both play significant roles in influencing good outcomes, instilling positive values in others and holding the responsibility of producing excellent results regardless of the organisation in which they are practiced.

The focus of this review is to highlight the role of leadership and management in enhancing quality and ethos in South African schools and how these two enhance learner outcomes. Goetsch's (2010) Total Quality Approach (TQA) states that organisational excellence can be achieved by means of improving quality. Total quality approach applies continuous improvement activities inclusively amongst staff members and those in leadership roles. Its integrated approach aims to improve performance at all levels within an organisation (Goetsch, 2010). Total Quality Approach (TQA) is a broad-based approach encompassing three main elements of superior excellence deliverance. The philosophy of the approach includes 'measures' i.e. quality can and must be measured; 'people' i.e. quality must be built in by people who are empowered to do their jobs the right way; and processes i.e. quality must continually be improved. Organisation that effectively implement the total quality approach to management are likely to achieve organisational excellence (Goetsch, 2010), but in order to do this, it is important to first clearly define the meaning of quality in the context of the organisation in which it exists. According to Goetsch, (2010) quality is commonly rated as the

end result of a service received. It is important to define quality according to the organisation in which it is being measured. In the case of schools, quality is commonly measured according to the cumulative academic results obtained by the schools (Spaull, 2013). In many instances, this is an inaccurate definition of the term as a school is a combined make up of many aspects which deserve some kind of measurement. Unravelling the amount of influence leadership has on enhancing the quality and ethos in schools may prove significant to the further development of studies in this field of education.

The Total Quality Approach focuses on customer satisfaction and a continuous integration of fundamental management techniques and skills under a disciplined approach. School leadership can apply these practical concepts to their leadership strategies which are evidently lacking in many South African schools (Bush, 2007) as principals are not required to possess any management skills prior to them taking up a principalship role (Bush, et al., 2011). While this has been the case in most South African schools for an undefined number of years, Bush, et al., (2011) argue that basic teaching skills are no longer adequate for the demanding roles of a school leader. The growing focus on the customer i.e. the parents of learners, satisfaction is necessary as societal pressures for schools to perform as competitively driven organisations increases (Christie, 2007). The measure of quality is continuous and has a combination of areas that form its definition. Quality can be defined as the amount of time that was taken for a service to be received; the amount of time it took for the service to be performed and the environment or atmosphere in which the service was delivered. A principal can only perform to his best if he clearly understands the quality of which he is expected to deliver. He will also perform to his best quality if the ethos of the school is conducive to producing quality education outcomes. It is often stated that there is a direct relationship in schools between the presence of a superior quality and value driven school principalship and the positive outcomes of learners (Leithwood, 2006, p 4 cited in Bush, 2011). Continuous improvement of the overall environment in which the leadership conducts his day to day profession will result in the best outcomes. Leadership must be allowed to focus on his work and not paperwork; he must be able to promote effective communication at all levels i.e. communication with the learners, parents and teachers alike; and he must focus on positive relationships throughout the organisation. Geotsch (2010) describes these as key controls to ensuring the most effective leadership practice in any organisation.

The Total Quality Approach was developed as an approach to be used to achieve organisational excellence with focus on the resources of an organisation and continuous improvement of quality and productivity. A key focus on the role of leadership and management in enhancing quality and ethos in schools is also to ensure improvements in the overall performance of a school (de Bruyn & Van de Westhuizen, 2007). The total quality approach creates a framework that observes the same objectives of good quality leadership and management of an organisation.

2.5 Chapter summary

This chapter explored the various literature that enables a deeper conceptual and theoretical understanding of the role of leadership and management. Literature on school ethos and school quality was also discussed in some length with some focus on the links between leadership and management and school ethos and quality. The proceeding chapter discusses the research methodology and the study design.

CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The previous chapter reviewed the literature pertinent to my study, i.e. school quality and ethos. Chapter Three provides a gaze on the paradigm of this research study; research design and methodology, research methods and sampling procedures; issues of trustworthiness; ethical issues and concludes with a brief discussion of the limitations foreseen in the research study.

3.2 Research paradigm

A research paradigm is the worldview, i.e. the way in which the context of literature is studied and that sets down the intent, motivation and expectations for the research (Mackenzie & Knipe, 2006). Currently, literature on research methodology seems to agree that there are four major paradigms/worldviews in research and these are: positivism/post-positivism, interpretivism/social constructivism, emancipatory and pragmatism and each of these have their assumptions and differences (Creswell, 2007; Mertens, 2009). Similarly, Creswell (2013) posits that paradigms are defined by certain beliefs that respond to three underlying questions of ontology - the shape and essence of reality; epistemology - the relationship between the researcher and subject under study and methodology - the form in which the researcher sets out the enquiry about what needs to be known. Clearly, it is important for the researcher to understand which paradigm he/she is working to achieve one's research goals (De Vos, 2005). For purposes of this study I chose an interpretivist paradigm. The interpretivist researcher is interested mainly in the study of human behaviour and tends to rely upon the participants' views of the situation being studied (Creswell, 2013). In addition, the interpretivist researcher is interested in finding out how role players interpret the world around them (Cohen, Manion & Morrison, 2011). Central to my research, is the question of how school leaders, i.e. school principal or an HoD attempts to enhance the quality and ethos in schools, which may involve a strong element of human behaviour. The interpretivist enquiry requires the researcher to capture this data and attach meaning to it (Cohen, *et al.,* 2011) unlike the positivist who finds meaning purely in the observation of a phenomenon (Creswell, 2013). Likewise, according to Creswell (2013), the interpretivist paradigm is most favoured in qualitative studies due to this act of meaning-making in research.

The ontology of the interpretive paradigm refers to reality being socially constructed with a number of constructions of reality being the norm. My study aims to unravel the role of four school principals and four HoDs in enhancing the quality and ethos in two schools. Epistemologically, the interpretive paradigm requires a personal means to acquiring data. This study makes use of semi-structured interviews where the inquirer and the participant may influence each other during the research (Creswell, 2013). The methodology of this study thus allows the researcher to overcome a number of research obstacles as the interpretivist implores a multiple use of observations and interviews as qualitative research permits, to generate data. More accurate results can be obtained this way as a clearer understanding of the perceptions of participants can be achieved (Creswell, 2013).

3.3 Research design

The research design refers to the overall strategy that a researcher chooses to integrate the different components of the study into a coherent and logical understanding (Creswell, 2013). Most favoured by qualitative researchers are narrative, case studies and ethnographic research designs. Narrative research is a research approach designed particularly for the humanity studies that involve the retelling of a story through the eyes of the researcher (Creswell, 2006). Case studies are carried out by the researcher over a specified time and activity (Creswell, 2013). For the purpose of my study, I have chosen a case study design, mainly for the reason that a case study design allows the focus on a particular query or problem (Rule & John, 2011), which in the instance of this study is the role of leadership and management in enhancing ethos and quality in schools. While a qualitative case study design may offer such an advantage, McMillan and Schumacher (2001) concede that there are also some disadvantages.

A case study design provides the researcher with the advantage to analyse a single question of concern (McMillan & Schumacher, 2001). Further, according to Yin (2003), a case study design may consist of a single case (holistic), a single case (embedded), multiple case (holistic) and multiple case (embedded). In my study, I am looking at the role of school leadership in enhancing school quality and ethos in two schools which is considered a multiple case study. Yin (2003) posits that selecting a single case study is similar to conducting the research question in relation to an existing theory; or when the question has been previously asked but researched in a different time frame. While the bias of the researcher may influence the data results, i.e. in the instance whereby the researcher may have previous knowledge of the case,

Creswell (2006) explains that the multiple-case study approach can provide more accurate findings. To avoid the disadvantages of single case study analysis, this study involves two school principals and two HoDs per school as participants. Creswell (2006) further suggests that the researcher can overcome spending too much time on multiple case study data generation by separating or coding raw data into themes to avoid voluminous amounts of paperwork. This is highlighted as the main disadvantage of case study design by Yin (2003) while this method also holds the advantage of being able to edit data of new findings without jeopardising the order of the study methodology. A further aim of this research design is to connect the empirical data to the study's initial research questions, which then lead to conclusions (Yin, 2003). For the purpose of answering the specific questions of this study, i.e. the role which the school leadership and management play in enhancing school ethos and quality, this study design was chosen.

3.4 Research Methodology

Research methodology describes the 'forms' in which the study data is generated in the field (Creswell, 2013). These are namely, qualitative, quantitative and mixed methodology. Having located my research in the interpretive paradigm, it was best suited for my study to be placed in the qualitative research methodology because this type of methodology focuses on the description and analysis of a person's collective and individual actions (Creswell, 2013). These may be within a social environment, within their beliefs or purely based on their personal perceptions. My study is best carried out in the qualitative methodology because it involves the collection of data from individuals through conversational interactions within an environment which they are comfortable in. This reduces any discomforts that the participant would experience during the research procedures if they were to take place elsewhere. Cohen, *et al.* (2011) describe the placing of participants in a space which is natural to them as a detrimental action during research studies. Better data generation accuracy and more informed details of the topic can be obtained from the participants. Qualitative methodology also provides more accurate 'meaning making' (attaching appropriate meaning of the study and placing discussions within the correct contexts) by both the researcher and the participant (Creswell, 2007) to the study. The focus of qualitative research is to understand what the research participant knows about the topic and not what the researcher knows. This research is limited to two principals and four HoDs in two schools through research methods that can only be conducted via qualitative methods (Krauss, 2014).

3.5 Sampling

Sampling is the process of selecting units (e.g. people, organizations) from a population of interest so that by studying the sample we may fairly generalise our results back to the population from which they were chosen (Gall, Gall & Borg, 2010). Some examples of sampling methods include random sampling and non-probability sampling. Probability sampling tends to make generalisations due to the larger sample sizes while non-probability sampling does not generalise due to its use of smaller sample sizes (Creswell, 2007). These two main sampling strategies comprise of varying sub-sampling methods. My research study, utilises the non-probability purposive expert sampling. In this method, samples are selected based on the subjective judgement of the researcher, rather than random selection (Gall, *et al*., 2010). In this study, I have selected two school principals, i.e. 1 principal per school and 2 HoDs per school as research participants. These participants are responsible for the day to day leading and managing of the schools and their views and perceptions of quality and ethos in their school will be most valuable to my research.

I have chosen a non-probability purposive expert sampling approach for the two school principals who will be involved in my research and a probability simple random sampling approach for the four HoDs who will form part of my research. I have chosen the non-probability purposive expert sampling selection for the school principals as this method provides a more accurate result that is specifically targeted at my chosen sample i.e. a school principal. I have a specific plan for my research and as my research is centred around a qualitative design (Creswell, 2013), it is appropriate for research that is done within a strict time constraint (my research is restricted to only the 3rd school calendar term of this year). With a purposive sample, I am likely to get the opinions of my target population, i.e., school principals. In addition, specifically targeting an expert in the field of my study, i.e., a school principal who is the leader of the school while my research topic looks specifically at how school leadership and management can enhance quality and ethos in schools, will provide my study with some evidence for trustworthiness if necessary (Creswell, 2013).

I have chosen a probability simple random sampling approach for the Heads of Department involved in my study as they will be randomly selected within each school (Creswell, 2013). The advantage of including a probability sample in my study alongside a non-probability sample is that the HOD population within the school will be well represented as they will be

randomly selected (Creswell, 2013). My samples include four HoDs and two school principals, of which I have also balanced the gender representation by selecting female HoDs and male Principals. The intention of my research is to generate enough data of similarities and differences in the way in which these school leaders attempt to enhance quality and ethos in the two schools.

3.6 Data generation methods

Data generation refers to the methods used by as a researcher to produce data (Creswell, 2013). The data generation method used in this research will include interviews only. The study data is compiled utilising interviews by means of direct interaction and conversation (McMillan & Schumacher, 2001) during meetings with the individuals at the schools. According to Creswell (2013), this is the most commonly used research method particularly in the study of humanities and education (Creswell, 2013).

The data generation method of my study involved conducting interviews with my participants using a voice recorder. The traditional method of data collecting in this instance may have strictly involved note taking during each interview account (Gall, *et al.*, 2010). This may be disadvantageous as it is time consuming and can distract the participant from answering in as much detail as possibly required. Gall et al. (2010) suggests a more advantageous way of acquiring such data more speedily, by means of voice recording data.

Most commonly used methods of data generation in qualitative studies include interviews which provide a more accurate depiction of the participants experiences about the research question (Bell, 2005). In my study, I have chosen to use interviews to describe and explain particular behaviours in context and perceptions (Bell, 2005) about the role of leadership and management in enhancing school quality and ethos in two schools. I will compile **'**thick**'** descriptions from transcripts and logs accompanied by a write-up of self-reflections (van Zyl, 2011).

3.6.1 Semi-structured interviews

Yin (2003) states that interviews form the core source of case study information in research. Creswell (2013) supports this by adding that interviews give the researcher ample information to generate data in qualitative research. There are two main types of interview questions, semi-

structured and unstructured interviews styles (Bell, 2005). Semi-structured interviews are guided and more appropriate for in-depth data generation in qualitative research.

The purpose of the research interview is to explore the views, experiences, beliefs and/or motivations of individuals on specific matters (e.g. to the school principal - what are the challenges regarding school ethos and quality in your school?). Interviews are, therefore, most appropriate where little is already known about the study phenomenon or where detailed insights are required from individual participants (Gill, Stewart, Treasure & Chadwick, 2008; Gall, Gall & Borg, 2010). According to Gill, *et al.*, (2008), when designing an interview schedule, it is imperative to ask questions that are likely to yield as much information about the study phenomenon as possible and also be able to address the aims and objectives of the research. There are three main forms of designing interview questions: namely unstructured questioning (open ended discussion type questions), semi-structured questioning (structured questioning followed by a deeper probe into the answers received) and structured questioning (yes and no answers are expected) (Gall, *et al.*, 2010). My study will use semi-structured interview questions with the school principals and HoDs, as this will allow me the freedom to probe further to obtain additional information (Bell, 2005) if required.

Guided by the interview questions and an interview schedule, it can be said that the focus of the research cannot be lost (De Vos, 2005). In addition, De Vos (2005) also claims that participants should be made to feel comfortable during the interview process by allowing the participants to decide the order in which the questions are asked by making the questions available to the participant prior to the interview. While this approach has many advantages, Cohen (2011) raises the argument that perhaps this method may introduce a number of inaccuracies in the results. As a means to mitigate this, I have chosen to agree with Cohen (2011), thus the participants in this study will not view or peruse the interview schedule prior to the audio recording.

A more accurate account is likely to be attained over an audio recording as compared to hand written notes. Some of the disadvantages of using a voice recorder during an interview include the reluctance of the participant to respond openly as the presence of the recorder seemingly changes the ‘feel’ of the interview (Gall, *et al.*, 2010).

3.7 Data analysis

Data Analysis involves the process of systematically applying logical techniques to describe and condense data by means of data evaluation (Creswell, 2013). All semi-structured interviews will be digitally voice-recorded, affording the researcher time to focus on the actual interviews. The interview will then be converted into transcripts and then analysed to find patterns of meaning (de Vos, 2005). Transcriptions can be analysed in numerous ways; namely interpretive analysis; content analysis; thematic analysis; conversation analysis; discourse analysis; narrative analysis; and hermeneutics analysis. The method chosen for this study is content analysis. This research style allows the researcher to create replicable and valid inferences by interpreting and coding textual material. The data is systematically evaluated into texts that can be more easily understood by means of graphics and descriptions (Rule & John, 2011). In some cases of content analysis, qualitative data can be converted into quantitative data.

Content analysis provides the researcher with a deeper understanding of the generated information. Rule and John (2011) strongly support the use of content analysis in qualitative research as this method provides for analysis of data from varying perspectives that will assist in the interpretation of raw data. The aim of my research is to gain a better understanding of the role in which school principals and HoDs in two schools enhance quality and ethos in those schools from the perspective of all six participants.

A main activity of content data analysis involves the coding, categorising, comparing and concluding (Rule et al., 2011) of results during the process. Data is then converted from codes to themes, particularly in case study research. Creswell (2013) supports the use of coding as a means to compiling data that can be analysed from different perspectives in order to make sense of the raw data obtained from participant interviews. Furthermore, thick descriptions compiled in the form of rich and detailed specifics of information obtained during the interviews with participants (Cohen, *et al*., 2011), will add to the essence of what was captured during this study in the context of the research question.

3.8 Issues of trustworthiness

Creswell (2007) describes trustworthiness in qualitative research as **'**a goal rather than a product**'**. It is an aspect of research that has to be assessed in relation to the purposes and circumstances of the research and not a stand-alone concept used in the methods or conclusion

of a particular research study. Likewise,Yin (2003) and Pitney (2004), posit that there are five main measures of understanding issues of trustworthiness in qualitative research and these are: transferability, credibility, dependability, confirmability and authenticity.

De Vos (2005) argues that transferability is a main area of concern for trustworthiness. This concept is described as the application of conclusions from one study to another (de Vos, 2005). Creswell (2013) claims that many problems encountered in research can relate back to this issue. Researchers commonly account or record data inaccurately during research and this leads to a number of unforeseen issues. Data used in research that raises questions about accuracy are often considered irrelevant or unusable, thus Creswell (2007) suggests the permanent use of data generating apparatus like audio recorders to be used out on the field during interviews and paper trail records of the interviews, as I have chosen to do in my study.

Creswell (2013) posits that dependability refers to the stability or consistency of the inquiry processes used by the researcher over time. In order to check the dependability of a study, a check is conducted to see if the researcher has made errors during the data collection process, interpreting the results and writing up the conclusions. If the researcher has maintained consistency throughout the study, the more dependable are the results (Creswell, 2007).

Confirmability eliminates the inaccuracies of results that are often created when researchers find themselves in a position of unconsciously adding their personal opinion to the meaning or actions of participants. According to Creswell (2013) it is important to acknowledge the meanings attached to the words or actions of a participant and removing any personal influence of oneself during a study. It is therefore vital to understanding the framework in which the participant exists and constantly keep in mind that the research undertaken belongs in within that space. Creswell (2013) recommends avoiding leading questions during interviews or restricting questions in a manner that removes the participant's personal perspective on the topic.

The authenticity of data is often measured against the theoretical framework of the study. Creswell (2007) argues that a researcher should constantly refer to the related theory of the study to avoid personal values influencing the results. This relates to the issue of bias and reactivity, particularly in qualitative research studies. It is almost impossible to assume that a

researcher can remove his/her ideals, values or preconceptions in any given situation but it is important to note the seriousness of bias toward a topic. In my case, I will remain fair and will attempt to keep any biases I may have separate from the research. Currently, I cannot account for any biases that may prevent my accurate accounts for my research, but I will remain honest in my final research project write up and account for any bias that may arise. This concern in research deals with how the researcher influences what the participant says, e.g. during an interview (Creswell, 2013). This is generally not a serious threat to the trustworthiness in research, but it is worth remembering its potential effect during research.

My chosen means to ensuring confirmability of my study results is to rely on my critical reader. This will allow me to cross check my collected information or findings to ensure that a full and accurate understanding of the phenomenon is obtained (Pitney, 2004).

3.9 Ethical considerations

Ethical considerations involve the conscious decision of the carrying out of events within a particular set of morals and values (Resnik, 2015) i.e. based on what is right or wrong. When conducting qualitative research, particularly by means of interviews (as is the case with my study), it is important to ensure that all ethical considerations are considered and accurately outlined (Creswell, 2007).

Creswell (2007) states that the sensitivity to research procedures must be adhered to by researchers as we (the researchers) are exposing participants to personal questioning and asking them to give of their time to the researcher. Research ethics requires the researcher to complete a series of steps to ensure that the ethical considerations are always taken into account.

I was obliged to apply for ethical clearance from the Research Office of the University of the Witwatersrand to conduct my study. Furthermore, permission to do the study was also requested from the Gauteng Department of Education. In addition, permission was also sought from the two school principals and research participants that participated in the study. According to Rule and John (2011), it is normal practice for the researcher to fulfil a series of requirements prior to the actual research taking place to ensure that ethical considerations are taken into account on all levels.

An Informed Consent Form which included a clear statement that the participant is consenting to involvement in research was handed to every participant, to ensure that their permission was received. An important piece of information is that the participant is free to withdraw from the study at any time without prejudice (Creswell, 2007). All actions taken during the research procedure are to be made clear to the participants via the University ethics standards, to ensure that no harm is caused to anyone by means of following the clear and strict dictations of the ethical procedures. This study uses pseudonyms for both the participants and their schools to honour the anonymity and confidentiality of the ethics requirements (Creswell, 2007). As an ethical commitment of beneficence, feedback will be communicated to the participants in follow-up meetings.

3.10 Limitations of the study

Limitations of a study are often discussed in research because it is impossible to conduct perfect research in the field of education (de Vos, 2005). Furthermore, de Vos (2005) explains that however carefully planned, research studies may encounter potential limitations. This limitation relates either to data instruments or ethical issues.

Some of the limitations anticipated during my research study includes a short allocation of time to conduct the research, i.e., six months, and the cost of conducting the research. Further limitations such as the restrictions on time to arrange and complete the interviews with the participants and to analyse the data for assessment purposes. Finally, the travel costs to and from the location of the schools over a period of 4 weeks can potentially accumulate to a significantly high amount. I plan to mitigate these limitations by conducting my research within close vicinity to my residential location to reduce travel costs. The fact that I am registered as a full time student may also pose restrictions on the time of day that I am able to conduct my research. Pleading with the participants of my study to hold interviews in the afternoons proved to mitigate this issue.

3.11 Chapter summary

This chapter dealt with the fundamentals of how the study will be conducted including the research paradigm, research design and methodology, sampling, data generation methods, data analysis, issues of trustworthiness, ethical issues and limitations of the study. The proceeding chapter presents a discussion of data generated and research findings.

CHAPTER FOUR
DATA PRESENTATION AND DISCUSSION

4.1 Introduction

The previous chapter outlined the research design and methodology used in this study. This chapter presents a discussion and analysis of the findings of the study as expressed in Chapter Three. The study focused on the exploration of the role of school leadership and management in enhancing school ethos and quality at two Gauteng schools. Data was generated through semi-structure interviews with the school principals and two HoDs in each school. In addition, where pertinent, the findings are analysed utilising the literature review and theoretical frameworks presented in Chapter Two. In order to remind the reader, the study was underpinned by the following key research questions:

- What is the role of school leadership and management in enhancing school ethos and quality in two Gauteng schools?
- What are the challenges (if any) do the two researched schools experience regarding school ethos and quality?
- How does the school leadership manage/mitigate the challenges (if any) they experience regarding school ethos and quality?

Further, as a researcher, I wanted to ensure that the voices of the participants were not lost and therefore *verbatim* quotations are used throughout this data presentation and discussion chapter.

4.2 Data presentation

The sections below present the findings from the data generated from the field and are presented thematically based on the research questions that were posed to the research participants.

4.2.1 Conceptualization of the role of school leadership in enhancing school ethos and quality

The findings seem to show that school principals play a crucial role in promoting a positive school ethos and quality which in return enhances learner performance and teamwork. The data about conceptualisation of the role of school leadership in enhancing school ethos and quality highlights a number of perceptions as depicted by the research participants. The participants mentioned ensuring the school has good policies in place around ethos and putting in place the

required procedures and systems were some of the discussions highlighted. The participants also mentioned the importance of performing class visits and observations regularly by both the HoDs and school principals. These visits were not only significant in monitoring that good ethos practice was evident in the classrooms but also to ensure that appropriate and quality teaching was taking place throughout the school day.

Mr Sunny from Happy High school explains the approach this school has taken toward building up their school ethos over many years:

> *Ethos of the school is something that is worked towards over a long period of time, it's not something that just falls out of a tree and us being 48 years old, I think we [have] built up an ethos.*
>
> (Mr Sunny, School Principal of Happy High School)

He proceeded to discuss the importance of a basis for a school ethos:

> *We are still basing a lot of our principals on Christian religion and I think a lot of our pupils do as well. So being a smaller school as well, we believe our ethos is very similar to a family ethos of support, reliability, understanding and that kind of thing.*
>
> (Mr Sunny, School Principal of Happy High School)

Similarly supported by the Principal of River High School, it seems that a school with a strong ethos begins with an instilled belief of the school:

> *Your mission and your statement and ethos and culture comes from straight from policy making, filtered down to the children at the bottom level and the parents. So, they have a very important role in announcing school ethos and quality education*
>
> (Mr Rainbow, Principal of River High School)

The role of the school principals involves consistently demanding adherence to the prescribed school values. Another finding of this study was the need to create support structures amongst the entire teaching staff and with parent bodies. Giving staff some measure of freedom to make decisions on both individual and group levels appeared to enhance implementing a team approach and defining clear team member roles. Additionally, adopting a flexible management

style is discussed in some detail as a crucial leadership practice for all members. In this regard, Mrs Rain said:

> *I think being HoD it shouldn't just be a top down thing, where you just give all the rules and you just give all the information. It is important for you to communicate yes, but I still believe that the Foundation Phase should work as a team, definitely a team where yes, you put things out there but you also allow for feedback from your teachers.*
>
> (Mrs Rain, HOD of Christian Primary School)

Similarly, another finding of this study was that maintaining an open-door policy as part of their parent and school communication practice, encourages good relationships and most importantly, honesty between all members involved in the school's daily activities. I this regard, Mr Rainbow said:

> *I have an open-door policy; the kids know that as well. So, if they have problems, they can come into my office anytime and we can sit and we can discuss.*
>
> (Mr Rainbow, Principal of River High School)

In addition, building an element of ethos promotion into sporting days and school assemblies that incorporate the recital of values and morals are considered to be beneficial to the learners. These value-driven practices are also incorporated into the school curriculum that supports the ethos and quality of learning. To illustrate this point, Mrs Rain said:

> *At the school, we have a lot of programmes…there is a lot of integration taking place to enhance the school culture and ethos…but more importantly we have assemblies every week which incorporate values and morals and attitudes of all of those things.*
>
> (Mrs Rain, HOD of Christian Primary School)

Similarly, Mr Sunny said:

> *We have sporting days, we have quizzes, we have got house plays, we have got water sport day and all those kinds of things just to keep the spirit of the kids to the ethos of the school.*
>
> (Mr Sunny, School Principal of Happy High School)

Viewed from literature, Day and Sammons (2015) state that the ethos of a school is essentially something which is experienced. Thus, the participants have expressed their conceptualisation of **"**school ethos**"** through their actions. The term "school ethos" was understood to relate to the underlying beliefs, morals, attitudes and practices that defined a school. To these schools, it was **'**what a school was all about**'**. Mr Sunny from Happy High school eloquently summarised the meaning of school ethos and said:

> *To me, the ethos is the history, the norms and the beliefs that the school has. It also has what I call the rhythm of the school. Each school has got its own rhythm and way of doing things.*
>
> (Mr Sunny, School Principal of Happy High School)

Similarly, Mrs Rain from Christian Primary School described her understanding of school ethos as a more envisioned concept in schools and said:

> *I think it's basically just the vision and mission of the school which incorporates all aspects, all stakeholders. It is a culture of the school and I believe every school has its own culture in terms of the way the school is run…I think that ethos actually comes from your vision and mission statement.*
>
> (Mrs Rain, HOD of Christian Primary School)

Ethos in these two schools was exhibited in observable attitudes and behaviours such as manners, practices and respect. About a quarter of the participants agreed that management style used in their school in addressing school ethos and quality is important. The school principals need to trust their staff, bring back the norms and the beliefs of the school and also include rhythms of the school that contribute to learner performances. Critically, ethos can be described as a concept that can be built and evolved over time. This statement is supported by the Principal of Happy High School:

> *I think the ethos of the school is something that is worked towards over a long period of time, it's not something that just falls out of a tree*
>
> (Mr Sunny, Principal of Happy High School)

A quarter of the participants believed that in order to bring back the ethos and quality in schools, the school has to operate in accordance with the school vision and mission which incorporates all stakeholders. Examples were given of some ethos related constructs that some of the schools aspired for, such as support, reliability, understanding, responsibility, discipline, confidence, success and good citizenship. Mrs T from Mountain Primary School reinforced her leadership role in enhancing school ethos by adding that:

> *It comes with responsibility, it comes with respect, it comes with doing your work, it comes with how you present yourself to the teachers, to the learners and all of that.*
>
> (Mrs T, HoD of Mountain Primary School)

Mr Rainbow, principal of River High School, supported this idea with a similar statement and said:

> *We believe our ethos is very similar to a family ethos of support, reliability, understanding and that kind of thing.*
>
> (Mr Rainbow, Principal of River High School)

An immediate association with the term "school quality" related to academic performance and outcomes or **"**how the school delivered the education**"**:

> *The quality of the education that we offer here at this school…the way that the school delivers the education to the kids is always going to be different. Yes, the content is the same, but the level of the education that is offered by the school is different.*
>
> (Mrs Town, HoD of Mountain Primary School)

In another school, it was mentioned that school quality was also reflected in the broader culture and values of the school:

> *The fact that we do live by those values, we are a quality school we offer the good education, we offer good sports and as a parent I would feel secure in the knowledge that my child is being well cared for and taught in the right values of life in this school.*
>
> (Miss Summer, HoD of River High School)

Leadership and management is key to ensuring that good quality education and a good school ethos is developed all round. According to Geotsch's (2010) descriptions of how to achieve the highest levels of quality and outcomes in an organisation, the schools captured in this study have demonstrated a number of acts that lead toward the total quality approach (TQA). Ensuring the school has a good policy around ethos in the first place and putting in place the required procedures and systems, are just a few important acts carried out by the schools. Both Principals of the schools claimed to perform regular class visits and observations of teachers and learners alike, ensure that that ethos were taught to the kids by means of a close monitoring method.

The presence of team work regularly comes up in discussions of effective leadership (Bush, 2011) and supported by Geotsch's (2010) theory of effective and successful operations of an organisation, he highlights the need for the creation of support structures for all stakeholders while giving staff some measure of freedom that allows them to adopt a flexible management style. Geotsch (2010) further claims that Adopting a team approach and defining clear team member roles leads to effective outcomes in any organisation. School assemblies that incorporate recital of values and morals and having a curriculum that supports the ethos, special days and programs to re-orient everyone about school ethos and quality, lead to a consistently demanding adherence to the prescribed values. Geotsch (2010) describes these as key controls to ensuring the most effective leadership practice in any organisation.

4.2.2 Availability and adequacy of support structures in the schools

The findings seem to suggest that participants from both schools also recognised the value of the availability and adequacy of support structures in the schools. The study demonstrated the need for sufficient physical school structures like the school buildings, sports fields, adequate number of classrooms and sufficient administrative school structures and systems. Secondly, the support of school personnel (e.g. ground staff and other administrative staff) and finally the support of parents, creates a symbiotic relationship and consistent school functioning.

Extra-curricular is another factor that needs to be practiced in schools that brings close personal relationships with students, teachers and others. Like school ethos, the quality of a school could be inferred from observable life outcomes such as the learners' ability to develop effective

personal relationships and to develop into good all-round citizens. In this regard, Mr Rainbow said:

> *You get a lot of these colleges that might produce good academic results, but not necessarily the kind of citizens our country need…we believe at (school) academics is a third part of the whole thing. Extra-curricular is a very important part for us as well and of course personal relationships, so the relationship kids build with each other, with teachers, with peer group, with parents.*
>
> (Mr Rainbow Principal of River High School)

Ultimately, although the quality of teaching and learning was probably the most critical factor, school quality had to be viewed and assessed holistically:

> *I think quality means quality in every aspect, in terms of your curriculum, in terms of your discipline, in terms of your school structure, in terms of your academic staff, in terms your learners, in terms of your parents, in terms of your ground staff – so quality basically means the quality of the school and I think more importantly the quality of teaching and learning.*
>
> (Mrs Rain, HOD of Christian Primary School)

Having defined school ethos and school quality, views were expressed on the role of school leadership and management in enhancing these. First, the school leadership needed to ensure the right policies, systems and procedures were in place at the schools. The key activity, is to ensure the school has a good policy around ethos in the first place and putting in place the required procedures and systems to encourage good teaching practice:

> *So what you do is you get together with your governing body…work out your vision and mission of the school. You also with that, you work out what your school ethos is going to be because your school ethos will come from the vision statement and mission statement.*
>
> (Mr Sunny, Principal of Happy High School)

The effectiveness of organisational structures as evaluated by Day et al. (2009) and Donnelly (2000) in their research were recognised as having achieved success in terms of improvement

in pupil attainment measures and were highly effective. Half of the Head of Departments (HoD) of the Primary schools in this study put it forward that a number of parents do not turn up to preplanned and post planned meetings that involves discussion of children performance, discipline, ethos and quality services, which in return reduces teacher motivation and that also affects student performances in various subjects. Viewed from my theoretical framework, the involvement of all stakeholder holders of an organisation are important to ensure consistent functioning. The absence of just one party member can cause the dysfunction of a system (Geotsch, 2010).

4.2.3 Educational social values and school ethos

At the heart of the principal's leadership and management of the school are core societal, educational values and school ethos, which underpin all that happens in the school. The majority of the participants accepted that these values and ethos shaped the way in which the school works towards the achievement of its vision and goals. A popular opinion was that school management needed to lead by example by living the school ethos and values, by practicing what they preached and by acting as the custodians of the ethos. Miss Summer said:

> *We have to be an integral part, we have to lead by example, you know that expression monkey see monkey do - so if you don't want them to behave badly, disrespectfully going against what our ethos is then, we actually have to lead by example.*
>
> (Miss Summer, HoD of River High School)

Values and ethos provide the rationale for why particular courses of action are taken in the running of the school and the principal as the leading professional will hold, articulate and communicate accepted professional and social values.

> *They need to monitor that the school's ethos are practiced by the teachers and also being taught to the kids.*
>
> (Mrs Town, HoD of Mountain Primary School)

There was a view that in enhancing genuine school ethos and quality, school leadership needed to avoid micromanaging by showing trust on the staff and other role players, having trust in the laid down procedures *and p*ositively influencing others in terms of maintaining the school culture:

It also depends on your management style, for me that would be don't hang on something, don't micro manage – trust your people you have to have trust in the staff, you have to have trust in the systems that you have put into place.

(Mr Sunny, Principal of Happy High School)

But this did not imply shying away from the fundamental management function of enforcing policies and implementing disciplinary measures where necessary. Mrs Highlight said:

We need to manage the staff that manages the pupils. I look after the counsellors on an ongoing basis, I have to check that the counsellors are actually living by the school ethos and imparting it to the kids and as soon as they are not, they face disciplinary measures.

(Mrs Highlight, HOD of Happy High School)

Similarly, Mr Rainbow said:

The whole [of] ethos of the school and the culture of the school comes from the top down. So it's enforcing within your policies…your mission and your statement and ethos and culture comes straight from policy making, filtered down to the children at the bottom level and the parents.

(Mr Rainbow Principal of River High School)

Some of these values and ethos were derived specifically from the nature and context of the individual school and its community. These values inform the core purpose of principalship. Together with knowledge and understanding of the aspirations for transforming schooling in South Africa, they shape the nature and direction of leadership and management in the school and the school improvement process. In addition to the core societal and educational values there are a number of professional values, appropriate in the South African context, to which the principal demonstrates a commitment, namely, the centrality of learning as the core purpose of all that happens in the school. The role of school leadership requires the school Head to ensure that, while there are a number of activities taking place in a school, the act of learning in the classrooms remains the focus of each day. Through the instilling of firm ethos' in each

schooling environment, the potential of the school to inspire in its learners a commitment to learning as a lifelong process can be achieved.

A principal's role is to ensure the right of all learners in his or her school to have access to relevant and meaningful learning experiences and opportunities. These acts of principalship or leadership were some key aspects to improving the quality of teaching and learning in these schools.

The participants admitted that their attempts at enhancing school ethos and quality experienced some challenges. One major challenge was non-optimal support from the parents. Some cases included parents who were not being sufficiently involved in school activities and efforts and parents who fail to reinforce the ethos in their own homes. It was also mentioned that some parents condone errant behaviour by their children. A key aspect missing in such cases included parents who are not playing a role in their children's education.

> *My biggest challenge was the parents…One of the biggest things that we ask from the parents, is for them to play a big role in their children's education, and unfortunately and sadly enough about 60% of our parents are not doing that…and because of that, those kids become a behavioural problem in and out of the classrooms…the kids also end up knowing that my parents don't care, why should I listen to her, why should I do my work, my mom is not going to check my work either.*
>
> (Mrs Highlight, HOD of Happy High School)

Likewise, Mr Rainbow said:

> *Largely parents…often when we have had a situation with a pupil and then the parent comes in, you can see the apple doesn't fall too far from the tree and anything that we are trying to instill we get backlash from the parent because now the parent decides he must support the child.*
>
> (Mr Rainbow Principal of River High School)

In addition, Miss Summer said:

> *Because we are a high school the external influences of alcohol, drugs…they hang out with that sort of thing….you can't protect them outside of school but within this environment at least they are relatively safe and there is some of what we trying to teach them.*
>
> (Miss Summer, HoD of River High School)

Furthermore, Mr Sunny said:

> *There are so many families today that are not complete and that are either only a mother 90% of the time and 10% of the time only a father.*
>
> (Mr Sunny, Principal of Happy High School)

The general human tendency to resist change and/or regulation was another key challenge which resulted in children not wanting to be part of a structured organization:

> *I think that is also a difficult one because you not going to get everyone to agree. Obviously there are going to be certain people who are going to be skeptical about things*
>
> (Mrs Town, HoD of Mountain Primary School)

As Mr Rainbow from River High school added:

> *I think…the modern child seems to be not wanting to be part of a structured organization…it is certainly a societal change that I am seeing more and more often*
>
> (Mr Rainbow Principal of River High School)

One of the main determinants of organisational success, according to the philosophy of the approach of Total Quality achievement, includes 'measures' i.e. quality can and must be measured (Geotsch, 2010). In this study 'people' are the measure of a school's organisational success. If there is *s*kepticism by some role players ie parents or learners, or some role players who resist the idea of doing things according to the norms of the organisation and its structure (Christie, 2007), this poses a strain on the ultimate effectiveness of the school. It can therefore be said that the role players commitment and participation in a school forms a significant component of quality teaching and learning.

4.2.4 The role of school leadership in the enactment of school ethos and quality

Half of the participants stated that HoDs and Principals need to lead by examples as a strategy to enforce ethos through them, then to teachers, and finally to students.

> *I think it's very important actually for the HoD to live out the ethos of the school and to show people that it can be done…by being positive, being enthusiastic about the ethos and culture of the school, you can filter that down to them and you can win them over.*
>
> (Mrs Highlight, HOD of Happy High School)

The majority of the participants suggested that if the school does not have ethos, there will not be quality education taking place due to the fact that the teachers will not even care and also the learners will not be producing to the best of their abilities, there will be no body following rules.

In order to implement theme two above, a number of strategies needs to be in place. Leading by example and attending meetings and adhering to the policies and norms of the country, came through as the most significant practices in these schools. School management still has to carry out the appropriate planning, monitoring and supervisory activities to ensure that the implementation of both positive and negative reinforcement take place in the schools. This act is necessary in promoting ethos and quality in these schools. Merits and demerits are given to learners where appropriate and teamwork is highly promoted in the school.

> *Because we are very big role models to the kids, they always want to be like their teachers so if they see their teacher is doing it, the big things so they will then also try and want to do it as well.*
>
> (Mrs Town, HoD of Mountain Primary School)

Mrs Highlight the Head of Department said:

> *I have an open door policy; the kids know that as well. So if they have problems, they can come into my office anytime and we can sit and we can discuss.*
>
> (Mrs Highlight, HOD of Happy High School)

As stated by Mrs Rain, the Head of Department of Christian Primary school:

> *At the school we have a lot of programs…there is a lot of integration taking place to enhance the school culture and ethos…but more importantly we have assemblies every week which incorporates values and morals and attitudes all of those things.*
>
> (Mrs Rain, HOD of Christian Primary School)

Mr Sunny, the Principal of Happy High school stated:

> *We have sporting days, we have quizzes, we have got house plays, we have got water sport day and all those kind of things just to keep the spirit of the kids to the ethos of the school.*
>
> (Mr Sunny, Principal of Happy High School)

Half of the Head of Departments put it forward that a number of parents do not turn up to preplanned and post planned meetings that involve the discussion of the children's performance, discipline, ethos and quality services, which in return reduces teacher motivation and that also affects student performances in various subjects.

> *My biggest challenge was the parents…One of the biggest things that we ask from the parents, is for them to play a big role in their children's education, and unfortunately and sadly enough about 60% of our parents are not doing that…and because of that, those kids become a behavioural problem in and out of the classrooms…the kids also end up knowing that my parents don't care, why should I listen to her, why should I do my work, my mom is not going to check my work either.*
>
> (Mrs Town, HoD of Mountain Primary School)

Supported by Miss Summer of River High School, she claimed that:

> *Largely parents…often when we have had a situation with a pupil and then the parent comes in, you can see the apple doesn't fall too far from the tree and anything that we are trying to instill we get backlash from the parent because now the parent decides he must support the child.*
>
> (Miss Summer, HoD of River High School)

A variety of efforts and approaches were taken in trying to mitigate the various challenges in the schools. Having in place counselling and other referral based interventions was one of the solutions. The creation of a senior school management team, school psychologists, social services, police, other child and youth oriented support organisations were a few mentioned as part of the schools' on-hand support.

> *We have a school psychologist on site so she is our go-to person. We also have senior executives the SMT, there's always somebody that a child can go to.*
>
> (Mr Sunny, Principal of Happy High School)

Supported by Mr Rainbow, the Principal of River High school, he stated that:

> *Then we also have various support structures to help us like the grade 7's because they are in that adolescent phase we have FAMSA to come and speak to them.*
>
> (Mr Rainbow, Principal of River High School)

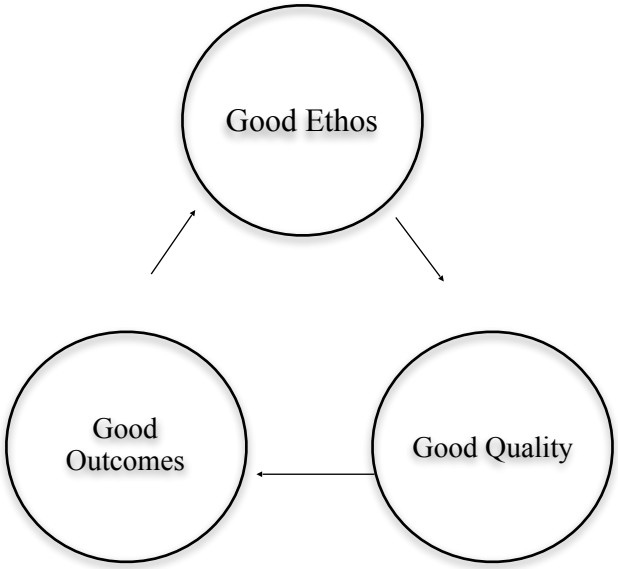
Having control systems in place such as various committees to deal with arising issue, a RCL (Representative Council of Learners), grade controller and following set structures to deal with problems are mentioned as positive means to solving arisen issues, mentioned by Mr Rainbow:

> *I think what we have very important that we place nationally is RCL (Representative Council of Learners) and our RCL is very, very effective. They meet probably once per week…They will go through all the issues that they are currently having with the school…So we as management try and make sure that those things are taken care of. So they got a platform where they can express their opinion on anything*
>
> (Mr Rainbow, Principal of River High School)

Rewarding compliance and creating consequences for non-compliance creates recognition to those who try. Teachers using learners who are doing well as a good example and they ask learners who are performing well to try and help their peers. Implementing different and appropriate types of reprimanding is used as a means to controlling the performance of learners.

If the school does not have ethos there will not be quality education taking place in the school because the teachers will not even care and also the learners will not be producing to the best of their abilities because the teachers will not care, nobody follows the rules, there's nothing that they work from and everything.

(Mrs Town, HoD of Mountain Primary School)



The participants stated that their attempts at enhancing school ethos and quality did experience some challenges. One major challenge was non-optimal support from the parents:

My biggest challenge was the parents…One of the biggest things that we ask from the parents, is for them to play a big role in their children's education, and unfortunately and sadly enough about 60% of our parents are not doing that…and because of that, those kids become a behavioural problem in and out of the classrooms…the kids also end up knowing that my parents don't care, why should I listen to her, why should I do my work, my mom is not going to check my work either.

(Mrs Town, HoD of Mountain Primary School)

Mrs Highlight of Happy High School supported the views of Mrs Town from Mountain Primary School, in stating that:

> *Largely parents…often when we have had a situation with a pupil and then the parent comes in, you can see the apple doesn't fall too far from the tree and anything that we are trying to instill we get backlash from the parent because now the parent decides he must support the child.*
>
> (Mrs Highlight, HOD of Happy High School)

While schools attempt to implement a culture of good ethos, the culture outside of school, including at home, was not always complimentary to the school ethos:

> *Because we are a high school the external influences of alcohol, drugs…they hang out with that sort of thing….you can't protect them outside of school but within this environment at least they are relatively safe and there is some of what we trying to teach them.*
>
> (Miss Summer, HoD of River High School)

Adding to this comment, Mr Rainbow mentioned that:

> *There are so many families today that are not complete and that are either only a mother 90% of the time and 10% of the time only a father.*
>
> (Mr Rainbow, Principal of River High School)

Dealing with matters of ethos and quality, the above teachers' basic duties, also meant that teachers and management had a lot of work to do and little time to do it. This proves to be a challenge in these schools:

> *I think one big challenge that I faced…with regard to teachers having extra admin to do….They are already quite bombarded with admin tasks.*
>
> (Mrs Town, HoD of Mountain Primary School)

Leading the learning school can best be described as **'**leading by example**'**. As HoD or Principal of a school, there is unsaid pressure for these role players to always perform at their

best as they are the leaders of the schools. School leaders are expected to shape the direction and development of the School. Ensuring appropriate ways of implementing school policies and developing improvement strategies throughout the school all year, is an expected role of leadership. This further includes managing quality and securing accountability amongst staff bodies and learners. Leadership must develop and empower one's self and that of others in order to run the school successfully as an organisation. Delegation of duties from the Principal to the HoDs is proved to be a successful approach to functional school management in this study.

Some schools have additional support on the school premises to assist with issues that often relate to quality and ethos in schools as a means to mitigating concerns around ethos and quality. Rewarding compliance while punishing non-compliance is expressed by de Bruyn & Van de Westhuizen (2007) as a means to ensuring overall performance of a school. All schools in this study recognised the positive effects of giving recognition to those learners who continue to make effort with their school work and by using those learners who are doing well as an example to others. Similarly posited by Geotsch (2010), best organisational performance outcomes can be observed through the emulation of one good human example to another. Asking learners who are performing well to try and help their peers is stated by Mrs Town of Mountain Primary school as a positive and highly effective means towards achieving improved quality and learner outcomes in their school.

4.2.5 Professional practice

More than half the participants indicated that competence and skill was regarded as a major component of professionalism which exists within a framework that observes the same objectives of good quality leadership and management of an organisation.

> *I think the first step to professionalism and to creating a professional environment would be to make sure that all the teachers are professionally qualified.*
>
> (Miss Summer, HoD of River High School)

Therefore, ensuring the teachers had the appropriate qualifications is a key factor in professional practice in schools. The existing qualifications still needed to be complimented by ongoing on-the-job mentoring and training that involves mentoring and coaching for new

teachers, knowledge sharing and giving advice to staff. Constant and open communication was also cited as a key factor that involves open-door policy and open communication that crates room for flexibility and freedom of speech. 80% of participants conformed that mentoring and coaching of teachers brings about understanding of core values of the teacher expectation to the school and to the learner, then to the parent. The HoD is entitled to do class visits and evaluations, holding one-on-one sessions, delegating certain tasks, holding weekly meetings and training over school holidays. In this regard, Mr Sunny said:

> *You got to look at your management style…At our school, as you can see we have a very, very much interactive management style whereby firstly policies are drawn up together and approved together, decisions that are made, are made as a team.*
>
> (Mr Sunny, Principal of Happy High School)

The statistics also proved that majority of the participants agreed that for the school to be successful, there needs to be continuous communication between management and teachers regarding any thing going on at school. The objective is to find an immediate solid solution to the problem before things get out of hand. So teachers conduct regular meetings amongst themselves to discuss some of the issues related to quality and ethos in the school which in return they are reported to HoD then to the head of the school for recording and reporting. Mrs Town stated that:

> *Another thing is also continuous training. I think it does not only make you stronger, but it also develops you professionally so that you can be a better teacher. That is why here at this school it is compulsory that you need to attend two professional development courses per term.*
>
> (Mrs Town, HoD of Mountain Primary School)

Mrs Rainbow, Head of Department of Christian Primary school said:

> *Secondly you have got to have structures in place, like mentoring and coaching for new teachers and you got to have things in place to allow people to act in a professional way. You can't just put people into a school or teachers into a school*

and expect them to just function without proper guidance, counselling, mentoring and coaching.

(Mrs Rain, HoD of Christian Primary School)

The strategies for improving learners' academic performance that were cited by the respondents can be grouped into teacher focused strategies such as appointing appropriately qualified teachers, continuous mentoring and development of teachers and ensuring that teachers were well motivated:

I do a lot of mentoring with the English junior teachers…I do evaluations and when we have marked tests and all the rest of it, I then moderate. I do a lot of moderation and I do all the moderation of their tests before they get sent out.

(Mrs Highlight, HOD of Happy High School)

Getting teachers to commit to help improve learners' academic performance by means of learner focused strategies such as getting learners to commit to improving their own performance, setting up an academic council for weaker learners, running remedial classes, making learning enjoyable and reducing learner absenteeism are a few strategies used to aid in the improvement of quality outcomes in the classrooms:

When a new teacher comes in the first thing that takes place is that we have a mentoring system in place…We show them all the policies, all the documents, all the templates, all the prep sheets, we go through the marks with them and the support forms with them.

(Mr Sunny, Principal of Happy High School)

Furthermore, in order to achieve professional practice, it is advised that management are able to make learning engaging and valued. They are able to create and maintain safe, inclusive and challenging learning environments and implement fair and equitable behaviour management plans. They use sophisticated communication techniques. Teachers have a repertoire of effective teaching strategies and use them to implement well-designed teaching programs and lessons. They regularly evaluate all aspects of their teaching practice to ensure they are meeting

the school ethics, learning needs of their students. They interpret and use student assessment data to diagnose barriers to learning and to challenge students to improve their performance.

> *Then you are in trouble. Because what happens is at the end of each year, the teachers get to be scored and this is not from the school this is straight from the Department so this becomes one of the sections that you get scored for and if you have not done that and you score low in that, then you get called into the principal's office like a naughty child, so you do not want that.*
>
> (Mrs Rain, HoD of Christian Primary School)

Teachers operate effectively at all stages of the teaching and learning cycle by following the school ethos and quality paradigm, including planning for learning and assessment, developing learning programs, teaching, assessing, providing feedback on student learning and reporting to parents/carers.

> *I take the teacher, go in maybe two afternoons a week and go through all the policies, the code of conduct, go through all of that and then maybe the next two afternoons, someone else would do HR and then two afternoons. We do it sort of over a term so that the teacher gets to do everything within a term.*
>
> (Mrs Rain, HoD of Christian Primary School)

Happy High school teachers regularly participated in group meetings. These teachers conducted meetings such as departmental meetings, grade controllers' meetings, subject meetings and meetings to discuss marking:

> *The Foundation Phase teachers meet once a week, and they discuss everything whether it is SBST related problems, problem with the child, problem in a class so they can get assistance as a grade, so it falls back again to the mentoring and coaching amongst themselves.*
>
> (Mr Sunny, Principal of Happy High School)

Mr Sunny the Principal of Happy High school said:

> *We also do have subject meetings, also we have staff meetings every Friday afternoon as well but also like I said, the teachers integrate also, they meet – they have their own meetings.*

(Mr Sunny, Principal of Happy High School)

Although issues related to quality and ethos did feature at some of these meetings, the meetings were not convened specifically as meetings to discuss school ethos and quality:

> *Two weeks ago we just had a meeting about internal school evaluation where we evaluate nine focus areas. We were put into groups and the teachers had to rate those nine areas. Those nine areas cover ethos as well…So that's an ongoing thing, but it's not always about that, but it's always about things related to ethos and culture and climate of the school.*

(Mrs Rain, HoD of Christian Primary School)

By virtue of the schools' main functions, issues of quality tended to be discussed more often than issues relating to ethos:

> *I wouldn't say that the normal teachers need to discuss ethos as such. That is not a normal practice. It might come up in their meetings but it won't be a meeting about ethos, it will be about quality of teaching.*

(Mr Rainbow, Principal of River High School)

Meetings to deal with issues of ethos tended to be more reactive following some problems that would have been experienced rather than proactive. Mrs Rain of Christian Primary school stated:

> *You know to the quality one I would say it is regular and the ethos I won't lie, it is only when we come across a problem. That's when we will have a meeting but when it comes to the quality of education in the school, it is regular.*

(Mrs Rain, HoD of Christian Primary School)

Matters of ethos tended to come up more with the SMT (senior management team):

> *I think ethos comes up more with the senior management team and in our discussions and our strategic planning.*

(Mr Rainbow, Principal of River High School)

Meetings convened specifically for quality and ethos issues were not common. However, by default, issues of quality and ethos did come up frequently in the regular school meetings.

> *Well, not specifically to that, but it gets incorporated…so we are not saying let's talk about ethos in the school but it comes back to that.*

(Mrs Highlight, HOD of Happy High School)

Training and mentoring of educators was one way used to promote a culture of teaching and learning as it was critical in developing effective teachers:

> *The teachers have a very positive attitude, they want their work done, they want respect, they want things done properly and that helps to promote teaching and learning.*

(Mrs Town, HoD of Mountain Primary School)

Standards in these schools that were agreed upon to enhance ethos and quality include:
Standard 1: Plan for and implement effective teaching and learning; *Standard 2:* Create and maintain supportive and safe learning environments; *Standard 3:* Assess, provide feedback and report on student learning.

The measure of quality and ethos in schools is continuous and has a combination of areas that form its definition. Quality can be defined as the amount of time that was taken for a service to be received; the amount of time it took for the service to be performed and the environment or atmosphere in which the service was delivered (Goetsch, 2010). An organisation can only perform to its best if achievable standards are clearly defined (Christie, 2007) and understood by all stakeholders. Appointing appropriately qualified teachers, continuous mentoring and

regular development of teachers are some key areas to ensuring teachers and learners, equally, are well motivated to produce their best practice of teaching and learning in schools.

From the results gathered, more than half of the participants had attained a certification, degree or diploma followed by some form of a postgraduate qualification. Therefore, it can be denoted that collectively the participants had a strong educational background. Having a strong educational background is an indication that the responses in the study will be backed by relatively strong intellectual insights into the topic. Having a highly intellectual base in the study also indicates that the respondents would likely be able to notice trends, apply critical thinking and can make educated deductions more easily as compared to having a majority base of participants who has not attained tertiary education.

Years in their leadership and management positions posed a major factor in the leadership skills of most of the respondents. The majority of the respondents have been in the education sector for nine years or more. A relatively high educational background, combined with a sample that is highly experienced provides the researcher the comfort in the integrity of the data that has been collected. As it can be assumed that a combination of high education background supported by a solid industry experience is bound to produce results that are relevant and accurate. A combined majority of the participants who have had industry exposure of between 9 and 20 years represent a medium to high exposure in the industry. Just a few of the participants who've had 0-2 years' experience would include matriculants, graduates and other new employees. Having feedback from this group may not necessarily represent perceptions backed by high school experience, but rather denotes fresh and alternative views about the education sector, technologies and ultimately the organisation itself. In the case of schools, quality is commonly measured according to the cumulative academic results obtained by the schools (Spaull, 2013) thus it is important to note the relationship between the academic background and teaching experience levels of Principals and teachers in correlation to the academic results of learners. According to Goetsch (2010), excellence or total quality in an organisation is achievable by means of excellent leadership and management. Leadership role players must therefore be able to influence good outcomes by instilling positive ethos.

4.3 Chapter summary

From the results of the interviews, it can be concluded that the role of leadership lies in each and every stakeholder since norms and ethos are being practiced almost every day at school, the current place for traditional management and control of schools starts from the head of the school and right down to the learners. The ethical values pinned into the learners, while at school most of the times, takes the last impression and conveys a big picture about the leadership in schools. As such schools draw the leadership skills and management of students which in return leads to effective ethos and quality of performance in these schools. It can be denoted that understanding the leaner needs and being able to treat learners as a valuable asset can contribute towards better learner practice of ethos and school values. Having loyal stakeholders, teachers, members if school boards, etc at the school will facilitate organisational sustainability.

CHAPTER FIVE

STUDY SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The previous chapter dealt with the presentation and discussion of findings. Chapter Five presents the study summary, the conclusions and recommendations of the study. The conclusions are made, based on the findings from both the primary study on the research topic. The first part of the recommendations will entail suggestions to the heads of school. It will be based on the findings from the study on exploring the role of school leadership and management in enhancing school ethos and quality at two Gauteng schools. The second part will focus on the potential areas for further research. Both the conclusions and recommendations are made with respect to the research objectives and questions.

5.2 Summary of the study

The aim of Chapter One was to provide the reader with a clear background to the study. It focused on the importance of the role of leadership and management in schools and highlights the need to do continuous research in the discipline of education. Central to this chapter is therefore also to explain the role of school principals within schools to enhance quality outcomes and sound ethos in schools. The aims, objectives and critical questions put forward in the study accentuate the purpose of the study findings. In addition, chapter one also discloses the limitations of the study and it finally provides a brief summary of how the study proceeds.

Chapter Two explored the various literature that enables a deeper conceptual and theoretical understanding of the role of leadership and management. Literature on school ethos and school quality was also discussed in some length with some focus on the links between leadership and management and school ethos and quality.

Chapter Three dealt with the fundamentals of how the study will be conducted including the research paradigm, research design and methodology, sampling, data generation methods, data analysis, issues of trustworthiness, ethical issues and limitations of the study.

Chapter Four presented data generated from semi-structured interviews. A thorough review of literature and applied theoretical frameworks assisted in the analysis of the findings of the study. The key research questions provided a close guidance during the analysis of data. Themes were determined during this process and certain conclusions were drawn.

Chapter Five aims to provide an objective perspective of the entire research study. Conclusions are drawn from findings in chapter Four. The conclusions guide recommendations thought to be relevant to this research study.

5.3 Conclusions of the Study

The primary objective of this study was to explore the role of school leadership and management in enhancing school ethos and quality in schools. The study was successful in addressing this objective. The study revealed that leadership and management is the primary key factor that improves school ethos and quality education in schools. Most of the participants also felt that leadership and management has as strong correlation to leaners academic outcomes.

To ascertain the participant's knowledge on the differences between school ethos and education quality, it was clear that most of the participants clearly understood the differing features of the two concepts and approaches to practice them successfully. These results were also consistent with the theory as stipulated by Gurumoorthy (2015, p. 96) that traditional teaching (ethos) is static in nature, while education quality depends on use of digital technology which is dynamic. A good understanding of the capabilities of both concepts with respect to the participants' high educational and industry experience indicates that the participants are also well versed in the merits and demerits of both platforms. As such, it additionally gives the researcher more confidence in the accuracy in the responses.

Regarding the research question, it was determined that the extent that school ethos and quality creates competitive advantage, was clear that school ethos and quality in general was found to be one of the biggest drivers of competitive advantage (effective student outcome) since the concurrent practice of both school ethos and quality opens up new opportunities for the school. Although there was not a high number of participants who conclusively agreed that school

ethos influence learner performance and quality results and subsequently encourages learner loyalty as compared to quality, the fact that a high majority did not disagree but chose to rather remain neutral. As such, it suggests that based on their knowledge, experience and the maturity of the ethos in Gauteng, the participants did not have enough reasons to believe school ethos influenced them to work harder in class. The research indicated that the participants were concerned to a degree, about the safety and privacy of learners' marks which can identify them, whereas a strong agreement was placed in being attracted to better rank of practicing school ethos and quality which yield quality results.

The researcher also established that many of the participants agreed about the management style used in their schools in addressing school ethos and quality, the school heads need to trust their staff, bring back the norms and the beliefs of the school and also include rhythms of the school that contribute to learner performances. Furthermore, many respondents believe that in order to bring back the ethos and quality in schools, the school has to operate in accordance to the school vision and mission which incorporates all stakeholders. Extra-curricular is another factor that needs to be practiced in schools that brings close personal relationships with students, teachers and others.

Part of the participants acknowledged that it is imperative to invest in the right technology at the right time to survive or in some cases, stay ahead of the competition. It can be concluded then that in determining the importance of school ethos and quality in relation to learner performance, schools have to move towards the technology age, but to ensure sustainability of the new technology in schools, there should be an introduction of policies that controls and monitor the use of technology equipment in schools.

There is a clear distinction between school ethos and quality concepts in terms of the features they both provide. Leadership and management in school is clearly the future of underlying school ethos and quality which in return brings quality education in schools. Practicing the good leadership skills and promotion of professional learning communities clearly address the gap between school ethos and quality and the relationship between them in the two selected schools. It was found that without pupil management school leadership may not be achieved, as such it is transparent that schools needs to practice leadership skills, behaviours together with management spheres in order to enhance learning ethos and quality within the schools.

With the modern social revolution, it brings a new meaning to the term, the learner is king and the best moderator of management performances and implementation of school ethos where the learners seeks instant gratification and equally is swiftly dissatisfied. As such, the need for better personalisation and more efficient targeting is more a necessity as opposed to a nice to have. Better engagement with information and students enables schools to solve management problems, make decisions, manage risks, manage costs, build agility and deliver efficiency.

Furthermore, the findings revealed that to achieve school quality, management has to work on a number of issues such as unquantifiable outcomes of schools, expected outcomes of both teachers and learners, changes in the environment in which education takes place and detectable gains in learners' knowledge, skills and values. Additionally, the HoDs in the high schools clearly identified that the expected results of quality education will produce a learner who has acquired a holistic base of skills and values that will hopefully prepare them for the challenges of adulthood. A learner who has been exposed to quality education may be considered to be well prepared both cognitively and practically for the environments outside of the classroom. As such, it can be concluded that schools that use a good combination of leadership and management skills in enhancing school ethos and quality will eventually produce distinctive results compared to those without the practice of school ethos and quality in schools.

5.4 Recommendations

Based on the findings of the study presented in the previous chapter and the conclusions above, the following recommendations are made:

5.4.1 Implementation of school structures

It is advisable that the two schools implement sufficient structures, processes and skilled resources with sufficient capacity to promptly act upon the research findings, in line with the department of education acts. It is suggested that the closer leaders are to the core business of teaching and learning, the more they are likely to make a difference to students. Management control and monitor educational leadership to its core business of teaching and learning and these need to be substantially strengthened, that will bring a long reliability and more useful insights into the particular leadership practices that create the conditions that enable teachers to

make a bigger difference to their students.

5.4.2 Educate all stake holders on the subject of ethos and quality expectations

The extent to which schools create a platform for their teachers and students to engage in varieties of ethos and quality, the higher the results at the end of the year. The study suggests that management needs to embrace and enhance school ethos with students and parents to create an ethical family of stakeholders.

5.4.3 Practising quality control

It also advised that to remain competitive in the school market, it is vital to continuously learn, improve and innovate. Creating a culture of innovation and driving efficiencies can motivate and empower the schools staff, which can then have a positive effect to schools reputation. Empowering employees by exposing them to innovative technologies and efficient processes, improves service levels both internally and externally and enhances overall school performance. These methods can assist in increasing staff motivation and reducing turnover. Constantly measuring employee, management and student satisfaction levels; additionally the capabilities of oneself as compared to other schools to satisfy the community demands is what will reveal the truth of the real school performance. Thus, constantly improving the holistic school performance which contributes to the school competitiveness and sustainability in Gauteng. It is recommended that Total quality assurance (TQA) team is established and its primary objective is to focus on learner satisfaction and a continuous integration of fundamental management techniques and skills under a disciplined approach. School leadership can apply these practical concepts to their leadership strategies which are evidently lacking in many South African schools, as such the parent/learner satisfaction is necessary to strengthen the ties between learner and parent.

5.4.4 Availability of in-house training

Regularly training of all teachers and staff is vital toward creating a knowledgeable staff base. These local training practices ie in house training programmes will assist in professional development of staff members as well as provide a platform for improvements in required skills, particularly to those members who play the leadership role in school.

5.4.5 Stern leadership practice and delegation

This study found that the capabilities of teachers is determined by the instruction laid down by their leaders through means of appropriate instruction and therefore I recommend that school leadership is expected to follow a determined leadership style and follow it closely in order to maintain a clear understanding of any outcome expectations from all stakeholders. Further, clear delegation and clearly communicated instructions will reduce any unfavourable outcomes and delays within the spaces of service requirement.

5.5 Implications of the study

As this research mainly focused on the two schools, it must be noted that further research needs to be conducted in more schools in Gauteng. It was evident throughout this study that the topics of quality and ethos in these schools is not a regularly raised agenda. More emphasis needs to be made on these concepts in schools, as the research results clearly show a correlation between quality, ethos and learner outcomes. Principals need to involve themselves more in the discussions surrounding these concepts in schools. It is also evident that teachers on all levels need to be drawn into the discussions of ethos and quality and not just those teachers involved in leadership roles. A further large scale study would be to research more closely, the impacts of ethos and quality in schools on teaching and learning outcomes.

5.6 Chapter summary

This chapter provided a synopsis of the study. Conclusions were drawn from the study findings which were linked to the main study questions. Finally, recommendations were made and the implications of the study were discussed.

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APPENDIX A

INFORMATION SHEET TO PRINCIPAL

5 September 2016

Dear Sir/Madam

My name is Ronnelle Holmes and I am a Master of Education student in the School of Education at the University of the Witwatersrand.

I am doing research on **the role of school leadership and management in enhancing school ethos and quality in two schools in Johannesburg, Gauteng. I am attempting to answer my research question by means of interviews, observations and document reviews about school quality and ethos i.e. through information obtained from learner results and observing the daily procedures of the school.**

My research involves face to face interviews, observations and document reviews about your management and leadership role in the school in enhancing school ethos and quality. I will be writing down notes regularly during my observations and I will be doing voice recording during our face to face interviews with the use of my cellphone voice recorder. The two teachers who will also participate in my research from your school are HoDs. The expected time of my research is 3 weeks in September during the 3rd school term in your school.

The reason why I have chosen your school is because I would like to explore the role of school leadership and management in enhancing school ethos and quality in a non-private school context.
I was wondering whether you would mind if I spend these few weeks in your school to interact with you and two other teaching staff members in order for me to obtain the necessary research data I need for my project.

All names and identities 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. All collected data will be used primarily for the writing of my Master's degree purpose only.

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,
Ronnelle
Holmes
20 Tugela Road, River Club
ronnelles@yahoo.com
082 584 8262

APPENDIX B

CONSENT FORM TO PRINCIPAL

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

Exploring the role of school leadership and management in enhancing school ethos and quality.

I,_____give my consent for the following:

Circle one

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

Permission to review/collect documents

I agree that (documents with learner results and school procedures) can be used for this study only. YES/NO

Permission to observe you at staff meetings

I agree to be observed at staff meetings. 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.
- all the data collected during this study will be destroyed within 3-5 years after completion of my project. All collected data will be used primarily for the writing of my Master's degree purpose only.

Sign_____ Date_____

APPENDIX C
INFORMATION SHEET HEAD OF DEPARTMENT (HoD)

5 September 2016

Dear Sir/Madam

My name is Ronnelle Holmes and I am a Master of Education student in the School of Education at the University of the Witwatersrand.

I am doing research on **the role of school leadership and management in enhancing school ethos and quality in two Schools in Johannesburg, Gauteng.**

My research involves face to face interviews and observations about your teaching and practicing role in the school in enhancing school ethos and quality. I will be writing down notes regularly during my observations and I will be doing voice recordings of our interviews with the use of my cellphone voice recorder. The expected time of my research is 3 weeks in September during the 3rd school term in your school.

The reason why I have chosen your school is because I would like to explore the role of school leadership and management in enhancing school ethos and quality in a non-private school context.
I was wondering whether you would mind if I spend these few weeks in your school to interact with you in order for me to obtain the necessary research data that I need for my project.

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. All collected data will be used primarily for the writing of my Master's degree purpose only.

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,

Ronnelle Holmes

20 Tugela Road, River Club ronnelles@yahoo.com
082 584 8262

APPENDIX D

CONSENT FORM TO HEAD OF DEPARTMENT (HODS)

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

Exploring the role of school leadership and management in enhancing school ethos and quality.

I,_____give my consent for the following:

Circle one

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

Permission to review/collect documents

I agree that (documents with learner results and school procedures) can be used for this study only. YES/NO

Permission to observe you at staff meetings

I agree to be observed at staff meetings. 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.
- all the data collected during this study will be destroyed within 3-5 years after completion of my project. All collected data will be used primarily for the writing of my Master's degree purpose only.

Sign_____ Date_____

APPENDIX E

INTERVIEW SCHEDULE FOR SCHOOL PRINCIPALS

Key Questions

- **What is the role of school leadership and management in enhancing school ethos and quality in two Gauteng schools?**
- **What are the challenges (if any) do the two researched schools experience regarding school ethos and quality?**
- **How does the school leadership manage/mitigate the challenges (if any) they experience regarding school ethos and quality?**

A. Conceptualisation of the role of School Leadership in enhancing school ethos and quality

1. As a school principal, what is your understanding of the term "school ethos?"
2. As a school principal, when people speak of "school quality", what comes to your mind?
3. What do you think should be the role of school leadership and management in enhancing school ethos and quality schools?
4. Tell me, in your own school, how do you enhance school ethos and quality? Please explain.
5. How do school leaders enhance communication, listening to others and the sharing of power in decision-making?

B. Role of School Leadership in enactment of school ethos and quality

1. As a school principal and your SMT, could you share with me how you promote school ethos that is conducive to quality teaching and learning at your school.
2. Do you believe that there is a relationship between school ethos, school quality and learner outcomes in your school? Please elaborate.
3. Could you share with me the challenges (if any) that you experience regarding your attempts to enhance school ethos and quality in your school.
4. What do you do as school leadership to mitigate the challenges you experience regarding school ethos and quality in your institution? Please elaborate.

C. Professional Practice

1. What strategies do you employ to create an effective Professional environment in your school?

2. Could you share with me how are you involved in the mentoring and coaching of your teachers.

3. Do teachers conduct regular meetings amongst themselves to discuss some of the issues related to quality and ethos in the school? Please elaborate.

4.How often do you have meetings related specifically to quality and ethos in your school? Please elaborate.

5. How do you promote a culture of teaching and learning in the school?

6. What strategies have you implemented to improve learners academic performance?

INTERVIEW SCHEDULE FOR HEADS OF DEPARTMENT (HoDs)

A. Conceptualisation of the role of School Leadership in enhancing school ethos and quality

1. As a school Head of Department (HoD), what is your understanding of the term "school ethos?"
2. As a school HoD, when people speak of "school quality", what comes to your mind?
3. What do you think should be the role of school leadership and management in enhancing school ethos and quality schools?
4. Tell me, in your own school, how do you enhance school ethos and quality? Please explain.
5. How do school leaders/HoDs enhance communication, listening to others and the sharing of power in decision-making?

B. Role of School Leadership in enactment of school ethos and quality

1. As a school HoD and your SMT, could you share with me how you promote school ethos that is conducive to quality teaching and learning at your school.
2. Do you believe that there is a relationship between school ethos, school quality and learner outcomes in your school? Please elaborate.
3. Could you share with me the challenges (if any) that you experience regarding your attempts to enhance school ethos and quality in your school.
4. What do you do as school leadership to mitigate the challenges you experience regarding school ethos and quality in your institution? Please elaborate.

C. Professional Practice

1. What strategies do you employ to create an effective Professional environment in your school?

2. Could you share with me how are you involved in the mentoring and couching of your teachers.

3. Do teachers conduct regular meetings amongst themselves to discuss some of the issues related to quality and ethos in the school? Please elaborate.

4.How often do you have meetings related specifically to quality and ethos in your school? Please elaborate.

5. How do you promote a culture of teaching and learning in the school?

6. What strategies have you implemented to improve learners academic performance?

APPENDIX F

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

16 August 2016

Student Number:

0215110F Protocol

Number:

2016ECE031M Dear

Ronnelle Jamaine

Holmes

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:

Exploring the role of school leadership and management in enhancing school ethos and quality

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

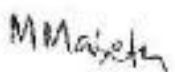
Please use the above protocol number in all correspondence to the relevant research parties (schools, parents, learners etc.) and include it in your research report or project on the title page.

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

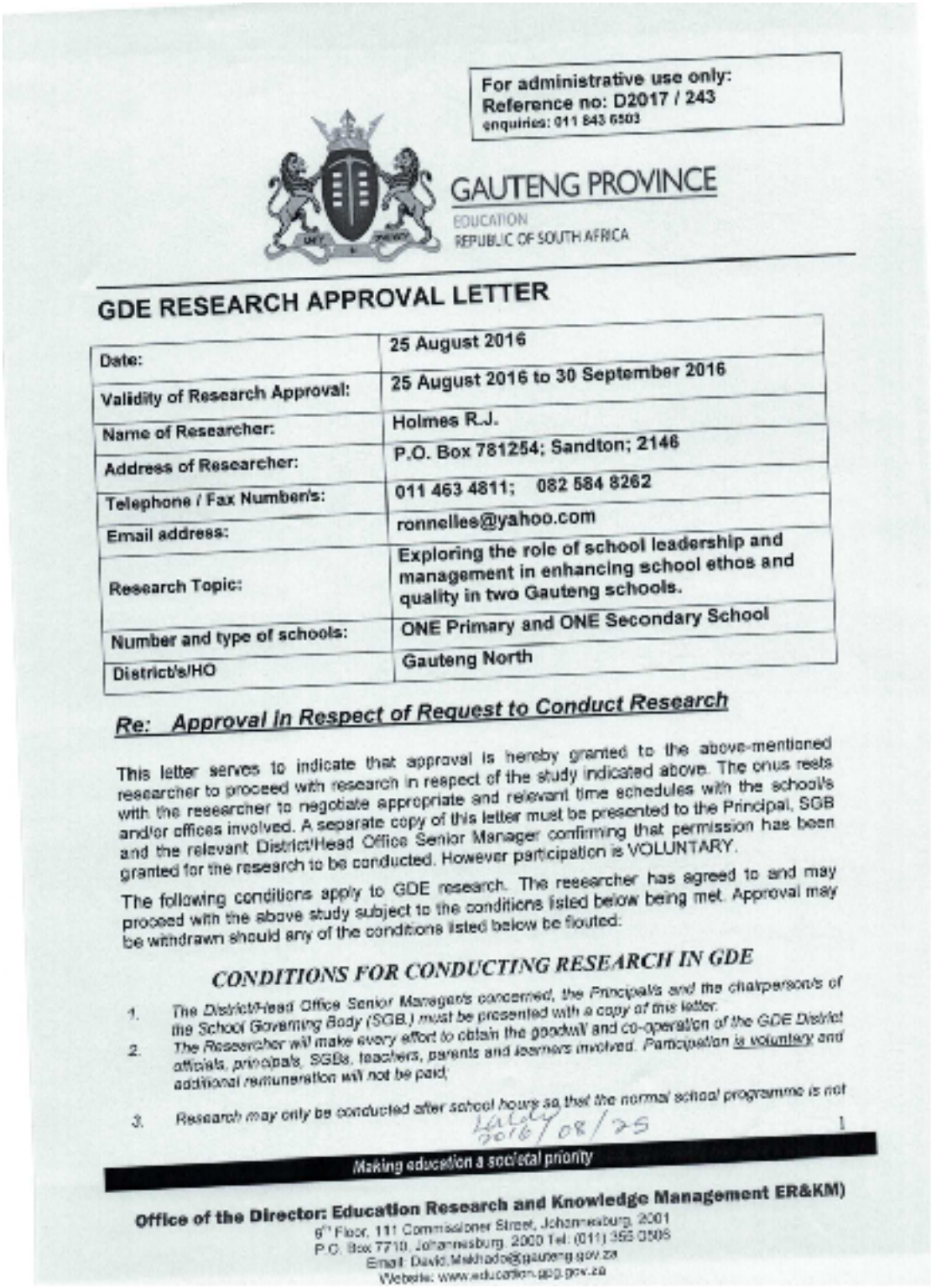
sincerely,



Wits School of Education 011717-346

cc Supervisor – Dr Siphiwe Mthiyane

APPENDIX G
Gauteng department of education certificate



For administrative use only:
Reference no: D2017 / 243
enquiries: 011 843 6503

GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GDE RESEARCH APPROVAL LETTER

Date:	25 August 2016
Validity of Research Approval:	25 August 2016 to 30 September 2016
Name of Researcher:	Holmes R.J.
Address of Researcher:	P.O. Box 781254; Sandton; 2146
Telephone / Fax Number/s:	011 463 4811; 082 584 8262
Email address:	ronnellee@yahoo.com
Research Topic:	Exploring the role of school leadership and management in enhancing school ethos and quality in two Gauteng schools.
Number and type of schools:	ONE Primary and ONE Secondary School
District/s/HO	Gauteng North

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, the Principal/s and the chairperson/s of the School Governing Body (SGB) must be presented with a copy of this letter.
2. The Researcher will make every effort to obtain the goodwill and co-operation of the GDE District officials, principals, SGBs, teachers, parents and learners involved. Participation is voluntary and additional remuneration will not be paid;
3. Research may only be conducted after school hours so that the normal school programme is not

Holmes 2016/08/25

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Making education a societal priority

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