THE IMPACT OF THE PRINCIPAL'S INSTRUCTIONAL

LEADERSHIP ON THE CULTURE OF TEACHING AND LEARNING

IN THE SCHOOL

by

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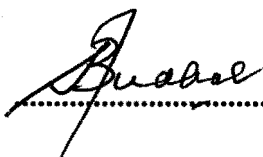<div align="right">Rishichand S Budhal</div>

Durban, November 2000
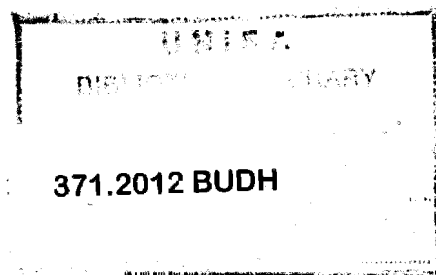
DEDICATION

This dissertation is dedicated to my

mother **(Krishnawathie Budhal)** and my late father **(Sookai S Budhal)** for the

educational inspirations they instilled in me.

I declare that **THE IMPACT OF THE PRINCIPAL'S INSTRUCTIONAL**

LEADERSHIP ON THE CULTURE OF TEACHING AND LEARNING IN

THE SCHOOL is my own work and that all the sources that I have used or

quoted have been indicated and acknowledged by means of complete references.

....

SIGNATURE

(DR R S Budhal)

30/12/2000

....

DATE

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by Rishichand S Budhal

Degree: MASTER OF EDUCATION

Subject: EDUCATIONAL MANAGEMENT

Supervisor: DOCTOR M P VAN NIEKERK

SUMMARY

Recently it has been noticed that there is a marked decline in the culture of teaching and learning (COLT) in some of the schools in the KwaZulu Natal province. An investigation was undertaken to check whether the instructional leadership of school principals was a contributory factor to this decline.

A literature study and an empirical investigation was done to identify if any relationship existed between the instructional leadership of the principal and COLT in schools. From the findings it became apparent that such a relationship did exist. Schools where principals neglected such instructional leadership roles were more susceptible to perpetuate the erosion of the culture of teaching and learning (COLT), whereas principals who do fulfil their instructional tasks tend to alleviate the erosion of COLT.

The educational implications of the findings are discussed and guidelines are provided to assist school principals in attaining their roles as effective instructional leaders.

KEY CONCEPTS

Culture of teaching and learning, COLT, principal's instructional leadership, teacher morale, pupil excellence and achievement, effective teaching and learning, curriculum development, principal's visibility, quality education.

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CHAPTER 1

AWARENESS AND ANALYSIS OF THE PROBLEM

1.1 INTRODUCTION

Recently there has been concern expressed in educational sectors that the poor calibre of newly appointed principals is one of the major causes for the lack of a sound culture of teaching and learning at schools. The concept *" culture of teaching and learning"* or *"culture of learning and teaching"* is often used interchangeably, but both mean one and the same thing. The acronym *" COLT "* is often coined to refer to both terms.

Educators have expressed that at present many principals are neglecting one of their most important aspects of their managerial tasks, namely, *instructional leadership*. Some of the main reasons offered for this neglect is that with the introduction of the Education Department's Rationalization and Redeployment plan for educators, the number of teachers per school has been decreased and this has called upon management of the school, including the principal, to increase their teaching loads. According to Resolution 7 of 1998 (ELRC:1998), depending on the size of the school, principals have to teach at least between 10 - 23 hours in the primary school, while in the secondary school it should be between 1-15 hours per week. The smaller the school enrolment, the longer the teaching time would be. The consequence of this is that principals at present are not adequately coping with their teaching loads, administrative, management and instructional leadership tasks. This has led many principals at disadvantaged schools (schools which cannot employ extra educators at their own expense), to concentrate more on their management, administrative and teaching tasks at the expense of executing instructional leadership tasks.

A second reason for this lack of instructional leadership is that the Department's Voluntary Severance package offered to senior personnel has led to the demise of experienced

management staff and to the promotion of young and inexperienced principals who do not have the necessary knowledge and expertise to distinguish between administrative, managerial and instructional leadership tasks.

Also related to the promotion of school principals, is that the present promotion system which allows School Governing Bodies to select principals leaves much to be desired. Most of these bodies do not have the expertise and capacity to effectively carry out this major and crucial function. It has also been cited that many School Governing Bodies in the absence of appropriate selection criteria, do not exercise their minds objectively in selecting the best candidate for the job. In most instances the practice of nepotism and favouritism creeps in and the judgment of the selection committee members becomes clouded with bias during selection.

A clear signal has been sounded by concerned educationists that the incompetence of young principals is evident in them spending too much time on administrative and other managerial tasks at the expense of instructional leadership tasks. Some of the principals who acknowledge their inadequacies, state that much of their incompetence which prevents them from becoming effective managers is due to the lack of pre-training opportunities for prospective principals before their appointments. According to Johnson and Snyder (1986:247) many principals continuously reported that their initial administrative training programs were limited both in content and methodology. It did not cover basic skills for effective school leadership.

Of significant importance is the claim made by educators that because of the neglect of instructional leadership in schools due to the increased workloads of principals and the lack of experience of many young principals, *the culture of teaching and learning* at many schools is slowly but surely being eroded. Many educators complain that some of these newly appointed principals lack instructional leadership, *pass on managerial and administrative*

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duties to subordinates and have very little control over what is happening in their schools. This has led both teachers and pupils to do as they please and as a result the quality of education in most schools is deteriorating.

This claim made by educators should be taken seriously since previous research studies by Murphy et al. (1983:138) and Heck and Marcoulides (1993:21) clearly point to the fact that the neglect of the principal's instructional leadership tasks can have negative consequences for the school .

1.2 ANALYSIS OF THE CONCEPT INSTRUCTIONAL LEADERSHIP

Instructional leadership is one of the many tasks of the principal's managerial activity. It is the process where principals immerse themselves in the actual teaching and learning program of the school. Through this immersion, principals would be able to identify both curricular and other general problems which both educators and learners may be experiencing. As an instructional leader, the principal can offer guidance and support to ensure effective learning and teaching. Donmoyer and Wagstaff (1990:20) are of the opinion that all principals inevitably influence instruction and learning whether they intend to or not. In this respect, all principals are already instructional leaders, though not necessarily good ones. This importance of principals being instructional leaders is further highlighted by Ediger (1998:45) where he states that principals tend to possess reservoirs of strength and courage which is needed to develop quality curricula. In this respect, the principal of the school is a leader in curriculum development. Haughey and MacElwain (1992:103) and Short and Jones (1991:1) also emphasized that principals are expected to empower their staff to enhance commitment to student learning, to spend a major part of their day improving the instructional program, and to expand opportunities for teacher growth.

According to Beach and Reinhartz (in Mohlakwana and Calitz, 1996:39), instructional leadership is a system that is dedicated to teachers to be successful in their classrooms. Both capable and less capable teachers will continue to develop their instructional skills with the aim of improving the quality of their performance.

With regard to teacher growth, Smith and Andrews (1989:2) further noted that teachers' perception of the school principal as an instructional leader is the most powerful determinant of teachers' satisfaction with their professional role. Bernd (1992:64) consolidates the important role of the principal as instructional leader where he states that teacher empowerment loses its effectiveness if the teachers do not have an instructional leader (principal) to keep them on track, well-informed and involved.

The implication of the above findings is that in schools where there is a lack of a display of instructional leadership by the principal, then both pupil achievement and teacher satisfaction will suffer and this could contribute towards the erosion of the culture of learning and teaching.

In order to gain insight as to what the instructional leadership roles of principals entails, it is important to examine some of the characteristics that define this role. According to the viewpoints of Smith and Andrews (1989:8), Bossert et al. (1982:35), Krug (1992:432), Andrews et al. (1991:98) and Lemahieu et al.(1997:587), some of the common characteristics of strong instructional leadership of principals involve the following.

Such principals are those who:

- ❑ Place priority on curriculum and instruction issues.
- ❑ Are dedicated to the goals and mission of the school.
- ❑ Are able to rally and mobilize resources to accomplish the goals of the school.

- [ ] Are able to create a climate of high expectations in the school, characterised by a tone of respect for teachers, students, parents and community.

- [ ] Function as leader with direct involvement in instructional policy by communicating with teachers, supporting and participating in staff development activity and establishing teaching incentives for the use of new instructional strategies.

- [ ] Continually monitor student progress toward school achievement and teacher effectiveness.

- [ ] Demonstrate commitment to academic goals shown by the ability to develop and articulate a clear vision of long term goals for the school.

- [ ] Effectively and efficiently mobilize resources and support to enable the school and its personnel to most effectively meet academic goals.

- [ ] Recognize time as a scarce resource and create order and discipline by minimizing factors that may disrupt the learning process.

From the characteristics provided above, it becomes quite clear that the instructional leadership task of the principal is a multifaceted one (Blase and Kirby, 1992:71) and completely different from the administrative and management task. The notion of the *principal's visible presence* is also alluded to in these characteristics, however, it is generally noted that many inexperienced principals regard management and administrative tasks which is performed in their offices, as the only tasks to be performed by the principal. They thus completely neglect the important instructional leadership task which normally contributes to a conducive and effective teaching/learning environment.

Moorthy (1992:8) also upholds this view and states that the idea of the principal as being an

instructional leader is as old as the principalship itself, however, this idea is seldom practised in schools. Principals seem to be more concerned with administrative matters than with educational matters which fall into the category of instructional leadership.

This neglect is also acknowledged by Boyd (1996:65) who devised an instructional leadership model called " *Principal as Teacher*" to assist principals to adapt to the demands of this new role of instructional leader. Also, Whitaker (1997:155) noted the need for being a visible principal which is an important characteristic of instructional leadership. According to her, this is being neglected because many principals get caught up in day to day office operations, discipline, paperwork, and telephone conversations, that they fail to realize that school business of importance is found not in the office, but in the classrooms, buildings and playgrounds. They will never have a sense of the school unless they immerse themselves in the atmosphere beyond the office door.

From the analysis of the nature of instructional leadership, it could be stated that, it is an activity that requires a *"hands on"* approach by principals. It is also more " *role model* " orientated than *"task"* orientated as is the case of management and administrative tasks.

1.3 RELATIONSHIP BETWEEN PRINCIPALS' INSTRUCTIONAL LEADERSHIP AND THE CULTURE OF TEACHING AND LEARNING IN SCHOOLS

From the analysis of the concept instructional leadership above, it has become quite evident that in schools where there is an absence of the principal's instructional leadership, such schools are at high risk of becoming schools where the culture of learning and teaching may become affected. According to Van der Merwe (1991:14) leadership is directly involved with the creation of culture.

The absence of the principal's instructional leadership could have the following detrimental effects:

- ❑ Teachers could become demotivated, insecure and display low morale due to the lack of guidance and support. They would no longer be effective teachers.

- ❑ Absence of the principal's presence will allow teachers and pupils to do as they please. This will result in a breakdown of discipline and poor examination results.

- ❑ The culture of learning and teaching **(COLT)** will be eroded and no **quality education** would be provided. **COLT** simply refers to the nature and manner in which teaching and learning takes place in an institution, while **quality education** according to Tofte (1995:470), refers to providing teaching and challenging situations fit for students' needs, interests and expectations; working for continuous improvement in all processes to make students satisfied; and working to maintain and /or add value to life. The implication of this is that, these ideal conditions would not prevail in schools where principals do not display instructional leadership. Greater details on the concept of COLT will be given in Chapter 2.

  Smith and Andrews (1989:2) clearly state that in order to improve the quality of schools, we need to improve the professional practice of school principals. The relationship between the principal's instructional leadership and pupil's achievement is clearly noted by Karpicke and Murphy (1996:26) where they state that, while principals cannot improve student growth or achievement alone, they do provide the leadership and support that translate into an environment that results in increased productivity. Further, Donmoyer and Wagstaff (1990:20) are of the opinion that all principals inevitably influence instruction and learning whether they intend to or not. In this respect, all principals are already instructional leaders, though not necessarily good ones.

Research evidence by Moorthy (1992:10), Heck and Marcoulides (1993:25), Krug (1992:430) and Heck (1992:21) all support the above conclusions. According to them, the key to an effective school lies in the principal as an instructional leader. Similarly, Findley and Findley (1992:102) state that *"successful schools mean successful principals"* - if a school is to be an effective one, it will be because of the instructional leadership of the principal. However, Smith and Andrews (1989:2) noted with concern that many principals fail to exhibit day-to-day instructional leadership behaviour.

From the foregoing, it has become evident that a strong relationship exists between the principal's instructional leadership tasks and the culture of learning and teaching at schools. It would therefore be important to address this instructional leadership role of principals as a starting point if we want to restore a sound culture of learning and teaching in our schools.

1.4 MOTIVATION FOR THE RESEARCH

There is a sustained erosion of the culture of learning and teaching at many of our schools which is clearly indicated by the lack of pupil discipline, low teacher morale and poor matric results. An investigation which reveals ways in which principals can be empowered in becoming effective instructional leaders and thereby helping to restore the culture of learning and teaching at schools would be beneficial to the South African education system as a whole. This research would also provide evidence of how the instructional leadership of the principal impacts on the culture of learning and teaching at schools since research evidence in this field is limited. It is important to note that according to the database of the *National Research Foundation (NRF)* , such research has not been done before, however, related topics such as, Effective Leadership of Principals, Effective Schools and The Culture of Learning and Teaching has been done. This research would therefore be pertinent to education in the South African context since it would be able to provide information to

practising principals as to what the concept *instructional leadership* entails since most of them are ignorant of this new phenomenon. The greatest contribution that this research will have, is that, it will aim to provide strategies for inexperienced principals to attend to managerial, administrative and instructional leadership tasks effectively within their day to day office operations. Such information will also make a significant contribution to the field of Education Management. Success in the implementation of such strategies will ensure the provision of quality education in most of our schools.

1.5 FORMAL STATEMENT OF THE PROBLEM

From the foregoing, it appears that the instructional leadership of the principal could possibly influence the culture of learning and teaching in schools. From this, the following problem and subproblems can be stated:

> *" What impact does the instructional leadership of the principal have on the culture of teaching and learning in schools ? "*

1.5.1   Subproblems

❑ *What strategies can be used to improve the instructional leadership skills of young and inexperienced principals?*

❑ *What strategies can principals adopt to attend to managerial, administrative and instructional leadership tasks within their day to day office operations?*

❑ *What effect does the instructional leadership of principals have on teacher morale?*

❑ *What effect does the instructional leadership of the principal have on pupils?*

1.6 PRESUPPOSITIONS AND ASSUMPTIONS OF THE RESEARCHER

The following are the presuppositions and assumptions of the researcher based on his experience as an educator, school manager and also from his preliminary literature study.

- *There is a relationship between the instructional leadership of the principal and the culture of learning and teaching.*

- *There is a relationship between the instructional leadership of the school principal and teacher morale.*

- *There is a relationship between pupil achievement and the instructional leadership of principals.*

- *There is a relationship between pupil discipline and the instructional leadership of the principal.*

- *There is a relationship between pupil motivation and the instructional leadership of the principal.*

- *There is a difference in the culture of learning and teaching between schools with young and inexperienced principals and those with senior and more experienced principals.*

- *There is a difference in the culture of learning and teaching between schools with principals who carry out instructional leadership tasks and those who don't.*

- *There is organizational commitment among teachers in schools where principals are instructional leaders .*

1.7 AIM OF THE STUDY

A literature study will be carried out with the following aim:

To understand the nature of the concept *instructional leadership* **of principals and to determine the impact such instructional leadership has on the** *culture of learning and teaching* **in schools.**

In order to achieve this aim, the following objectives can be identified:

✓ to clarify and define the principal's instructional leadership tasks.

✓ to clarify and describe the phenomenon culture of learning and teaching.

✓ to obtain a theoretical background on the strategies that can be used by principals as to how they can execute management, administrative and instructional leadership tasks within their day to day operations.

✓ to identify and describe the implications of the principal's lack of instructional leadership on the culture of learning and teaching.

✓ to identify and describe the effect of the principal's instructional leadership on educators and pupils.

Secondly, an empirical investigation will be carried out with the aim of determining the importance that exists between the instructional leadership of principals and other variables such as culture of learning and teaching, teacher moral, teacher commitment, pupil achievement and motivation, pupil attendance and pupil discipline.

1.8 RESEARCH METHODS AND DESIGN

The research design and paradigm of this study is *interpretive*, and will involve *qualitative data collection methods*, namely, participant observation, interviewing and analysis of

documents. Two secondary schools from the Mpumalanga township area (KZN) will be used as research sites where the observation and interviewing will take place. School A will be a school where there is a sound culture of learning and teaching, while School B will be one characterised by a lack of a sound culture of learning and teaching.

An open-ended interview schedule would be used as a guide by the researcher to interview the two principals, two educators and learners from these schools. The interviews will be tape-recorded and the content transcribed to form the interview data. The interview data will then be unitised and grouped into categories. These categories will then be grouped together on the basis of similarity to discover emerging patterns.

Prior to the interviewing of the principals and educators, they would be requested to fill in a biographical questionnaire. Assistance will be sought from the S.E.M. (Superintendent of Education Management of the circuit) to identify these two types of schools as well as make arrangements with the principals of the schools to accommodate the researcher.

1.9 CHAPTER DIVISION

Chapter 1 deals with the awareness of the problem, aim of research, research design and programme of the study.

In *Chapter 2*, an exposition of the concept instructional leadership of principals would be given. It would concentrate on the nature of *instructional leadership*, nature of the concept *culture of teaching and learning* (COLT) and its relationship to the principal's instructional leadership, dimensions of leadership for instructional improvement, reasons for the principal's neglect of this leadership task and its effects. Finally, strategies for promoting

COLT through the principal's instructional leadership will be given. Throughout this literature study, the implications that the instructional leadership of the principal has on the culture of learning and teaching will be highlighted.

Chapter 3 will deal with an empirical investigation (planning, execution and collection of the data). The research design and methods of research for the study would be outlined.

Chapter 4 will involve the display, analysis and discussion of the research data. Here the context of data-collection, the processing of data, the research findings and implications will be given.

In *Chapter 5* a summary of the previous chapters will be given. Secondly, possible suggestions would be made as to the role the Department of Education can play in improving the culture of teaching and learning at schools. Finally, recommendations and suggestions would be made as to how principals can sustain a sound culture of teaching and learning in their schools through adopting effective instructional leadership roles.

CHAPTER 2

ANALYSIS OF THE CONCEPT INSTRUCTIONAL LEADERSHIP OF PRINCIPALS

2.1 INTRODUCTION

The following chapter will involve an analysis of the concept *instructional leadership of principals* and its impact on the *Culture of Learning and Teaching (COLT)* in schools. Firstly, the nature of the principal's instructional leadership will be examined. From this examination a possible definition of instructional leadership will be formulated.

The chapter will also focus on the dimensions of leadership for instructional improvement. Throughout this analysis, attention will be given as to how these dimensions relate to COLT at schools. The nature of the concept Culture of Learning and Teaching and its relationship to the principal's instructional leadership would also be highlighted. An attempt would also be made to identify reasons as to why instructional leadership of school principals is often forgotten and the consequences of such neglect.

Finally, the chapter will conclude with a brief exposition of how principals can promote COLT through their instructional leadership.

2.2 THE NATURE AND DEFINITION OF THE CONCEPT PRINCIPAL'S INSTRUCTIONAL LEADERSHIP

The nature of the concept Instructional Leadership of Principals has already been briefly highlighted in paragraph 1.2, however this concept will be discussed in greater detail in order to formulate a definition of *instructional leadership*. In order to arrive at a clear definition, it is important to examine the relationship between school management and instructional leadership.

From the various literature sources on effective school management and instructional leadership roles of principals, it becomes evident that no clear distinction is made between

school management and instructional leadership. In order to examine this distinction between school management and instructional leadership, it becomes imperative to look at some definitions of educational management and instructional leadership.

According to DeBevoise (in Kruger, 1999:4), *instructional leadership encompasses those actions that a principal takes, or delegates to others to promote growth in student learning.*

According to Van der Westhuizen (1996:55), educational management can be described as follows:

Management is a specific type of work in education which comprises those regulative tasks or actions executed by a person or body in a position of authority in a specific field of area of regulation, so as to allow formative education to take place.

Donmoyer and Wagstaff (in Kruger, 1999:5) are of the opinion that:

" Instructional leadership is no longer a separate function distinct from a principal's managerial duties, rather, the easiest, most direct way for a school principal to execute instructional leadership is through the managerial tasks he or she engages in every day"

From the foregoing definitions, it can be deduced that school management task is a macro task of the principal and instructional leadership is one component of this macro task. Symbolically this could be represented as follows in Figure 2.1:

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FIGURE 2.1 RELATIONSHIP BETWEEN SCHOOL MANAGEMENT AND INSTRUCTIONAL LEADERSHIP TASK
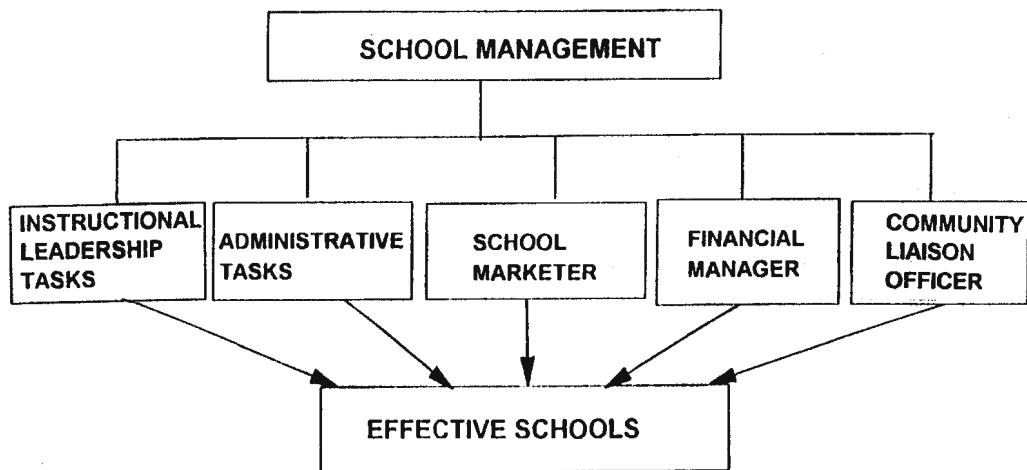
It could also be stated that a reciprocal relationship exists between instructional leadership and school management, viz. the effects of good school management has an influence on instructional leadership, likewise, through effective instructional leadership, a principal can successfully attain the goals of his school management tasks.

An analysis of the management and instructional leadership tasks of the principal reveals that school management is more *"task"* orientated while instructional leadership is more *"role model"* orientated. One of the most salient facts to be remembered by all principals, is that, if they want to create effective schools, they should not neglect their instructional leadership tasks while caught up with other day-to-day routine management and administrative tasks. In order to ensure this, would call for effective time management by all school principals.

In addition to the characteristics of instructional leadership of principals listed in paragraph 1.2, it is also important to note some of the characteristics listed by Kruger (1999:13). According to him, the principal's instructional leadership task can be reconciled with the school's educational program. The major elements categorized under the instructional leadership task include the following:

❑ *Determination of object*: The objectives are formulated in the light of the school's mission. The management team breaks down the school's general aims into clear, fully defined, specific and attainable objectives.

❑ *Curriculum coordination*: The curricular and extracurricular activities of the school should be structured into different subjects and activities in such a way as to accomplish effective teaching.

❑ *Didactic leadership:* Involved in ensuring that high quality teaching and learning takes place through effective administrative management, instructional leadership through team work and personal instructional leadership for teachers.

❑ *Enrichment programs:* Involves internal motivation to produce good work continually.

❑ *Evaluation and examination*: Involves staff evaluation and development, and examination and evaluation of pupils' progress.

❑ *Remedial steps*: Taking corrective action when he or she has identified shortcomings on the part of staff members which could be detrimental to the instructional program.

❑ *Climate creation:* Creating a climate that is conducive to members of the organization so as to enhance productivity and job satisfaction.

Niece (1993:15) also succinctly lists *Instructional Leadership Descriptors* which further helps to bring to the fore certain characteristics which principals need to display as instructional leaders. They need to :

❑ understand each subject well enough to talk the teacher's language.

❑ model instruction for staff members by demonstrating specific strategies in classroom situations.

❑ search out for the best models of teaching and arrange for teachers to visit and observe those classrooms.

❑ facilitate and allow others to take the initiative.

From the foregoing, the following definition would clearly highlight the nature of the instructional leadership of the principal:

> *Instructional leadership is one of the many tasks of the principal's management activity. It is the process where principals immerse themselves in the actual teaching and learning program of the school. Through this immersion, principals would be able to identify both curricular and other general problems which both educators and learners may be experiencing and most important of all to offer guidance and support to ensure effective learning and teaching.*

A similar definition is offered by Matsei (1990:2). According to him,

> *Instructional leadership is aimed at the pupils' progress to adulthood and at the welfare of the staff. The instructional leader guides and directs the education occurrence, regulates and organizes the educational matters, creates the educational infrastructure, and plans, implements, manages, controls and evaluates the education program.*

Hallinger et al. (in Duke , 1987:76) schematic representation (refer Figure 2.2) clearly highlights this multifaceted function of the principal as an instructional leader.

FIGURE 2.2 MULTIFACETED FUNCTION OF THE PRINCIPAL AS AN INSTRUCTIONAL LEADER

Factor → Instructional Leadership

Dimensions → Defines the Mission | Manages Curriculum & Instructional (C&I) | Promotes School Climate

Functions → Frames Goals | Communicates Goals | Knows C.&I. | Coordinates Curriculum | Supervises & Evaluates | Monitors Progress | Sets Standards | Sets Expectations | Protects Time | Promotes Improvement

Behaviors →
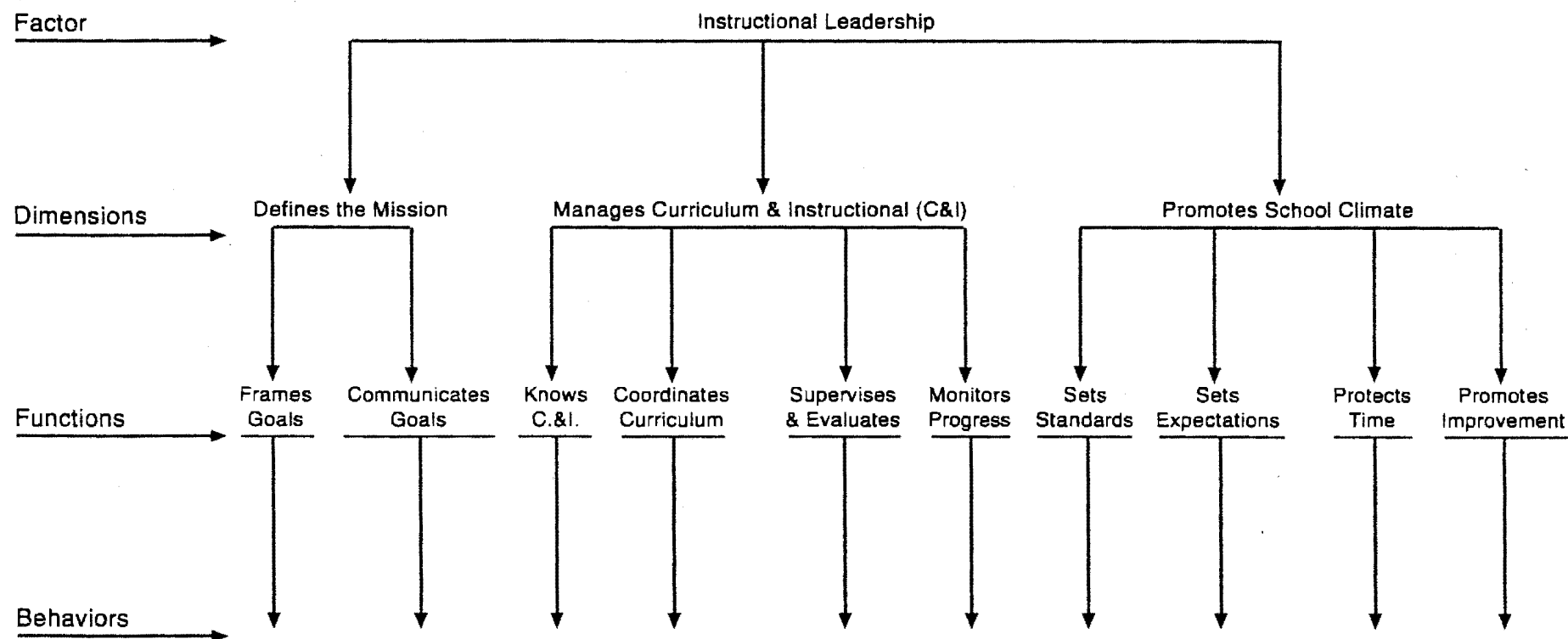
Source: Hallinger et al. (in Duke, 1987:76)

From the two definitions given, and the schematic representation of Hallinger et al., it would appear as expressed by Moorthy (1992:10) that the scope of instructional leadership is rather broad. However, the common and underlying principles offered by most definitions involves all beliefs, decisions, strategies and tactics principals use to generate instructional effectiveness in the classroom. Similarly, Duke (1987:36) succinctly highlights the job description of the principal as one who:

" develops , maintains, systematically evaluates and improves programs that promote student learning, and responds to student and community needs. "

The following diagramme could be used to reveal how a principal as an instructional leader can affect student achievement and the culture of learning and teaching.

FIGURE 2.3 EFFECT OF INSTRUCTIONAL LEADERSHIP ON STUDENT ACHIEVEMENT
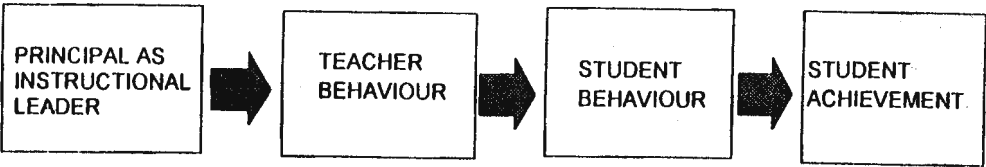
Ediger (1998:47) also supports this linear relationship and maintains that the principal of the school is the leader in curriculum development. He/she guides teachers in improving the objectives, learning activities, and evaluation technique. The principal of the school assists teachers to teach meaningful content to students. Thus learners understand vital facts, concepts, and generalizations. They retain subject matter longer and are able to apply more effectively that which has been learned. Thus the principal of the school assists teachers to

guide students in attaching to ongoing activities and experiences which influences their achievement.

Johnson and Snyder (1986:237) also stress that the central job thrust for principals has been redirected in recent years from school maintenance to instructional leadership. They have succinctly demonstrated the key functions of principals as instructional leaders in a three phase model (refer Figure 2.4) which they have called " *The Instructional Leadership Model which Builds School Success*"

FIGURE 2.4   AN INSTRUCTIONAL LEADERSHIP MODEL WHICH BUILDS SCHOOL SUCCESS

ACHIEVING / ASSESSING
- Replanning
- School Effectiveness
- Performance Outcomes
  - STAFF
  - STUDENTS
  - TEAMS
- Mastery Learning

DEVELOPING
- Clinical Supervision
- Staff Development
- Curriculum Development
- Performance Management
- Resource Management

PLANNING
- School Wide Goal Setting
- Team Action Planning
- Individual Planning

Phase 1   Phase 2   Phase 3
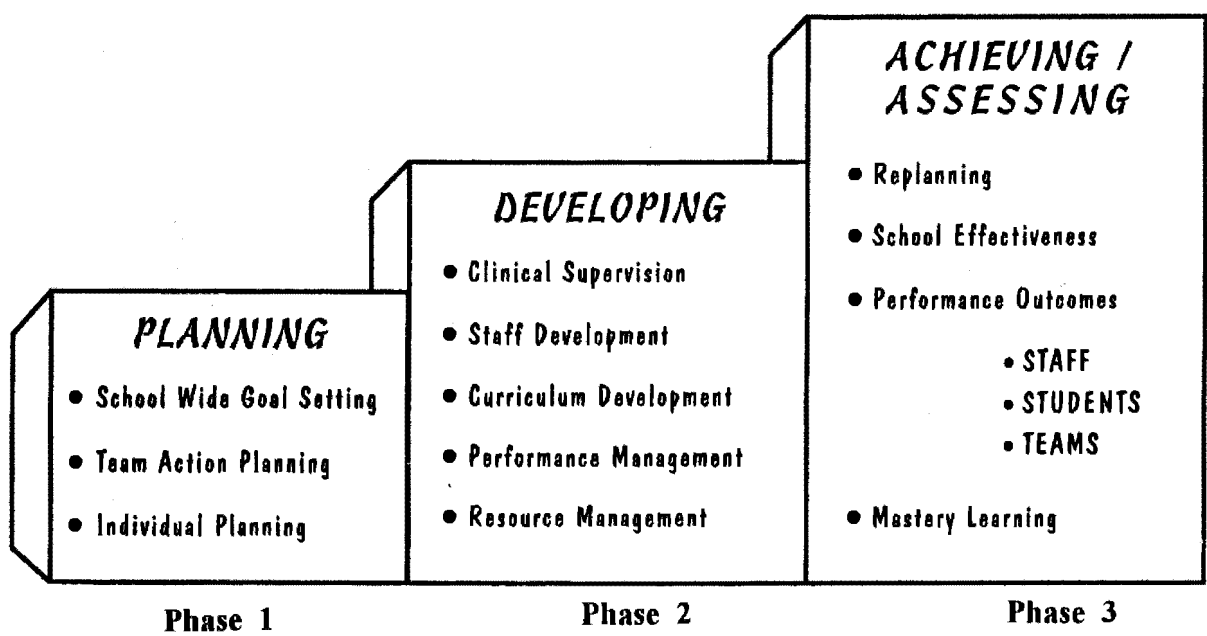
Source: Johnson and Snyder (1986:237)

The above model clearly conceptualizes the complex nature of instructional leadership and helps to differentiate this task of the principal from his/her other managerial tasks.

Whitaker (1997:155) has succinctly been able to reduce this complexity of descriptions

into a more simpler structure. She placed emphasis on wider dimensions of instructional leadership.

According to her, the effective instructional leadership of a principal involves performing at high levels in four areas: resource provider, instructional resource, communicator, and visible presence in the school.

From the foregoing definitions and exposition of the concept instructional leadership of principals, it can be concluded that **principals who display instructional leadership** are those who take an **active and leading role in managing the curricular activities** of the school. They immerse themselves in the **curricular development of the school** through **ensuring effective classroom instruction** by : **advising and assisting educators in resolving curricular problems - enhancing teacher effectiveness through staff development** and **creating an environment or climate which promotes a strong culture of learning and teaching** .

2.3 NATURE OF THE CONCEPT CULTURE OF LEARNING AND TEACHING (COLT) AND ITS RELATIONSHIP TO THE PRINCIPAL'S INSTRUCTIONAL LEADERSHIP

The concept *culture* according to Clark et al. (in Davidoff and Lazarus, 1997:41) can be seen as "........the peculiar and distinctive ' *way of life* ' of the group or class, the meanings, values and ideas embodied in institutions , in social relations, in systems and beliefs, in mores and customs, in the uses of objects and material life...."

Similarly, Karpicke and Murphy (1996:20) defines it as "....a composite of the values and beliefs of people within the organization. The values and beliefs that make up a successful

organization's culture generally are shared by all members, and the group operates within a common set of assumptions about *the way things are done*."

From the foregoing definitions, it would appear that certain terms such as values, beliefs, customs and the type of interaction between people in an organization shape the culture of the organization. Also common to both definitions of culture is that culture reflects on the " *way of doing things*." Therefore the concept *"culture of learning and teaching"* would refer to the manner or way that teaching and learning takes place in a school.

Firestone and Wilson (1985:13) maintain that the organizational culture influences teachers' commitment to their teaching task. This aspect must be taken seriously, since teachers play the most significant role in ensuring a sound culture of learning and teaching in schools. Teachers with a low self-esteem, low morale, poor motivation and non-commitment to their task can act as a catalyst for the erosion of a culture of learning and teaching in schools. The implication of this for the instructional leader is to ensure that the organizational culture at the school is one which motivates teachers to teach. This viewpoint is supported by Van der Merwe (1991:14) where he states that leadership is directly involved with the creation of culture. Further , Karpicke and Murphy (1996:27) maintain that while principals cannot improve growth or achievement alone, they do provide the leadership and support that translate into an environment that results in increased productivity.

2.4   DIMENSIONS OF LEADERSHIP FOR INSTRUCTIONAL IMPROVEMENT

2.4.1 The principal's vision and mission statement of the school

The importance of a vision can be seen in the words of Fritz as quoted by

Sparks (1997:21) that " *Without vision, the organization is left to problem-solve its*

way into an oscillating pattern. Vision must be a product of what we do want. "

Similarly, DuFour and Berkey (1995:3) state that "*Without a vision of the school they*

are trying to create, principals will be unable to identify the initiatives

that are necessary to move the school in a purposeful direction. "

The above viewpoints are also echoed by Foran (1990:5) where he maintained, that

" *vision serves as the agenda for the future of the organization and the*

basis for all strategic planning. The inability to state one's vision clearly

invites failure. "

It is also important to note that when people share a common vision, they can perform feats that would otherwise be impossible. It is therefore necessary for the principal as instructional leader to communicate this vision to his staff so that the mission statement of the school has common goals which will help operationalise such a vision.

According to research findings quoted by Andrews et al. (1991:97), schools where student achievement is high, the principal possesses a vision of what a school can become. The principal has a way of getting people to accept that vision as their own. People commit to the mission because a trust relationship permeates the interactions of the school.

Further, Sergiovanni quoted by Andrews et al.(1991:99) described communication of the vision as "purposing." Purposing is a process that emphasizes modeling important goals and behaviours in such a manner that it signals to others what is important in the school.

From the foregoing it can be concluded that in order to set in place the achievement of common goals to realize the vision of what the school wants to become, it is imperative for both the staff and the principal to jointly design and draw up the mission statement of the school.

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According to Duke (1987:33), effective leaders possess and are able to articulate a vision of effective schooling and allocate their time in ways that increase the likelihood of realising that vision. School principals as instructional leaders should of necessity have an integrated vision of teaching excellence. This vision of teaching excellence relates to all aspects that may affect classroom instruction and is clearly portrayed in Figure. 2.5.

FIGURE 2.5 A VISION OF TEACHING EXCELLENCE


```
                                                    ┌─ Selecting Content
                                   ┌──────────┐      │  Developing Instructional Objectives
                                   │ Planning │ ─────┤  Organizing Content
                                   └──────────┘      └─ Designing Assessment Procedures

                                                    ┌─ Introducing New Content
 ◇ Teaching    ○ Capable   Engaged ┌──────────┐     │  Reviewing and Reteaching Content
   Excellence    Teachers    in    │Instruction│ ───┤  Demonstrating New Skills
         Requires                  └──────────┘     └─ Communicating Academic Expectations

                                   ┌──────────┐     ┌─ Maintaining an Orderly Environment
                                   │Classroom │     │  Communicating Behavioral Expectations
                                   │Management│ ────┤  Securing Adequate Resources
                                   └──────────┘     └─ Managing Time Effectively

                                   ┌──────────┐     ┌─ Providing Performance Feedback
                                   │ Progress │     │  Checking for Understanding
                                   │Monitoring│ ────┤  Assessing Mastery of Basic Skills
                                   └──────────┘     └─ Identifying Targets For Assistance

                                   ┌──────────┐     ┌─ Diagnosing Student Needs/Concerns
                                   │ Clinical │     │  Prescribing Individual Treatments
                                   │Assistance│ ────┤  Providing Remedial Help/Coaching
                                   └──────────┘     └─ Working with Parents

                                   ┌──────────┐     ┌─ Respecting Students
                                   │Caring For│     │  Providing Acceptance and Support
                                   │ Students │ ────┤  Recognizing Student Progress
                                   └──────────┘     └─ Valuing Student Differences
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SOURCE: DUKE (1987:68)

2.4.2 Principal's visibility

Woddy Allen as quoted by Andrews et al. (1991:99) has suggested that 80 percent of success is showing up. To be an effective supervisor, the principal must indeed **"show up."** The principal's presence must be felt in every area of the school's activities.

According to Whitaker (1997:156), the principal must model appropriate responses and behaviours to teachers, parents, and other staff members, as well as to students. Principals cannot effectively do this without becoming an integral part of the daily operations of their schools.

Foran (1990:5) maintains that the leader is also a team builder, recognizes the value of symbolic leadership, and remains a constant visible force throughout the organization.

According to Smith and Andrews (1989:18), the visible principal constantly displays behaviour that reinforces school values. The principal knows on a first hand basis what is going on daily in the school.

According to Blase and Blase (1998:108), principals can demonstrate their visibility by *wandering around* . This involves informal visits to classes on a regular basis to observe how teaching and learning occurs. Their visits should be followed by constructive feedback in the form of notes. Briefly the purpose of wandering around is:

- **to motivate teachers**
- **to monitor instruction**
- **to be accessible and provide support, and**
- **to be kept informed - to have knowledge about what's actually going on in the school.**

From this, Blase and Blase (1998:119) concluded that the visible principal while working with teachers as an interested, caring, and supportive educator, is the hallmark of

instructional leadership, and the rewards of such efforts accrue to students, teachers and the principal alike.

The implication of the above findings is that when principals are visible, their presence is felt in the school. If this does not occur, then educators and learners will do as they please. Running the school by *remote control* does not enhance the culture of learning and teaching in schools. The principal must get involved in the planning of both curricular and extra curricular activities. He/she must not delegate these duties and sit back and supervise.

2.4.3 Teacher appraisal and evaluation

The main objective of teacher appraisal and evaluation should be the improvement of the teacher's teaching abilities with the view to professional development. It should be more of a developmental nature rather than a judgmental one.

The focus of the effective instructional leader is more broadly oriented to staff development than to performance evaluation. That is, the effective instructional leader is *prospective* rather than *retrospective* regarding staff and is focused on what can be, not what was (Krug,1992:432).

Foran (1990:8) is of the opinion that effective supervisors also possess a democratic leadership style that allows for employee participation in the decision-making process and improvement of classroom instruction. According to the researcher (1990:13), the only reasonable approach to supervision is the clinical approach. That implies working together where the supervisor observes the educator teach and makes certain suggestions and together both the supervisor and educator discuss ways of improving lesson delivery based on the

observations. The supervisor and teacher are much more likely to improve instruction while working together than if they find themselves in adversarial positions due to intermittent observations and unfair evaluations.

The implication of this is that the instructional leader needs to make regular classroom visits and plan together with educators the frequency and nature of such visits. It is also important to note that the role of the instructional leader is one of facilitator rather than auditor or inspector. The entire focus of the supervisory relationship should be on developing an atmosphere of collegiality and trust among professionals so that coaching may indeed take place.

Another important aspect of supervision and evaluation is accountability - providing assurance to the public that professional incompetence and malpractice will be detected and corrected, while the purpose of teacher appraisal is professional improvement.

Darling-Hammond et al. (in Duke, 1987:106) hypothesize four minimal conditions for the successful operation of a teacher evaluation system:

- All actors in the system have a shared understanding of the criteria and processes for teacher evaluation.

- All actors understand how these criteria and processes relate to the dominant symbols of the organization; that is , there is a shared sense that they capture the most important aspects of teaching.

- Teachers perceive that the evaluation procedure enables and motivates them to improve their performance, and principals perceive that the procedure enables them to provide instructional leadership.

- All actors in the system perceive.....that the procedure of evaluation achieves a balance between control and autonomy for the various actors in the system.

It is imperative for instructional leaders to display certain essential skills and characteristics during supervision and evaluation such that their presence during classroom visits are not perceived as threatening by educators. These important characteristics that need to be taken into account by instructional leaders during supervision and evaluation are listed by Duke (1987:143) as follows:

❑ **Communication skill** - Instructional leaders should be in a position to see that their directions are clear, that they listen carefully, and that they provide honest information.

❑ **Credibility** - defined as the quality of being worthy of belief.

❑ **Technical skill** - Instructional leaders should be proficient in conferencing, goal setting, diagnosing instructional needs, and observing in classrooms.

❑ **Trust** - Instructional leaders must be sincere in their endeavour to develop staff. Educators must feel that the instructional leader's efforts to improve them are genuine. This belief leads them to trust their leader.

❑ **Patience** - Having a school leader who symbolizes patience and calm and to who teachers can turn during times of trouble can be critical to instructional improvement.

Suggestions that instructional leaders provide after supervision and evaluation should be purposeful, appropriate and non - threatening . In this regard Blase and Blase (1998:30) provide the following guidelines which instructional leaders should note:

❑ Principals listen before making suggestions - take into account teacher's input.

- ❑ Principals often make suggestions in such a way as to extend, broaden, or enrich teacher's thinking strengths.

- ❑ When making suggestions, principals shared, among other things, their professional experiences to encourage teacher reflection.

- ❑ Principals indirectly make suggestions for the improvement of teaching through examples and demonstration.

- ❑ Principals bolster their suggestions by encouraging teachers to take risks to improve instruction.

- ❑ Principals indirectly supplement making suggestions by distributing literature on effective instruction.

- ❑ In most cases, principals' suggestions are given in face-to-face interaction.

- ❑ Principals work to create a culture of instructional improvement throughout their schools by maintaining a focus on effective instructional methods and current education research in both formal and informal interactions with teachers.

2.4.4 Staff development

According to Short and Jones (1991:1) staff development is an important component of instructional leadership. Principals who are judged as instructional leaders value their role as staff developers and consistently view their key function as facilitator, driven by a clear vision for the school. This viewpoint of Short and Jones suggest that principals who adopt an instructional leadership role view themselves as role models for continual growth.

Sparks (1997:2) maintains that because staff development is embedded in systems that profoundly affect its effectiveness, school leaders must address structural issues as well as the

learning needs of individual teachers. This means that principals must see themselves not only as leaders of learning communities, but as designers of structures that support high levels of learning.

From the foregoing viewpoint of Sparks, it can be alluded that principals as instructional leaders should design the educational system (includes various structures such as classrooms, specialist rooms, programs of assessment, curricular and extracurricular activities, management support services, effective administration and management, channels of communication, program for staff development, provision of resources and identification of needs) in their schools in such a manner that these structures are favourable for effective learning and teaching to take place. It is also implied that the structures at the school should be designed in such a way so as to promote staff development since the structures within which teachers work exert a powerful influence on their performance and that of their schools.

DuFour and Berkey (1995:2) also support this view. They stress that principals can create conditions which ensure that professional growth is part of school culture. They must strive to create a culture in which teachers talk about teaching and learning; observe each other teach; plan, design, research, and evaluate the curriculum, and teach each other what they have learned about their craft.

From the above it would appear that the fundamental role of the principal is to help create the conditions which enable staff to develop so that the school can achieve its goals more effectively. Further, according to Fielding and Schalock (in DuFour and Berkey,1995:3) the key to school improvement is the willingness and ability of principals to assume the role of staff developers who make it their mission to "alter the professional practices, beliefs, and understandings of school personnel toward an articulated end."

Some of the suggestions offered by DuFour and Berkey (1995:5) to ensure that sustained

professional growth becomes an organizational norm would be when:

- ❏ teachers have a shared vision of what they hope their school will become and a commitment to upholding the organizational values that will move it in that direction.

- ❏ teachers work together in teams to design curriculum, instruction and assessment.

- ❏ teaching teams systematically analyze indicators of student achievement and collectively search for ways to be more effective.

- ❏ personnel routinely conduct action research and share their findings.

- ❏ personnel form study groups to read, reflect upon, and discuss ideas presented in professional literature.

- ❏ clinical supervision is used as a form of one-on-one staff development.

- ❏ peer coaching is a valued component of the culture.

- ❏ personnel collaborate in small teams to identify and address school problems.

- ❏ the staff shares their ideas with colleagues and the profession at large through writings and presentations.

Smith and Andrews (1989:9) also share the view of DuFour and Berkey and state that other behaviours encouraged by principals who act as instructional resources include staff meetings as avenues for instructional growth, observing or being sure that all teachers are observed daily, conferencing with teachers about their teaching, helping teachers understand and analyze data collected during classroom observations, encouraging peer coaching activities, goal setting activities of all staff members, annually evaluating school programs toward goals, and setting goals for the upcoming year.

It is also important to take note of staff expectations and perceptions regarding the value of staff development programs for such programs to be effective. In this regard

Daresh (1987:20) provides the following guidelines which principals as instructional leaders should be cognizant of when carrying out staff development :

- Teachers believe it is most important for staff development programs to offer practical advice, that is, suggestions for how to deal with continuing problems faced in the classroom.

- Staff development is viewed more positively if it is planned with a view toward incorporating the views of participants in the selection of content.

- Teachers prefer staff development that is on an ongoing process rather than a "one-shot" learning experience.

- Staff development participants want to be actively involved in learning.

- Outcomes from staff development programs that allow participants to attain some goals of personal importance will most likely be implemented in schools with less initial resistance and for a longer period of time.

- Teachers prefer that peers plan and deliver staff development programs.

2.4.5 The promotion of group involvement and collaborative decision making

Group involvement and collaborative decision making involves taking decisions or solving problems as a group or team (Matsei,1990:3). The advantage of this is that it holds the greatest possibilities for success since a group should surely be able to make a better decision than an individual alone, also, if a person had a share in a decision, s/he should help implement it.

Schools where instructional leaders are autocratic are usually schools where there is a lack of a sound culture of learning and teaching. School managers using a top-down approach in

planning and policy making for the running of the school contribute to teacher resentment and frustration which eventually leads to low teacher morale and lack of motivation. Instructional leaders who have not transformed and changed to a collaborative and participatory type of school management will continue to foster low teacher morale which is not healthy for the school climate. In such schools, we find teachers not effectively teaching, regularly absenting themselves from school and doing the bare minimum amount of work. They show no interest in both the curricular and extracurricular activities of the school.

Blase and Blase (1998:143) maintained that when instructional leaders were dictatorial or authoritarian by displaying behaviours such as :

- ❑ limiting teacher involvement in decision making
- ❑ unilaterally directing a wide range of instructional aspects of teacher's work, and
- ❑ manipulating teachers to control classroom instruction

had negative impact on teachers in the following areas:

- motivation
- anger
- self-esteem
- fearfulness
- resistance/rebellion

Participatory management or *whole management* makes it easier for instructional leaders to lead and manage - more people are empowered to do management tasks. A team working together to solve particular problems is likely to do so far more imaginatively than if a single individual - usually the principal - is held responsible for doing this. It creates a culture of *commitment and shared responsibility*. If a culture of teamwork and

brainstorming has been developed at a school, it is likely that the imagination and creativity of people will be greater.

2.4.6 Spontaneous curricular support

Spontaneous curricular support should be forthcoming from instructional leaders when requested since they should be experts in curricular issues as well as in the latest teaching methods. The implication of this as noted previously by Niece (1993:15), instructional leaders should understand each subject well enough to *" talk the teacher's language."* Thus instructional leaders who are not proficient in curricular content, should make every endeavour to update their knowledge in order to offer valuable guidance and support in order to retain their credibility.

It has been noted by Bernd (1992:64) that teacher empowerment loses it effectiveness if teachers do not have a principal who is an instructional leader to keep them on track, well-informed, and involved. The implication of this is as mentioned earlier is that principals as instructional leaders should be able to keep staff well informed of new teaching techniques, curriculum developments and most important, to get educators involved in designing curricular innovations and changes.

It is also important to note that when educators are given spontaneous curricular support when the need arises, their problems are resolved quickly which helps to maintain their effectiveness in the classroom, thus ensuring continuity of a strong culture of teaching and learning. Conversely, it can be stated that when this spontaneous curricular support is not forthcoming when needed, then teachers are likely to become helpless, insecure and frustrated. It is these negative attributes in educators that can set the stage for the erosion of the culture of learning and teaching in schools.

In order for the principal as instructional leader to be effective in curricular support, s/he needs to :

- ❑ **read widely and understand the curricular content which is offered at his/her school.**

- ❑ **attend seminars and courses on the latest teaching methodologies.**

- ❑ **make available relevant information, journal articles, and research findings on issues related to the curriculum of the school.**

2.4.7 Resource management

Resource management involves the effective management of human, physical and financial resources. Smith and Andrews (1989:9) maintain that the effective principal has the ability to " marshal personnel, building, district and community resources to achieve the vision and goals of the school. "

As *human resource provider*, the principal should know the strengths and interests of each adult in the school and assign people roles based on this information. As a *physical resource provider*, materials appropriate for curriculum are provided through skillful management of the instructional budget, with opportunity for staff input into the budgetary processes. As *instructional resource*, the principal is actively engaged in the improvement of classroom circumstances that enhance learning. Through ongoing dialogue with the staff, the principal encourages the use of a variety of instructional material and teaching strategies. The principal should be able to share the latest research findings on teaching and learning with the staff so that new ideas are tried.

Duke (1987:209) maintains that outdated textbooks, books that are too easy or too difficult for students, and inadequate instructional supplies can contribute to frustration for both teachers and students as well as impede progress toward instructional objectives. This implies that school leaders must see that teachers have appropriate textbooks and other materials at the time when they are needed. It is of little instructional value for learning material to arrive weeks after the lesson for which they were intended has concluded.

It must also be noted that textbooks represent only one - albeit the largest - category of learning material. School leaders also need to become involved in the selection and distribution of workbooks, enrichment books, computers and software, films, filmstrips, library resources and instructional equipment. Teachers depend on these materials to support or augment instruction.

In addition to the resources mentioned, school leaders must see that funds are available to support instructional improvement. Instructional leaders need to use their ingenuity to devise means to raise funds to pay for the services of substitute educators when educators go on seminars and staff development programs. Principals must ensure that no class is left without an educator as this will cause disruption in the instruction which could see pupils being idle. Pupil idleness is one of the ways of eroding the culture of learning and teaching in schools.

The recent cutbacks in education funding to South African schools has created a challenge for principals to ensure the provision of effective and quality instruction with limited resources. Barth (in Duke,1987:215) vividly captures the challenge of contemporary resource management for school leaders in the following extract:

>........**The school principal stands at the intersection of** *needs* **and** *resources.* **It is no longer possible to make a judicious match: resources are shrinking as needs expand. Todays principal somehow has to generate resources where there are none, and**

reduce needs as demands for services rise. Principals try to mediate between growing needs and shrinking resources.

It is important for school leaders first to see that instructional priorities are established so as to guide the allocation of scarce resources. They must make decisions concerning how to effectively sustain cuts in certain less important items of the school budget.

2.4.8 Quality management

The instructional leader's main responsibility is to create conditions in the school which ensure that the learners receive quality instruction in the classroom.

One of the ways that instructional leaders promote school effectiveness is through the *development of standards*. High standards will include : a structured, effective and meaningful assessment programme for pupils; thorough supervision of pupils' work, effective presentation of lessons and the provision of a meaningful curriculum. According to Murphy et al.(1983:140) and Bossert et al. (1982:37) principals have a key role in developing and promoting standards which facilitate the achievement of the school's goals which reflect high expectations for all students.

Another way to ensure that educators are providing quality type of education in the classroom is for the instructional leader to ensure that personnel development is an ongoing process at the school. DuFour and Berkey(1995:2) place strong emphasis on the role of the principal as instructional leader in professional development.

Taking the views of Doggett (1987:1-10) and DuFour and Berkey(1995:2-5) into account, the following leadership behaviours should be adopted by principals in order to ensure professional development of their staff:

- ❑ Encourage teacher discussion about good teaching practices. Teachers should openly discuss the effectiveness of their teaching and note areas to be improved.

- ❑ The principal should take the initiative to work with teachers, parents and students in assessing the strengths and needs of the school's instructional programs. Elicit the help of teachers to translate these needs and strengths into written objectives to be accomplished by the school.

- ❑ Exhibit knowledge of Learning Theory, Instructional methods and Research. Assist teachers in translating theory and research into a practical instructional method for improving classroom teaching.

- ❑ Set high priority in student discipline and attendance by taking the lead in developing, implementing and evaluating practical policies that work for teachers.

- ❑ Make expectations of Self, Teachers and Students high but attainable. Offer suggestions on how the staff can achieve these standards.

- ❑ Observe classes and be visible.

- ❑ Facilitate positive reinforcement among teachers and students. Reward and praise both students and teachers for activities carried out efficiently.

- ❑ Advocate change through school-wide projects. Work with staff members to assess needs and then propose projects aimed at meeting these needs.

- ❑ Create consensus on the type of school you are trying to create. Present staff with a vision in the direction you hope to take the school in.

- ❑ Encourage experimentation - allow for teachers to try out new methods. Avoid being prescriptive.

- ❑ Model a commitment to professional growth. In order to convince others to grow professionally, the principal must model their own commitment to continual development.

- ❑ Stay the course. It is important that principals are committed to continuous improvement.

According to Duke (1987:219) the pursuit of quality instruction is the duty of all staff, but it is up to school leaders to ensure that these efforts are undertaken in a responsible and systematic way.

Quality control encompasses generating and implementing suggestions for improving performance as well as follow up to see if performance has actually improved. Some of the ways of doing this, according to Duke (1987:219), is to supervise and evaluate teacher performance, overseeing the assessment of student performance, evaluating curriculum and programs, assessing school effectiveness, and monitoring the success of school improvement and staff development effort.

From the foregoing, it becomes evident that Quality control requires instructional leaders to monitor whether school and instructional goals are well designed, well expressed and attained. In terms of monitoring the quality of curriculum, instructional leaders must ensure that mechanisms are in place for periodically monitoring the quality of curriculum, courses and course material. Questions that should be asked are - "How can the existing curriculum be improved for students and teachers?" and , " Is the curriculum content appropriate to the needs of the pupils and community ? "

2.4.9 Staff morale boosting

It has been noted that an instructional leader can use praise as a strategy for influencing teacher's attitudes and behaviour (Blase and Kirby,1992:71). Recognition of individual teachers' strengths was viewed as a means of maintaining and developing teachers' skills which promotes teachers' confidence and satisfaction. Also praise was noted to build school climate, faculty cohesiveness, and support for school goals.

These researchers (Blase and Kirby,1992:72) maintained that praise is an effective strategy for improving school climate, because it enhances teacher morale and teachers' attitudes towards students. It also enhances teachers' instructional practices and the amount of effort they put forth.

From the foregoing, it can be deduced that once educators are satisfied with the working environment, their morale would be high. Blase and Kirby (1992:71) further maintained that positive reinforcement left educators feeling " encouraged " , " appreciated "

and " recognised. " They present the following suggestions for making praise effective:

- Praise sincerely - teachers view praise from effective principals as genuine.

- Maximise the use of nonverbal communication - Effective principals use nonverbal cues such as smiles, nods and touches to communicate approval.

- Schedule time for teacher recognition - award praise on a regular basis.

- Write brief personal notes to compliment individuals - make use of brief handwritten notes/ messages of praise.

- Boast about your teachers - Principals express pride in their teachers to parents, colleagues and others in the community.

- Praise briefly - praise need not be formal or lengthy.

- Target praise to teacher's work - teachers are most responsive to praise bestowed for school related success.

According to Doggett (1987:27) the instructional leader should work to improve staff morale by encouraging open communication among staff members and working together to present and solve problems that hinder good staff morale.

As noted earlier in paragraph 2.3.5, working together helps achieve a culture of commitment and shared responsibility. When such a positive culture prevails at the school, it helps to raise the morale of teachers because they feel accepted as being part of the institution and sharing in its decision making process.

It is also of vital importance for instructional leaders to assist and guide teachers to handle change and transformation taking place in the education system, especially in South Africa, where changes are taking place in every facet of the education system. Instructional leaders need to help teachers cope with paradigm shifts in education, otherwise a sense of insecurity and inadequacy will prevail and contribute to the lowering of teachers' morale and self-esteem. When teachers feel a sense of helplessness, they become unproductive and ineffective and this leads to a lack of a sound culture of learning and teaching.

2.4.10 Pastoral care

The principal as instructional leader should show a genuine concern for the health, welfare and continued professional and personal growth of each staff member so as to be viewed as a symbol of persons caring about one another in the school environment (Andrews et al. 1991:98).

Instructional leaders need to know the strengths and weaknesses of teachers and be able to utilise this knowledge to try and build on the strengths and eliminate the weaknesses so as to make them more effective. When teachers experience the caring approach of the

instructional leader, they may become more willing to take risks and approach changes positively.

It should also be noted that some teachers are resistant to change which is natural and normal. Resistance to change may also be attributed to fear which is based on the premise that teachers would have to make changes to their routinely type of teaching which they have felt comfortable with for a long time. Here the instructional leader should gradually help teachers prepare for these changes so that they will be able to handle it. Instructional leaders must not apply pressure on teachers to change and conform to transformations overnight; it must be a gradual process, otherwise, this could lead to frustration, insecurity, fear and a sense of helplessness.

Smith and Andrews (1992:46) also indicated that providing adequate rewards and recognition, using collaborative methods of decision-making, recognizing individual teacher needs, providing an appropriate pace for change, and providing clear job specifications for teachers are essential elements of the required management style.

While exercising Pastoral care, the principal as instructional leader should also adopt the role of a counsellor and help resolve problems experienced by educators whether it is of a personal nature or related to the school. From experience it has been noted that teachers are most productive when they enter the classroom without any personal and situational problems lurking around their heads which otherwise might distract their attention and render them ineffective in the classroom.

2.5 INSTRUCTIONAL LEADERSHIP - AN OFTEN FORGOTTEN TASK OF MANY SCHOOL PRINCIPALS

2.5.1 Reasons for neglect

As noted earlier on by Murphy et al. (1983:138) and Heck and Marcoulides (1993:21) that the neglect of the principals' instructional leadership tasks can have negative consequences for schools. Some of the reasons for neglect of instructional leadership by principal are as follows:

2.5.1.1 Ignorance: Many young and newly appointed principals do not understand what is meant by instructional leadership. These principals believe that the management of the school basically involves all other administrative and management tasks except instructional leadership. This ignorance can be attributed to a lack of theoretical and practical management training prior to appointment as principal. As mentioned in paragraph 1.1, the present promotion system of educators allows for educators to be promoted to higher management posts without the necessary credentials. This then opens the way for classroom educators to be promoted to the post of principal of the school without going through the ranks of Head of Department and Deputy Principal. In other words, the present system allows for educators to be promoted to higher posts before their time and without the relevant experience. This promotion is usually influenced by people sitting on the selection committees who have vested interests in a particular candidate through acquaintances and other interests. This has resulted in very incompetent and inexperienced principals managing schools , especially in the Kwa Zulu Natal Department of Education.

2.5.1.2 Time Restraints

The recent cutbacks in the funding in education has given rise to a situation where fewer educators are allocated to schools and this makes it necessary for principals to take on an extra teaching load. This gives the principal as instructional leader very little time to observe educators and assist them with curricular problems which they may be experiencing.

2.5.1.3 Inappropriate time management schedule

Principals do not follow a management time schedule and as a result spend more time on other administrative /management duties at the expense of instructional leadership activities. This plight is highlighted by Whitaker (1997:155) where she states that many principals get caught up in day to day office operations, discipline, paperwork, and telephone conversations, that they fail to realize that the school business of importance is found not in the office, but in the classrooms. They will never have a sense of the school unless they immerse themselves in the atmosphere beyond the office door.

Principals need to delegate certain administrative duties to other management personnel and also perform some management duties after school hours. This would prevent the utilization of the time that was supposed to have been devoted for instructional leadership activities to other administrative tasks. It is important to note that most of the instructional leadership activities need to be performed during school hours when educators and learners are present, while other administrative /management duties can be performed in the absence of learners and teachers. Therefore principals need to give instructional leadership activities priority in their management time schedules.

2.5.2 Consequences of this neglect

Many schools lack a sound culture of learning and teaching because the instructional leadership of the principal is neglected. Many principals get caught up with other administrative matters. As mentioned by Whitaker (1997:155) such principals will never have a sense of the school unless they immerse themselves in the atmosphere beyond the office door.

Peter (in Andrews et al., 1991:99) maintained that " You are out of time with the times if you are in the office more than a third of the time." From this it becomes evident that if school principals want their schools to be effective, they need to spend a significant amount of their time carrying out instructional leadership related type of tasks.

The effect of a lack of instructional leadership by the principal is clearly noted by Blase and Blase (1998:117) . According to them teachers who reported that their principal does nothing as an instructional leader, described major adverse effects on *motivation* and *self-esteem* , as well as significant increases in *anger, psychic pain* and feelings of being *unsupported*. It is important to note that once these attributes are aroused in educators, it forms the basis for the erosion of a sound culture of learning and teaching.

It therefore becomes incumbent upon all principals to realize the detrimental effect that poor instructional leadership has on the school and try as far as possible to prevent such a situation from occurring in their schools.

2.5.3 Advantages of principals' instructional leadership for COLT

The greatest advantage of the principal's instructional leadership for the school is that such schools would be successful in implementing effective teaching and learning. Schools where

teachers are supported and guided in instructional matters are usually confident and their morale is high. With this high morale, such teachers will give off their best in the classroom thus ensuring a strong culture of learning and teaching.

Andrews et al. (1991:98) are of the opinion that improvement of instruction can be accomplished through the behaviours attributed to instructional leaders. From this it would appear that principals who display instructional leadership would be able to influence the culture of learning and teaching in their schools positively.

Research findings (Doggett, 1987:27 ; Matsei, 1990:3 and Blase and Blase,1998:143) as noted in preceding paragraphs, suggest that educators demonstrate organizational commitment when instructional leaders involve them in the decision making process of the school. From this it can be alluded that once organizational commitment on the part of educators is attained, such a school will certainly exemplify a culture of sound learning and teaching.

From the preceding sections, it becomes apparent that a principal who is *visible* in the school, has a meaningful *vision* for the improvement of the school, carries out *developmental appraisal and evaluation* of staff, implements *staff development programmes*, adopts a *democratic style of leadership* and encourages *participatory decision making*, gets involved in *curricular development*, *manages resources effectively*, strives towards *quality improvement* of all aspects of teaching and learning, exercises *pastoral care* and adopts strategies to *boost staff morale*, will most certainly have the correct recipe for maintaining a strong culture of teaching and learning at his/her school.

2.6 HOW PRINCIPALS CAN PROMOTE COLT THROUGH THEIR INSTRUCTIONAL LEADERSHIP

The following suggestions form a summary of the most salient points discussed in the preceding paragraphs.

- The principal should present his staff with a vision in which direction s/he hopes to take the school. A principal needs *a clear vision of the ideal state of affairs* for the school from a cultural point of view, and need to believe deeply in moving in that direction.

- Style of school management should change through professional development of the entire staff including the principal. A change to a more *democratic and collaborative decision making* style will also help build teacher morale. When teacher morale is high, teachers become more productive which will help inculcate a sound culture of learning and teaching in the school.

- Get all teachers involved in resolving curricular as well other problems at the school. Get them to *work in teams* where they can be involved in making proposals in resolving such problems. Utilizing teachers as important partners in the management of the school will help share the responsibilities of the principal. Also, when teachers are involved in policy making, they would ensure that such policies succeed since they themselves were involved in its development.

- Get teachers to go for inservice training. Arrange such *INSET programs* with the relevant Departments of Education. Such training will give teachers confidence to handle the changes and transformations that are taking place at schools.

- *Exercise pastoral care* - empathize and help solve the problems that teachers may be experiencing. Making teachers comfortable at the school will help them to become more productive.

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- Teachers are human beings and as such are unique in their personalities. The principal must be *sensitive to the needs of each teacher* and help him/her develop as professionals. Appraisal and evaluation is also necessary for staff development, but this must be developmental and not judgmental in nature.

- Encourage teacher development and *excellence through support programs*. According to Murphy et al. (1983:141) principals can promote and support instructional improvement directly and indirectly. Direct support instruction takes place when they work in the classroom with teachers who are in the process of learning new skills. Indirect support include the selection of staff development and training programs, the distribution of research reports and notices of inservice opportunities and arranging for teachers to observe their colleagues teach.

- The principal must get *involved in the planning and execution of extracurricular activities*. S/he must not just delegate these duties and sit back and supervise by "remote control".

- *Showing gratitude and appreciation* for what the teachers do well, will enable them to give off their best at all times.

- Some teachers are resistant to change which is natural and normal. Here the principal should *gradually help teachers prepare for these changes* so that they will be able to handle it.

- *Effective management of time*: This would involve principals drawing up a time schedule for different tasks i.e. teaching, administrative tasks, management tasks, instructional leadership tasks and consulting. Consulting must be done at specific times. Parents must be aware of these times so that they don't call at the school at odd times to discuss problems and disrupt the functioning of the principal when s/he is involved in other important duties.

- *Making more time available for instructional leadership* : Principals should try to train their clerks and other management teams to take over some of his/her administrative and management tasks so that more time can be made available for the principal to carry out instructional tasks.

- *Sharing of instructional leadership tasks*: Other members of management should also be involved in instructional leadership tasks. Principals should conduct workshops with their management teams so as to equip them to carry out such tasks.

- When principals are requested to attend meetings or seminars, then they should *adjust their time schedules* to carry out the instructional leadership tasks first and during the administrative/management time, they could attend these meetings.

- When principals become overburdened with certain duties and tasks, they should *extend their working hours* to carry out administrative/ management duties after school hours. Instructional leadership tasks should be given priority and should be done during school hours when pupils and teachers are at school. Certain administrative and management tasks do not have to be done at school in the presence of teachers and pupils.

2.7 CONCLUSION

The present chapter involved a literature study focusing on the concepts *instructional leadership* of principals and the *culture of teaching and learning (COLT)*. Much attention was paid to the relationship of these two concepts. It has become evident that a close relationship exists between the instructional leadership of the principal and the culture of teaching and learning. From the various research findings, it was found that principals as instructional leaders definitely affect teachers' and pupils' behaviours and attitudes in the learning and teaching situation in the classroom. In schools where principals demonstrate

strong instructional leadership behaviours, the possibility of such schools having a sound culture of learning and teaching is much greater than schools where instructional leadership is absent.

Schools which demonstrate a sound culture of learning and teaching are schools where both educators and learners confront little or no learning and teaching restraints or difficulties, because principals help to overcome these restraints through their immersion with the actual teaching and learning program of the school.

The following chapter will deal with the research design and methods to be used for the empirical investigation.

CHAPTER 3

RESEARCH DESIGN AND METHODS

3.1 INTRODUCTION

The previous chapter focused on the nature of the concept *Instructional Leadership of Principals* and its impact on the culture of learning and teaching in schools. The present chapter explores the context of the study and its problem which involves an exposition of qualitative research design and methods, selection and sampling, validity and reliability, and data-analysis. Finally, the design for the present study will be discussed.

3.2 CONTEXT OF THE STUDY AND PROBLEM

The importance of the principal's instructional leadership role to enhance the quality of education in South Africa has been noted by various stakeholders in education. It has become apparent that the lack of such leadership in curriculum development can lead to the lack of a sound culture of learning and teaching in schools. Donmoyer and Wagstaff (1990:20) stress that principals inevitably influence instruction and learning whether they intend to or not.

Recently it has also been noted with much concern that many newly appointed school principals do not display instructional leadership for the following reasons:

- lack of time : principals are burdened with extra administrative and other management tasks due to the Department of Education's Rationalization and Redeployment programme.

- lack or insufficient management training which includes a lack of knowledge of the concept of instructional leadership.

- ignorance of the nature of instructional leadership.

- premature promotion to the post of principal from a level 1 educator without serving and gaining experience in other junior management posts such as Head of Department and Deputy Principal. This leads to a lack of knowledge as to how a manager of the school could take care of all administrative and management duties including the role of an instructional leader.

Because of the above reasons, many school principals neglect their important task of being instructional leaders. Research findings by Murphy et al. (1983:138) ; Heck and Marcoulides (1993:21) and Ediger (1998:45) clearly point to the fact that neglect of the principal's instructional leadership tasks can have negative consequences for the school which could affect the culture of learning and teaching.

It is on the basis of the above, that the study addresses the following research problem : *What impact does the instructional leadership of the principal have on the culture of learning and teaching in schools?* The purpose is to determine possible strategies that principals can adopt to attend to managerial, administrative and instructional leadership tasks within their day to day office operations as well as to improve the instructional leadership skills of young and inexperienced principals.

3.3 RESEARCH DESIGN AND METHODS

3.3.1 RESEARCH DESIGN : AN OVERVIEW

The research design and paradigm of this study is interpretive, and involves qualitative data collection methods. According to Cohen and Manion (1994:36) the central endeavour in the context of the interpretive paradigm is to understand the subjective world of human experience. Interpretive researchers begin with individuals and set out to understand their interpretations of the world around them.

Further, Geertz (1998) as quoted by Glesne and Peshkin (1992:19) maintains that interpretive research is concerned with " description that goes beyond the mere or bare reporting of an act, but describes and probes the intentions, motives, meaning, contexts, situations and circumstances of action ."

From the above viewpoints, it could be concluded that interpretive research involves an understanding and interpretation of the perceptions of both the researcher and research participants.

3.3.1.1 Qualitative Research

Glesne and Peshkin (1992:6) maintain that qualitative methods are generally supported by the interpretive paradigm, which portrays a world in which reality is socially constructed, complex and everchanging.

Qualitative research properly seeks answers to questions by examining various social settings and the individuals who inhabit these settings. Qualitative techniques allow the researchers to share in the understandings and perceptions of others and to explore how people structure and give meaning to their daily lives (Berg, 1995:7 ; Strauss and Corbin, 1990:17 and Glesne and Peshkin, 1992:7).

It is important to note as stated by Glesne and Peshkin (1992:6) that qualitative researchers deal with multiple, socially constructed realities or "qualities" that are complex and indivisible into discrete variables, they regard their research task as coming to understand and interpret how the various participants in a social setting construct the world around them. To make their interpretations, the researchers must gain access to the multiple perspectives of the participants. Their study designs, therefore, generally focus on in-depth, long - term

interaction with relevant people in one or several sites. The researcher becomes the main research instrument as he or she observes, asks questions, and interacts with research participants.

From this one could deduce that qualitative research cannot be carried out by people who see themselves as detached, neutral observers concerned with the kinds of observations, measurements, and prediction that are presumed to be unbiased, unaffected by the inquirer's vantage point or location in the world (Greene, in Sherman and Webb, 1990:175). The above description of research is typical of quantitative research which involves manipulation of variables, measurement and prediction.

The present study lends itself to qualitative type of study since variables such as culture of learning and teaching, teacher morale and leadership styles cannot be manipulated in order to determine its resultant effects. The qualitative approach would allow the researcher to become involved in the research process by employing participant observation and interviewing as data collection methods.

3.3.2 DATA - COLLECTION METHODS

According to Glesne and Peshkin (1992:24) three data gathering techniques dominate in qualitative inquiry: participant observation, interviewing and document collection. Ideally, the qualitative researcher draws in some combination of techniques to collect research data, rather than a single technique, since the more sources tapped for understanding, the more believable the findings.

Therefore, for the purposes of this study, participant observation, interviewing and analysis of written documents would be used as data collection methods.

3.3.2.1 Participant observation

Participant observation, according to Glesne and Peshkin (1992:42) is a process where the researcher, carefully, systematically experiences and consciously records in detail the many aspects of a situation. Further, Bailey (in Cohen and Manion, 1994:114) maintains that one of the advantages of participant observation is that investigators are able to discern ongoing behaviours as it occurs and are able to make appropriate notes about its salient features.

From the foregoing, it becomes clear that during participant observation, the researcher needs to take note of accounts of what he hears, sees, experiences and perceives while engaged in and involved in a particular situation.

For the purpose of this study, observation will take place at the research sites, namely, two secondary schools. The researcher will observe management styles and leadership roles of principals, curricular and extracurricular activities, staff development programmes, management/administrative programmes and policies, school climate and the socio-psychological environment in which educators and learners interact in. In order to maximise the effectiveness of participant observation, the researcher will make use of field notes.

3.3.2.2 Interviewing

The research interview according to Cohen and Manion (1994:271) has been defined as "a two-person" conversation initiated by the interviewer for the specific purpose of obtaining

research-relevant information, and focused by him/her on content specified by research objectives of systematic description, prediction, or explanation."

It involves the gathering of data through direct verbal interaction between individuals.

Berg (1995:20) shares a similar definition and views the interview simply as a *conversation with a purpose*. Specifically, the purpose is to gather information.

Interviews can be classed into two main categories, viz. , closed or open interviews. Closed type interviews are usually characterised by responses which require Yes / No

or Agree / Disagree type of responses, while open ended interviews allow for greater interviewee responses.

Open ended interviews according to Patton (1990:280) can be categorised according to the following approaches:

- *Informal conversational interview: (unstructured)* - relies on the spontaneous generation of questions in the natural flow of an interaction.

- *General interview guide approach: (semi-structured)* - involves outlining a set of issues that are to be explored with each respondent before interviewing begins. The interview guide simply serves as a basic checklist during the interview to make sure that all relevant topics are covered.

- *Standardised open - ended interview (structured)* - consists of a set of questions carefully worded and arranged with the intention of taking each respondent through the same sequence and asking each respondent the same questions with essentially the same words.

For the purposes of this research, the structured "standardised open-ended interview" will be used (refer Appendix A for format of interview schedule).

The standardised open-ended interview reduces the possibility of bias that comes from having different interviews for different people, including the problem of obtaining more comprehensive data from certain persons while getting less systematic information from others. The advantage of open-ended questions according to Kerlinger as quoted by Cohen and Manion (1994:277) are that open ended items "supply a frame of reference for respondents' answers, but put a minimum of restraint on the answers and their expression."

3.3.2.3 Analysis of documents

According to Glesne and Peshkin (1992:52) documents corroborate your observations and interviews and thus make your findings more trustworthy. Patton (1990:10) maintains that document analysis in qualitative inquiry yields excerpts, quotations, or entire passages from organisational, clinical, or program records; personal diaries; and open-ended written responses to questionnaires and surveys.

For the purposes of this research, the following documents would be scrutinised if available:

❑ School Policy documents including the school's mission statement.

❑ Staff development programmes.

❑ Curricular and extracurricular programmes.

❑ School's Code of Conduct for learners and educators.

❑ Instructional leadership activities/programmes carried out by management.

❑ Developmental Appraisal and Clinical Supervision Policies for educators.

❑ Samples of educators' lesson plans including assessment programmes.

❑ Samples of learners' written work including projects, assignments and tests.

3.4 SELECTION AND SAMPLING

3.4.1 INTRODUCTION

Selection and sampling processes are used to determine who the researcher is going to study. Selection is a broader term and focuses on the larger population to be studied while sampling involves a method of choosing a small subset from the larger population.

For the purposes of this study, selection will be criterion-based and sampling will be purposeful.

3.4.1.1 Criterion-based selection

Criterion-based selection requires cases for study that meet some predetermined criterion of importance (Patton,1990:176). For the purposes of this study, secondary schools will be used where there are permanently appointed principals who have been holding the post for more than one year. Those schools where there are recently appointed principals serving in a post for less than a year would not be considered since such principals may still be acquainting themselves with their job description and may still be in the process of implementing changes. Such recent changes may not have had an effect on the school as yet.

3.4.1.2 Purposeful sampling

According to Patton (1990:169) the logic and power of purposeful sampling lies in selecting information-rich cases for study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance. Cohen and Manion (1994:89) maintain that in purposeful sampling, researchers hand pick the cases to be included in the sample on the basis of their judgment of their typicality. In this way, they build up a sample that is satisfactory to their specific needs.

For the purposes of this study, ***stratified purposeful sampling*** would be used where the population (stakeholders at the school) is divided into strata (principals, educators and learners) and participants will be selectively chosen in order to obtain candidates who would be able to provide a rich source of information in relation to the objectives of the study.

Taking into account the principles of criterion-based selection and stratified purposeful sampling, the participants will be chosen from the following secondary schools.

- 1 secondary school with a strong culture of learning and teaching.

- 1 secondary school which lacks a sound culture of learning and teaching.

In each of the schools, the participants will include the principal, one educator and one learner. In total, 2 principals, 2 educators and 2 pupils will be interviewed.

3.5 RELIABILITY AND VALIDITY

3.5.1 INTRODUCTION

Validity and reliability of research are crucial in all research regardless of disciplines and the methods employed. Collected data must be accurate, authentic and represent reality (see Shimahara , in Sherman and Webb,1990:87).

Validity in qualitative research refers to the degree to which participant observation achieves what it purports to discover, ie. the authentic representation of what is happening in a social situation.

Reliability refers to the repeatability of a given study by researchers other than the original participant observer, the extent to which independent researchers discover the same phenomena in comparable situations.

3.5.2 RELIABILITY

According to Shimahara (in Sherman and Webb,1990:87), measures to enhance reliability, involve a complete description of the research process, so that independent researchers may replicate the same procedures in comparable settings. This includes a delineation of the physical, cultural and social contexts of the study; an accurate description of the conceptual framework of research, and a complete description of methods of data collection and analysis.

The present study has taken into account the above measures and in so doing, the researcher is confident that a similar study, using similar methods of data collection and analysis would reveal results which closely resemble those of the present study.

Further, the multiple data collection methods used in the present study, viz. direct observation, interviews and document analysis will help to eliminate any researcher bias and thereby make the findings more reliable.

3.5.3 VALIDITY

As discussed earlier, validity of qualitative research findings refer to the authenticity of what is accurately happening in a particular social situation. There are two forms of validity, viz. internal validity and external validity. Cohen and Manion (1994:172) maintain that the way of good experimentation in schools and classrooms lies in maximising both external and internal validity.

3.5.3.1 External validity

External validity is concerned with the extent to which the findings of a study can be applied to other situations, this involves the generalizability of the results. According to Cohen and Manion (1994:172), the results must be generalizable beyond the confines of the particular experiment; in a word, they must be externally valid also. Merriam (1991:177) maintains

that in order to generalise qualitative research findings, the researcher has to provide a detailed description of the study's context. For the purposes of this study, the researcher will provide descriptive data of the study's context which will allow transferability and thereby maintain external validity.

3.5.3.2 Internal validity

Internal validity refers to the credibility of results within the confines of an experiment (Cohen and Manion, 1994:172). It is further noted that without internal validity, an experiment cannot possibly be externally valid. Therefore, in the present study, greater emphasis will be placed on attaining internal validity as this will ensure external validity.

The use of multi-data collection methods contributes to the trustworthiness of data. This practice is commonly called *"triangulation"* (Glesne and Peshkin, 1992:26 ; Patton, 1990:187). According to Berg (1995:5) by combining several lines of sight, researchers obtain a better, more substantive picture of reality; a richer, more complete array of symbols and theoretical concepts ; and a means of verifying many of these elements. The use of multiple lines of sight is frequently called triangulation.

In order to ensure reliability and internal validity in this study, the researcher will use *triangulation of data methods*. This refers to the use of two or more methods of data collection. In this study three methods are used, viz. participant observation, interviewing - using an open-ended interview schedule and analysis of written documents.

3.6 QUALITATIVE DATA-ANALYSIS

3.6.1 INTRODUCTION

Data analysis involves organising what you have seen, heard and read so that you can make sense of what you have learned. Working with the data, you create explanations, pose hypotheses, develop theories, and link your story to other stories. To do this, you must categorize, synthesize, search for patterns, and interpret the data you have collected (Glesne and Peshkin,1992:127).

Glesne and Peshkin (1992:127) further suggest that data analysis done simultaneously with data collection enables one to focus and shape the study as it proceeds.

From the foregoing, it can be concluded that data-analysis is an ongoing process, therefore the researcher in the present study will consistently reflect on data received, work to organise them, and try to discover emerging patterns. This will entail according to Glesne and Peshkin (1992:127) the writing of memos, developing analytic files and applying rudimentary coding schemes that will help to manage the information being received.

3.6.2. PROCEDURES FOR QUALITATIVE DATA-ANALYSIS

In this study the following procedures will be used: developing units , developing categories, developing patterns, as well as theorising.

3.6.2.1 Developing units (unitizing or conceptualization)

According to Strauss and Corbin (1990:61) this procedure involves placing conceptual labels on discrete happenings, events, and other instances of phenomena. By breaking down and conceptualizing, we mean taking apart an observation, a sentence, a paragraph, and giving each discrete incident, idea, or event, a name, something that stands for or represents a phenomenon. Each unit or concept should be the smallest piece of information about

something that can stand by itself and still be meaningful, without any information being added to it.

3.6.2.2 Developing categories (Categorization)

Categorization refers to the grouping of similar concepts as well as separating unlike concepts (Strauss and Corbin, 1990:65). Naming of categories is important so that the researcher can remember it, think about it, and most of all begin to develop it analytically. Guba and Lincoln (in Merriam,1991:134) maintain that the process of categorization of constructs involve convergent and divergent thinking.

Convergence refers to fitting together pieces of data on a single category or theme. Such items in a category have to be internally homogeneous. Categories should also be heterogeneous, ie. their differences should be bold and clear. Patton (1990:403) also upholds that categories should be judged by two criteria : "internal homogeneity" and "external heterogeneity". The first criterion concerns the extent to which the data that belongs in a category hold together or "dovetail" in a meaningful way. The second criterion concerns the extent to which differences among categories are bold and clear.

Divergence, according to Guba (as quoted by Patton, 1990:404) involves the means which the analyst uses to "flesh out " the patterns or categories. He suggests that this is done by the process of :

- *extension* - building on items of information already known.

- *bridging* - making connections among different items.

- *surfacing* - proposing new information that ought to fit and then verifying its existence.

The analyst brings closure to the process when sources of information have been exhausted,

when sets of categories have been saturated so that new sources lead to redundancy.

3.6.2.3 Developing patterns (patterning)

Patterns according to Strauss and Corbin (1990:130) refers to repeated relationships between properties and dimensions of categories. It is very important to identify such patterns and to group the data accordingly, because this is what gives the theory specificity. When this occurs, one is then able to say : Under these conditions (listing them) this happens ; whereas under these conditions, this is what occurs.

3.6.2.4 Theorizing

The process of data interpretation which involves speculating about meanings, making conjectures about significance, and offering hypothesis about relationships is synonymous to theorizing (see Patton, 1990:423 and Strauss and Corbin, 1990:133). It is used to confirm explanations for how and why things happen as they do.

According to Patton (1990:423), interpretation by definition, involves going beyond the descriptive data. It means attaching significance to what was found, offering explanations, drawing conclusions, extrapolating lessons, making inferences, building linkages, attaching meaning, imposing order, or dealing with rival explanations.

Merriam (1991:141) and Patton (1990:422) further note that speculation is the key to developing theory in qualitative research. It involves researchers making guesses about future happenings based on their first hand experience with the data from the field, and knowledge about the patterns and themes that run through the data.

3.7 DESIGN OF THE PRESENT STUDY

This section focuses on data-collection methods, statement of subjectivity, access and orientation, and choice of schools.

3.7.1 DATA-COLLECTION

3.7.1.1 Data-collection methods

As discussed in section 3.3.2, three qualitative data-collection methods will be used for this study, viz. participant observation, interviewing with the aid of an interview schedule and analysis of written documents.

Participant observation will involve the researcher being immersed in the research situation. This will involve observing, interviewing, noting and recording of important trends and behaviours of all stakeholders present at the selected schools. Close attention and monitoring will be paid to the type of school climate and the nature of the learning and teaching atmosphere that exists at each of the schools.

Taking into account the principles of criterion based selection and stratified purposeful sampling as discussed in section 3.4.1.2, two schools from the township areas will be used as research sites where the observation and interviewing will take place. School A will be a school where there is a strong culture of learning and teaching, while School B will be one characterised by a lack of a culture of learning and teaching.

Prior to the interviewing, principals and educators will be asked to fill in a biographical questionnaire (Refer to Appendix B and C for examples). Interviewing will be done using a **structured open-ended interview schedule** with different sets of focus questions for

principals, educators and learners (Refer to Appendix A for example).

At each of the schools, the principal, one educator and one learner will be interviewed. In the case of the learners, if they are not very responsive, then *focus group interviewing* will be done. This will involve the interviewing a group of learners in each school.

In order to ensure reliability and internal validity in this study, the researcher will use *triangulation of data methods* (Refer Sections 3.5.2 and 3.5.3 for more details).

The documents that will be examined, *if available*, will include the School Policy, Staff Development programmes, Curricular and extracurricular programmes, Schools Code of Conduct, Instructional Leadership Programmes, Developmental Appraisal policy documents, samples of learner's written work and samples of educators' lesson plans including assessment programmes.

3.7.1.2 Statement of subjectivity

Miles and Huberman (1994: 265) maintain that the presence of the researcher can at the outset create social behaviour in others that would not have occurred ordinarily. That behaviour can in turn lead the researcher into making biased observations and inferences. The researcher is aware of this possibility of bias which may contaminate the research data and will employ the suggestions made by Miles and Huberman (1994:266). These include, making known to the respondents as to the actual reason for the researcher's presence and intentions and also how the data will be collected and for what purpose it will be used.

❑ *Status*

Being in an authoritative position after having been exposed to both local and international

literature on the concept COLT (*C*ulture *Of* *L*earning and *T*eaching) project, there is a strong possibility of the researcher becoming biased in the interpretation of the research data, partly because of his preconceived ideas and knowledge in relation to the research topic. However, the researcher is well aware of this limitation and will take every precaution not to influence the responses of the interviewees during the interviews, and also interpret the research data without any personal judgments. For this reason, all interviews will be tape-recorded and full transcripts drawn up where the researcher will strictly base his interpretations on the documented data.

The researcher will reserve his views and make his contributions in relation to the research topic in the final chapter which deals with recommendations for the improvement of COLT through the principal's instructional leadership.

Also, the researcher being highly qualified with a Doctorate degree could also have a negative influence over the informants. They may feel intimidated, threatened and inferior and may not relate very well with the researcher. In order to overcome this possibility, the researcher will stress the point with the informants that he is a student doing research and is looking for information that will help him understand a concept of which he has some interest in. It will also be emphasized that their responses are important and it will make a significant contribution to the researcher's work. Therefore, they would be made to feel important and see themselves as equal to the researcher.

Holding the position of a school principal, will be of an advantage to the researcher as he will be able to communicate on the same level of understanding with other principals. However, with regards to educators and pupils, the researcher will once again stress his role as a student

seeking information just as any other student, thus removing his position of seniority during his enquiry.

❑ *Ethnicity*

The researcher is an Indian doing research in a Black township community. This will not be a problem since the researcher has done much work on the COLT project in this township (Refer Appendix D and E for proof) and has developed a good working relationship with the people in this community. Therefore, the researcher is not an unknown person and would not be rejected by informants.

3.7.1.3 Access and orientation

Fortunately for the researcher, gaining access to the schools and the participants in the Mpumalanga township would not be difficult, since the principals, educators and some learners in this township are aware of the researcher's interest on the COLT project. This understanding has developed through the researcher's involvement as co-ordinator of the COLT initiative in the region, as well as through his facilitation of workshops with other school principals. This good working relationship that the researcher has with other school principals would be an advantage since these principals would honestly and willingly help to provide accurate and rich information which the researcher is looking for.

Secondly, the S.E.M (Superintendent of Education - Management) for Mpumalanga has also indicated that he would make prior arrangements with the respective school principals to accommodate the researcher to interview candidates and carry out observation at their schools.

Thirdly, the manner in which the questions are phrased in the interview schedule (Refer to Appendix A) are non-threatening and not intimidating. The questions are phrased in such a manner so that the informants will be able to respond honestly since they are made to feel

important by asking for their suggestions.

Finally, all the interviewees will be made aware that their responses will be used for research purposes only and that all information will be kept confidential and anonymity of informants will be strictly maintained. They will further be given the assurance that the research report will be available to them for scrutiny so as to check that no additional or false information has been included which might implicate them in any way.

3.7.1.4 Choice of schools.

For the purpose of this study, the two schools to be used will be from the township area (Mpumalanga in Kwa Zulu Natal). The reason for the choice of township schools is that schools from the township are usually criticised as schools where there is an erosion of the culture of learning and teaching. Thus, the choice of township secondary schools would be ideally suited for this research and hopefully, rich data would be obtained from the participants. The second reason for this choice is based on the fact that senior management from these township schools had previously been work-shopped by the researcher on " **The promotion of COLT**" last year . Also, the researcher was involved in launching the **COLTS CAMPAIGN** in this area at the beginning of the year (Refer to Appendix D and E for circulars that indicate the researchers involvement in the COLT project). Since the participants in the study have already been exposed to the concept of COLT, they would be in a good position to provide a rich source of data in relation to the topic in question than participants from other areas.

3.8 CONCLUSION

This chapter looked at the research design and methods. It included the context of the study and problem, research design, qualitative data-collection methods, selection and sampling,

reliability and validity in research, methods for data-analysis and the design of the present study. The research design of this study is interpretive, and qualitative methods are used, viz. participant observation, interviewing and analysis of written documents. The method for selection is criterion-based, and those for sampling is stratified purposeful. An account was also given as to the measures that would be taken to ensure reliability and validity of the research. A brief exposition was given as to the steps that would be used to analyse the data. Finally, the chapter ended with the design of the present study. This included data collection methods, statement of subjectivity, access and orientation and choice of schools.

The following chapter will concentrate on data-displays, data-analysis and research findings.

CHAPTER 4

DISPLAY, ANALYSIS AND DISCUSSION OF DATA

4.1 INTRODUCTION

The previous chapter discussed the research design, while the present chapter will focus on the context of the empirical research, data gathering and problems encountered, data processing as well as the research findings and implications (theorizing). The context of the empirical research includes data collection, the broader context of data-collection and the educational situation in the schools selected for study. Data-processing includes analysis of written documents and documentation of observational and interview data. Finally, the research findings and its implications will be discussed.

4.2 THE CONTEXT OF THE EMPIRICAL RESEARCH

4.2..1 DATA COLLECTION

4.2.1.1 Data- collection methods

The study involved the use of three qualitative data-collection methods which are participant observation, interviewing and analysis of written documents. In using participant observation, the researcher observed the type of climate and the nature of learning and teaching at two secondary schools in the Mpumalanga township.

Interviews were conducted with principals, educators and learners of the school. Prior to the interviews with the principals and educators, they were requested to fill in a questionnaire which required certain biographical data (Refer appendix B and C). After the interviews, the researcher examined certain written documents which included, the school's policy documents, samples of learner's work and record books of educators.

4.2.1.2 The broader context of data-collection.

The schools selected for the research fall under the Durban South Region which is part of KwaZulu Natal. In this region there is a mixture of schools which are located in the rural, township and urban areas. These schools vary widely in terms of resources and facilities. The schools under control of the previously House of Assembly (White Education Department) are advantaged schools since they have inherited all the necessary facilities and resources that were available to them under the previous Government ; while the schools under the control of the previously House of Delegates (Indian Education Department) ; House of Representatives (Coloured Education Department) and Department of Education and Training (Black Education Department) are disadvantaged because of the lack of facilities and resources up till this present day. From this one would therefore expect that the culture of learning and teaching to vary across this region. Schools with greater resources and facilities at their disposal should be schools where the culture of learning and teaching is more pronounced than schools which lack the basic facilities.

As stated in the previous paragraph, the culture of learning and teaching varies tremendously across this region. This is reflected in the varying matric pass rate of the different schools, where we find previously advantaged schools to have higher pass rates than schools from previously disadvantaged education departments.

It is also interesting to note that the schools from the previously controlled Black Education Department have educators who are lowly qualified than educators from other education departments. Also, surprisingly, it has been recently noted that the stakeholders at some of the schools from the previously disadvantaged education departments have made a concerted effort to improve the standard and quality of education at their schools and as a result they

have shown a marked improvement in the culture of learning and teaching. This is evident from the high matric pass rate obtained at these schools.

One of the major concerns of education in this region as well as that of the entire province is the limited number of Superintendents of Education and Subject Advisors available to supervise curricular activities and carry out support services at schools. Superintendents of Education in each circuit have to take care of a large number of schools and as a result, limited school visits are made to develop and empower school principals in carrying out their management tasks .

4.2.1.3 The educational situation in Schools A and B.

School A is characterised as a school where a sound culture of teaching and learning prevails, while School B is characterised as a school which lacks a sound culture of teaching and learning. This conclusion was made on the basis of the perceptions of the S.E.M (Superintendent of Education - Management) in charge of these schools. The S.E.M was in a position of authority to draw these conclusions since these schools are in his circuit and he knows what transpires in them. However, both these schools have suffered the ill effects of the previous apartheid Education Department and are still disadvantaged in terms of resources and facilities.

Greater details will be given of each school in section 4.3.2 (observational data). These observations were noted by the researcher himself.

4.3 DATA-GATHERING AND PROBLEMS ENCOUNTERED

The researcher had initially planned to interview individual learners, however, this had to change to focus group interviewing. The researcher decided to make this change since learners were reluctant to be interviewed alone and were not very responsive.

The other problem encountered was that of a protest action which was staged for several days by the community of Mpumalanga township against Durban Metro Water for the installation of water meters in the township. Schools in the township were disrupted and the initial appointments to go to the schools were changed. The principal of School A was kind enough to escort the researcher from the district office to the school on the second appointment as he was concerned about the researcher's safety. Another limitation of the study was that in both the schools selected, the principals were males and the researcher was not in a position to interview a female principal. It was also brought to the attention of the researcher that most of the secondary schools in the township had male principals and therefore the choice of selecting a female school principal was restricted.

4.4 DATA - PROCESSING

4.4.1 DATA FROM THE ANALYSIS OF WRITTEN DOCUMENTS

As indicated in section 3.3.2.3, the following documents were analyzed wherever available: School Policy including the school's mission statement, Staff Development programmes, Curricular and extracurricular programmes, School's Code of Conduct, Instructional Leadership activities/programmes, Developmental Appraisal Policies for educators, samples of educator's lesson plans including assessment programmes and finally samples of learner's written work.

4.4.1.1 School Policy including the School's Mission Statement

Both schools had the school policy documents which included mission statements, however, a close examination of these documents revealed that not all were comprehensive. School B did not have important regulations included in the document such as, procedures to be followed when parents wanted to speak to educators, absentee control of both educators and

pupils, pupils homework control, minimum requirements for continuous assessment, programme for rewarding pupil excellence and achievement, procedures to be followed when educators wanted to take leave and the steps to be followed by educators when lodging grievances. The mission statements of both the schools were restricted in the sense that the mission of the school was expressed in long term goals and did not clearly state short term objectives.

4.4.1.2 Staff Development Programmes

Both schools did not have such programmes in place. Staff development programmes were done when a need arose and not done on an ongoing basis. It was quite evident that there was no proactive planning in respect to staff development. Certain educators and members of management from each school did however go on staff development programmes organised by the Department of Education, such as workshops to equip educators with skills and knowledge to implement Outcomes Based type of education.

4.4.1.3 Curricular and extracurricular programmes.

It was clearly evident that major differences existed in terms of both curricular and extracurricular programmes between the two schools visited. School A had a greater curricular diversification in that it offered pupils more subject combinations than School B, which offered a restricted curriculum because of the lack of resources and facilities. Although School A offered more subject combinations, it did not include new courses such as technical drawing, computer science, woodwork, metalwork and electronics. In terms of extracurricular activities as well, School A had a structured programme for extracurricular, cultural and sporting activities. In this school however, the choice of sporting activities was

restricted to netball and soccer. School B only offered soccer, netball and karate as sporting codes and traditional song and dance as cultural activities.

4.4.1.4 School's Code of Conduct

Both schools had available copies of the *code of conduct* . Comparatively, these policy documents ranged from good to satisfactory. Some of the restrictions in both the policy documents were as follows:

- Both the documents did not include a code of conduct for educators.

- The documents did not clearly spell out the procedures to be followed when a pupil or educator is allegedly found guilty of misconduct.

- The policy documents did not sufficiently categorise the offences from minor to serious offences and did not list the subsequent disciplinary measures for each category of offence.

4.4.1.5 Programme of instructional leadership activities of management

There was an absence of a written instructional leadership programme in both schools, however in School A, some aspects of instructional leadership were evident and carried out occasionally. This involved classroom visits by the principal to observe the quality of curriculum delivery and to note problems experienced by educators. There was also some available evidence of staff development with the focus on empowering educators in delivery of the new outcomes based type of curriculum.

4.4.1.6 Developmental Appraisal and clinical supervision policies for educators

Both schools have in place the Developmental Appraisal programme as requested by the

Department of Education, however these schools have not completed the full appraisal cycle for educators as yet. It would appear that this developmental appraisal programme is only on paper and not implemented in practice. School A has cumulative records of classroom supervision done by the principal and his management team, while in School B such a programme for clinical supervision where management sets down dates for carrying out curriculum and teacher supervision does not exist.

4.4.1.7 Samples of Educator's lesson plans and assessment programme.

Lesson plans and record books in School B were not regularly supervised by management, however in the case of school A, there is a lot of evidence to suggest that these books are being supervised by the principal and his management team quite often. The quality of lessons plans ranged from fair to good. In both the schools, the educators did not have a structured assessment programme. In most of the grades, assessment was being carried out whenever marks were needed for quarterly reports, however, for grades 12 there were some official records maintained by the principals for the purposes of continuous assessment. It is probably being done because for the first time, these assessments would be used in conjunction with the final examination marks by the KZN Department of Education to determine the promotion of matric pupils.

It is also evident, that both schools still continue to use class tests as the only means of assessment. They have not as yet explored other forms of continuous assessment.

4.4.1.8 Samples of learner's work

Comparatively, the standard of work in the samples examined ranged from good to poor. The quality of worksheets and tests in terms of presentation and preparation was satisfactory in School A, while in School B, it was of a poor standard. Supervision of pupils' work could

be seen in some cases as being neglected. There is much evidence that little care is exercised by educators in marking class work and assignments thoroughly. In most cases, pupils are marking their own work with the teachers appending a tick at the end of a few exercises.

4.4.2 OBSERVATIONAL DATA

The two schools that were visited are from the Mpumalanga township in the South Durban Region of the KZN Department of Education. The following observations were noted in the respective schools.

SCHOOL A

School A is a co-educational school with both male and female learners. The school has a roll of 1086 with 28 educators including the management team. There are sufficient classrooms at the school, however, specialist rooms (for example, science laboratories) do not exist. The school does however have a Resource Centre where library books and other resource material are available. The duration of the periods are 40 minutes long with one long break of one hour.

During the instruction time, there is very little movement and noise at the school. There is evidence of a sound culture of teaching in the school. The school obtained a 60% pass rate in last years matric examination and it is one of the secondary schools in the township to record a good pass rate as compared to some secondary schools which recorded a very low pass rate. The teachers at the school are not highly qualified with most of them holding a basic three year teacher's diploma. The principal has 19 years of teaching experience and is in possession of a teacher's diploma and a B. Sc. degree. He teaches mathematics and science to senior pupils at the school. The principal carries out random supervision and has a record of suggestions given to educators in his supervision book. The school offers learners from

grade 10 an opportunity to select subject courses, however, courses like computer science, technical drawing and electronics are not available.

The appearance of the school is clean and conducive to learning. There is one large playing field where all codes of sport takes place. This school is surrounded by dwellings but the people around the school do not trespass the property during school hours. The principal has a large office and shares this with other management members. The school has modern electronic equipment such as a risograph for turning out worksheets, tests and other documents. The school recently purchased a computer for office use and are at present developing a data base of pupils' and educators' records.

SCHOOL B

School B has a roll of 1158 pupils and is also a co-educational school. There are 17 classrooms which are overcrowded with pupils. Some classrooms are filled with 70+ learners. Teaching conditions are very difficult since there are no fans and air-conditioning units in the classes.

There are 29 teachers at the school including the management team. The teachers are lowly qualified with most of them in possession of a basic three year teacher's diploma. The principal is at present studying on a part time basis to improve his qualifications. He does not have a teaching load, but does relief teaching when teachers are absent or gone on workshops. The principal has not done any form of clinical supervision , but has put his management team in charge of this aspect. There was no available evidence to prove that the management members were carrying out this delegated duty.

The appearance of the school is very untidy and seating place in the classrooms is limited. The school is surrounded by houses and there are some bits and pieces of fencing wire around the perimeter of school. The school has electricity and piped water, but does not have

adequate playing fields for pupils and as a result most of the learners are found in the corridors of the school during intervals. The gardens are unkempt and the grass on the field is long.

Recently, the school purchased some modern electronic equipment such as an office computer, risograph, fax-machine and photocopier. These equipment are kept in the principal's office. There are no specialised rooms like science laboratories and a resource centre.

The school offers a restricted curriculum and the pupils do not have a choice of subjects. During last years matric examination, the school obtained a 49% pass rate, however, of the pupils that passed, most of them did not offer mathematics and science in their courses.

There is a lot of movement and chaos during instruction time. It is also noted that a lot of noise prevails while teaching is going on, and this can be attributed to the large number of pupils in the classes. The traditional chalk and talk method of teaching is used at the school as there is no available space for group teaching to take place. Pupils keep their exercise and textbooks with them as the classrooms do not have any storage space. One of the striking features of the pupils at this school, is that all of them wear their school uniforms. On the day of observation, no extracurricular activities and codes of sport were engaged in by the pupils. Pupils simply ran out of the school premises when dismissed.

Finally, the perception of the S.E.M of this school lacking a sound culture of teaching and learning can be seen as being accurate. The researcher also arrived at this conclusion after his analysis of written documents (school policy documents, samples of educators' and learners' work) and observation of the activities of the school.

4.4.3 INTERVIEW DATA

Interview data was collected from interviews with three groups of people referred to in 3.7.1.1 and 4.2.1.1 . A table depicting the three groups of interviewees is given in Table 4.1.

TABLE 4.1 THREE GROUPS OF INTERVIEWEES

PARTICIPANTS	SEX		TOTAL
	MALE	FEMALE	
PRINCIPALS	2	0	2
EDUCATORS	1	1	2
LEARNERS	2	4	6

4.4.3.1 Unitizing interview data

As noted by Strauss and Corbin (1990:61) (refer 3.6.2.1), this procedure involves placing conceptual labels on discrete happenings, events, and other instances of phenomena. Each unit or concept should be the smallest piece of information about something, that can stand by itself and still be meaningful, without any information being added to it. Each unit could be a phrase, sentence or paragraph.

Excerpts serving as examples of unitised interviews are shown below:

An excerpt from an interview with a male educator (School B):

" What I have noticed is that *we don't have transparency ....there's no consultation.* What the *management will do , is simply make decisions, take them and impose them* on us, *without consulting us to hear our views. ....* Ja, I mean if there is no consultation, this definitely *leads to this concept of us and them......*there is a *line of demarcation and I don't believe that it will contribute to the smooth running of a big institution like ours."*

The researcher read through all the transcripts and highlighted all the important information that could be used as unitised data. In the above example, all the boldface and italicised words formed the units. Refer to Appendix G for a full list of unitised data.

After identifying the units, they were categorised. The manner in which the units were categorised will be discussed in the following section.

4.4.3.2 Categorising interview data

As indicated in section 3.6.2.2 by Strauss and Corbin (1990:65), categorization refers to the grouping of similar concepts as well as separating unlike concepts. In the present study, the researcher looked for recurring regularities in the units of data and grouped them into categories. The units of data from the interviews with principals, educators and learners were grouped together on the basis of similarity. Table 4.2 provides an example of how the units were categorised. A list of categories with the unitised data in given in Appendix G. All transcribed interviews are attached as Appendix F.

TABLE 4.2 LIST OF CATEGORIES WITH UNITISED DATA

CATEGORY: The principal's involvement in curriculum development enhances the culture of teaching and learning in schools.
UNITS OF INTERVIEW DATA: • Principals as instructional leaders need to assist educators with curricular problems experienced in the classroom.   • Principals as instructional leaders must be involved in curricular development.   • Principals must ensure that the learning and teaching activity at school is interesting.   • Principals need to provide conditions for teachers to develop within their subject fields.   • Principals as instructional leaders need to carry out supervision so as to understand teacher's problems experienced in the class and assist wherever possible.   • Principals need to get involved in all activities of the school, including extracurricular activities.

In Table 4.2   six units of data were identified as being related to each other and were

grouped into one category. The next section deals with the grouping of categories to form

patterns:

4.4.3.3 Patterning interview data

Patterns, according to Strauss and Corbin (1990:130) refer to repeated relationships

between properties and dimensions of categories. In the present study, categories that were

related to each other in terms of similarity were grouped together. In Table 4.3 a list of six

patterns which comprised of similar categories are given below: (See also Appendix H)

TABLE 4.3 LIST OF PATTERNS AFTER GROUPING CATEGORIES

1 Situational factors that impact negatively on the principal's instructional leadership and the culture of teaching and learning.
• Factors beyond the control of the principal which have contributed to low teacher morale and the erosion of the culture of teaching and learning.   • Principals forced to leave their schools during instruction time negatively affects the execution of management duties.   • Lack of resources and financial cutbacks makes the principal's instructional task more difficult to execute.   • Teachers who are away from school, cause disruption to learning and teaching as well as to other programmes.   • Additional tasks taken on by principals leave them with little time to carry out instructional leadership activities.

2 Both past and present Education Departments have contributed to a poor culture of teaching and learning at certain schools.
• Principal and staff are not adequately prepared for transformation taking place in education.   • Principals need greater support from the Department of Education to enable them to adapt to changes in role-function as well as to other changes in general.   • Department of Education needs to improve conditions of service for educators.

3	The principal's empathetic and inspirational role influences teacher morale and excellence.

- Principals need to help educators adapt to changes and transformation taking place in education so as to improve the culture of teaching and learning in schools.
- Principals need to use praise and rewards to help motivate educators.
- Principals need to exercise pastoral care.

4	The principal's involvement in curriculum development enhances the culture of teaching and learning in schools.

- Principals as instructional leaders need to assist educators with curricular problems experienced in the classroom.
- Principals as instructional leaders must be involved in curricular development.
- Principals must ensure that the learning and teaching activity at school is interesting.
- Principals need to provide conditions for teachers to develop within their subject fields.
- Principals as instructional leaders need to carry out supervision so as to understand teacher's problems experienced in class and to assist wherever possible.
- Principals need to get involved in all activities of the school, including extracurricular activities.

5	The principal's management competence and leadership qualities has an impact on the culture of teaching and learning in school.

- Principal is afraid to take action against educators who commit serious offences.
- Principals must allow for participatory decision making at school.
- Principals must respect pupils and educators as individuals and also their rights.
- Principals need to set good examples for pupils and educators to emulate.
- Principals need to have a vision for their schools.

6	The principal's involvement in pupil welfare enhances the culture of teaching and learning.

- Principals need to ensure good discipline at school in order to ensure effective learning and teaching.
- Principals need to monitor pupils' progress and praise and reward them for excellence and achievement.
- Principals need to provide motivational talks to pupils.

From Table 4.3 it would be noted that there are six distinct patterns that emerge from the interviews (refer to Appendix H for the list of patterns).

An example of how the interview excerpts expressed by principals, educators and learners contribute to a pattern, is given below:

Pattern 4 : The principal's involvement in curriculum development enhances the culture of teaching and learning

Principal (School A): *" I sometimes discuss problems which teachers are facing, for example, lack of textbooks and difficulties in teaching certain subjects. You know some teachers are forced to teach subjects like Economics and Science, but they are not very well equipped. They have not specialised in these subjects. I feel very sorry for them. But, I try to help wherever I can. I get the good teacher (experts) to help these teachers who are unfamiliar with their subject content. Whenever I have the time, I also bring material from other schools and discuss this with them, but I know this is not enough....these teachers have to do extra reading and learning in order to teach these unfamiliar subjects. "*

The principal of School A (school characterised by a sound culture of teaching and learning) does make an effort to get involved in curriculum development of the school by trying to empower educators in their teaching fields. It is evident that when he cannot personally assist educators with curricular problems, he tries to elicit the help of more proficient educators in the subject. From the observational data and analysis of written documents, this effort by the principal to enhance curriculum development is clearly evident. The satisfactory pass rate of last years matric pupils (60%) also bears testimony to the principal's efforts in improving the teaching/learning situation at his school. With regard to school B (school characterised by a

poor culture of teaching and learning), the principal acknowledges the fact that educators need to be empowered in their teaching fields, but there is no concrete evidence to prove that he is making a determined effort to implement his suggestions.

Educator (School A) : " *He (the principal) carries out supervision and makes us aware of how we can improve in our teaching. He arranges for workshops in order to discuss new information. He sometimes brings resource materials from other schools and discusses this with us. Recently, he purchased some teaching aids and textbooks which we requested.....the one thing I like about him is that he encourages us to experiment with new teaching methods and always tells us to discuss our lessons with our colleagues. I think I ....would be correct to say that he allows for a lot of staff input in decision making which makes us feel important. He does not adopt an autocratic attitude you know. He gets involved in our sports and cultural activities and the pupils seem to like him....* "

The educator acknowledges the fact that the principal from School A plays an important role in curriculum development at the school. He provides conditions for educators to develop within their teaching fields. From the observational data and analysis of documents, it also becomes evident that the principal provides guidance and support to the educators. His involvement in curricular and extracurricular activities augurs well for the school in that it boosts the morale of both educators and learners.

Learner A (School A) : " *I notice that he always checks with our class teachers to check if we are experiencing problems in the class. He sometimes comes to our class and speaks to us about doing well at school so that we can get a good job when we leave school. He also invites people from the circuit office as well as the corporate world to talk to us .* "

Learner B (School A) : *" I also know that he arranges for our teachers to come to school during holidays and weekends to give our Grade 12 children extra lessons......but I think some of the children don't come to the classes and this makes him very angry. He tells us clearly what is expected of us and shares with us in the assemblies any new ideas and information that relates to us. "*

The learners in School A are appreciative of the principal's efforts in helping them excel in their learning through his involvement in providing motivational talks and also for making provisions (extra lessons) for them to improve in their subjects.

4.5 RESEARCH FINDINGS AND IMPLICATIONS (THEORIZING)

In chapter 1, it was indicated that the research problem addressed in this study was as follows:

" What impact does the instructional leadership of the principal have on the

culture of teaching and learning in the school ?

The following section will look at the research findings and their implications in relation to the research problem.

4.5.1 RESEARCH FINDINGS

From the literature study, and the data collected through observations, interviews and the analysis of written documents, the following can be regarded to be the major findings:

4.5.1.1 Principals as instructional leaders can improve the culture of teaching and learning in schools through their involvement in curriculum development

The reasons why curriculum development by the principal can improve the culture of teaching and learning are as follows:

When educators are confident in their subject fields, they are able to teach more effectively. This confidence boosts their morale. The role of the principal as leader in curriculum development is also highlighted in the literature study (Refer Ediger,1998:47 ; Moorthy, 1992:10 and Whitaker, 1997:153). According to the interview data (Refer Appendix F, pg.139), it was stated by Principal T of School B that :

> "...*I think the first thing is the empowerment of educators in their field of study. The reason that I am saying that, if we are not sure of the subject that we are teaching, definitely you would find it not right to go to class......you won't have high morale........*"

According to Blase and Blase(1998:108), the principal as instructional leader should make informal visits to classes on a regular basis to motivate teachers, monitor instruction, be accessible and provide support and to be kept informed, that is, to have knowledge about what's actually going on in the school.

Foran (1990:8) also upholds the view that working together, the instructional leader (supervisor) and teacher are more likely to improve instruction than if they find themselves in adversarial positions due to intermittent observations and unfair evaluations.

This point is also highlighted by Teacher Y of School A (Refer Appendix F, pages130-131)

> " He (the principal) *carries out supervision and makes us aware of how we can improve in our teaching. He arranges for workshops in order to discuss new information. He sometimes brings resource materials from other schools and discusses this with us. Recently, he purchased some teaching aids and*

textbooks which we requested.......the one thing I like about him is that he

encourages us to experiment with new teaching methods and always tells us to

discuss our lessons with our colleagues. I think I ...would be correct to say that

he allows for a lot of staff input in decision making which makes us feel

important...."

From the above viewpoints, it becomes apparent that teacher evaluation forms an integral

component of curriculum development, but any form of advice or suggestions offered, should

be developmental and not judgmental in nature.

It is also noted, that staff development also contributes to curricular efficiency. DuFour and

Berky (1995:2) propose that principals should create conditions which ensure that

professional growth is part of school culture. Principals must strive to create a culture in

which teachers talk about teaching and learning; observe each other teach; plan, design,

research and evaluate the curriculum, and teach each other what they have learned about their

craft. This point is also noted by Teacher Y in the previous quotation (Refer Appendix

F, pg. 131).

4.5.1.2 *Principals as instructional leaders can improve the culture of teaching and learning in schools by taking into account the needs of both educators and learners.*

When the needs of the people (learners and educators) who are actually involved in the

teaching/learning situation are taken care of, then the activity (learning and teaching) in

which they are involved in, is less likely to be disrupted. This will then ensure that *teachers*

are teaching and *learners are learning*. In order to achieve this ideal situation, principals as

instructional leaders should note some of the following salient points:

❑ Teachers want an instructional leader who is able to keep them on track, well-informed and involved (Bernd,1992:64). They need to be well informed of new teaching techniques, curriculum development and most important, to get involved in designing curricular innovations and change. This point is also evident in the words of Principal X of School A which is characterised by a strong culture of teaching and learning

(Refer appendix F, pg.128).

> *" .....I try to help wherever I can. I get the good teacher (experts) to help*
>
> *these teachers who are unfamiliar with their subject content. Whenever I*
>
> *have the time, I also bring resource material from other schools and discuss*
>
> *this with them...."*

❑ Principals as instructional leaders should exercise pastoral care and show a genuine concern for the health, welfare and continued professional and personal growth of each staff member so as to be viewed as a symbol of persons caring about each other in the school environment (Andrews et al.,1991:98). As noted in the interview data, educators need advice on personal financial management so that they don't get involved in huge debts which gives rise to stress and worries which affects their performance in the classroom. The following quotations from the interview data also help to emphasise the need for principals to exercise pastoral care.

Educator Y (School A)

> *" Well I must state at the outset that I am very happy to work under our*
>
> *principal . He is a very kind and understanding person. He always tries his best*
>
> *to help us when we have problems and tries to make us happy. The best thing*
>
> *that I like about him, is that he acknowledges us for things we do well . He*

makes it a point to thank us when we carry out sports duties or help the school in anyway. Whenever we are sick, he normally enquires from us when we return as to how we are feeling. " (Refer Appendix F, pg.130)

Principal R (School B)

" ......*the Department has to look into the financial advice to educators, because most of them have been victims of loan sharks, most of them are unable to do personal budget, as a result a lot of them are in debt and they are unable to come to school in fear of sheriffs and fear of this and that...* " (Refer Appendix F, pg.139).

❑ Both educators and learners require the basic essentials in order to engage in effective teaching and learning. The principal as a resource provider, according to Smith and Andrews (1989:9), must ensure that materials appropriate for curriculum are provided through skillful management of the instructional budget.

❑ Learners also look forward to changes. They want to be given the opportunity to study new courses which are in line with technocratic development, such as opportunities to study computer science and electronics. Principals need to maintain pupils' interest to study at schools by trying to adapt their schools to these new changes and demands. From the interview data, this point also became evident (Refer Appendix F, pages 135 and 153).

Learner C (School A)

" *I think the principal must introduce new courses in our school. We like to do computers and electronics like some other schools. This will make school more interesting.* "

(Appendix F, pg.135)

Learner A (School A)

" I also agree that we should get some new subjects. Some of the subjects, like

History and Geography is very boring, but we have to do it if we want to pass

Grade 12 ." (Refer Appendix F, pg.135)

Educator P (School B)

" ....if you look at South Africa we are lacking that, especially we Blacks,

we are lacking that field....the science field.....the commercial field. For

example, how many Black chartered accountants do we have ?........how many

scientists do we have ? ....I mean if we can improve in those, especially in

science and commercial subjects.....I would like to see a very

good improvement in those " (Refer Appendix F, pg.153)

❑ Pupils need a variety of extracurricular activities at school. Pupil B (School A) and

Pupil D (School B) also highlighted this in their interviews:

" .....I would also like it if our principal can get us to play other sports like

basketball, volleyball and cricket. The only sports we play is soccer and

netball " (Refer Appendix F, pg. 135)

" Even though we do some sports here in our school, but the sports that we

do, we are not satisfied because we got only two sports. If you are unable to do

those sports, then you don't do anything. I can't do netball and I don't like it.

What I would love to do is maybe swimming and drums (drummies/drum

majorette), *but we are unable to get that thing......there is only netball for the*

girls and karate. No, I don't like karate.....so I don't do any sports. "

(Refer Appendix F, pg. 144)

❑ Learners want specialist teachers to teach them and most important, they want teachers to come to school sober and to be dedicated to their tasks. They also feel uncomfortable when teachers act unprofessionally, such as " proposing love " to fellow learners. It is clearly noted in the interview data, that they want the principal to take action against those teachers who abuse them. This problem was clearly highlighted in the interviews by pupils of School B (Refer Appendix F, pg.146).

Student F

> " *Yes, there are. Some of the teachers arrive here at school drunk and not doing their work and sometimes they used to stay in the staff room and not going to classes and sometimes we end up going home without learning anything.*"

Student D

> "*And just to add, some teachers propose to the school students and we as learners don't feel comfortable with it.*"

Student E

> " *And he* (the principal) *does nothing about that......he's done nothing.*"

4.5.1.3 The principal can influence the culture of teaching and learning through his personal attributes and leadership style.

Data from the literature study and interviews clearly highlight the important effect that the leadership qualities of principals have on both learners and educators .

❑ Educators want democratic and open-minded leaders. They expect instructional leaders to allow for participatory decision making and transparency. According to

Blase and Blase (1998:143) and Matsei (1990:3), working together creates a culture of commitment and shared responsibility. This need is also expressed by Educator P of School B.

Educator P (School B)

> " *What I have noticed is that we don't have transparency........there's no consultation. What the management will do, is simply make decisions, take them and impose them on us, without consulting us to hear our views.........*
>
> *..... Ja, I mean if there is no consultation, this definitely leads to this concept of us and them......there is a line of demarcation and I don't believe that it will contribute to the smooth running of a big institution like ours.* "

<div align="right">(Appendix F, pg.150)</div>

❑ Educators and learners need to be praised for excellence by the principal. According to Blase and Kirby (1992:72), praise is an effective strategy for improving school climate, because it enhances teacher morale and teachers' attitude towards students. It also enhances teachers' instructional practices and the amount of effort they put forth. From the interview data, Educator Y of School A (Refer Appendix F, pg.130) noted the following:

> " *The best thing that I like about him* (principal) *, is that he always acknowledges us for things that we do well. He makes it a point to thank us when we carry out sports duties or help the school in anyway.....* "

❑ Principals as instructional leaders need to be role-models in every aspect of their day-to day interactions. According to Principal T of School B (Refer Appendix F, Pg.140), he felt that :

" I think the first thing for a principal is to be a role-model. Role model in

attendance, a role model in dress code, a role model in any activity that is

there in the school......"

4.5.1.4 The principal can improve the culture of teaching and learning in the school

by trying to eliminate situational factors that impede effective teaching and

learning.

The situational factors which impede effective teaching and learning became apparent mainly

through the observational and interview data. These restrictions need to be addressed and

eliminated by principals in order to capacitate them as instructional leaders in their schools.

They need to collectively find solutions to overcome :

❑ limited human and physical resources at their schools. This need is also expressed by

Principal T of School B (Refer Appendix F, pg.139).

" .... The second thing would be the improvement of the conditions of service, it

is an open secret that in our African schools, more especially, the conditions

are very bad, for example, the issue of security, the issue of textbooks, the issue

of classroom teacher/pupil ratio is still a problem...."

❑ inadequate training opportunities for themselves prior to being appointed as school

principals. This lack of training for principals before appointment is expressed by

Principal T of School B (Refer Appendix F, pg.138)

" I think that the first thing would be for principals to be properly prepared for

their job........because the situation now is, you go to an interview, you are

promoted and given a letter of recommendation and taken to that school and

you are asked to go on, without an in-service training where you'll have

experienced principals who will prepare you for what ...the realities on the

ground as a principal......"

❏ inappropriate training of their educators at previous African colleges and universities. This need was also expressed by Principal T of School B (Refer Appendix F, pg.139).

" ....The problem, we are having with teachers, is that in our African universities, and African colleges, we were not trained to be educators.....I don't know what was happening......as a result when teachers come to the classroom, they find that the situation is different from what they got from universities....so I think the best thing would be for the Department to not retrain, but re-service the educators so that they would have confidence and they would become authority in their fields and that would raise the morale...."

❏ poor conditions of service of educators. This concern is also expressed by Principal T of School B (Refer Appendix F, pg.139).

4.5.2 IMPLICATIONS (THEORIZING) OF THE RESEARCH FINDINGS

From the findings of this research, certain implications have emerged. These implications would only be listed in this section. Recommendations would be offered in the following chapter as to how these implications can be addressed.

- There is a need for principals to get involved in curriculum development of the school if they want to be effective instructional leaders.

- There is a need for INSET courses and support services to enable principals to develop as instructional leaders. Most principals don't understand the nature of instructional leadership and how to execute this important management task.

- Principals need to be made aware of how their actions and behaviours as instructional leaders affects the culture of teaching and learning in schools.

- Principals as instructional leaders need to devise strategies to deal with limited physical and human resources at their schools so as to maintain a sound culture of teaching and learning.

- Principals as instructional leaders need to be developed in ways of nurturing educators' and learners' self-development so that educators' and learners' self-esteem and morale is always high.

- Principals themselves need constant self-development in order to be effective role-models and instructional leaders.

- The Department of Education needs to be made aware of how it affects the culture of teaching and learning in schools.

4.6 CONCLUSION

This chapter looked at the context of data collection, the processing of data as well as the research findings and implications. The research findings support the presuppositions and assumptions of the researcher, which is, " **the instructional leadership of the principal affects the culture of teaching and learning in schools.** "

The following chapter will provide guidelines and recommendations on how principals can develop as instructional leaders within their day-to-day interactions so as to prevent the erosion of the culture of teaching and learning in their schools.

CHAPTER 5

RECOMMENDATIONS AND SUGGESTIONS OF THE STUDY

5.1 INTRODUCTION

The previous chapter revealed the research findings and highlighted certain implications in relation to those findings. In the present chapter the researcher will propose certain guidelines and recommendations in relation to these implications. These recommendations will be made in association with the suggestions noted in the literature study, the viewpoints of the researcher as well as the needs of the respondents which were identified during the interviews. The suggestions would be divided into two categories, viz. those which need to be addressed by the Department of Education and those which need to be implemented by principals.

5.2 SUMMARY OF THE STUDY

In *Chapter 1*, an exposition was given as to the nature of the problem which the researcher identified and felt the need to study. It was noticed that the culture of teaching and learning (COLT) in many schools could be deteriorating due to the neglect of the principal's instructional leadership. In this chapter, the aim of the study, research design and programme of the study were also highlighted.

Chapter 2 involved a literature study which examined the nature of the concepts, *instructional leadership*, and *the culture of teaching and learning*. In this chapter, it became apparent that certain dimensions of the instructional leadership role of principals such as, principal's visibility, principal's involvement in curricular development, exercising

of pastoral care, facilitation of staff development, supervision and teacher appraisal, vision of the school, resource management, quality control and efforts in boosting staff morale, all contributed to the culture of learning and teaching in schools. This chapter also gave a brief account as to why certain principals neglected their instructional leadership tasks and its consequent effects.

Chapter 3 involved an exposition of the empirical design and the research methods used in the study. Basically, the design involved *qualitative research methods*.

In *Chapter 4* , a display, analysis and discussion of the research data were given. Data from the *observations, analysis of documents and interviews* were unitised. Thereafter, the units were put into categories, and finally, these categories were grouped together to reveal emerging patterns. These patterns formed the basis of the research findings. After an analysis of these research findings, certain implications were highlighted. Of significant importance is the fact that the research findings supported the assumptions and presuppositions of the researcher, viz. " *the instructional leadership of principals have an impact on the culture of teaching and learning in schools.*"

Chapter 5 will provide guidelines and recommendations as to the role that the Department of Education can play to improve the culture of teaching and learning in schools. Secondly, guidelines and recommendations will be given as to how principals can improve as instructional leaders and thereby improve the culture of teaching and learning in their schools.

5.3 SUGGESTIONS WHICH THE DEPARTMENT OF EDUCATION CAN IMPLEMENT TO IMPROVE THE CULTURE OF TEACHING AND LEARNING IN SCHOOLS

From the research findings it was found that the Department of Education has a major influence over the culture of teaching and learning in schools. This influence may be seen as being indirect, however, it does present principals with major obstacles in trying to carry out their day-to-day tasks. The manner in which certain policies is being implemented, has been noted by principals to impact negatively on the administration and management of the school (Refer Appendix F, pages 125 and 137). This negative influence also impedes the principal's endeavours in executing his instructional leadership role effectively. In order to eliminate this negative influence, the following guidelines should be considered by officials of the Education Department:

❑ Workshops for principals and educators on the implementation of new teaching methodologies, for example, workshops on OBE should be carried out during school holidays and after school hours. It has been found that educators and principals have to attend many workshops during instruction time and as a result, pupils in many schools are left unattended. This disruption of classes becomes an ingredient for the erosion of the culture of teaching and learning in schools (Refer Appendix F, pages 126-127).

> *" Ja, you know last month, 5 educators had to go for this Grade 8 OBE workshops and the school became chaotic. We did not have people to go to all the classes and we had to combine certain classes. I would like the Department of Education to plan these workshops for educators during school holidays. I must admit, that I had found it difficult to cope at certain times and I feel that I cannot carry out all my tasks as I would have liked to. This year, we had very*

little staff development workshops and also certain sporting activities had to be cancelled."

❑ The norms with regard to teacher/pupil ratio need to be more conducive to allow for group teaching and manageable classes. According to Kniveton (1991:370), manageable class sizes improves teacher satisfaction and efforts should be made to keep class sizes as low as possible and provide training assistance so that teachers have the skill to involve their pupils as much as possible in the classroom activity. With the Department of Education's Rationalization and Redeployment programme, the number of educators allocated to schools have been reduced tremendously. All personnel at the school, including the principals, have to now take a teaching load if they cannot afford to employ additional teachers. The Department of Education can be seen as contradicting itself in the sense that they want to strive for quality education on the one hand, yet on the other hand they have increased the teacher /pupil ratio. It would be advisable for the planners in the various Education Departments to leave their offices where they normally do planning on paper and do an in loco inspection of schools in order to identify a suitable teacher/pupil ratio. In this way, they would be able to achieve the ideal of providing quality education and hence ensure the sound culture of teaching and learning in schools.

❑ The Department of Education, especially in KZN, needs to amend its policy on the promotion of personnel. The entire promotion process of school based educators is controlled by the School Governing Bodies of which most of them do not have the capacity to effectively carry out this important task. This has resulted in nepotism and favouritism being encouraged and the appointment of inexperienced principals who have very little expertise in carrying out their tasks effectively. From the literature study (refer Johnson and Snyder,1986:247), it has become very clear that

inexperienced principals are most likely to manage their schools in ways that create conditions that exacerbate a poor culture of teaching and learning. Further Smith and Andrews (1989:2) noted, that in order to improve the professional practice of school principals, there is a need to design administrative programs to help school districts to select principals who can perform instructional leadership roles.

❑ The Department of Education needs to conduct regular management workshops for both newly appointed and experienced principals to help them adapt to the numerous changes that are taking place in education. It should also initiate the formation of *principals' forums* where newly appointed principals can be exposed to the guidance of more experienced principals and learn from them how to manage their schools successfully. This was one of the suggestions highlighted by one of the principals during the interviews (Refer Appendix F, pg.138). This view is also highlighted by Johnson and Snyder (1986:247) where they noted that many principals continuously reported that their initial administrative training programs were limited both in content and methodology. It did not cover basic skills for effective school leadership and this disadvantaged many newly appointed principals. Roberts (1991:30) also endorses the idea of improving the principal's instructional leadership through peer coaching which is similar to the idea of the formation of principal's forums where sharing of technical knowledge is encouraged by a group of principals. Further, Smith and Andrews (1989:12) also emphasised that in order to facilitate good teaching, the principal must stay abreast of new developments in materials and strategies for improving instruction. The principal should maintain a personal development program that includes regular review of educational research, curriculum development, and new advances in understanding how children learn.

❑ The Department of Education should also set up a Pupil Welfare section to look into cases where educators abuse children. From the interviews, it was noted by some pupils that principals do not take action against educators who come drunk to school and do not teach. It was also noted that some educators make sexual advances towards learners which make them feel uncomfortable (Refer Appendix F, pg.146). Principals need to be guided as to how they should deal with such cases in their schools. Similarly, the Department of Education should also set up a Teacher Welfare section to help teachers resolve some of their personal problems. It has been revealed during the interviews (Refer Appendix F, pg.139), that Black teachers especially, lack personal financial skills and budgeting and as a result they have incurred huge financial debts. These personal problems cause stress and affects their performance in the classroom. These educators' minds are also not at ease while in school because of the constant fear of receiving summons and visits from "loan sharks." This uneasiness at school prevents them from performing at their best and they are not able to teach effectively. According to Smith and Bourke (1992 :45), education systems must provide the support structure which help teachers to make functional reactions to stress. Such support structures include the counselling services which are so often lacking, effective student welfare and discipline policies and collegial support structures.

❑ The Department of Education should also evaluate the teacher training courses at colleges of education and universities. Principals felt that the institutions, especially, Black Colleges of education are not appropriately training educators to take up their roles as educators after completion of their teaching training course (Refer Appendix F, pg.139). The Department of Education should also make every endeavour to train educators in subjects like computer sciences and technology which pupils show an

interest in. Pupils who are forced to take on traditional subjects such as History and Geography are not motivated to study and their interest in school is dampened. This lack of interest and motivation can be seen as one of the major causes of a poor culture of teaching and learning in schools. Nxumalo (1993: 57-59) in her research with schools in the township of KwaMashu (KZN) also found the need for Black teacher training programmes to improve and for Black pupils to be given the opportunity to do technical and science courses in order to maintain their interest in school.

❏ From the interviews (Refer Appendix F, pg.138), it also became apparent that the Department of Education needs to address the imbalances of the past apartheid system of education first, before it can introduce new teaching methodologies like Curriculum 2005. It was noted that these changes cannot work in schools where imbalances in terms of teacher competence, resources and facilities are still lacking. De Villiers (1997:80) recorded that although South Africa has one education department, it does not mean that all the problems of the former fragmented system are something of the past. The system is plagued by the same inefficiency problems as before, because the same teachers and administrative personnel are still running the system. These schools are characterised by a desperate lack of resources and qualified teachers.

5.4 GUIDELINES WHICH PRINCIPALS COULD ADOPT TO IMPROVE AS INSTRUCTIONAL LEADERS

According to Hutto and Criss (1993: 11) , the principal who is a true instructional leader will not only *talk the talk of an instructional leader*, but will also, **walk the walk of a committed instructional leader.** In the light of the above description, the researcher makes

the following suggestions to assist principals to become effective instructional leaders which hopefully will help them to sustain a strong culture of teaching and learning in their schools:

- **_Effective management of time_** : As noted in the interviews   (Refer Appendix F, pages 126 and 137) principals are finding it difficulty to carry out all the tasks required of them. The effective management of time will probably help such principals. This would involve principals drawing up a time schedule for different tasks, ie. teaching, administrative tasks, management tasks, instructional leadership tasks and consulting. Consulting must be done at specific times. Parents must be aware of these times so that they don't call at the school at odd times to discuss problems and disrupt the functioning of the principal when s/he is involved in other important duties. According to Smith and Andrews (1989:11) the instructional leader should demonstrate effective use of time and resources. He/she should plan, organise, schedule and prioritise work to be done and delegate work appropriately. Principals should devise ways of making more time available for instructional leadership. They should not waste a lot of time on unimportant tasks , such as telephonic enquires. Principals should try to train their clerks and other management teams to take over some of their administrative and management tasks so that more time can be made available for them to carry out instructional leadership tasks, such as classroom visits and supervision. Principals should also share instructional leadership tasks with other management members. They should conduct workshops with their management teams so as to acquaint them with the nature of the concept instructional leadership and guide them in ways in executing these tasks. When principals become overburdened with certain duties and tasks, they should extend their working hours to carry out

administrative/management duties after school hours. Instructional leadership tasks should be given priority and should be done during school hours when pupils and teachers are at school. Certain administrative and management tasks do not have to be done in the presence of teachers and pupil. When principals are requested to attend meetings or seminars, then they should adjust their time schedules to carry out the instructional leadership tasks first and then during their administrative / management time, they could attend these meetings.

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- The principal should present his staff with a vision in which direction s/he hopes to take the school. A principal needs a *clear vision* of the ideal state of affairs for the school from a cultural point of view, and need to believe deeply in moving in that direction. As noted in the interview with one principal, it was felt that in order to build teacher morale, the principal must have a unifying vision for the school so that the tasks related to the vision are formulated and carried out as a team (Refer Appendix F, pg.127).   According to Foran (1990:5) " *vision serves as the agenda for the future of the organization and the basis for all strategic planning. The inability to state one's vision clearly invites failure .*" This view is further endorsed by DuFour and Berkey (1995:3) who state that,   " Without vision of the school they are trying to create, principals will be unable to identify the initiatives that are necessary to move the school in a purposeful direction."

- Principals should adopt a democratic style of management and allow for *collaborative and participatory decision making*. This style of management helps build teacher morale (Blase and Blase,1998:143; Matsei,1990:3). When teacher morale is high, teachers become more productive which will help inculcate a sound culture of teaching and learning. As indicated in the interview data (Refer

Appendix F, pages 127,150-151) this would not lead to a line of demarcation of "*us*" as management and "*them*" as educators. Principals should therefore encourage teamwork in the school. Utilizing teachers as important partners in the management of the school will help share the responsibilities of the principal. Also, when teachers are involved in policy making, they would ensure that such policies succeed since they themselves were involved in its development (Matsei,1990:3). Teamwork creates a *culture of commitment and shared responsibility.* The principal should also encourage experimentation - allow for teachers to try out new teaching methods. They should avoid being prescriptive. From the interviews, one educator stated that she was very pleased with the principal because he encouraged them to experiment with new teaching methods (Refer Appendix F, pg.131).

■ Get educators to go for in-service training. Arrange such *INSET* programs with the relevant Departments of Education. Such training will give teachers confidence to handle changes and transformations that are taking place at schools. This type of INSET courses will also empower teachers in their subjects fields as stated by one principal in the interview. According to Smith and Andrews (1989:9) opportunities for new resources - grants, workshops, professional conferences, in-service training courses and volunteer services are usually sought by principals. Therefore, if principals want to improve COLT at their schools through teacher development, then they need to take these initiatives to provide teachers with opportunities to undertake such developmental courses. Further, Mohlakwana and Calitz (1996:44) stressed that the attendance of on-the-job in-service training programmes by teachers should be encouraged and enforced. Such short, intensive courses will lead to efficiency and job satisfaction.

Attendance of such courses will lead to innovative teaching methods and skills, thus increasing professional zeal.

■ Principals should also ensure that they themselves as instructional leaders are continually updating their knowledge in order to be effective. According to Niece (1993:15), instructional leaders should understand each subject well enough to *"talk the teacher's language"*. In this respect, instructional leaders who are not proficient in curricular content, should make every endeavour to update their knowledge in order to offer valuable guidance and support in order to retain credibility. In order for principals to achieve this, they need to read widely on curricular matters, attend seminars and courses on the latest teaching methodologies and make available relevant information, journal articles, and research findings on issues related to the curriculum of the school. Smith and Andrews (1989:12) have also noted this need for the principal's self-development in curricular matters (refer 5.2).

■ Principals should play an active role as *resource providers*. According to Barth (in Duke,1987:215) today's principal somehow has to generate resources where there are none and reduce needs as demands for services rise. Principals need to mediate between growing needs and shrinking resources. Principals as instructional leaders should be able to plan, negotiate sponsorships, and *design sustainable fund raising projects* with the assistance of all stakeholders of the school. This will help solve the deficit in state funding to the school. With skillful budgetary planning, the principal should gradually acquire new resources and equipment like computers so as to make available to pupils the choice of taking such new and desired courses which will gain their interest. From the interviews (Refer

Appendix F, pg.135), it became quite clear that some pupils are bored with the traditional subjects such as History and Geography. According to these pupils,

" I think the principal must introduce new courses in our school. We like to do computers and electronics like some other schools. This will make school more interesting."

" I also agree that we should get some new subjects. Some of the subjects, like History and Geography is very boring, but we have to do it if we want to pass Grade 12. "

■ Exercise *pastoral care* - empathize and help solve the problems that teachers may be experiencing. Research evidence by Andrews et al. (1991:98) and Smith and Bourke (1992:46) strongly endorse the need for instructional leaders to exercise pastoral care so as to maintain staff motivation and morale. Making teachers comfortable at the school will make them happy and help them to become more productive (cf. Appendix F, pg.127,130). The principal should note that teachers are human beings and as such are unique in their personalities. He/she must be sensitive to the needs of each teacher and help them develop as a professionals.

■ Appraisal and evaluation is also necessary for staff development, but this must be developmental and not judgmental in nature. The principal as an instructional leader should make regular classroom visits to check whether educators and pupils are experiencing any problems, and if so, they must help to find solutions. According to Whitaker (1997:156) and Blase and Blase (1998:108) this will ensure the *principal's visibility* and he/she will know on a first hand basis what is going on daily in the school. This *"wandering around"* as Blase and Blase called it , serves the following purpose: to *motivate teachers*; to *monitor instruction*; to *be accessible and provide support* and to *be kept informed*. During these casual

supervisory visits, the principal should look for the good that educators and pupils are doing and praise them as this will spur them on to do better. According to Smith and Bourke (1992:34) lack of rewards and recognition were the main causes of teacher stress. The implication of this for principals is that if they want to maintain high teacher morale, then they must make every effort to praise and recognise educators for excellence.

- Principals should facilitate *staff development.* According to Fielding and Schalock (in DuFour and Berkey, 1995:3) the key to school improvement is the willingness and ability of principals to *assume the role of staff developers* who make it their vision to "alter the professional practices, beliefs, and understandings of school personnel towards an articulated end." Also in the interview with the educator of the school where there was a sound culture of teaching and learning, it was found that the principal goes out of his way to carry out staff development programmes (Refer Appendix F, pg.131). Professional development approaches according to Sergiovanni (1996:145) should emphasize providing teachers with a *rich environment filled with teaching materials, media, books, and devices.* With encouragement and support, teachers would interact with this environment and with each other through exploration and discovery. Further, Short and Jones (1991:1) noted that principals who are judged as instructional leaders value their role as staff developers and consistently view themselves as role models for continual growth. Staff development also helps to empower educators in their subject fields which make them confident and boosts their morale. According to Doggett (1987:26), to become a productive instructional leader, the secondary school principal must translate the wealth of research on school excellence into an ongoing, school-based development program that will help teachers deliver

classroom instruction that increases student academic achievement. From this one can conclude, that staff development can be considered as a major factor in improving the quality of education and revitalising the culture of teaching and learning in our schools.

5.5 CONCLUSION

From the research findings, it was noted that the instructional leadership of the principal impacted greatly on the culture of teaching and learning in schools. With this finding in mind, the above recommendations and suggestions were offered. These recommendations are a combination of those highlighted mainly in the literature study and interview data . The researcher is optimistic that these suggestions could help both experienced and newly appointed principals in schools from varying backgrounds. However, it must be noted that these are not the only suggestions as to how principals can improve as instructional leaders in their pursuit to improve the culture of teaching and learning in their schools. Principals also need to identify other factors which may be impeding them as instructional leaders and work towards eliminating such factors.

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INTERVIEW SCHEDULE

INSTRUCTIONS TO ALL CANDIDATES
KINDLY NOTE THAT THE RESPONSES TO THESE QUESTIONS WILL BE CONFIDENTIAL AND USED FOR RESEARCH PURPOSES ONLY. YOU ARE THEREFORE URGED TO ANSWER AS HONESTLY AS POSSIBLE.

INTERVIEW WITH SCHOOL PRINCIPALS

❑*GENERAL JOB DESCRIPTION*

How do you experience carrying out your day to day management tasks at school, taking into account the numerous changes, transformations and challenges facing school principals ?

❑*TEACHER EXCELLENCE AND TEACHER MORALE*

What ideas can you suggest which a principal as an instructional leader could use in building teacher excellence and morale at schools and how would you go about implementing these ideas?.

❑*SCHOOL CLIMATE AND PUPIL MOTIVATION*

What role do you think a principal can play in creating an organizational climate conducive to building pupil motivation and increasing educational activity?

INTERVIEW WITH EDUCATORS

❑*TEACHER MOTIVATION AND EXCELLENCE*

Reflect on your present school situation and describe how the principal's leadership (or lack thereof) effects your commitment to teach and perhaps inspire you to excel in your teaching tasks.

❑*SUGGESTIONS FOR IMPROVEMENT OF PRINCIPAL'S INSTRUCTIONAL LEADERSHIP ROLES*

What suggestions would you offer to principals to develop as instructional leaders so as to improve the culture of learning and teaching at your school or schools in general.

INTERVIEW WITH PUPILS

Tell me about some of the things that your principal does or does not do at school in order to motivate you to learn and excel in your school work and sports?

BIOGRAPHICAL QUESTIONNAIRE FOR PRINCIPALS

NOTE: INFORMATION SUPPLIED WILL BE KEPT ANONYMOUS AND CONFIDENTIAL

1. Total number of years in the teaching profession   [_____]

2. Number of years of service as a principal   [_____]

3. Qualifications :   Professional   _____

          _____

          Academic   _____

          Other   _____
          _____

4. The present roll at your school   [_____]

5. Number of years at the present school   [_____]

6. Number of staff development workshops conducted this year   [_____]

7. Number of professional development workshops attended this year   [_____]

8. The subjects you teach this year, if any   _____

          _____

9. Number of educators, management, and non-educators in your school   [_____]

10. Achievements of the school, if any _____

_____

_____

11. Any major problems being experienced at the school at the moment?

_____

_____

_____

12. What was the highest matric percentage pass rate obtained at the school? [_____]

THANK YOU FOR YOUR CO-OPERATION

BIOGRAPHICAL QUESTIONNAIRE FOR EDUCATORS

NOTE: INFORMATION SUPPLIED WILL BE KEPT ANONYMOUS AND CONFIDENTIAL

1. Total number of years in the teaching profession   [_____]

2. Qualifications   : Professional   _____

                                        _____

                      Academic   _____

                      Other   _____

3. Subjects presently teaching   _____

                                        _____

4. Grades in which the subjects are being taught _____

5. Average number of pupils per classes being taught   [_____]

6. Number of professional development workshops attended this year   [_____]

7. Availability of teaching resources [SUFFICIENT / INSUFFICIENT]

                                        _____

8. Curricular support from management [GOOD / FAIR]   _____

9. Codes of sport / cultural activities that you are in charge of :   _____

    _____

10. Are you presently improving your qualifications ? If YES, what field of study are
    you engaged in ?

    _____

    _____

11. How often do you consult resource material in the libraries or other places to
    improve your teaching ?   _____

12. Are you suitably qualified to teach the subjects that you are presently teaching?

    _____

THANK YOU FOR YOUR CO-OPERATION

COLTS LAUNCHING

" TOGETHER WE CAN MAKE EDUCATION BETTER "

1. Opening Prayer

2. M.C.'s Remarks

3. Welcome :   S.E.M.

4. Introduction of Guests

5. Purpose :   Dr. S. Budhal

6. Speech :   Parent

7. Speech :   Learner

8. Speech :   Health Department

9. Oath :   By All

10. Announcements

11. Closure (National Anthem)

Refreshments ! Refreshments ! Refreshments !

Guest Speaker
" Perfect Malimela "

DATE : 10 :02 :2000   VENUE : ETHEMBENI SCHOOL

TIME : 12:00

CAMPERDOWN DISTRICT
MPUMALANGA NORTH & SOUTH
PRINCIPALS, DEPUTY PRINCIPALS & H.O.D
WORKSHOP

DATE: 09-09-99
VENUE: MPUMALANGA COLLEGE
TIME: 9H00

AGENDA

1. Prayer by MRS MKHIZE (Emaxulwini)
2. Welcome and comments on : J.M. SHABANGU
   (a) Outstanding Audit
   (b) How to draw a C.V
   (c) Audit of S.G.B

3. **WORKSHOP ON**
   (a) Colts by DR. BUDHAL
   (b) H.O.D by MR HALE
   (c) D.P. by MR LOMBARD
   (d) Examinations by MR SUBRAYEN
   (e) Effective Management by MRS KGANYE
   (f) Vote of thanks by MR M.G. NDLOVU (SIKHETHUXOLO)

4. Closing prayer by MRS NGCOBO (Enyosini)

S.J. MCHUNU
SEM: MPUMALANGA SOUTH

TRANSCRIBED INTERVIEW WITH A SCHOOL PRINCIPAL (SCHOOL A)

R: " Mr. X, I would like to thank you for allowing me this time to have this
      discussion with you. Tell me, generally how are things at school ? "

X :   " The transformation is at a very high rate and a huge amount of information is being
       cascaded downward as an avalanche. The process of assimilating, implementing and
       follow ups is rather a stressful one. Well, as a principal you should know what this
       'R and R' (Rationalisation and   Redeployment) is doing to our schools. Everytime you
       will notice that there is a change in the PPN (Post Provisioning Norm) ...... one year
       you have a shortage of educators and then the next year you have surplus educators.
       Secondly, the reduction of manpower through 'R and R' has impacted the morale of
       teachers negatively. Delegation of duties and involving the community seems to be
       the order of the day. "

R: " Yes, most of us have the same problems at our schools. Tell me how you are
       coping with these changes ? "

X: " I am coping well, but it is the educators who feel insecure because they don't
       know when they would be affected. Their morale is low and this effects their
       performance in the classroom. Fortunately, in my school, I have only one such
       case of an excess teacher this year . "

R: " Yes, I can understand. Tell me, do you think that this low teacher morale and
       job insecurity is contributing to a poor culture of learning and teaching ? "

X: " Yes, Doc. I have noticed a marked decline in teacher performance since this
       R and R thing came about. But as I said, I have not suffered the full impact of this at
       my school, but I can tell you for sure that other schools in the township are strongly
       affected by this R and R. "

R: " Tell me how do you experience carrying out your day to day management tasks at school, taking into account the numerous changes, transformations and challenges facing school principals ? "

X: " Yes, I must say that the task of the school principal is very challenging nowdays than before. Er.......one of our most challenging tasks is to manage the school with very little resources and finances. You are aware that since the Department of Education has cut back on our funding, we find it difficult to run our schools effectively. We must continously raise funds to pay our accounts. The money allocated to our schools is absorbed by the purchasing of text-books and stationery. We rely on school fees to pay our other domestic accounts. It becomes very difficult when learners don't pay this school fees, because then our budget gets upset. I don't blame the pupils, because many, many of their parents are unemployed. .... It is very difficult for us to buy resources like computers and new learning aids. "

R: " Yes, I understand, we are faced with a similar problem."

X: " You will realise the effect of this. We now have to devote more time devising fund raising projects as well as carrying out our other tasks. We have to carry out developmental appraisals, teach classes, talk with parents when they have problems, see that the activities on the year plan is being carried out, attend workshops, attend to disciplinary problems of pupils and serve relief when teachers are absent. ..... Nowdays teachers have to go for many workshops....sometimes for many days. You know nowdays more teachers get absent than before. I think that they are not happy with their jobs.   .....You know our SGB's (School Governing Bodies) are not fully conversant with their roles. I have to have regular discussions with them on their role function."

R: " Tell me what kind of problems do you experience when teachers go on workshops ?

X: " Ja, you know last month, 5 educators had to go for this Grade 8 workshops and the school became chaotic. We did not have people to go to all the classes and we had to combine certain classes. I would like the Department of Education to plan these workshops for educators during the school holidays. I must admit, that I had found

it difficult to cope at certain times.......and I feel that I canot carry out all my tasks as I would have liked to. This year, we had very little staff development workshops and also certain sporting activities had to be cancelled."

R: " Tell me what ideas can you suggest to a principal as an instructional leader in building teacher excellence and morale and how could this be implemented ? "

X: " Firstly, we must emphatise with educators and understand that there are many changes affecting them such as the ' R and R' , larger teacher / pupil ratios, longer teaching hours and new teaching styles......I am referring to OBE. We must help these teachers to accept and adapt to these changes. When we support and guide our educators, they will feel happy and confident.....and this will help to build their morale. We need to also praise our teachers when they do well as this will encourage them to continue to do well all the time.......... You know recently, I found a big change in the attitudes of educators when I started to allow them to be part of most of the decision making processes at school. These teachers began to show more commitment towards their tasks. Of course, there are some teachers, who still don't participate in staff decisions, and tend to shy away from decision making processes. I don't really know what is really wrong with these educators. I always try to encourage teachers to take part in decision making.
Also, the greatest motivational factor is to have a unifying vision for the school
so that the tasks related to the vision are formulated and carried out as a team.
Regular feedback checks and redefining the vision is important. The principal by virtue of his position, needs to lead by example,........ that is, be organised in handling issues. The structural organisation and development of personnel is vital, the role of a class teacher and interaction with LRC .... the role of the of the HOD, the Deputy Principal....should be clearly defined in terms of function and co-ordination. "

R: " How do you help educators who are experiencing problems in the classroom ? "

X: " I sometimes discuss problems which teachers are facing, for example, lack of textbooks and difficulties in teaching certain subjects. You know some teachers are forced to teach subjects like Economics and Science, but they are not very well equipped. They have not specialised in these subjects. I feel very sorry for

them. But, I try to help wherever I can . I get the good teacher (experts) to help these teachers who are unfamiliar with their subject content. Whenever I have the time, I also bring material from other schools and discuss this with them, but I know this is not enough......these teachers have to do extra reading and learning in order to teach these unfamiliar subjects."

R: " Very interesting. I can see that you are really taking care of your teacher's interests. Tell me, what role do you think a principal can play in creating an organisational climate that is conducive to building pupil motivation and increasing educational activity ? "

X: " Firstly, for a school to be conducive to learning, there must be good discipline. We can get good discipline if we have a good Code of Conduct. Our pupils must also know what the rules are in the Code of Conduct. Then, teachers must teach. They must be well prepared so our pupils will be occupied. We must also make our teaching interesting to get pupils motivated. When we use good teaching methods, then our pupils will be motivated. Unfortunately at our school we cannot offer subjects like computers and technology because we don't have the resources and teachers to teach these subjects.....but it is my ambition to introduce these interesting subjects in the future. ....You know, in our school we always praise pupils who do well in certain things like....for example...when a pupil does well, we put his or her name on our achievement board for all other pupils to see."

R: " In other words, your school praises pupils for outstanding achievements."

X: " Yes."

R: " Tell me, what kind of sporting activities do you have at this school ? "

X: " We play mainly soccer, netball and have athletics. This is what our pupils really like.......... We also have cultural activities such as plays, traditional dancing and poetry recitals on certain occassions."

R: " Tell me, do you think these activities make school life interesting for pupils ? "

X: " Yes, definitely."

R: " Very good. Finally, tell me what is your most important wish as a principal ? "

X: " Well, there are many, but the most important one, is for the Government to give more money towards education, so we can run our schools more effectively."

R: " Thank you very much for your time and your valuable input. I wish you well at your school."

X: " Thank you , no problem. "

TRANSCRIBED INTERVIEW WITH AN EDUCATOR (SCHOOL A)

R: " Mrs. Y .... thank you for volunteering to have this discussion. I really appreciate your cooperation. Well, tell me how are things with you in general ? "

Y: " I am fine. I have just been reading the document with the changes in our conditions of service. I am really excited about our new pay increases and the additional once off payment of R850 that we would be getting at the end of the month."

R: " It is very good to see you are happy. Tell me, are you always this happy ? "

Y: " Yes."

R: " That is very good......Now tell me...... you know that all the information you give me will be kept highly confidential......O.K..... Then describe how your principal's leadership (or lack thereof) affects your commitment to teach and perhaps inspires you to excel in your teaching ? "

Y: " Well I must state at the outset that I am very happy to work under our principal. He is a very kind and understanding person. He always tries best to help us when we have problems and tries to make us happy. The best thing that I like about him, is that he acknowledges us for things that we do well. He makes it a point to thank us when we carry out sports duties or help the school in anyway. Whenever we are sick, he normally enquires from us when we return as to how we are feeling."

R: " Are those the only things he does to make you happy ? "

Y: " No, not really."

R: " What else does he do in relation to your teaching tasks ? "

Y: " He carries out supervision and makes us aware of how we can improve in

our teaching. He arranges for workshops in order to discuss new information. He sometimes brings resource materials from other schools and discusses this with us. Recently, he purchased some teaching aids and textbooks which we requested.....The one thing I like about him is that he encourages us to experiment with new teaching methods and always tells us to discuss our lessons with our colleagues. I think I ... would be correct to say that he allows for a lot of staff input in decision making which makes us feel important. He does not adopt an autocratic attitude you know. He gets involved in our sports and cultural activities and the pupils seem to like him. They don't do the wrong things..........I.... I think because they know that they might offend him.

In general, his attitude towards educators and pupils is pleasant, but he maintains good discipline of the pupils. I think because of the good discipline at our school, we feel encouraged to teach. I think, finally, I can say that he always makes the time available to discuss whatever problems we are faced with."

R: " I am very pleased to hear this. Then tell me briefly what suggestions you could offer to other school principals to become good instructional leaders ? "

Y: " Firstly, they must rspect teachers and children at the school. Then they must recognise the good each teacher does and praise them. They must allow teachers to be part of the decision making process at school......just like in our school. Then they must help teachers when they experience problems in the classrooms. Also, school principals must set good examples for teachers to follow. In other words......they must come early to school........they must get involved in all activities of the school..... In this way, teachers will feel encouraged since their principal is with them in whatever they do. Principals must not just dictate to teachers. I think it is very important for principals to treat all his teachers alike. I think if principals can do this, then their schools will run smoothly."

R: " Does your principal have favourites ? "

Y: " No, he does not."

R: " Good. Tell me do you think that supervision by the principal is a good idea ? "

Y: " Yes. I think so ......as long as it will benefit the teacher."

R: " How do you think it will benefit the teacher ? "

Y: " The principal can provide guidelines as to how a teacher can improve his teaching and also the principal can see for himself what problems teachers experience in the class and help to solve them."

R: " Tell me, would you like to become a principal one day ? "

Y: "No."

R: " Why do you say no ? "

Y: " Principals have a lot of work. They are responsible for many things and are accountable to many people. I would prefer to become an HOD."

R: " O.K. I must thank you for your input."

Y: " I hope my answers will help you in your research."

R: " You can be assured that your responses are important and I want to thank you again."

Y: " O.K."

TRANSCRIBED FOCUS GROUP INTERVIEW WITH THREE LEARNERS (SCHOOL A)

R: " Good day to all of you. My name is Budhal and I am doing some research. I would like to ask you a few questions and I would like you to answer as honestly as possible. Your answers will not be made known to anyone besides myself. I will also not mention your names in this recorded interview
O.K. tell me generally how are you doing at school ? "

A: " I am enjoying myself, but the work is getting difficult now and I have to learn harder."

B: " School is fine. We enjoy our learning and our teachers are hardworking."

C: " I like school very much. I am working very hard because I want to become a lawyer when I finish high school."

R: " Well, very good. Tell me what your principal does or does not do at school in order to motivate you to learn and excel in your school work and in sports ? "

B: " Our principal is very concerned about our progress and always talks to us to learn hard when he addresses the school assembly. He involves the outside world to come and advise us about the realities of life in general. "

A: " I notice that he always checks with our class teachers to check if we are experiencing problems in the class. He sometimes comes to our class and speaks to us about doing well at school so that we can get a good job when we leave school. He also invites people to motivate us from the circuit office as   well as people from the corporate world. "

C: " He is very stern and does not allow any misbehaviours. When children do wrong, he calls for their parents. He sometimes invites pastors and social workers to advise us. He invites pastors to moralise us. "

A: " Yes, I think we have good discipline at our school and that is why we can learn properly. He allows us to share our ideas with the teachers through the LRC. "

B: " I also know that he arranges for our teachers to come to school during holidays and weekends to give our Grade 12 children extra lessons...... but I think some of the children don't come to the classes and this makes him very angry. He tells us clearly what is expected of us and shares with us in the assemblies any new ideas and information that relates to us."

A: " He organises functions to promote self-esteem through social workers. He also encourages us by allowing people from motivational society to talk to us ."

C: " He also tells us how each subject combination will affect our future."

R: " In terms of sports and other cultural activities, how can you describe your principal's involvement ? "

C: " When pupils or the school does well against other schools, he announces this in the assembly and praises the pupils because they are bringing a good name for the school. He sometimes comes to the matches and watches how well we play."

B: " Last month he took some of our class children to another school for debates , but I don't think our pupils did well."

A: " I think the principal puts certain teachers in charge of certain programmes such as Cultural Day celebrations, Arbour Day and Water Week and also other celebrations. He also organises Awards Days to motivate us in our sports and education."

R: " What else does the principal do to ensure that pupils are learning during teaching time ? "

A: " Oh...... he makes sure that we start school in time. Last year he spoke to all the taxi-drivers to bring us early to school. He also takes all children who come late to

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school to his office and scolds them. When children stay away from school for a long time, they must see him in his office when they return to school"

C: " During the day, he walks around the school to see that no children are outside the classroom. Sometimes when there is no teacher in our class and the children are making a big noise, he comes in to check what is happening. He gets angry when teachers leave the class unattended. He is also an effective disciplinarian thus firm but kind."

B: " I am afraid to get caught misbehaving because the principal knows my father and he complains to him when I misbehave or do badly in school, but I still think he is a good person. He also calls in other parents to monitor their children's' work."

C: " He talks to us about the positive things in life like honesty, punctuality. He also calls in our parents to talk about our work. "

R: " Tell me, in what way do you think the principal can improve the school ? "

C: " I think the principal must introduce new courses in our school. We like to do computers and electronics like some other schools. This will make school more interesting."

A: " I also agree that we should get some new subjects . Some of the subjects, like History and Geography is very boring, but we have to do it if we want to pass Grade 12."

B: " I would like our principal to get more teachers in our school because at the moment our classes are big and our teachers can't listen to all of us sometimes. I would also like it if our principal can get us to play other sports like basketball, volleyball and cricket. The only sports we play is soccer and netball."

R: " Did you ask your principal to try and introduce these new games ? "

B: " Yes, and he told us that he will look into the matter, but nothing has happened
       as yet."

R: " O.K. I don't want to take up much more of your time. I want to thank you all
       for your input ."

A: "Bye."

C: " Bye -bye. "

R: " Bye and enjoy the rest of your day."

TRANSCRIPT OF INTERVIEW WITH PRINCIPAL (SCHOOL B)

R: " Good morning Mr. ....I would not mention names because of the confidentiality of our recorded interview. I want to state at the beginning that all information and input made is used for research purposes only..... O.K..... lets start off generally. ....How do you manage carrying out your day to day tasks at school, taking into account the numerous changes , transformations and challenges facing school principals ? "

T: " Well, as a new principal, having taken over in a changing situation, well I found it very difficult to carry out my day to day duties as a school manager....because of the many changes that have been introduced which have never been communicated properly to principals and as a result we have been taken out from schools in order to be acquainted with these new changes and as a result one spends most of his time away from school."

R: " So, I would be right if I had to say that being taken away out of school to attend workshops and other seminars is having a negative effect on your running of the school."

T: " It is having a negative effect in the sense that its the time....the time of these workshops have that effect on the management of the school because we are taken during teaching hours and even if we are to introduce what we get at those workshops it is usually too late. It will be better if we had these workshops when schools are closed in December so that when the year begins one could make proper planning. "

R: " I see.... ..Is that the major change that is having a negative effect or are there other changes as well ? "

T: " Well ...the other changes that are having a negative effect in the running of the school is this new culture of rights in our society. It is a new thing and it is being abused because in every document that there is about rights ....nowhere does the word responsibility come in. So it is easy to abuse a right rather than a responsibility."

R: " The other changes, for example, changes brought about by the Department of
        Education,..... for example, in terms of school funding, introduction of a new
        curriculum such as Curriculum 2005. These are all basically changes and how
        are they affecting you ? "

T: " Starting with Curriculum 2005, in paper it has good intentions, but the way it has
        been introduced has disrupted schools, and is going to disrupt schools in the sense
        that in my opinion it was putting the cart before the horse because there have been
        no proper planning, there has been no leveling of the playing fields before it was
        introduced, for example, to carry out OBE , you need smaller classes, you need
        properly trained educators, with us as Africans, it is an open secret that our training
        was Apartheid based. We were not prepared properly for the classroom situation.
        Now we are expected to carry out a new thing with an old training."

R: " I see, I understand that this is a very legitimate problem. I understand. ... O.K.
        next I would like to ask you, What ideas can you suggest which a principal as
        an instructional leader could use in building teacher excellence and morale at
        school and how would you go about implementing some of these ideas. "

T: " I think that the first thing would be for principals to be properly prepared   for
        their job ... because the situation now is , you go to an interview , you are promoted
        and given a letter of recommendation and taken to that school and you are asked to go
        on , without an in-service training where you'll have experienced principals who will
        prepare you for what ...... the realities on the ground as a principal .. so that will be the
        first thing. The second thing is from the Department, we need a continuous support
        base which will be structured, in my opinion , a quarterly based and which will be
        based on the needs analysis from the principals , as a new principal...... what do I need
        to be work shopped on, so that when they design the workshops, the workshops will
        address really the needs of the principal, so if I were in that position of power, the first
        thing would be to design some crash course document which every principal, newly
        promoted principal will have to read , will have to be work shopped before going to
        that field. And the second thing would be to create a forum made up of experienced
        principals, people who have travelled this road before, so that those people will initiate
        the new managers."

R: " I see, in other words you mean...... to share the knowledge of the old experienced principal with the newly promoted principals. ....I agree with you , that is a very good idea, but I just want to focus on the other part... what suggestions do you have to improve teacher excellence and morale at this school ? "

T: " Well , I think the first thing is the empowerment of educators in their field of study. The reason that I am saying that, if we are not sure of the subject that we are teaching, definitely you would find it not right to go to class....you won't have high morale. The problem, we are having with teachers , is that in our African universities, and African colleges, we were not trained to be educators...I don't know what was happening...as a result when teachers come to the classroom, they find that the situation is different from what they got from universities...so I think the best thing would be for the Department to not retrain, but to re-service the educators so that they would have confidence and they would become authority in their fields and that would raise the morale...that would be the first thing. The second thing would be the improvement of the conditions of service, it is an open secret that in our African schools , more especially, the conditions are very bad, for example, the issue of security, the issue of textbooks, the issue of classroom teacher/pupils ratio is still a problem....as a result it is very difficult for an educator, for example in the school where I am, we have 346 Grade 8 pupils squeezed into 4 classrooms.... so for an educator , teaching languages in that, definitely won't do justice to his or her work. So the second suggestion would be to improve the conditions of service. And the third thing, the Department has to look into the financial advice to educators, because most of them have been victims of loan sharks, most of them are unable to do personal budget, as a result, lot of them are in debt and they are unable to come to school in fear of sheriffs and fear of this and that. So we need Departmental.....section, where it will look at workshops for personal financial advice to educators. "

R: " I see that this is a big problem."

T: " Big problem ...big problem."

R: " Do you sort of exercise any pastoral care over these teachers and assist

them when they have this kind of problems ...and advise them as to how they should do their financing and advise them such that they are more at ease when they come to school and they are not troubled ? "

T: " At school we have established a forum made up of senior educators divided into two, one group looks at the issue of learners, problems at home, abuse, finances and that and there is another section of senior educators, made up of management, where we have agreed with educators that if we have any personal problems which impacts negatively on your work as an educator, whatever problem, you share it with the section and I must say it has worked......it has worked. "

R: " I must say that is a very good idea and I have not seen this at schools. It is something new. I think, that we can all learn from that as well. O.K. .. with regard to the school climate and motivation, what role do you think that the principal can play in creating an organisational climate that is conducive to building pupil motivation and increasing the educational activity ? "

T: " I think the first thing for a principal is to be a role-model. Role model in attendance, a role model in dress code, a role model in any activity that is there in the school. That would be the first thing. The second thing, for an example, what I do in this school is to tell the learners the way you manage the school, for example, I have said to them, that mine is an open door policy..... that if as a learner, you feel that there is something the school can do to improve it, you have all the right in the world to come straight to me, to say, principal, I have this suggestion, what if we do this in our school....that would be the second thing. The third thing, learners like to see change. As a principal you should strive to make changes that would suit the learners, for example, we have have purchased most of the things that would make learning easier. We have purchased computers, we have purchased overhead projectors, photocopiers, we have duplicating machines, we have fax-machines, we have everything that would make the learning and teaching easier. And the fourth thing, most of these learners are from poor backgrounds , where there are no recreational facilities in the area, so for learners to be motivated, the school has to follow a vigorous extracurricular activities. So what we have done at the school, we have even allowed learners to introduce their own sporting codes which are not here in the school, for example, this

year they have introduced cricket, so as the principal of the school, I have written to the cricket board to ask them to donate to us their old cricket gear....so we need that."

R: " O.K. that is fine. Now finally, as a principal, what is your most important wish in education ? "

T: " My most important wish ..is for the Government or the Department to divide education into two. We should have education designed for those learners who are academically inclined and we have to design education for those learners who are not academically inclined, because the problem now which is a cause of low morale in learners .....we explain to them in academically inclined education, whereas we know exactly there are those who will never go to the universities or technikons and as a result those learners cannot be motivated because whatever they do, they know that they will never pass matric.......that is my wish."

R: " I agree with that as well.....I must thank you for time and your valuable input."

TRANSCRIBED FOCUS GROUP INTERVIEW WITH PUPILS (SCHOOL B)

R: " Good morning to all of you."

All: "Good morning"

R: " My name is Rishi Budhal and I am doing some research with regard to the culture of teaching and learning at schools and I want to assure you that the questions that I ask you and the responses that you give me will be kept highly confidential.......no names would be mentioned and the information is basically used for research purposes only.   O.K , lets us start of generally.....tell me how you are experiencing school, how are you coping at school..... and things like that ? "

D: "Well here at school I would say that we are coping very well because when having a problem , maybe when we don't understand a certain teacher, we are able to go to the principal and tell him that we don't understand a certain teacher, then he will be able to get us another teacher that we will be able to understand."

R: " I see."

E: " I think to come to school is enjoyable because of the teacher that we have and our principal. Our principal and his staff are open people.. you can talk to them about anything and they help...they give us some motivation to come to school and do schoolwork."

F: "As they said we are coping very well although we do not have enough teachers like the guidance teacher and career guidance , we don't do that, but anyway we can say we are coping very well."

R: " I see, it is very pleasing to note that you are coping very well at school and that you are enjoying your school life.. O.K....the next question that I would like to ask you...tell me about some of the things that your principal does or does not do at school in order to motivate you to learn and excel at your school work and sports?"

D: " What I can say is that our principal...he is giving us some advice on schoolwork....he is able to give us advice about continuing school........ that we could say that school is very important .....that he is able to do that."

R: " I see ."

E: " And he also visits us in classes so that we can be motivated in schoolwork and we are able to talk to him when we have problems in school ...he is an open person.. he'll do his best to keep us motivated."

R: " I see. "

F: " Although he has done all those things, but there are things that he hasn't done ..like he has promised to bring computers in this school, but he hasn't done. He promised last year and this year is at the end but he didn't do it. Ja, he is doing the best , but there are some things that he does not do."

R: " I see. O.K. with regard to the getting of computers to the school, have you considered that , sometimes it is difficult for the principal to get these computers and introduce new courses because of financial restraints and resources...if you could just tell me in what direction or what kind of initiatives are being carried out at the school to try and get these new computers and new learning areas ? "

F: " He called our parents and said the school fees will be raised so that he can afford to buy computers for the school , but the school fees were raised, but nothing has happened and our parents are still waiting for computers....they still ask us 'are there computers in your school ?' and we say 'no' ...... they said why did your principal raise the school fees if he is not buying them, and we said that we don't know. "

R: " What else does your principal do at school to sort of motivate you all to learn and excel, for example, how does he praise you'll or praise the children .....and things like that ?"

D: " He praises us by giving us some awards.. something like that if you have done excellent work... maybe he will give you an award and announce it in the assembly."

R: " So , in other words you telling me that when pupils excel at school he is praising them at the assembly and presenting them with awards."

All: " Yes ."

R: " O.K. ...that is very good, anything else outstanding. "

E: " Well at the end of the year, our principal arranges something like a meeting to give each and every student who had done their best in their work, to give them trophies, certificates, and other things....so he motivates us to do our best."

R: " I see. "

D: " As you know that if you have done your best you will get something at the end of the year. "

R: "I see. O.K...... tell me briefly about sports and extracurricular activities at the school. When we talk about extracurricular activities, we refer to participating in netball, soccer, cultural games, plays and things like that ? "

D: " Even though we do some sports here in our school, but the sports that we do, we are not satisfied because we got only two sports. If you are unable to do those sports, then you don't do anything. I can't do netball and I don't like it. What I would love to do is maybe swimming and drums, but we are unable to get that thing ...there is only netball for the girls and karate. No, I don't like karate.. so I don't do any sports."

E: "I think he is trying his best.. but because of the financial problems....that is the reason why we don't have lots of sports."

D: " Maybe, but drums is very easy.......you cannot say that you are having financial problems on that because you can get a teacher and do that if you want to. So maybe, I can say he is not interested. "

R: " So if you tell me in other words, if I am reading you right, if there is a better sporting programme at the school, you think this will gain the interest of the pupils and also bring them to school regularly."

All: " Yes. "

R: " O.K. with regard to sporting , there is some sort of limitation which you would like to improve. "

All : " Yes. "

R: " O.K. ..tell me something about the discipline in the school and punctuality and how this affects the teaching / learning situation ? "

F: " At this school, I can say that there is a lot of discipline because if you are absent from school maybe for four days, you get suspension and you come back with your parents ... I can say that it is very strict. "

D: " I will agree, discipline is fine and we don't have a problem."

R: " And in terms of punctuality...the starting of school at the prescribed school time and finishing at the prescribed school time."

F: " That's also going well. "

R: " You say that's going well...so you are starting at the prescribed time and finishing at the prescribed time and you are not losing any teaching time ."

All: " No."

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R :   " So , can you attribute this good punctuality to the principal's leadership of the school."

All: " Yes."

R: " O.K. ....tell me is there any other factors outside the school which is sort of having a negative effect on the interest and the teaching /learning situation at the school ? "

F: "Yes, there are. Some of the teachers arrive here at school drunk and not doing their work and sometimes they used to stay in the staff room and not going to classes and sometimes we end up going home without learning anything."

D: " And just to add , some teachers propose to the school students and we as learners don't feel comfortable with it. "

E: " And he does nothing about that......he's done nothing."

R: " I don't understand when you say propose."

E: " Proposing love... proposing love to the learners."

R: " To the learners."

All: " Yes. "

R: " I see..... is that a major problem at the school ?"

All: " Yes. "

R: " I see . So you say that the teachers are to be blamed here. "

All :   " They are to be blamed."

R: " And the principal does not do anything about it. "

All: " Yes, he knows it."

R: " He knows about it....he is aware of it."

D: " He's been told, but he doesn't do anything about it."

R: " Have you had any sort of major problems with regard to that, where for
        example, the whole situation blew up and the community became aware of it ? "

F: " No , not yet. "

R: " Not at the moment. "

F: " Not yet. "

R: " I see. O.K., finally tell me in the form of a summary , what are some of the
        things , that you would like to be done at the school in order for effective
        teaching and learning to take place. "

D: " O.K. ..what I would love , maybe the principal to tell any teacher mustn't
        come to school when drunk, because when drunk, no one can teach when drunk .
        We cannot understand the teacher when drunk , but they do come to school when
        drunk and teach us .. you know , useless things , things that we don't understand ."

E: " I think that our principal must be against teachers who propose to students...I
        think that it is wrong... our principal supposed to be against them , but he does
        not."

F: " And I think , the principal must employ more teachers... there are a lot of
        teachers in this school... there are teachers who are not well literate. "

R: " When you say they are not well literate, you mean they are not specialised and capable of teaching the subjects which they are teaching."

F: " Yes. "

R: " I see ...... O.K. ...I want to thank you very much for your input . I want to assure you again that everything you have said is just between you all and myself and nobody knows about it. This is only for research. "

TRANSCRIBED INTERVIEW WITH AN EDUCATOR (SCHOOL B)

R: " O.K. ......I want to thank you for assisting me and participating , and giving me some of your time. Basically, I want to tell that your responses are for research purposes only. The reason why I am recording this, is that it makes my transcribing easier, because   I cannot remember everything you say. "

P: " Right."

R: " But, I can assure you that everything you say is highly confidential. O.K.....tell me generally, how are you experiencing your teaching....any problems   you are experiencing, are you enjoying your teaching at the school and things like   that ? "

P: " Well.....the main thing that I can complain about is the number of pupils in class........like a subject like mathematics.........can you imagine teaching more than 60 students in a class.......for instance, I got one class in Grade 8 A, there are exactly 90."

R: " Ninety to one class ! "

P: " Imagine teaching a subject like mathematics.....you don't have time for   each individual.. Now another problem, when it comes to marking........you can't mark the 90 exercise books.....so what we normally do .....I give them homework, in fact, it is impossible to even give them class work.........the duration of periods is 40 minutes.....now I teach for the 40 minutes and I am forced to give them homework everyday. Then, the following day before we start with another lesson, I have to mark together with them, because I cannot mark each exercise. That's the main problem...the number. "

R: " I see, so basically this large pupil numbers in class is having a negative effect on your teaching ."

P: " Definitely,.....definitely."

R: " Would you say that this affects your morale ? "

P: " Exactly,....exactly."

R: " O.K... I see.....the next question , I would like to ask you......reflect on the
        present school situation and describe how the principal's leadership or a lack
        thereof   affects your commitment to teach and perhaps inspires you to excel in
        your teaching tasks."

P: " Well, ...what I have noticed.......noticed.....and I hope this is between the two of
        us."

R: " Yes...definitely ."

P: " What I have noticed is that we don't have transparency......there's no consultation.
        What the management will do, is simply make decisions, take them and impose
        them on us, without consulting us to hear our views. I mean this is the only thing
        that I can complain about.....otherwise every other thing is all right."

R: " So, the only thing that you are not happy about is that there is no participatory
        decision making at the school. "

P :   " Ja, I mean if there is no consultation, this definitely leads to this concept of us
        and them.......there is a line of demarcation and I don't believe that it will contribute
        to the smooth running of a big institution like ours. "

R: " I see......I understand that problem. If you say that is the only problem, then what
        are the good leadership qualities exercised by the principal which sort of
        motivates you to teach or excel in your teaching tasks ? "

P: " Well, for instance, one thing that I like, for instance in the Science department,
        our department, we use team-teaching, for example, I am teaching Grade 8 this
        year, but if a teacher, for instance in Grade 11 says that he is not happy with
        certain aspects of mathematics, then he is free to take any other mathematics
        teacher to deal with that topic, like for instance , I myself am teaching Grade 8,

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but if I feel that I am not happy with a certain aspect, I can call another colleague to teach my class."

R: " I see.......that is a very good idea."

P: " Exactly."

R: " Any other thing ."

P: " So we don't have much problems, I believe every other thing is all right."

R: " I see...O.K. what suggestions would you offer to principals to develop as instructional leaders so as to improve the culture of teaching and learning at our schools ? "

P: " Well, I do know, if we have regular workshops, especially by more qualified people, I think that would contribute greatly to the teaching. "

R: " What actually I am focusing on , is , what suggestions can you give your principal to improve himself as an instructional leader. What are some of the things he must do so that everybody at school are happy, teachers are happy, learners are learning. What are some of the things that he should implement ? "

P: " Well.. the main thing , I don't believe in a leader who keeps people at arms length. I believe in consultation, I believe in transparency."

R: " So that is the only thing you want ."

P: " Exactly, exactly. "

R: " Transparency and collaborative decision making ! "

P: " With that then, everybody is free. "

R: " In terms of setting an example as a role model........do you think he needs to improve ? "

P: " Could you explain this ? "

R: " For example , if we look at the principal who wants his teachers to punctual at school, but he himself, might not be punctual; he may want his teachers to remain at school till the end of the school day, but he himself may not want to remain, and other things like - he may want you to be effectively teaching in the class, yet when he is teaching, he may not be ....reflect on some of these things....do you think then that there is a need for improvement. "

P: " Well our principal is never late, he is very punctual, and that is what he always preaches and when he is in, he makes sure that everybody goes to class........ that is one thing that I like about him."

R: " So punctuality is very good. "

P: " Very good , very good, excellent I would say. "

R: " And about maintaining discipline in the class ? "

P: " Ja, definitely we have discipline."

R: " You do have good discipline. "

P: " More especially , what I like about him , he stresses mainly to senior students.. because he always tells them that they must be exemplary to the small ones... that is one thing that I like about him .. especially when he preaches when we are having assembly in the morning. "

R: " O. K. finally what is your most important wish as an educator ? "

P: " Well..well...well ...that one is too wide.. you mean for myself or for the kids? "

R: " For education on the whole. "

P: " Well . I hope you don't say that I am being political ?"

R: " No ."

P: " Ja, but there is one thing which I like which Mandela said when he came out from jail .... he discouraged the students from doing general subjects... where you find a student passing very good in Grade 12, but only to find that the subjects appearing in his certificate won't contribute to what he wants to do in life.. he specifically talked about subjects like maths and science, commercial subjects. If you take a look now, being realistic, if you look at South Africa we are lacking that, especially we Blacks, we are lacking that field.. the science field ... the commercial field. For example, how many Black chartered accountants do we have ? ... how many scientists do we have ?.. I mean if we can improve in those, especially in science and commercial subjects.. I would like to see a very good improvement in those. "

R: " O.K. I must thank you very much for your time and your valuable input, and I wish you well in your teaching career."

P: " Yes, I also wish you success in your thesis. "

R: " O.K. thank you very much. "

LIST OF CATEGORIES WITH UNITISED DATA

A. Factors beyond the control of the principal which have contributed to low teacher morale and the erosion of the culture of teaching and learning in schools.
➢ Rationalization and Redeployment programme of the Education Department has left teachers insecure and have lowered their morale. ➢ New information in relation to changes is cascaded to principals with little chance for assimilation and implementation. ➢ Low teacher morale has affected teachers' performance in the classroom. ➢ Low teacher morale and job insecurity is contributing to a poor culture of learning and teaching. ➢ Educators have difficulty coping with large number of pupils in class and simultaneously trying to implement new teaching methodologies, for example , OBE. ➢ Educators forced to teach subjects in which they are not specialised in. ➢ New culture of rights has a negative effect on the running of the school - teachers are more concerned about their rights rather than their responsibilities.

B . Principals and staff not adequately prepared for transformations taking place in education.
➢ Principal's task is difficult because numerous changes that are taking place is not properly communicated to the school. ➢ Curriculum 2005 has disrupted schools. ➢ Curriculum 2005 is not working in African schools because the past inequalities are still not addressed. ➢ Apartheid based training for African teachers have not adequately prepared them for the classroom situation. ➢ African educators are expected to carry out new type of teaching with old type of training. ➢ African universities and colleges are not suitably training educators for the classroom situation. ➢ Knowledge acquired at African universities and colleges is not relevant to educators when they assume duty.

C. Principals forced to leave their schools during instruction time negatively affects the execution of management duties.
➤ Principals taken out from schools often to be acquainted with changes via workshops.
➤ Principals spend most of their time away from school on workshops.
➤ Principals taken away from school during instruction time.
➤ Workshops for principals should be held in December when schools are closed.
➤ Early workshops by the Department of Education enables principals to do better planning for the following year.

D. Principals need greater support from the Department of Education to enable them to adapt to changes in role-function as well as to other changes in general.
➤ Newly appointed principals lack experience.
➤ The Department of Education needs to provide a support base for newly qualified principals.
➤ Workshops for principals need to be based on needs analysis so that they are relevant to the problems of principals.
➤ A document for school management needs to be given to newly promoted principals by the Education Department.
➤ A forum of experienced principals need to be formed to guide newly promoted principals.
➤ The Department of Education needs to "re-service" educators so that they could become authorities in their fields which will boost their morale.

E. Department of Education needs to improve conditions of service for educators.
➤ Conditions of service of educators need to improve - need smaller teacher/pupil ratios.
➤ Security at schools has to improve.
➤ Textbooks need to be supplied on time.
➤ Department of Education has to help educators with personal financial planning so as to prevent them from incurring huge debts as this creates worries which effects their performance in class due to undue worries.
➤ Educators are very unhappy with very large number of pupils in classes.

> Educators cannot mark very large number of exercise books and as a result there is no individual supervision.

> Pupils have to mark their own books because of the large number of pupils in class.

> Educators complain of large pupil numbers as having a negative effect on their teaching.

F. Principal is afraid to take action against educators who commit serious offences.

> Learners complain that the principal does not take action against teachers who report drunk to school.

> Pupils go home learning nothing when teachers are drunk.

> Pupils feel uncomfortable when educators propose love to fellow students and they are not reprimanded by the principal.

> Principal does not do anything when teachers come drunk to school or propose love to learners.

G. Lack of resources and financial cutbacks in education makes the principal's instructional task more difficult to execute.

> Difficult to manage a school with limited resources and finances.

> Cutback in school funding makes principal's task of running a school difficult.

> Cannot buy resources like computers and new learning aids.

> Because of limited resources, school cannot afford to offer subjects like computers and technology.

> Unavailability of qualified teachers to teach interesting subjects like computer science and technology.

H. Teachers who are away from school cause disruption to learning and teaching as well as to other programmes.

> Teachers called to workshops leave pupils unattended and the school chaotic.

> Teacher's workshops should take place during holidays.

> Sporting activities are cancelled because of a shortage of manpower.

> Staff development workshops are curtailed because teachers are called away from school to attend workshops convened by the Education Department.

I. Principals need to help educators adapt to changes and transformation taking place in education so as to improve the culture of teaching and learning in schools.
➢ Principals must empathize with educators and understand the changes affecting them.   ➢ Principal's support and guidance helps to make educators confident.   ➢ Principal arranges for workshops to discuss new information.   ➢ Principal must get experts in certain subjects to develop educators who are forced to teach subjects in which they are not specialised in.

J. Principals need to use praise and rewards to help motivate educators.
➢ Principals need to praise educators when they do well.   ➢ Principal acknowledges and praises teachers for good work.   ➢ Principal recognises the good each teacher does and praises them.

K. Principals as instructional leaders need to assist educators with curricular problems experienced in the classroom.
➢ Principals must discuss problems which teachers are facing in the classroom and in their teaching.   ➢ Principal consults with class teachers to check if they are experiencing problems in class.   ➢ Educators need to be empowered in their fields of study in order to improve their morale.

L. Principals need to exercise pastoral care.
➢ Principal tries his best to help when teachers are experiencing personal problems.   ➢ Principal enquires from educators when they are sick about their health.   ➢ The principal must treat all his teachers alike, there must be no favourites.   ➢ Educators need management to discuss and advise them in their personal problems.   ➢ Learners want to be advised by the principal on school matters.

M. Additional tasks taken on by school principals leave them with little time to carry out instructional leadership activities.
➢ Principal's task is heavily loaded by being in charge of fund raising to raise additional funds for the school.   ➢ Principal has to spend time developing his School Governing Body Members.

N. Principals must allow for participatory decision making at school.
➢ Principals must allow educators to be part of decision making.   ➢ Teachers become committed when they are involved in decision making.   ➢ Principal allows for a lot of staff input in decision making.   ➢ Principal does not adopt an autocratic attitude.   ➢ The principal must not dictate to teachers.   ➢ The principal delegates teachers to be in charge of certain programmes.   ➢ The principal should allow pupils to discuss their problems with teachers through the LRC.   ➢ Principal needs to adopt an open-door policy to discuss learners viewpoints for improvement.   ➢ Learners want the principal and his staff to be open-minded people so as to discuss their problems.   ➢ Educators want principals to consult them in decision-making and not to impose policies onto them.   ➢ Educators do not want a line of demarcation to exist between management and themselves - there must not be a concept of "us" and "them'.   ➢ Educators want consultation and transparency in decision making.

O. Principals as instructional leaders must be involved in curricular development.
➢ The principal needs to get resource material from other schools to supplement the learning material at school .   ➢ Teachers must be adequately prepared so that effective teaching can take place.   ➢ The principal brings resource material from other schools and discusses it with the staff.   ➢ Principal must get experts in certain subjects to develop educators who are forced to teach subjects in which they are not specialised in.

P. Principals must ensure that the learning and teaching activity at school is interesting.

➤ The must ensure that teaching must be interesting for pupils to become motivated.

➤ The principal must ensure that a variety of sporting activities are offered by the school to capture the interest of pupils.

➤ Pupils want to play a variety of sports at school.

➤ Pupils enjoy their learning when teachers are hardworking.

➤ Pupils want to be exposed to new subjects , like computer science.

➤ Traditional subjects like History and Geography are boring and irrelevant.

➤ Principals need to make changes to suit learners and to make teaching/learning easier.

➤ Pupils come from poor backgrounds and look forward to recreational activities at the school.

➤ Vigorous extracurricular activities motivate learners to come to school.

➤ Department of Education needs to provide learning programmes for academically inclined students and a separate programme for those who are not academically inclined.

➤ Pupils without an academic inclination and who are forced to attend normal academically orientated schools cannot be motivated.

➤ Learners want Guidance and Career guidance lessons.

Q. Principals need to provide conditions for teachers to develop within their subjects fields.

➤ The principal encourages the educators to experiment with new teaching methods.

➤ The principal encourages teachers to discuss lessons with colleagues.

➤ Learners want principal to provide competent teachers so that they can understand them easily.

➤ Principal encourages team-teaching to develop learning areas.

➤ Educators want regular workshops to be conducted by qualified people so as to improve their teaching.

➤ Pupils want educators who are specialised in their fields to teach them.

R. Principals as instructional leaders need to carry out supervision so as to understand teacher's problems experienced in class and to assist wherever possible.
➤ The principal carries out supervision and makes teachers aware of how they can improve.   ➤ Supervision by the principal is a good idea.   ➤ The principal can provide guidelines as to how a teacher can improve his teaching.   ➤ Through supervision the principal can identify the nature of problems teachers experience and help solve them.   ➤ Learners are motivated when the principal visits their classes and discusses their problems.

S. Principals need to get involved in all activities of the school, including extracurricular activities.
➤ The principal gets involved in sports and cultural activities at the school.   ➤ The principal must get involved in all activities at the school.   ➤ The principal attends school sports matches.   ➤ Principal involved in securing sponsorships to introduce new codes of sports.

T. Principals need to ensure good discipline at school in order to ensure effective learning and teaching.
➤ The principal must ensure good discipline at school in order for it to be conducive to learning.   ➤ The principal maintains good discipline.   ➤ Good discipline facilitates effective teaching.   ➤ The principal is stern and does not allow any misbehaviours.   ➤ The principal must ensure school starts punctually.   ➤ The principal monitors pupil absenteeism.   ➤ The principal does not allow children outside the classroom during instruction time.   ➤ The principal encourages senior pupils to be role-models for junior pupils.

U. Principals need to monitor pupils' progress and praise and reward them for excellence and achievement.
➤ The learners want to be praised for excellence at school.   ➤ The principal is concerned about pupil's progress and provides motivational talks.   ➤ The principal arranges for teachers to provide extra lessons during school holidays.   ➤ The principal talks to pupils in classes of the importance of doing well at school.

- The principal praises the pupils because they are bringing a good name to the school.
- Learners gain a sense of joy when praised and rewarded for excellence.
- Principals need to convene special Awards Presentation Ceremonies to honour pupils for excellence.

V. Principals must respect pupils and educators as individuals and also their rights.

- The principal needs to respect teachers and children at school.
- The learners and teachers want the principal to have an open door policy to discuss their problems.

W. Principals need to set good examples for pupils and educators to emulate.

- The principal by virtue of his position, needs to lead by example, that is, to be organised in handling issues.
- The principal gives pupils moral lessons through talks.
- The principal must set a good example for teachers to follow.
- Principals need to be properly prepared for their jobs.
- The principal must be a role-model in attendance, dress code and in any activity that is there at school.
- Learners want principals to keep up to their word/promises.
- Good punctuality can be achieved through principal's role-model.
- Principal sets a good example of punctuality.

X. Principals need to have a vision for their schools.

- The principal needs to have a unifying vision for the school so that tasks related to the vision are formulated and carried out as a team.

Y. Principals need to provide motivational talks to pupils

- The principal should invite outside agencies to provide motivational talks to pupils.
- The principal invites pastors and social workers to advise and talk to pupils in order to build their self-esteem.
- The principal talks to pupils on relevant subject combinations.
- The principal shares new ideas with pupils.
- Educators feel that pupils should be guided in choosing relevant subject combinations in the course of study.

LIST OF INTERVIEW PATTERNS

- Situational factors that impact negatively on the principal's instructional leadership and the culture of teaching and learning in schools.

- Both past and present Education Departments have contributed to a poor culture of teaching and learning at certain schools.

- The principal's empathetic and inspirational role influences teacher morale and excellence.

- The principal's involvement in curriculum development enhances the culture of teaching and learning at schools.

- The principal's management competence and leadership qualities has an impact on the culture of teaching and learning.

- The principal's involvement in pupil welfare enhances the culture of teaching and learning in schools.