THE PRINCIPAL’S INSTRUCTIONAL LEADERSHIP ROLE TOWARDS CREATING EFFECTIVE TEACHING AND LEARNING: A CASE STUDY OF TWO HIGH SCHOOLS IN IVORY PARK TOWNSHIP

by

EDMORE DONGO

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in the subject

EDUCATION MANAGEMENT

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: DR T.S. MKHWANAZI

OCTOBER: 2016
DECLARATION

I, EDMORE DONGO, hereby declare that the Dissertation: THE PRINCIPAL’S INSTRUCTIONAL LEADERSHIP ROLE TOWARDS CREATING EFFECTIVE TEACHING AND LEARNING: A CASE STUDY OF TWO HIGH SCHOOLS IN IVORY PARK TOWNSHIP, is my own original work and that all the quoted sources used have been indicated and acknowledged by means of complete referencing.

SIGNATURE DATE: 19 OCTOBER 2016
ACKNOWLEDGEMENTS

In as much that there are many people who contributed to the successful completion of this study, I would like to extend and express my sincere appreciation and gratitude specifically to the following:

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- My supervisor, Dr T.S. MKHWANAZI, for her unwavering professional guidance and support throughout this study. Her positive encouragement and attitude kept me going.

- The Gauteng Department of Education for granting me permission to conduct a research in its schools.

- The principals and teachers who participated in this study.

- My only and beloved wife, Nothando Dongo, for her continuous support and understanding in sharing her husband with this work.
DEDICATION

This work is dedicated to the following:

- The Almighty God for His love

- My lovely parents (Mrs D. Dongo and the late Mr R.J. Dongo)

- All my family members for their support

- Pastor Mthombeni who assisted me in prayers
MASTER’S THERESIS

PUBLISH ABSTRACT ONLY AGREEMENT

PERSONAL DATA
1. Last Name First Name Middle Name
DONGO EDMORE

2. Year of Birth (Optional)

3. Country of Citizenship
ZIMBABWE

4. Present Mailing Address
Street address: 
71 HATFIELD ROAD
City State/Province Postal code Country
ALBEMARLE GAUTENG 1401 RSA

Future Mailing Address
Street address: 
71 HATFIELD ROAD
City State/Province Postal code Country
ALBEMARLE, GAUTENG 1401 RSA

Effective date for future mailing address (mm dd yy) 

E-mail address: 46962964@mylife.unisa.ac.za

MASTER’S DEGREE DATA
5. Full name of university conferring degree, and college or division if appropriate
UNIVERSITY OF SOUTH AFRICA

6. Abbreviation for degree awarded 7. Year degree awarded
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This research investigated the instructional leadership roles of selected township principals. Its main focus was therefore to explore and understand the roles and practices engaged in by township principals in order to influence effective teaching and learning in their schools. A qualitative research method was used to conduct a case study with two schools. A total of six participants were purposefully sampled: two principals and four teachers. The data was collected using individual interviews, document analysis and observations. From the data, five themes emerged in this study. Although the findings revealed that there are some principals with a weak and partial understanding of what instructional leadership entails, these principals do put a remarkable effort into executing their instructional roles. Instructional leadership development programmes are necessary for all School Management Team (SMT) members.
KEY TERMS

Instructional leadership, principal’s instructional leadership, township schools, culture of teaching and learning, township principal, instructional leaders
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<thead>
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<th>Full Form</th>
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<tr>
<td>OBE</td>
<td>Outcomes-based Education</td>
</tr>
<tr>
<td>CAPS</td>
<td>Curriculum Assessment Policy Statement</td>
</tr>
<tr>
<td>CEDU REC</td>
<td>College of Education Research Ethics Committee</td>
</tr>
<tr>
<td>COLT</td>
<td>Culture of Teaching and Learning</td>
</tr>
<tr>
<td>DBE</td>
<td>Department of Basic Education</td>
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<tr>
<td>EWSE</td>
<td>External Whole School Evaluation</td>
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<td>GDE</td>
<td>Gauteng Department of Education</td>
</tr>
<tr>
<td>HOD</td>
<td>Head of Department</td>
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<tr>
<td>ICT</td>
<td>Information and Computer Technology</td>
</tr>
<tr>
<td>IWSE</td>
<td>Internal Whole School Evaluation</td>
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<tr>
<td>LTSM</td>
<td>Learning and Teaching Support Materials</td>
</tr>
<tr>
<td>NCS</td>
<td>National Curriculum Statement</td>
</tr>
<tr>
<td>PL1</td>
<td>Post level one</td>
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<tr>
<td>SADTU</td>
<td>South African Democratic Teachers’ Union</td>
</tr>
<tr>
<td>SMT</td>
<td>School Management Team</td>
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<td>UNISA</td>
<td>University of South Africa</td>
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ORIENTATION OF THE STUDY

1.1 INTRODUCTION TO THE STUDY

Education is a social phenomenon and a crucial entity in every society, community and country at large. This is why the South African Constitution affirms in section 29 of the Bill of Rights the right of access to basic education (South Africa, 1996). In concert with this, Matos (2000:16) said, “It has now been accepted that an educated population is the primary resource that every nation must strive to build.” Grounded on this idea, when parents choose a school, particularly a secondary school, they look out for an effective school in order for their children to be embraced by quality education.

When a school is said to be effective, it is characterised by its quality of learner performance emanating from purposeful teaching and learning. In South Africa, the grade 12 results are used as a measuring stick to assess the overall success of the schools. Stoll (1991:76) believes that an effective school is characterised by a culture of collaboration in which all the partners within the school, that is the principal, teachers, learners, parents and community share a commitment to work together to develop the school’s learning environment. Hence, based on research conducted so far, it is clear that the principal plays a significant role in developing the effectiveness of schooling. Effective teaching and learning prevails where there is a positive school climate and principals must strive to build that climate. Shonubi (2012:82) also states that a school climate denotes the “ethos or spirit of an organisation.”

School leadership and management are currently occupying a central position in educational research. Despite such research, the relationship between instructional leadership, teaching and learner achievement has not been adequately studied (Masuku,
Mestry (2013:120) defines instructional leadership as those actions that principals take, or delegate to others, to promote growth in students’ learning through effective teaching and learning. The principal’s instructional leadership roles include: defining the school’s mission, managing the instructional programme and promoting a positive school learning climate (Hallinger & Murphy, 1985a). In addition to these, Weber (1996) and Hallinger (2005) further included supervision of teaching and monitoring of learner progress as other instructional leaders’ roles. Robinson, Lloyd and Rowe (2008) argue that because instructional leadership is focused on effective teaching and learning, it is likely to have a larger impact on learners’ outcomes.

Research studies indicate that effective principals’ instructional leadership yields high achieving schools (Dhlamini, 2008; Khuzwayo, 2005; Mbata, 2004 & Mthombeni, 2004). Hopkins (2001) and Bartlett (2008) have also explored the impact of the principal’s instructional leadership on learner performance. All findings of the above researchers highlighted that the principal’s instructional leadership is essential for successful learner achievement.

It appears as if school principals seem not to be aware of or understand their instructional leadership roles. In his research done with Gauteng primary and secondary school principals on the innovative role of the principal as an instructional leader, Mestry (2013:121) asserts that, in general, very few principals have a conceptual understanding of what instructional leadership means. Similarly, while Bush and Oduro (2006:359) noted that there is lack of formal training for school principals in developing countries which makes their instructional leadership a daunting challenge; Hoadley (2007:3) specifically confirmed that South African principals have little experience of instructional leadership.

From my personal experience as a teacher in a township high school, I have observed that, while most township principals seem not to be involved in the management of curriculum and facilitation of instruction in their schools, some do not even supervise teachers to see whether teaching and learning takes place in classrooms, not to talk about monitoring of learners’ progress. Principals give little support to teacher development, appraisal and motivation and rarely visit classrooms during contact time. They leave all curriculum matters
entirely in the hands of HODs. Chisholm, Hoadley and Kivilu (2005) state that most of the principals’ time is largely consumed by managerial and administrative activities.

Problems associated with instructional leadership in township schools might not be solved instantly regardless of all the research conducted so far. Hence, it seems that further research is needed to explore and understand in what roles and practices do the principals in township schools engage to influence teaching and learning in their schools. This study aimed to do that and the research findings might contribute towards the empowering of the principals for effective instructional leadership in order to improve teaching and learning.

1.2 BACKGROUND TO THE STUDY

Ivory Park is a large township, situated in the northern region of the city of Johannesburg, Gauteng region, South Africa. The area was once a farmland, next to Tembisa, one of the first and largest settlements for black people in the apartheid era. Ivory Park falls under Johannesburg east district in Gauteng province. This township community is highly populated by immigrants from Mozambique and Zimbabwe and migrants from the northern Limpopo province. This study was conducted in Ivory Park using two sampled high schools. One of the schools is where the researcher works while the other one is a neighbouring school. Ivory Park comprises of six public high schools and two libraries.

Ivory Park is a semi-urban area with almost 90% of its inhabitants residing in informal settlements. Most of the learners come from single-parent families, or are under the care and guidance of older siblings. The parental involvement in and support of learners’ education is very poor. This is seen through lack of participation by parents in school-based and home-based activities in their children’s education.

1.3 PROBLEM STATEMENT

It is a general observation that whilst quality education has recently become a priority for the South African government due to its contribution to the socio-economic development of
the country, township high schools have shown to be performing very poorly as compared to former Model C schools.

This has raised so many questions about the quality of teaching and learning provided by educators together with the effectiveness of instructional leadership offered by principals. According to Larner (2004:37), the principal is the most important individual contributing to the success of a school. Equally so, several authors have also advocated that instructional leadership is the primary responsibility of the school principals and that they play a pivotal role in the improvement of pupils’ learning by helping teachers develop and use sound classroom teaching methods and assessment strategies that will strengthen instruction, teaching and learning (Stiggins & Duke, 2008:285; Williamson & Blackburn, 2009:62). However, there is a growing concern that most South African public schools are not functioning effectively. Equally disturbing are the patterns of continuing inequality with former white schools achieving better results than former African township and rural schools (Hoadley, Christie & Ward, 2009:374).

I have also observed that most of the principals hardly go to classrooms to check if teachers are attending their periods. They also do not check learners’ class work books to see the quality and amount of work given to learners. I have also noticed that principals do not check teachers’ files for lesson plan preparations or to do lesson observations when teachers are teaching. There is also little effort given by principals to see if teachers are really following and completing their work schedules. I have also noted that principals are very reluctant in checking the true reflection of learner performance. For example, in the year 2011/12, the Ekurhuleni North district disciplined a teacher for giving learners non-existent marks. This is, unfortunately, not an isolated incident. In Ivory Park, the practice is still continuing. Teachers might give learners some work or tests, but never mark or control that work to the extent that they end up faking marks for learners. Instead of principals checking the authenticity of learners’ marks on consolidated mark sheets and reports before signing them, they assign school administrators to stamp their engraved signed stamps on their behalf.
In addition to the above, principals do not provide extra resource materials that can aid teaching and learning. Teachers rely, instead, mainly on one and the same textbooks provided by the government for learners. Conversely, Mestry, Koopasammy and Schmidt (2013:52) argue that principals can influence student learning through ensuring that teachers have the support they need to be successful in the classroom by allocating enough funding and resources. Moreover, I also noted that principals rarely provide professional development training to teachers. In support of this observation, Mestry (2013:119) argues that most principals spend relatively little time in classrooms and even less analysing instruction with teachers. Bush, Clover, Bisschoff, Moloi, Heysteck and Joubert (2006:11) postulate that there is no account of how school principals exercise instructional leadership.

It is now known that, generally, principals worry less about their instructional leadership task as compared to other managerial tasks (Bush & Heysteck, 2006; Marishane, 2011). The DoE (2000:10) has recommended that principals should prioritise their responsibilities pertaining to instructional leadership. The main aim of this research was, therefore, to explore and understand what roles and practices the principals in township schools do engage in to influence teaching and learning in their schools. In this regard, this study might shed some light to the principals on the importance of instructional leadership and how it might bring effective teaching and learning once executed properly.

1.4 RATIONALE OF THE STUDY

This study was influenced by the personal experience of the researcher after observing how badly some of the township high schools are performing. Additionally, the researcher was also motivated by a desire to uncover the salient features of the teaching and learning process in these township high schools. Previous research points to the principal as the instructional leader to play a pivotal role in contributing much on the quality of individual teacher instruction, the level of learner achievement and the degree of efficiency in school functioning (Du Plessis, 2013:80). Kruger, Witziers and Sleegers (2007:1-20) believe that there has been growing research attention given to the influence of school leadership on school effectiveness and improvement, but little is known about how principals affect student outcomes and which strategies they use in order to improve teaching and learning
in their schools. This study was, therefore, motivated by the need to understand the roles and practices engaged in by township principals as well as the challenges inhibiting them as instructional leaders from executing their instructional roles for improved teaching and learning processes.

1.5 SIGNIFICANCE OF THE STUDY

The findings of this research may be useful to all stakeholders in education, particularly principals and teachers who might take the findings as a learning curve towards improving effective teaching and learning. Significantly, the findings of this study can also be put into good use at the township studied and elsewhere given that, to the best knowledge of this researcher; there is no similar study that has been conducted in Ivory Park. This study also revealed understanding of how the instructional leadership role of the principal may influence management practices towards the attainment of effective teaching and learning in the classroom.

1.6 THE RESEARCH PURPOSE

The purpose of this research was to study two township high schools in Ivory Park in order to explore and understand the roles and practices engaged in by township principals in order to influence effective teaching and learning. Hence, the main research question of this study was:

What roles and practices do the principals in township schools engage in to influence teaching and learning in their schools?

1.6.1 Sub-questions

In order to effectively analyse and demarcate the research problem, this study was guided by the following sub-questions:
• What do principals in township schools understand about instructional leadership?
• How do these principals view and experience their instructional leadership roles in influencing teaching and learning?
• What do these principals do to create a culture of teaching and learning in their schools?
• How are these principals perceived by their teachers in their instructional leadership roles?
• What are the challenges that principals in township schools experience in their instructional leadership roles?

1.7 AIMS AND OBJECTIVES OF THE STUDY

The main aim of this research was to explore and understand what roles and practices do the principals in township schools engage in to influence teaching and learning in their schools and, ultimately, the objectives were therefore to:

• To discuss what principals understand about instructional leadership.
• To understand how these principals view and experience their instructional leadership roles in influencing teaching and learning.
• To determine what principals do to create a culture of teaching and learning in their schools.
• Explore how these principals are perceived by their teachers in their instructional leadership roles.
• To investigate the challenges that principals in township school experience as instructional leaders.

The next section describes briefly the research design and methods used in this research.
1.8 RESEARCH DESIGN AND METHODOLOGY

The research design and methodology used for this study was based on a qualitative research approach using the case study method to investigate what roles and practices do the principals in township schools engage in to influence teaching and learning in their schools.

1.8.1 Research design

This study used a qualitative research design. Being exploratory in nature, this study was also regarded as descriptive in nature since qualitative research aims at providing descriptions of the phenomena that occur naturally, without the intervention of experiments or artificially designed treatment (Merriam, 1998:7).

1.8.1.1 Research paradigm

This research was founded on the interpretive/constructivist paradigm based on a set of assumptions concerning the realities of principals’ instructional leadership roles in creating effective teaching and learning, closely looking at the roles and practices township principals engage in to influence teaching and learning in their schools. In order to understand well the phenomenon under study, the researcher closely interacted with the participants within their natural settings through interviews and observations. Cresswell (2007:20-21) also believes that constructivism postulates that meaning is socially constructed and, because meaning attached to a phenomenon may be multiple, varied and subjective, it should be reached through discussions and interactions with participants who experience the phenomenon.
1.8.1.2 Research approach

In this study, a qualitative research approach was used to get data. This approach was chosen due to its unique features since it allows the researcher to get closer to the participants for an in-depth inquiry into the phenomenon under investigation. In concurrence with this, Best and Kahn (1993:185) state that, “The researcher has direct contact and gets close to the people, situation and phenomenon under study; researcher’s personal experiences and insights are important part of the inquiry and critical to the understanding of the phenomenon.” Additionally, a qualitative approach was chosen because the researcher’s intention was not to predict, but to understand and explain an educational phenomenon concerning the roles and practices of township principals.

1.8.1.3 Research strategy

The researcher employed a case study in this research because he wanted to develop a holistic understanding on the reality about the roles and practices engaged in by township principals to influence effective teaching and learning. Hence, in choosing this method, the researcher considered its ability to explore, analyse and describe the subjective but accurate experiences, perceptions and feelings of principals and teachers in their natural settings (Lauer, 2006:76). Within this context, principals and teachers were therefore deeply engaged in their own school situations and premises.

1.8.2 Research methodology

A variety of procedures with different tools and techniques were used to gather and analyse the data in this study. The following sub-section is covered briefly to give an outline of the research methods employed while detailed information is provided in chapter 3: selection of participants, data collection techniques, data analysis, trustworthiness and ethical considerations.
1.8.2.1 Selection of setting and participants

Two high schools in Ivory Park Township were purposively selected and ultimately three participants (the principal and two PL1 teachers thought to be rich in information) were sampled from each school, meaning a total of six participants were used in this study.

1.8.2.2 Data collection

Interviews, observations and documentary analysis were used as the data collection techniques in this study. Individual interviews with semi-structured questions were conducted with the principals and all the teachers while an observation was made more than three times in each school. In addition, documents like the Internal Whole School Evaluation (IWSE), External Whole School Evaluation (EWSE) reports and records of minutes of meetings from each school were also analysed in this study.

1.8.2.3 Data analysis

The eight steps as provided by Tesch (1990) were used in this research to analyse the collected qualitative data. Data analysis was conducted concurrently with data collection through both audio recording and note taking, transcribing and analysing interviews as soon as the interviews were done. The researcher kept on comparing the data from the interviews with other information gathered through document analysis and observations. The analysed data was later on captured and saved through Microsoft Word (see paragraph 3.6: Page 44).

1.8.2.4 Trustworthiness

Throughout the process of data collection and analysis, the researcher’s effort ensured that all findings and interpretations were as accurate as possible. This was achieved by taking the following actions per each criteria used as briefly explained below.
For credibility in this study, the researcher spent some time with the participants prior to each interview in order to set them at ease which resulted in trust and honesty during the interview discussions. Moreover, the transferability of the study was achieved by carefully selecting samples that typify township Schools and participants who have experience in working in township schools. To ensure dependability of the results, the researcher ensured the consistency of the finding by describing the data collection sources and processes followed in this study (see paragraph 3.7.3: Page 46). Finally, the triangulation method was employed through confirming the data from interviews with that collected via observations and documental analysis.

1.8.2.5 Ethical considerations

All ethical considerations of the University of South Africa (UNISA) were strictly adhered to in this study. Permissions were asked and granted from the DBE and schools under study. Informed consent from participants was obtained prior to the interviews and some assurances were given to all participants that, their rights, dignity and confidentiality would be respected during the course of the study.

1.9 CHAPTER DIVISION

Chapter 1 covers the orientation of this research. Chapter 2 focuses on the literature study which provides a theoretical background to the research by exploring what literature informs about the principal’s instructional leadership roles in relationship to effective teaching and learning. Chapter 3 deals with the research design and methodology of a qualitative research together with its data collection techniques. While chapter 4 covers the data presentation, analysis, interpretations and discussions of the research findings, chapter 5 is comprised of the summary, conclusion and recommendations of the research under study.
1.10 CONCLUSION

This chapter has presented the orientation to this research study. Having considered how badly township schools are performing, there rose a need to investigate and explore the instructional leadership roles of township principals and how they influence teaching and learning. Therefore, the research problem and the aim of this research were stated. Of special interest, the main research question was, “What roles and practices do the principals in township schools engage in to influence teaching and learning in their schools?” For the purpose of effectively analysing and demarcating the research problem, sub-questions with their aims and objectives were also established as guidelines. Besides, the research design and methods used to collect, analyse and interpret the data were subsequently briefly outlined. The next chapter will focus on a literature study entailing the exposition of the main concepts: principal’s instructional leadership roles and effective teaching and learning.
CHAPTER TWO
LITERATURE REVIEW

2.1 INTRODUCTION

A literature review focuses on the details and the evaluation of the already-published information (Lobiondo-Wood & Haber, 2006). In this study, the researcher evaluated the literature which focuses on the principals’ instructional leadership. A literature review was therefore considered to be very important and significant in the sense that it determined whether the information obtained by the researcher was able to add value to the existing knowledge about principals’ instructional leadership roles (Ary, Jacobs & Razavieh, 1990:67; Marshall & Rossman, 1995). This study aimed at investigating and exploring the roles and practices in which township principals engage in order to influence teaching and learning in their schools.

This chapter begins by examining the conceptual framework of instructional leadership and its influence towards creating effective teaching and learning. The section starts by defining the concept of instructional leadership. Two models of instructional leadership, Weber’s instructional leadership model and the models of instructional leadership as perceived by South African scholars are also explored within this section as they mapped this research. Following the models is a section that provides a detailed discussion of the principals’ instructional leadership. Within this section, a discussion of principals’ instructional leadership and their roles, characteristics and activities as instructional leaders will be presented. The next section presents a discussion of teaching and learning. A definition of teaching and learning, the culture of teaching and learning as well as the connection between instructional leadership and the culture of teaching and learning will be provided here. Finally, the chapter presents a review of township schools in a South African context. A discussion of the theoretical framework that underpins this study is presented in the subsequent section.
2.2 THEORETICAL FRAMEWORK

Theory as a concept relates to the ideas and views created by individuals within a certain scientific area, in this case, instructional leadership (Shonubi, 2012:33). Driven by the general poor academic performance of South African learners, both within and outside the country, many educational researchers found it interesting to have a look at the instructional leadership roles of the school principal (Kallaway, 2009; Mestry & Singh, 2007; Naidu, Joubert, Mestry, Mosoge & Ngcobo, 2008). Consequently, a lot of research has been conducted on instructional leadership versus effective teaching and learning.

Apparently, some researchers consider instructional leadership as solely the principal’s role alone whereas others see it as the teams’ responsibility within the school (Sekhu, 2011:17). I agree with the scholars that assert that instructional leadership should be the responsibility of the principals, deputy principals, HODs, subject advisors and teachers as well, particularly looking at the work demands and responsibilities placed on the principals’ shoulders in South African education, specifically those in township schools. In addition to the challenges of teaching and learning, township schools’ principals have to deal with poverty, violence and inadequate resources (Kamper, 2008). The researcher also includes subject advisors because they are playing major roles in assisting and developing teachers, especially with content and curriculum delivery. In order to have a better understanding of the concept ‘instructional leadership’, the next section considers how different educationists and scholars have defined this concept.

2.2.1 Instructional leadership defined

Instructional leadership is believed to have come on board in the 1980s due to the increased demands from educational officials putting considerable emphasis on principals to account for the management of teaching and learning in their schools (Lashway, 2002; Southworth, 2002; Reitzug, West & Angel, 2008; Sofo, Fitzgerald & Jawas, 2012). Besides, instructional leadership is also believed to have increasingly gained its popularity due to the focus on improving and sustaining effective teaching and learning (Sharma, 2012; Hoy & Miskel,
As it stands now in the South African education context, the accountability of teaching and learning rests upon the principal’s shoulders. If a school performs badly, the principal is the first one to be evaluated.

Educational researchers and scholars define instructional leadership in a variety of ways. Instructional leadership is defined as the principal’s actions towards promoting growth in teaching and learning (Bush, 2007; Mestry, 2013:120; DeMatthews, 2014:193). These actions include the principal’s strategies and decisions linked to teaching and learning. This means, in instructional leadership, the principal provides direction, resources and support to teachers and learners so as to improve teaching and learning. In this new millennium era, instructional leadership helps principals to formulate the school’s vision and mission, develop teachers and come up with strategies that can improve teaching and learning (Mestry, et al., 2013:50).

Looking at the definition of instructional leadership mentioned, one learns that the principal has a great influence on the teaching and learning process. Following is the presentation of the models of instructional leadership.

2.2.2 Models of instructional leadership

A number of notable instructional leadership models have come out within the past twenty years (DiPaola & Hoy, 2008:3). These models include the following: Hallinger and Murphy’s model (1985), Murphy’s model (1990), Weber’s model (1996) and South African scholars’ models of instructional leadership (Department of Education, 2000).

A model is defined by Masiwa and Kabanda (2006:100) as a navigator that shows the way to success in whatever one aspires to achieve. Therefore, using the instructional leadership models, this study shows how the township principals play their instructional leadership roles in order to influence and achieve effective teaching and learning.
This study is based on two models: Weber’s 1996 instructional leadership model and the models of instructional leadership as perceived by South African scholars (Department of Education, 2000:10). These models were chosen based on their dimensions which were considered to be of paramount relevance to the phenomenon under study. They are described in the next sub-section.

2.2.2.1 Weber’s model

Weber’s model of instructional leadership (1996) was drawn from Hallinger and Murphy’s model (1985). Initially, Hallinger and Murphy proposed three functions of a principal as his/her instructional leadership roles. According to Hallinger and Murphy (1985a), these functions are: defining the school’s mission, managing the instructional programme and promoting a positive school learning climate. The three domains were further broken down into ten instructional leadership functions as presented diagrammatically below.

**Table 2.1 Hallinger and Murphy’s instructional leadership model (1985)**

![Diagram showing the instructional leadership model](image)

Source: Hallinger and Murphy’s (1985)

Expanding on the above three functions, Weber also proposed the other two domains which are observing and improving instruction; and assessing the instructional programme. Therefore, Weber’s model of instructional leadership (1996) consists of five dimensions of
instructional leadership roles of a principal, namely: defining the school’s mission, managing the instructional programme, promoting a positive school learning climate, observing and improving instruction and assessing the instructional programmes which are described below.

Table 2.2 Weber’s (1996) instructional leadership framework

<table>
<thead>
<tr>
<th>Defining the school’s mission</th>
<th>Managing the instructional program</th>
<th>Promoting a positive school learning climate</th>
<th>Observing and improving instruction</th>
<th>Assessing the instructional programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructional leader collaboratively develops a common vision and goals for the school with stakeholders.</td>
<td>The instructional leader monitors classroom practice alignment with the school’s mission, and also provides instructional resources.</td>
<td>The instructional leader promotes a positive learning climate by communicating goals, establishing expectations and establishing an orderly environment.</td>
<td>The instructional leader observes and improves instruction through the use of classroom observation and professional development activities.</td>
<td>The instructional leader contributes to the planning, designing, administering and analysis of assessments to evaluate the effectiveness of the curriculum.</td>
</tr>
</tbody>
</table>

Source: Kgatla, 2013

When principals engage in the above instructional leadership roles, it is clear that effective teaching and learning will be achieved. A number of township principals do engage in the above functions. However, from the researcher’s personal teaching experience, even though these roles are now distributed among other school leaders such as the deputy principals and HODs, the sole responsibility appears to still remain with the principals. Naicker, Chikoko and Mthiyane (2013:139) have indicated that these dimensions can become more effective if the responsibilities to execute them are shared among the
teachers in the school. Below are two instructional leadership models as perceived by some of the South African scholars.

2.2.2.2 South African scholars’ models of instructional leadership

The above-mentioned instructional leadership models are adapted by the South African Department of Education and some scholars in this context as follows:

Table 2.3 South African scholars’ models of instructional leadership

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting up teacher development programmes</td>
<td>Determining school objectives</td>
</tr>
<tr>
<td>Visiting classes and doing lesson observation</td>
<td>Coordinating school curriculum</td>
</tr>
<tr>
<td>Looking at students’ work</td>
<td>Determining didactic direction</td>
</tr>
<tr>
<td>Helping teachers with lesson planning</td>
<td>Determining enrichment programmes</td>
</tr>
<tr>
<td>Discussing learners’ academic progress</td>
<td>Monitoring students’ academic progress</td>
</tr>
<tr>
<td>Moderating tests and examinations</td>
<td>Taking corrective actions</td>
</tr>
<tr>
<td>Inducting new teachers at school level</td>
<td>Creating positive school climate</td>
</tr>
</tbody>
</table>

Source: Department of Education (2000, as cited in Masuku, 2011:98)

The adapted models are relevant to this study since they bring attention to the aspects that usually pose challenges for principals in township schools. The roles of principals as adapted by the Department of Education together with Kruger and Badenhorst are exactly what is expected from all principals if they are to influence effective teaching and learning in their schools. Given that so many newly recruited teachers are coming into the system, with the highest number of them found in township schools, it requires now more than ever for principals as instructional leaders to engage with the above instructional leadership roles as indicated above. Hence, this study was conducted to investigate and explore the roles and practices engaged in by township principals as part of their instructional leadership roles. The following section sheds some light on the principal’s instructional leadership.
2.2.3 Principal’s instructional leadership

Principal’s instructional leadership is whereby the principal sets goals, manages the curriculum and supervises all the practices related to teaching and learning occurrences in his/her school (Mestry, et al., 2013:60; Bhengu & Mkhize, 2013:34). In other words, it is a process whereby principals involve themselves in the actual teaching and learning activities of the school in order to ensure quality teaching and learning. A good principal’s instructional leadership prevails only when he/she provides direction and instructional support to both teachers and learners with the aim to positively improve curriculum delivery in the class (Du Plessis, 2013:82).

Unfortunately, a number of township principals overlook their instructional leadership roles (Goslin, 2009) and seem to be engaged in a variety of day-to-day activities which in most cases are not instruction oriented (Zepeda, 2007). These activities include attending to learner discipline, attending to parents, administering paper work, monitoring the maintenance of the physical environment, to mention but a few. In support of this, Bush and Heysteck (2006:68) and Mestry, et al. (2013:50) assert that South African principals, in particular, are too busy attending to administrative duties at the expense of curriculum and instruction.

From personal experience as a teacher in a township school, the researcher concurs with this observation. Principals tend to spend most of their time in their offices. They also hardly move around to check if teaching and learning are really taking place during contact time. Principals should not concentrate too much on only one area of management, but rather share or divide their time between administrative and instructional leadership duties so that all areas are given the emphasis due to them. This is particularly important to the township principals, considering the mammoth task these principals have in running their schools since these schools usually face a number of challenges which tend to affect teaching and learning in these schools.

In as much that the previous research findings clearly show that the principal’s instructional leadership has a positive impact on effective teaching and learning (Hallinger, 2011), Phillips
(2012) argues that instructional leadership is rarely practised in schools by principals. He indicated that, among the many instructional leadership roles, principals executes only one-tenth of them and the majority of these roles are not given the attention they deserve. A number of researchers cite the following as some of the stumbling blocks to principals’ instructional leadership roles: overcrowded classes, lack of teaching and learning resources, lack of support from subject advisors, devastating school infrastructure, lack of principals’ proper skills and training, frequent curriculum changes, daily disruptions and interruptions due to administrative and managerial issues (Bush & Heysteck, 2006; Blasé, Blasé & Philips, 2010; Horng & Loeb, 2010; Mestry, et al., 2013; Naicker, et al., 2013; Bhengu & Mkhize, 2013; Taole, 2013).

Hoadley, et al. (2009:4) argue that South African principals have little experience of instructional leadership because they lack leadership professional development. Based on the above argument, the researcher in this study decided to investigate the practices and roles that some township principals engage in to influence teaching and learning. It has been also argued by Dhlamini (2008:105) that it is possible for principals to influence the quality of teaching and learning provided they become instructional leaders, the concept that the researcher defines next.

2.2.3.1 The principal as an instructional leader

The instructional leader is a concept that emerged in the early 1980s (Du Plessis, 2013:79). It is a relatively new concept in South Africa. Since then, principals have been advised to shift their roles from being administrators to instructional leaders (Reitzug, et al., 2008; Du Plessis, 2013). Hence, in this new millennium, instructional leadership has to be given more emphasis than before (Southworth, 2002: 89). A number of researches indicate that principals who are instructional leaders always engage in the following general instructional roles:

- Prioritising quality teaching and learning through setting of higher goals
- Supervising curriculum and instruction delivery.
- Creating of a sound culture that promotes quality teaching and learning.
• Strategising measures that can be used by teachers to effectively assess teaching and learning outcomes. (Du Plessis, 2013:83; Good, 2008; Jenkens, 2009).

Although most of the township principals prioritise teaching and learning, supervision of curriculum is usually left to be the HODs’ responsibility. Recently, it has been argued that the principal’s role as an instructional leader has a significant influence on the realisation, improvement and sustenance of effective teaching and learning (Hallinger, 2011; Hallinger & Murphy, 2013; Msila, 2013: 81). In order for principals to satisfactorily perform their instructional leadership roles, Taole (2013) argued that they should delegate and leave managerial tasks to other members of the School Management Team (SMT). In contrast, it is not an unusual practice in township schools to see principals delegating instructional leadership roles to teachers while they concentrate on managerial tasks. This confirms the findings from Naidoo and Petersen (2015: 6) that revealed that most of the principals view their work to be that of an organisation’s manager.

Defining the school’s mission, managing the curriculum and instruction, supervising teaching, monitoring and assessing learner progress and promoting an instructional climate are the main instructional leadership roles of the school principal (Weber, 1996; Hallinger & Murphy, 1985a; Hallinger, 2005; Kellough, 2008). Below is a comprehensive discussion of these roles since they are the main focus of this study.

2.2.3.1.1 Defining the school’s mission

The mission of a school forms the base for the aims and objectives of that particular school. All school mission statements should clearly show the school’s vision. The principals together with the staff members should set the mission, goals and objectives that will realise and promote effective teaching and learning. Most researchers unanimously agree on a common understanding with regard to the provision and establishment of a school vision, which should, in turn, be converted into a school mission (Blasé & Blasé, 2004:133; Botha, 2004:241; Khuzwayo, 2005:96; Mills, 2005:10; Mthombeni, 2004:85). This was also seen from the schools where this study was conducted.
2.2.3.1.2 Managing the curriculum and instruction

According to Soanes and Stevenson (2008:352), curriculum refers to the subject matter comprising of planned activities. Managing and coordinating curriculum and instruction is one of the fundamental roles of a principal who is an instructional leader (Hallinger & Murphy, 2013). According to the DoE (2000:1) and Glanz (2006:33), it is the instructional leaders’ responsibility to be familiarised with and take the lead in matters of school curriculum practice and development. The role of the instructional leaders is to see that curriculum is implemented according to the national policy framework. For example, one of the key issues in the current Curriculum Assessment Policy Statements (CAPS) is its emphasis on continuous assessment. This means principals have to check and assist teachers wherever possible to ensure that all aspects like setting and controlling of both informal and formal assessments are given their due academic attention.

Furthermore, according to Van Deventer and Kruger (2008), the principal as an instructional leader has to take cognisance of the following aspects in managing curriculum and instruction at which township principals seem to be doing fairly well:

a. The school timetable

The school’s timetable is the fundamental key for ensuring the smooth flowing of teaching and learning, and should cater for both curricular and extra-curricular activities (Deventer & Kruger, 2008). It is the timetable that controls all learning processes in terms of teacher subject allocations and the total number of hours each learning area should have. Principals as instructional leaders have to ensure that the timetable is drawn up in accordance with the Department’s timetable policy to ensure effective teaching and learning. While doing that, principals should also ensure that a working timetable that caters effectively for all classes is ready before school opens, particularly at the beginning of the year. Unfortunately, having a final working timetable in some of the township schools can be unpredictable. This is due to unstable teacher recruitment and learner enrolments which eventually puts teaching and learning at stake.
b. Administrative considerations

Another area of concern within this role is the principal’s input and support regarding some administrative issues that are directly connected to teaching and learning. Among them, principals should ensure the availability of instructional resources and the protection and efficient use of contact time (Naicker, *et al.*, 2013; Bhengu & Mkhize, 2013). Unfortunately, from the schools in which this study was conducted, principals seem to concentrate and put more effort on general administrative issues. Those that are directly connected to teaching and learning appeared to be the sole responsibility of the deputy principal responsible for curriculum assisted by HODs. However, the procurement of teaching and learning resources still remain the principal’s main administrative duty, probably because LTSM earns the highest percentage of the school monetary budget.

2.2.3.1.3 Supervising teaching

Supervising teaching entails the principal being able to provide teachers with the necessary guidance and support, as well as monitoring all instructional programmes in order to improve teaching and learning (Van Deventer & Kruger, 2008; Burke & Krey, 2005). However, Bush, Joubert, Kiggundu and Van Rooyen (2010) indicated that supervision of teaching can be more effective only if conducted for support rather than for evaluation purposes. Apparently it looks like classroom observation as part of supervising teachers is a problem in many schools due to a controversy between the principals and teacher unions. The researcher has several times witnessed the principal denied conducting classroom observation. This confirms the finding from Motsohi (2011) and Naicker, *et al.* (2013) that some teacher unions have a corrosive and negative impact on normal teaching and learning operations particularly in township schools.

Principals as instructional leaders should see to it that teaching and learning is taking place in the class (Zuma, 2009) and assessments are given and controlled while necessary feedback is given back to learners. Within this role, principals should consider the following aspects as alluded to by Van Deventer and Kruger (2008) if they desire effective teaching and learning to take place in their schools:
a. Professional or staff development

DiPaola and Hoy (2008: 128) regard professional development as a learning experience achieved by a teacher throughout his/her career. Professional development can be undertaken using different ways, be it short meetings at the end of the school day, half-day work sessions or weeklong seminars (Van Niekerk & Van Niekerk, 2009: 7).

Staff developmental programmes ensure teacher commitment; build teacher confidence, and self-esteem towards performing their teaching tasks (Bush, et al., 2010; Sekhu, 2011:58). Therefore, principals as instructional leaders should organise in-service training programmes as a way of up-grading their teachers’ instructional knowledge (Department of Education, 2000).

As asserted by Dhlamini (2008) and Sekhu (2011), principals in township schools can also improve the quality of teaching and learning with professional development programmes. These could be organised within the school or by being encouraged to attend external programmes. Generally, most of the township principals do not personally plan or arrange in-service training sessions for teachers from the office of the principal per se, but they do support and encourage teachers to attend all the professional development sessions that are organised and arranged by the Department of Education through subject advisors.

b. Teacher motivation

According to Van Deventer and Kruger (2008:148), motivation is defined as the ability of a principal to influence both teachers and learners to work positively towards achieving the school’s main aim, which is to realize effective learning and teaching. Usually people have certain needs that motivate them to excel in their doings so as to reach specific goals. Bearing that in mind, the researcher is of the opinion that principals need to give more effort in motivating both teachers and learners.

Hoy (2008:495) emphasises that motivated teachers are more likely to instil confidence in learners, guarantee the implementation of schools’ instructional programmes and will have
feelings of satisfaction and fulfilment when involving themselves in their work. Similarly, Swanepoel (2008:42) elaborates that in effective and successful schools, motivated teachers tend to be more committed, hard working and loyal to their school activities and receive greater job satisfaction.

There are two types of motivation: intrinsic and extrinsic motivation. Both can lead teachers to greater self-management in improving teaching and learning (Botha, 2010:605). The former comes from within, meaning teachers and learners do their work because they value their work and are driven from the inside to achieve their goals. Contrary to the above, extrinsic motivation is characterised by the willingness to work hard because of a promised reward like a certificate or money. In order to promote effective teaching and learning, principals must ensure that they intrinsically and extrinsically motivate both teachers and learners. The researcher has noticed that to some extent township principals do intrinsically motivate teachers and learners by requesting the services of professional motivational speakers while at the same time they also extrinsically motivate them by means of awards for excellent achievement.

Indisputably, principals as instructional leaders of schools should be able to motivate their teachers and learners. Blasé, et al. (2010:12) acknowledged that effective instructional principals work on the philosophy that, “a happy teacher is a better teacher” which means principals must strive to do their best in boosting the morale of their teachers.

c. Curricular support

It is important that principals are in a position to support teachers with issues regarding curriculum delivery and implementation. To lead and support curriculum, Jenkins and Pfeifer (2012:31) are of the opinion that it does not require principals to be necessarily curriculum experts. However, Sim (2011) argued that at least they must have minimum adequate knowledge in curriculum issues like content matter and assessments. It is not a surprising practice in most township schools to see that all content matters and curriculum delivery is handled departmentally by respective HODs and senior teachers. Principals usually monitor and control assessment programmes. This includes checking if teachers are
on par with work schedules, assessments are regularly given, and corrective feedback is given to learners.

Additionally, provision of instructional resources is also part of the principal’s role in supporting curriculum (Naicker, et al., 2013; Lunenburg, 2010). When teachers have access to curriculum support guides, textbooks, teaching and learning aids, teaching and learning is likely to take place at its best. It has been generally observed that township principals support their teachers by providing a number of instructional resources like overhead projectors, interactive boards and digital resources to mention but a few.

2.2.3.1.4 Monitoring and assessing learner progress

There are different assessment strategies that can be used to assess learners’ progress. This includes homework, assignments, informal and formal tests, and examinations. As an instructional leader, the principal can be very influential in improving and promoting teaching and learning through guiding and assisting teachers to engage in sound assessment practices (Stiggins & Duke, 2008:286). Glanz (2006:7) observed that an effective instructional principal is one who is familiar with different assessment methods and techniques. Such principals collect and review relevant assessment data with the intention of using findings to improve the teaching and learning (Blasé, et al., 2010; Hallinger, 2005; Mendels, 2012). Naidoo and Peterson (2015) also argued that principals can effectively use the information emanating from the analysis of learners’ performance to identify teachers and classes that require extra support. This support could be Saturday or morning and afternoon lessons which seems to be happening in most township schools.

The general observation in township schools is that principals do monitor and evaluate all assessments methods employed by their teachers. However, most teachers seem to conduct formal assessments while neglecting informal ones. In the case where informal assessment is administered, it is not unusual to see that they do not control it at all.
2.2.3.1.5 Promoting an instructional climate

Many scholars believe that principals play a major role in promoting an environment that is conducive for effective teaching and learning (Mathibe, 2007; Ibtesam, 2005; Bhengu & Mkhize, 2013; Jita & Mokhele, 2013; Zepeda, 2007). It was further noted that to create such a climate it requires the principal to identify factors that promote or inhibit the creation of a positive instructional climate. However, the fact is that many principals operate in climates far from being conducive for teaching and learning (Msila, 2013; Vos, Van der Westhuizen, Mentz & Ellis, 2012). This seems to be true in many of the township schools.

In their studies, Mestry, et al. (2013) discovered that principals who are successful instructional leaders shape and create an environment that promotes both teachers and learners to meet their full potential in teaching and learning. This is ensured by making sure that all the necessary resources - be it physical, human or financial - are in place. Because teaching and learning activities are the core business of the school, its management should receive the first priority among other things in a school (Bush & Glover, 2009).

Principals who show strong instructional leadership, create a climate of high expectations, characterised by respect for teachers, learners, parents and the community at large (Osman & Mukuna, 2013:44; Kgatla, 2013:29). In addition, Clarke (2007:133) declared that effective principals must be deeply immersed in all day-to-day school activities in order to ensure that the physical working conditions of teachers are appropriate. The creation of an instructional climate has been observed to be lacking in township schools due to their challenging circumstances such as overcrowded classes and lack of instructional resources (Naicker, et al., 2013).

Furthermore, most of the township principals indicated that both teachers and learners respect their visible presence during contact time, which eventually brings order, and hence promote a good climate for teaching and learning. This confirms the findings by Horng and Loeb (2010), and Grobler (2013) that to create a positive instructional climate it requires principals who are effective instructional leaders whose belief is in the power of visible presence and good professional relations with their teachers. This seems to prevail in a
number of township schools although the interruptions of contact time are still a challenge to an instructional climate. Next is the section that considers the culture of teaching and learning (COLT).

2.3 CREATING A CULTURE OF EFFECTIVE TEACHING AND LEARNING

2.3.1 Teaching and learning defined

For the purpose of this study, teaching is a process whereby the school via the teachers creates an opportunity for learning to take place by helping learners to acquire new knowledge or skills through an integration of activities (Du Plessis, Conley & Du Plessis, 2007:2). These activities will then create a milieu where learning can take place. On the other hand, Ono and Ferreira (2010:2) define learning as knowledge absorbed by learners. Teaching and learning are the central focal points which target the main purpose of schooling and should be effectively executed (Christie, 2005).

Effective teaching and learning only take place in schools which are led by effective instructional principals (Crawford-Patterson, 2008:64; Bhengu & Mthembu, 2014:45). The research by Ololube (2006:99) asserted that effective teaching and learning prevail when most learners are able to answer higher order questions through the acquired problem-solving skills. However, the researcher observes from his personal experience that learners in township schools face many challenges that inhibit them from learning effectively.

Through the study by Bush, Joubert, Kiggundu and Van Rooyen (2008), the following general factors were identified that support and inhibit effective teaching and learning in South African township schools.
Table 2:4 Factors supporting and inhibiting effective teaching and learning in township schools

<table>
<thead>
<tr>
<th>Factors supporting effective teaching and learning</th>
<th>Problems inhibiting effective teaching and learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lively and motivated learners</td>
<td>Hungry and demotivated learners</td>
</tr>
<tr>
<td>Committed and experienced teachers</td>
<td>Demotivated and inflexible teachers</td>
</tr>
<tr>
<td>Supportive parents</td>
<td>Disinterested and/or dysfunctional families</td>
</tr>
<tr>
<td>Good classrooms</td>
<td>Overcrowded classrooms</td>
</tr>
<tr>
<td>Good LTSM</td>
<td>Limited LTSM</td>
</tr>
<tr>
<td>Committed managers</td>
<td>Lazy managers</td>
</tr>
<tr>
<td>Good team work</td>
<td>Weak team work</td>
</tr>
<tr>
<td>Effective learning in previous schools or grades</td>
<td>Ineffective learning in previous schools or grades</td>
</tr>
<tr>
<td>Extra lessons to address learning deficiencies</td>
<td>No extra lessons to address learning deficiencies</td>
</tr>
</tbody>
</table>

Source: Adapted from Bush, et al., 2008

The following section will then give details on the culture of teaching and learning.

2.3.2 The culture of teaching and learning

A culture of teaching and learning (COLT) refers to the attitude of teachers and learners towards teaching and learning, and the presence of quality teaching and learning processes in schools (Van Deventer & Kruger, 2008:13). It has been argued that good COLT in a school does not happen by accident, but it is usually dependent on instructional support rendered by its principal (Elbot & Fulton, 2008:132). A school with a sound COLT is characterised by the following: a positive climate; effective instructional leadership; high principal’s visible presence; effective use and protection of contact time (Van Deventer & Kruger, 2008; Du Plessis, 2013:80).
In order to create a positive school climate it has been argued that all the role players within the school ought to work as a team (Robinson, et al., 2008; Van Deventer & Kruger, 2008). However, Leithwood and Beatty (2008:24) argued that teamwork only exists where a principal together with his/her teachers possess good morale accompanied by hopeful attitudes towards teaching and learning. From the schools that were studied, the researcher noted that good professional relations do exist among the principals and teachers, although there seems to be a poor attitude towards teaching, proven by some complaints from principals and other teachers that a number of teachers do not honour their periods. This means, if teachers are not attending their classes, no teaching and learning would take place.

Schools require principals who are effective instructional leaders to create a sound culture of teaching and learning (Jenkins, 2009; Mendels, 2012; Mestry, et al., 2013). Although the researcher observed that a number of principals have a partial understanding of their instructional leadership roles, these principals also partially created a sound culture of teaching and learning in their schools, confirming that it might require instructional leaders and not necessarily effective principals to create sound COLT.

For a sound COLT to exist within a school, principals as instructional leaders ought to be visible during contact time (DiPaola & Hoy, 2008; Masuku, 2011; Bhengu & Mkhize, 2013). The principal’s visible presence seems to be lacking in some of the township schools. During some observations, it was noted that principals have a general tendency of spending more time in their offices than being visible around the school during contact time.

Regardless of the assertion made by DiPaola and Hoy (2008) that principals as instructional leaders must protect teaching and learning time in order to create a healthy COLT, there are still quite a number of activities that disturbs teaching and learning in most of the township schools. These, among the others, include assemblies and morning briefings that take more than planned time, emergency meetings with the district officials and companies who just come to the school without appointments and require the attention of learners. This means a sound COLT is compromised in that regard.
The chapter concludes with a detailed discussion of township schools.

2.4 TOWNSHIP SCHOOLS

2.4.1 A township in the South African context

A township refers to a dwelling place which in most cases was meant for black people so that they could stay nearer to their working places either in cities or towns (Prinsloo, 2007). Township life has been mostly believed to be associated with poverty, crime and violence (Leoschut, 2006; Mampane & Bouwer, 2011:114). Before 1994, most if not all non-white races in South Africa were forced to reside in their own residential areas predominantly comprised of black African residents and these were called townships (Msila, 2013; Naicker & Mestry, 2013:1). These races were the Africans, Asians and coloureds. Hence, the demographic and socioeconomic set-up of the South African townships resulted in racial segregation (Bush & Heystek, 2003). The discussion below looks at the township schools on which my study focuses.

2.4.2 Characteristics of township schools

Township schools are usually, but not always, characterised by violence, unruly learners and overcrowded classes, poor attendance of teachers, learners with bad attitudes towards learning and inadequate resources (Bush & Heystek, 2003; Burton, 2008; Prinsloo, 2007; Hammett, 2008; Ngcobo & Tikly, 2010).

It is noted that violence is a daily crisis in most township schools (Ngcobo & Tikly, 2010:210). Although the research by Masitsa (2011) points out that effective teaching and learning can only take place in a safe and secure school environment, it not an unusual observation that both teachers and learners in most township schools live in fear of experiencing crime. Trump (2008:66) warns that if teachers and learners feel unsafe at the school it is likely that their concentration will be focused more on their personal safety than teaching and learning.
Generally from sources of social media it has been highlighted that learner misbehaviour emanating from unruly learners in South African schools is becoming so common although it appears to be worse in township schools. Hence, principals especially in township schools seem to spend more time in disciplining learners rather than executing their instructional leadership roles (Horng & Loeb, 2010:69). This has not been an exception in Ivory Park, the study setting.

From the researcher’s personal experience and observation, it is common to see vandalised classes in most of the township schools where in the worst cases there are classes with cracked floors and walls. Most of the classrooms’ environment is un-conducive for teaching and learning, confirming the finding by Ngcobo and Tikly (2010:209) that many of the township schools’ buildings are in bad condition with cracked floors, and falling ceilings and walls.

On another note, the researcher observed that poor classroom attendance by teachers is one of the challenges principals face as instructional leaders. In that regard, most of the learners are believed to spend more time without the teachers during contact time, yet according to Zuma (2009) and Taylor, Van der Berg and Mabogoane (2013), principals must ensure that both teachers and learners are in class, on time while curriculum delivery is taking place.

In addition, township schools seem to have so many learners with a negative attitude towards learning. Most of the learners from township schools, particularly where this study was conducted, come from disintegrated families living within very rough communities where drugs and all sorts of criminal activities seem to be a daily normal way of living. The researcher has witnessed so many learners coming to school under the influence of alcohol or drugs which makes the school environment not safe and conducive for teaching and learning (Le Roux & Mokhete, 2011; Rhodes, Stevens & Hemmings, 2011).

Furthermore, most of these schools are inadequately resourced. It is not unusual in most of the township schools to see two or three learners sharing a chair and a table while in worse situations some learners sit on the cracked floors. Apparently, it appears that the argument
by Fleisch (2008:1) is still valid that South Africa has two education systems: well and under resourced schools for former white and black African schools respectively.

2.5 CONCLUSION

This chapter provided a detailed discussion on the principals’ instructional leadership roles as the main focus area of this study. The theoretical framework that shaped this study together with the models adopted were also discussed. Every township principal as an instructional leader is expected to execute certain instructional leadership roles among which are the following: defining the school’s mission, managing the instructional programme, promoting a positive school learning climate, observing and improving instruction and assessing the instructional programme.

The aspect of teaching and learning as well as an overview of township schools were also provided, since the main focus of this study was the principals’ instructional leadership roles towards influencing effective teaching and learning with township high schools in Ivory Park. The next chapter will explain in detail the research design used for the collection of data in this research.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This dissertation study intended to investigate and explore the roles and practices undertaken by township principals in order to influence effective teaching and learning in their schools. Teachers were also engaged in reflecting on their perceptions about their principals’ instructional leadership roles. To get the answers to the main and sub research questions (paragraph 1.6: Page 6), the researcher used a qualitative research design in order to understand the phenomena from the participants’ understanding within their naturally occurring setting (Merriam, 2002; McMillan & Schumacher, 2010). A case study method was employed so as to have an in-depth understanding and analysis on how township principals understand and execute their instructional leadership roles (McMillan & Schumacher, 2010:23).

This chapter first presents a detailed discussion and justification of the research design and method used in this study. The research paradigm (interpretive/constructivist), population selection and sampling methods are presented next. Following is a presentation of the methods of data analysis and interpretation used, clarification on the trustworthiness of the instruments, and, lastly, the research ethical considerations followed by the conclusion of this chapter. Below is a presentation of the research method used in this study.

3.2 RESEARCH DESIGN AND METHODOLOGY

3.2.1 Qualitative research approach

The researcher used a qualitative research approach in this dissertation which was appropriate because it provides a researcher with an in-depth enquiry on the roles and practices used by township principals in order to influence teaching and learning. The
researcher wanted to understand this social phenomenon from the participants’ perspective within their naturalistic settings (McMillan & Schumacher, 2010:12). Hence, both principals and teachers were interviewed within their school environments (McMillan & Schumacher, 2011:15). Qualitative design is described as an in-depth inquiry that makes use of non-interfering data collection techniques from participants (McMillan & Schumacher, 2010).

This approach allowed the researcher to come closer to the principals and teachers by being immersed in the phenomenon under study (McMillan & Schumacher, 2010:12; Best & Kahn, 1993:185). Through this design, the researcher gained some personal insights into all the activities undertaken by township principals as they execute their roles in these ever challenging schools. Of interest, this was only possible after getting access to the participants’ lives and work experiences in their schools (Bogdan & Biklen, 2007:54). The data collected was therefore more verbal in nature since this study focused more on principals and teachers and reflects their behaviour (Yin, 2009:15).

From another dimension, the approach also allowed the researcher to acquire some outstanding work-related information about principals and teachers in township schools. Besides, the researcher found the strategy appropriate in the sense that it allowed him to probe questions, clarify and see the sincerity in the roles and practices of principals in their schools (Greeff, 2011:352). Following this is a discussion of the research method employed in this research.

### 3.2.2 A case study method

The researcher utilised a case study method in order to explore the township principals’ instructional leadership roles and practices. Teachers’ perceptions and experiences about their principals’ instructional roles and practices were also investigated and explored. This method allowed the researcher not to generalise the empirical research findings, but rather to get in-depth results on the phenomenon under study (Creswell, 2008:476). While Stake (2008) describes a case study as an in-depth analysis of a situation, Yin (2009:18) defines it as an empirical inquiry that investigates a scenario within its real-life and naturalistic set up.
The case study research strategy gave the researcher the ability to explore, analyse and describe the subjective but accurate experiences, perceptions and feelings of principals and teachers in their natural settings (Lauer, 2006:76). In that regard, principals and teachers were engaged deeply in their own school settings and premises during the interviews. Besides, a case study method allowed the researcher to use a variety of data collection methods in understanding the principals’ perspectives towards their instructional leadership roles (Green, 2000). Through using interviews, observations and document analysis, a holistic understanding of the phenomenon was also developed which gave answers to all the research sub-questions since the researcher’s intention was to deeply understand the variables affecting and influencing quality teaching and learning in township schools.

Interestingly, Stake (2008) highlighted the difference between the two cases: an intrinsic and instrumental case. An intrinsic case focuses on the case itself while an instrumental case provides insight into a specific theme or issue. In this study, my case was the principals in township schools where their instructional leadership roles were investigated in a single setting, i.e. two schools in Ivory Park Township.

Besides being investigatory, the researcher also considers this study as descriptive in nature due to its ability to provide descriptions from natural occurrences (Merriam, 1998:7). The information regarding what expires in these township schools with reference to the principals’ execution of instructional leadership roles and practices in their daily activities was obtained without any form of artificially designed treatment, but rather all came from a natural setting. The next section presents the research paradigm used in this study.

3.3 RESEARCH PARADIGM

The researcher decided to use the interpretive/constructivist paradigm in order to make sense through understanding and interpreting all the complex roles and practices engaged in by township principals in order to influence teaching and learning (Patton, 2002). An interpretivist paradigm is defined as a school of thought that emphasises the importance of interpretation and observation in understanding the social world (Ritchie, Lewis, Nicholls & Ormston, 2014: 13). The researcher also followed all the systematic procedures in an effort
to understand how teachers perceive the roles of principals as instructional leaders (McMillan & Schumacher, 2010:6). Denzin and Lincoln (2005:183) define a paradigm as a “basic set of beliefs that guide an action”.

By using an interpretive approach, the researcher was able to use his professional judgement to interpret all the data obtained during the interviews, document analysis and observations. All findings and interpretations discussed in chapter 4 were reached through discussions and interactions with principals and teachers who directly experience the challenges associated with township schools (Cresswell, 2007:20-21). In addition, principals were able to interpret all the roles and activities they engage in based on their own understanding and unique personal experiences (Cohen, Manion & Morrison, 2000: 21).

Of interest, the roles and practices engaged in by township principals were understood from a contextually point of view because both principals and teachers together with the researcher live and work in Ivory Park Township where two schools were sampled. Since an interpretive paradigm provides for an in-depth investigation into the situation under study (Cohen, et al., 2000), all the in-depth knowledge and findings that came out of this study were based purely on the understanding and interpretations of the purposefully sampled and interviewed principals and teachers. Next, the population and sampling method used in this study is presented.

3.4 POPULATION AND SAMPLING

3.4.1 Sampling of settings

The research population of this study comprised all the township schools of Johannesburg East District. Having considered the time and movement constraints, the researcher chose an accessible site where he expected specific activities to happen (McMillan & Schumacher, 2010:326). Specifically, two schools were purposively selected based on their effectiveness and in-effectiveness in teaching and learning with the evidence taken from learners’ achievements kept by the school and the Johannesburg East district. Therefore, two public high schools from the same socio-economic setting were purposefully selected to represent
all townships schools in this district (McMillan & Schumacher, 2010:129). These schools were accessible to the researcher since the researcher works in the same township in which the schools are situated. The researcher was able to acquire some insight into principals’ instructional leadership in township schools based on the findings obtained from these two high schools.

For better understanding of each sampled school, the researcher also considered and explored the following profiles:

- Quintile system
- School’s socio-economic environment
- Experience of the principal
- Quality of staff development and staff appraisal
- Teacher and learner ratio
- School safety and discipline
- School infrastructure and resources
- Learner achievement from grades 8-12.

The researcher used his knowledge and experience about the population, with the assistance of gate-keepers such as the principals, HODs or any colleague who works with the selected teachers, to draw a conclusion on which participants were to be selected. The details of participants are therefore discussed in the following section.

3.4.2 Participant selection

The researcher used a purposeful sampling strategy to select the participants. This is defined as a sampling method that involves selecting participants based on their richness in information and knowledge about the phenomenon under study (Krathwohl, 2004:4; McMillan & Schumacher, 2010:489). From each school, the researcher handpicked a principal and two post level 1 teachers whom he thought were rich in information due to their experience and number of years of teaching in township schools (Patton, 2002:169).
One of the schools chosen was where the researcher is teaching. Therefore, a total of six participants formed the sample of this study. These participants were individuals who were willing to share their information with the researcher (Magashoa, 2013:137). Within the school he teaches, the researcher purposefully selected teachers based on their experience since he knew them while, from the other school, he liaised with gate-keepers to help identify the other two teachers who were likely to be information-rich cases. All participants have at least ten years working experience in the same post and from the same school.

The researcher used this small sample of participants within their school contexts and environments to extensively study and interact with them in order to get an in-depth understanding about the roles and practice engaged in by principals in an effort to influence teaching and learning (McMillan & Schumacher, 2011:401). The table below shows a summary of the participants.

**Table 3.1 Total number of study participants**

<table>
<thead>
<tr>
<th>School</th>
<th>Principals</th>
<th>PL1 Teachers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>School A</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>School B</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2</strong></td>
<td><strong>4</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

The section that follows presents the instrumentation and data collection techniques used to collect data.

**3.5 INSTRUMENTATION AND DATA COLLECTION TECHNIQUES**

In this study, three data gathering techniques - interviews, observation and documentary analysis - were used. The researcher used more than one instrument to collect data because the conclusions drawn thereafter were likely to sound much better as compared to that from one source (Esterberg, 2002:176). These three data collection instruments are therefore described below.
3.5.1 Interviews

Interviews involve sharing of views, ideas and information between two or among a certain number people on a particular topic (Ruane, 2008:147; Scott & Morrison, 2007:133). Two interview sessions were conducted at venues agreed by the interviewees; in this case, their schools. Both interviews were conducted in June and July 2015, and each took approximately one hour. From these one-on-one interviews conducted, the researcher gathered volumes of information from teachers concerning the instructional leadership offered by their school principals (Greeff, 2011:342). Quite a lot of information was also discovered and explored about the roles and practices engaged in by these principals together with the challenges they encounter in their daily execution of instructional leadership roles.

3.5.1.1 Semi-structured interview

The researcher used semi-structured face-to-face interview with both principals and all the four teachers. The structured interviews conducted allowed the researcher to ask sensitive questions and even to go beyond the initial questions through using some follow-up questions (Cresswell, 2008). Besides, it gave the researcher and participants some flexibility on the topic which allowed for probing of interesting features that emerged in the interviews, bearing in mind that all important aspects pertaining to the principal's instructional leadership roles and practices were addressed (Greeff, 2011:352; Seyfarth, 2001:53).

The researcher used the interview guides which he prepared beforehand to conduct any interview. Two interview schedules (one for principals and the other for teachers) were prepared and used during the interviews (See Appendices K & L). Predetermined questions whose sequence and wording were decided by the researcher were prepared in order to have uniformity on questions asked to the interviewees (McMillan & Schumacher, 2010:355). Open-ended, probing questions were asked in order to get detailed answers on how principals and teachers understand the principal's instructional leadership roles and how these roles and practices contribute to effective teaching and learning in township
schools. All interviews conducted were tape-recorded and transcribed verbatim and analysed.

### 3.5.2 Observation

Observations were carried out by the researcher as a non-participant observer in each of the two sampled schools. In non-participant observation, the researcher observes, listens and records all actions and behaviours of participants from their natural occurrence in the research site while being as unobtrusive as possible (Kumar, 1999:107; McBurney, 1994:169).

All actions and behaviours were observed within a naturally occurring school environment and the researcher did not attempt to change anything he observed (McBurney, 1994:169; McMillan & Schumacher, 2010:350). Both principals and teachers were observed during school hours when the schools were in full operation. In agreement with the above, Marshall and Rossman (2010:107) also elaborated that observation involves a systematic seeing and recording of actions and behaviours of participants within the social environment selected for the study.

The researcher carried out observations during the school visits when he conducted interviews with the various participants in the schools. For each school, six observation sessions on different days were conducted in June and July 2015. Three observational sessions were conducted from 07H00 to 11H00 to see how the school begins and progress up to lunch, while the other three were conducted from 12H00 to 15H00 to see how activities progress from lunch to closing time. The researcher wanted specifically to observe how principals perform their instructional duties during this time.

The researcher also took note of how often the school's morning briefings were conducted to see if and how they addressed issues related to their instructional roles. The principals’ meetings with the teachers were observed to understand the principals’ priorities in their staff meetings. The frequency of the principals’ classroom visits were also observed to see how often they were visible during contact time and how often they monitored and
controlled teaching and learning activities. Although some observations were carried out from a general point of view, the main focus was to see and record all actions, contributions and behaviours of the principal and selected teachers from each sampled school. An observational guide was prepared prior to carrying out the observations at each school (See Appendix J).

Field notes on what was seen and heard were taken down during the observations. To avoid the observer’s mistakes, observational notes were typed within a few hours of the events (Cohen, Manion & Morrison, 2007; Cooper & Schindler, 2001).

3.5.3 Document analysis

The researcher also used some of the official documents to verify the data obtained from interviews and observations. Documents have the ability to provide extensive information with high validity (Mouton & Marais, 1993:79). Unlike interviews and observations, document analysis produces readily available data which in most cases is not prone to manipulation by the research participants (Prior, 2008). However, there is no reaction to document analysis which can mislead the researcher’s understanding on the phenomenon under investigation.

For the purpose of this study, the researcher analysed the following documents: records of meetings, and internal and external whole school evaluation reports (See Appendix I). The researcher took it upon himself to ensure that all documents to be analysed were checked for their authenticity since there is sometimes a tendency of getting distorted information from documents (Best & Kahn, 2006:257). In that regard, the researcher ensured that all documents were stamped and signed by the school authority as acknowledgement of their validity. From these documents, all comments, suggestions and recommendations made about the principals’ instructional leadership roles, their activities and any relevant information about teaching and learning were analysed. However, the researcher paid more attention to the contributions given by the selected principals and teachers. The following section will, therefore, discuss how the collected data was analysed in this research.
3.6 DATA ANALYSIS AND INTERPRETATION

According to Marshal and Rossman (2010:207), data analysis refers to procedures and processes used and followed to bring order and meaning to the data collected in a study. The researcher arranged all interview transcripts and field notes before analysing them (Bodgan & Bilken, 2007:159). All the interview transcripts were then analysed according to the steps provided by Tesch (1990). In analysing data, Tesch recommended the following steps:

- The researcher read all transcriptions and put down ideas broadly as they came into his mind.
- The researcher then wrote all thoughts in the margin. This was done with all documents and interview transcripts.
- The researcher then arranged and put together similar topics into columns as major and minor topics.
- Topics were then abbreviated as codes.
- The researcher then looked at the most descriptive wording for these codes and categories were formulated.
- Themes were then formulated from the categories.

In this study, data analysis was conducted concurrently with data collection through active recording, note taking, transcribing and analysing interviews. This was done immediately after each interview. The information from the interviews was continually compared with other data gathered from the studied documents and observations made from each school. After capturing and saving, the data was stored as both hard and soft copies. The researcher ensured that a hard copy was kept safe in his locked office while a soft copy was stored through Microsoft Word in a password protected computer. The section that follows presents the discussion on how the trustworthiness of the information was maintained.
3.7 TRUSTWORTHINESS OF THE STUDY

This research study took a qualitative approach which requires the data to be trustworthy. Therefore, the researcher ensured that all explanations, findings and conclusions were true and accurate (Cresswell, 2008:259). For instance, the researcher ensured that participating schools were of the same quintile system and from the same township setup. This was done to ensure that similar results, if any, indeed come from constant conditions on all occasions (MacMillan & Schumacher, 2010:330; Bell, 2010). Moreover, the researcher triangulated the information gathered from principals with that from the teachers. The triangulation method was also applied to the data collected from the observations and document analysis for cross validation.

Specifically, the researcher used the four criteria of Guba and Lincoln (2005:13) which is: credibility, transferability, dependability and confirmability. These criteria are therefore discussed below to show how they were applied and achieved in this study.

3.7.1 Credibility

In order to gain the trust of the participants so that they felt comfortable to share their information, the researcher ensured that he spent some time with them. This was done every time prior to each interview. Through this method, a good rapport and trust was established between the researcher and participants (Keats, 2000:23; Stewards & Cash Jr, 2008:77). During that time, principals and teachers were presented with the approval permission letters, granted by the Gauteng Department of Education (GDE) and their schools (See Appendices G & H). All procedures which included expected time for each interview session, dates and times for observations and the type of documents to be analysed were clarified to the participants. Ultimately this resulted in developing trust between the researcher and participants (Koro-Ljungberg, 2010).
3.7.2 Transferability

Transferability means that findings and knowledge obtained from a certain research conducted using a small sample can be transferred to other similar settings (Daymon & Holloway, 2002:93). In this study, this was achieved by selecting a sample that typified township high schools and participants who have experience of working in a township setup. All research questions were based on a range of literature review as given in chapter 2 of which the following aspects were the central focus in this study: instructional leadership; principals’ instructional leadership roles; and quality of teaching and learning, particularly in townships schools. Out of this, the researcher made it possible for other researchers to relate the findings within their own settings in the realm of effective teaching and learning in South African township schools.

3.7.3. Dependability

Dependability is when readers are positively convinced that the research findings are indeed as true and reliable as the researcher says they are (Maxwell, 2005:108; Maree, 2007:297; Johnson, 2008:100). To guarantee dependability, the researcher ensured the consistency of this study’s findings. Consistency means that if the same research is conducted with the same participants or in a similar set up, the same results are likely to be found (Krefting, 1991:216; McMillan & Schumacher, 2011:385). In this regard, the focus is on both the data collection sources and the processes followed in the field and this is given below:

- All details of the research method and design used are given together with how data was collected and analysed.
- Written permissions to conduct the research in the schools were sought and granted from the Gauteng Department of Education and principals of the sampled schools.
- Details of the research and its purpose were explained and all participants were asked for their consent to participate in the study.
All participants signed the consent forms in acknowledgement of their free will to participate in this study.

Dates, times and venues for interviews were agreed upon and set between the researcher and the participants. Structured interviews were then conducted individually with each participant and they were tape recorded.

Dates and time frames for observational sessions were also agreed upon and set. As a non-participant, the researcher took field notes during the observation sessions.

Documents like the Internal Whole School Evaluation (IWSE), External Whole School Evaluation (EWSE) reports and minutes of the schools’ meetings were requested from the principal via the school secretary and analysed.

All interview transcripts, observational field notes and findings from documents analysed were then taken back to the participants for confirmation before being analysed and interpreted.

All data analysis was then undertaken from all the findings, and final conclusions drawn. All findings, transcripts and field notes were then filed and stored in a safe place. These can be provided on request.

Hence, if a subsequent researcher can follow the trail used by the original researcher, he/she is likely to get the same results.

3.7.4 Confirmability

Confirmability entails addressing the issues concerning the researcher’s influences and biases on the study (Rule & John, 2011:107). Marshall and Rossman (2006:203) assert that confirmability portrays objectivity. Objectivity has been described as the quality of data produced by procedures that control any form of bias (McMillan & Schumacher, 2010: 9). Hence, confirmability was considered as objectivity (Cohen, et al., 2007). The researcher ensured the objectivity of this research through the following:
The triangulation of methods, which refers to a number of methods employed. Interviews, observations and documental analysis were used in this particular study.

Since one of the schools chosen is where the researcher is teaching, the researcher tried by all means to alleviate any bias by being truthful and considerate through honouring all research ethics. Throughout the data collection period, the researcher ensured that he remained focused on the phenomenon under study. In addition, he ensured that the findings were based on the participants’ views, experiences and opinions about the principals’ instructional leadership roles. He achieved this by relying on the data obtained from the participants, and not by what he knows about the participants.

The ethical considerations considered in this study are presented in the next section.

3.8 ETHICAL CONSIDERATIONS

Throughout this study the researcher’s behaviour was guided by the ethical principles and rules to ensure good conduct with the sampled principals and teachers (Masiwa & Kabanda, 2006: 104; Gomm, 2008:365). Therefore, all ethical considerations of UNISA were strictly adhered to. The ethics clearance from the College of Education Research Ethics Committee (CEDU REC) to conduct the research was applied for and granted before the researcher went into the field (See Appendix F). The researcher ensured that permission was also sought and granted by the Gauteng Department of Education (GDE) to conduct a research in its schools, School A and B, which are situated in Ivory Park (See Appendix A & G). Likewise, request letters were sent to schools seeking their permissions to participate in the research (See Appendix A) and such permission was granted (See Appendices B & H). Regarding the participants, the following ethical aspects were considered:

3.8.1 Informed consent

Johnson and Christensen (2008:109) described informed consent as an agreement by the participants to participate in a study having been informed of the study’s purpose,
procedures, risks, benefits and the limits of confidentiality. Accordingly, the researcher sought written consent from the participants (principals and teachers) through consent forms which they were advised to read and sign afterwards (See Appendix E). Moreover, it was advised in the consent forms that, should a need arise, participants were at liberty to withdraw from the study without any penalty and that their participation was of their own free will.

In the request letters to the principals and teachers (See Appendices C and D, respectively), participants were advised of the intended use of the research findings.

### 3.8.2 Confidentiality and anonymity

Before principals and teachers participated in this study, they were guaranteed anonymity and confidentiality. They were assured that no one could have access to their names and were also informed as to whom their contributed information was going to be exposed (Anderson, 2009:74; McMillan & Schumacher, 2010:123). That information would be seen by the researcher and his supervisor only. In this study, the names of the schools, principals and teachers were coded. Principals from schools A and B were named principal A and B, respectively, while teachers from schools A and B were coded as teacher A1, A2 and B1, B2, respectively. In this study, this was particularly important since teachers were expected to comment on their perceptions about the instructional leadership roles of their principals. If teachers were therefore identifiable, consequences would be harmful in that the principals could be offended and possibly abuse their positions and power to the disadvantage of their subordinates (teachers). The researcher also assured the principals and teachers that the findings emanating from this study were to be strictly used for the purposes of this research only.

### 3.8.3 Harm and fairness

In this study, the researcher was very careful in all thoughts and actions to avoid any physical or mental harm to the participants (Creswell, 2008; McMillan & Schumacher, 2010:119). The researcher, therefore, encouraged participating principals and teachers to
remain focused and concentrate on making meaningful contributions that would improve the instructional leadership roles of township principals in order to influence quality teaching and learning, rather than using this as an opportunity or platform to expose their principals’ or teachers’ weaknesses.

3.9 CONCLUSION

In a summary, a qualitative research method and a case study design were used in this research. Purposive sampling was used to select two high schools in Ivory Park Township. Two principals and four teachers who were thought to be information-rich were handpicked as participants. The interpretive/constructivist research paradigm was also discussed to some extent since it shaped this study. The researcher used face-to-face structured interviews as the main data collection technique, followed by observations and document analysis. Thereafter, the researcher segmented and coded the data to develop categories and themes. Issues of trustworthiness were also discussed in which credibility, transferability, dependability and confirmability were the criteria used in this study. Finally, this chapter further discussed the ethical considerations that have been adhered to in this research. The next chapter will present in detail how the data was analysed and interpreted in this dissertation.
CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The purpose of this chapter is to present, analyse and interpret the data collected during the field study through the researcher’s individual interviews with principals and teachers, during observations as well as document analysis. A qualitative research design was employed for this study in trying to get answers to the main research question which was, “What roles and practices do the principals in township schools engage in to influence teaching and learning in their schools?” The following themes emerged from the data collected:

- Principals’ understanding of instructional leadership.
- Principals’ instructional leadership roles.
- Creating a positive culture of teaching and learning.
- Teachers’ perceptions towards principals’ instructional leadership roles.
- Challenges experienced by principals as instructional leaders.

This chapter is divided into four sections. First, a brief overview of the data collection process is given. Second, the biographical data of the participants is presented. Third, the presentation of the research findings in which the above themes with their sub themes are discussed in detail. Finally, it is concluded by a summary thereof.
4.2 RESEARCH PROCESS

4.2.1. Data collection methods

Three qualitative data collection methods were used in this study: individual interviews, observation and document analysis. The researcher interviewed the principal and two teachers from each school, and did the observations and document analysis. Below is a presentation of the problems encountered during the process of data collection.

4.2.2 Problems encountered during data collection

The researcher had initially planned to conduct two sessions of interviews with the principal and two teachers at each school. However, the second session was conducted only with the principals and only two teachers instead of four as happened in the first session. The reason for that was because one teacher from School B went abroad after the first interview while the second teacher from school A kept on postponing the appointment. In addition to the above challenges, twice at school B the observations were disrupted by the unannounced visits by the district officials which required the attention of all the HODs, and the school had to end before its normal closing time.

In trying to compensate for all these problems, the researcher had to rely mainly on the first interviews conducted with all the intended teachers. For disrupted observations, the researcher was able to get another day for the observation. A brief description of how the trustworthiness of the data was maintained is given below.

4.2.3 Trustworthiness of the data collected

To ensure trustworthiness of the data from the participants, the researcher ensured that they communicated freely by using the language of their choice. To make them feel at ease, the researcher kept on reminding them of the confidentiality and anonymity of their contributed information and names, respectively. Moreover, the researcher would rephrase the question/s whenever he sensed that they were not responding appropriately. Direct
quotes are also included particularly from the interviews conducted. The degree to which data was obtained and the interpretations made thereof captured the reality as seen from the perspective of the participants and the researcher’s professional experience. The biographical information of all participants is given below.

### 4.3 BIOGRAPHICAL DATA OF THE PARTICIPANTS

The biographical information of the participants who participated in this research is given in the tables below:

**Table 4.1 Biographical information of principals**

<table>
<thead>
<tr>
<th>Participants</th>
<th>Gender</th>
<th>Years of service as a teacher</th>
<th>Years of experience as a township principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal A from School A</td>
<td>Female</td>
<td>26</td>
<td>10</td>
</tr>
<tr>
<td>Principal B from School B</td>
<td>Male</td>
<td>13</td>
<td>11</td>
</tr>
</tbody>
</table>

**Table 4.2 Biographical information of teachers**

<table>
<thead>
<tr>
<th>Participants</th>
<th>Gender</th>
<th>Years of experience as a township teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>School A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher A1</td>
<td>Male</td>
<td>20</td>
</tr>
<tr>
<td>Teacher A2</td>
<td>Male</td>
<td>21</td>
</tr>
<tr>
<td>School B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher B1</td>
<td>Male</td>
<td>13</td>
</tr>
<tr>
<td>Teacher B2</td>
<td>Female</td>
<td>16</td>
</tr>
</tbody>
</table>

The next section presents the research findings of this study.
4.4 RESEARCH FINDINGS

The following themes emerged from the findings obtained through the data collected.

4.4.1 Principals’ understanding of instructional leadership.

Instructional leadership involves how principals execute their roles which are directly connected to teaching and learning (Southworth, 2002; Bush, 2007) through making and taking decisions that focus on the realisation of effective teaching and learning through supervising curriculum delivery and protecting instructional time (Mestry, 2013; Robinson, et al., 2008). This theme looks at what instructional leadership look like for principals in the township high schools. It considers how they understand and interpret this concept of instructional leadership in general.

The researcher discovered that these principals had a weak and partial understanding of instructional leadership. This was demonstrated through the responses they gave when asked to describe their understanding of instructional leadership. In trying to define instructional leadership principal A, responded as follows:

“Instructional leadership is very broad because it depends on the recipients....on what instruction one is expecting from your working counter parts.”

Principal B’s response to the same question was:

“....you guide people on what actually need to be achieved, do good planning, give clear guidance, direction to people that are your subordinates.”

It appears as if principal B had a better understanding of the concept ‘instructional leadership’ compared to principal A. Principal A thinks instructional leadership is all about giving instruction to subordinates which looks a bit far-fetched from the real meaning of this concept which in simple terms refers to the actions, strategies and decisions taken by the principals in relation to the improvement of teaching and learning in their schools. However,
although principal B showed a partial understanding of the concept, he could not explain and give details on what he guides people.

The results also confirm the findings from the research conducted by the DoE (2009) which reflected that clarity of the instructional roles of principals is yet to be achieved. Next a theme on principals’ instructional leadership role is presented.

4.4.2 Principals’ instructional leadership roles

The principals’ instructional leadership roles are believed to have a significant influence on the execution and improvement of teaching and learning in the classroom (Hallinger & Murphy, 2013; Msila, 2013:81). There are five dimensions of instructional leadership roles of the principal: defining the school’s mission, managing the curriculum and instruction, supervising teaching, monitoring and assessing learner progress and promoting an instructional climate (Webber, 1996; Hallinger & Murphy, 1985a; Hallinger, 2005; Kellough, 2008). The main focus of this theme was to investigate the instructional leadership roles that are mostly executed by township principals. Special attention was given to how these principals view and experience these roles in influencing teaching and learning, given the challenging settings under which they usually work. The research findings revealed the following instructional leadership roles as the ones mostly executed.

4.4.2.1 Creating an environment suitable for quality teaching and learning

Promotion of an instructional climate is one of the dimensions of instructional leadership (Hallinger, 2005). It seems both principals acknowledge that quality teaching and learning can prevail only in a positive learning environment. Both principals also seem to prioritise this role among all other instructional leadership roles. This is illustrated by the following two extracts from the principals’ responses after being asked how they create a positive instructional time:
“I put more effort on the execution and presence of quality teaching and learning in the classrooms which can only take place under a quite learning environment. By giving constant monitoring and supervision to both teachers and learners I make sure that contact time is effectively honoured and utilised at all times...through my experience, I feel like this role really needs my personal involvement because if I assign someone and is not done properly then the whole purpose of schooling is at stake” (Principal A).

“... I am pushing from all angles to ensure that as a school we have a positive climate that allows quality teaching and learning to take place. ....I personally ensure that all teachers and learners are punctual to their lessons. In every block, I have assigned an HOD who takes charge of that block to see and check whether there are no learners loitering outside and teachers are in classes, particularly during contact time” (Principal B).

During the observation, both principals were seen moving around the corridors, checking if teachers were in class teaching and no learners were loitering outside. Through some observations sessions in school B, the researcher witnessed that during contact time, whenever principal B appears, teachers and learners were seen rushing to get to their classes.

Principals who are instructional leaders consider and promote an environment that is conducive for effective teaching and learning to take place (Bhengu & Mkhize, 2013; Jita & Mokhele, 2013). From the interview responses, these principals seem to be engaging with this role seriously. Both ensure that their schools’ learning climates are conducive for quality teaching and learning to take place. However, while principal A thinks she can handle this role alone, principal B involves the SMT in ensuring that the instructional climate is positive. This finding contrasts with the literature that shows that in townships schools there is limited or no culture of teaching and learning (Prinsloo, 2007; Burton, 2008; Hammett, 2008; Ngcobo & Tikly, 2010).
4.4.2.2 Communicating the vision and goals of the school

Communication of the school’s vision and goals entails the principal’s role working with all stakeholders in ensuring that the purpose of the school is made clear (Hallinger, 2005). The findings revealed that both principals consider effective communication of their schools’ vision and mission as the only way to achieve their schools’ goals. To support this claim, principal A had this to say:

“As an instructional leader in this institution, major role will be no 1, communication. We need to communicate with all stakeholders at all times giving direction and reminding each other of our vision and mission goal as a school. And our goal is to make sure that learners are in class in time and the teacher is in front of learners all the times, so that they can be embraced with quality education that can sustain them after school in adult life.”

Principal B was agreement with principal A:

“My experience as a principal has taught me that I must always communicate the vision and mission of the school with all parties particularly teachers and learners so that we don’t lose focus of our main purpose. Our vision is to ensure that learners are enhanced technologically, economically and socially for adult life and our goal is to ensure that there is quality teaching and learning for these learners to achieve vision.”

From the reviewed External Whole School Evaluation (EWSE) report in school A, its established school vision and mission statement was not in line with the Gauteng Department of Education (GDE). “Although the school established the vision and mission statement, the mission statement is not in line with that of the GDE” (Extract from EWSE). The researcher’s observation also concurred with the reviewed EWSE reports from both schools that indicated, “…the school has not replaced the departmental old vision and mission statement by the new one for all stakeholders to see” (Extract from EWSE in school A and B).
In drafting the school’s vision and goals, it looks like both principals’ goal is to see learners embraced with quality education which can sustain them in adult life. This also confirms the findings by Naicker, et al. (2013) that most of South African principals ensure that their schools’ goal and mission is to make learners pass since their future depends mainly on the matriculation certificate. While principal A seems to achieve this by encouraging teachers and learners to always honour contact time, principal B keeps on reminding them not to lose their focus regarding their vision and goals.

### 4.4.2.3 Managing and procuring of LTSM

This sub-dimension is incorporated into the instructional leadership role of managing the curriculum and instruction. Regarding this role, the results revealed that these principals seem to view and think that management and procurement of learning and teaching support materials (LTSMs) are limited only to the securing and retrieval of resources. When asked how they perform this function, their responses were as follows:

> “...you know what, although we have an LTSM committee, it is within my reach...eer...to see if all teachers and learners have the required resources. So ordering and retrieval of LTSM especially text books, calculators and tablets I take it as my solely responsibility” (Principal A).

> “On our budget, LTSM is allocated the bigger percentage and that alone means all my eyes are all out on how that money is spent. I make sure that there are no shortages when it comes to teaching and learning resources. I also achieve this by making sure that all resources are almost 100% retrieved at the end of the year” (Principal B).

Both principals seem to be performing this instructional leadership well, as the literature states that principals who are instructional leaders always ensure that their teachers have access to all LTSMs (Lunenburg, 2010). However, it appears as if both principals pay much attention only to the buying and retrieval of resources. According to Naicker, et al. (2013), it is the instructional responsibility of a principal to support teachers in the efficient use of resources. But it looks like both principals do not give further support to teachers on how
resources can be effectively utilised to better teaching and learning. Taylor (2007) asserts that the efficient use of instructional resources is still a central problem in South African schooling.

4.4.2.4 Motivating teachers and learners

This is one of the functions to be performed by principals under the dimension of supervision of teaching. In schools, motivation entails the principal’s ability to influence the inner state of both teachers and learners so that they can positively work towards achieving their school’s main aim (Van Deventer & Kruger, 2008:148). The findings showed that both principals perceive motivation as a crucial instructional role which raises both teachers’ and learners’ moral towards teaching and learning respectively. Principal A’s opinion and understanding in regard to this role is that, if teachers and learners are happy, they are likely to excel in their performance. Both principals were of the opinion that motivating teachers and learners produces positive results. This is evident in their comments:

“Motivating both teachers and learners has been my norm at this school and is really working. Each and every term, we reward both teachers and learners who performed very well during the previous term. I sometimes hire special guests, eer I mean motivational speakers to come and motivate all of us” (Principal A).

“...if teachers and learners are happy, teaching and learning takes place. So by all means I do appreciate the good performance by rewarding them. Every year... eer... we always have a special assembly and weekend where learners and teachers are rewarded, respectively” (Principal B).

During the observation, the researcher witnessed an event at school A, where teachers and learners were awarded presents and certificates based on the previous term’s performance. In school B, analysis of the Internal Whole School Evaluation (IWSE) report revealed that quite a number of teachers were awarded digital gadgets like tablets while learners were given certificates as a form of incentive for their best performances. “...the best performing
teachers in every learning area are awarded either laptops or tablets as incentives while learners are given certificates” (Extract from IWSE).

By instilling a good mood and morale in teachers and learners, Pintrich and Schunk (2002) also argued that principals can influence effective teaching and learning. Both principals do appreciate the hard work done by their teachers and learners through motivating them. From the findings it seems principal B has adopted the idea that if teachers and learners are happy, they tend to do well in teaching and learning activities respectively. Blasé, et al. (2010) agree in their study that instructional principals work on the basic philosophy that says a happy teacher is a better teacher. However, it looks like both principals mainly rely on extrinsic motivation although principal A seems to go a further step by involving motivational speakers who sometimes intrinsically motivate them.

4.4.2.5 Providing professional teacher development programmes

This function also falls under the dimension of supervision of teaching. These principals seem to view and consider teacher development as important and necessary only for new teachers or whenever there are changes in curriculum. However, both of them seem not to be directly involved in developing the teachers but leave this responsibility to the HODs. This was confirmed by the following responses when asked how they develop teachers. Principal A said:

“Usually we develop teachers whenever there is new curriculum coming or we have new teachers. I do that by encouraging them to attend workshops organised by the department while every new teacher I assign him or her to a senior teacher or HOD for mentoring”.

Principal B also said:

“Simple, when I have new recruits (teachers), I leave it to the HODs for mentoring and when we have a change in curriculum, the Department develop teachers for us. Mine is to make sure that HODs monitor their teachers so that they attend all workshops”.
From the staff meeting minutes in school A, it was also indicated that some workshops have been conducted by HODs and senior teachers to train and develop teachers at school level, “...every year the school always have one or two internal workshops facilitated by either the HODs or senior teachers especially for content aspects in different subjects” (Extract from previous minutes of staff meeting).

Professional development gives teachers the confidence, ability and skills necessary to positively fulfil their core responsibility of teaching (Steyn & Van Niekerk, 2007). Both principals use workshops and the mentoring system to develop their teachers.

However, although both principals seem to understand that professional development is not limited to new teachers, they only involve all teachers when there is a curriculum change. In that regard, both principals seem to concur with the literature that shows teacher development should give teachers an opportunity to broaden their knowledge and improve their teaching skills, particularly on new content (Report on Teacher Professional Development, 2006; Makoelle, 2011).

4.4.2.6 Monitoring of curriculum progress

This function is incorporated in the instructional leadership role of monitoring and assessing learner progress. Concerning this role, both principals seem to use a number of different strategies to monitor the curriculum progress of their learners. When asked how they monitor and assess their learners’ progress, their responses were as follows:

“...the only simple way to check learners’ progress is to check learners’ class workbooks which I usually do randomly in any class...this gives me a clear picture of the quality and quantity of work given to learners and I also check if both informal and formal assessments are given and controlled. Then I use the information to see areas that needs extra support to both teachers and learners. For learners, we intervene by giving extra classes right across all grades and for teachers; professional teacher development” (Principal A).
“...usually I rely on monitoring and checking the HODs’ weekly reports to see the progress and quality of work given to learners. As a principal, I am also pushing for extra classes to assist all learners with learning challenges, although I believe this can be of better use if applied to the grade 12s...I do personally supervise and monitor those morning, afternoon and weekend classes” (Principal B).

From the observed staff meeting in school A, the researcher heard the principal complaining that the information she found in most of the teachers’ files regarding curriculum coverage did not correspond with the work in learners’ class work books.

Both principals seem to be monitoring the progress of curriculum through the work given to learners and use the information they get to support and improve teaching and learning. While principal A does this by personally checking learners’ books, principal B relies on the HODs’ weekly reports. Both principals resort to extra classes as an intervention programme in assisting learners with learning barriers. The literature confirms that principals who are instructional leaders monitor the progress of learners by reviewing the assessments given to learners with the intention to use that data to improve curriculum delivery and implementation (Blasé, et al., 2010; Hallinger, 2005; Mendels, 2012).

From the evidence in this theme, it can be generally concluded that both these principals adequately perform their instructional leadership roles. The next theme, creation of a positive culture of teaching and learning, is presented below.

4.4.3 Creating a positive culture of teaching and learning

This theme looks at the activities in which principals engage in order to create a positive culture of teaching and learning (COLT). Creating a culture of learning and teaching refers to the principal’s ability to instil a positive attitude within teachers and learners towards teaching and learning activities, and also to create the presence of quality teaching and learning processes in his/her school (Van Deventer & Kruger, 2008:13).
Schools require principals who are instructional leaders (Mestry, et al., 2013) to engage in activities that support and create a positive COLT (Mendels, 2012) in order for effective teaching and learning to take place. The researcher realised that principals do embark on activities that help to create a culture which is positive for teaching and learning. This data revealed three main activities in which principals engage in order to create a culture (COLT). These activities are presented below.

4.4.3.1 Encouraging team working

The findings show that both principals do encourage teamwork among their teachers as a way of creating a positive culture of teaching and learning. This is supported by the following extracts:

“Our culture is based on team working...... yes, team working, group working, team marking, and team teaching that creates a good culture of teaching and learning” (Principal A).

In line with principal A, principal B emphasised the following in one of the staff meeting observed by the researcher:

“I will never stop to encourage you to work as a team and love one another as a family because this will make us happy and deliver in the classroom. Share teaching and learning problems and be creativity in the classrooms. New educators, please ask your senior teachers to share how they create an interesting learning environment in their classrooms.”

It also came up from one of the participants (teacher B2) that, when teachers are given a chance to socialise as colleagues, they are likely to improve their professional relations which results in working as one big family. Teacher B2 had this to say:

“...every year, we take time out so that we can learn about each other. We play games, we talk, and we say whatever we think about the leadership so that the SMT..."
can come back and correct what we say we are not happy with. That means we have a platform to complain and this eventually will create a very good interpersonal relations among us."

Good interpersonal relations prevail where the principal, teachers and learners work as team (DiPaola & Hoy, 2008:47). Both principals appeared to be doing well in promoting a sense of team work among their teachers through encouraging their teachers to work together and to learn from each other. Taken from the quotes and extracts above, teachers in school B seemed to be given more opportunities by their principal to socialise with each other than those from school A.

4.4.3.2 Encouraging teacher creativity through using digital media

The findings revealed that, in order to create a culture where teaching and learning is interesting, both principals encourage and ensure that teachers make use of digital media as teaching and learning aids. This is what the participants had to say about this:

“I always try by all means to ensure that teachers make use of digital resources as teaching aids. Gone are those days when teachers relied on the textbooks alone. I advise teachers even to change their teaching methods; current curriculum needs learner participation than the lecture method we were used to. So we encourage a culture whereby the teacher is so creative in the classroom so that teaching and learning can be live and interesting” (Principal A).

In responding to the question on how their principal influences the culture of teaching and learning, teacher B1 referred to the use of technology:

“The principal sometimes invites the people that are very good especially in ICT in order to workshop us whether during the weekends or after school hours because most of us tend to lack in ICT skills and knowledge.”
From the IWSE report analysed in school B, it was indicated that the principal has procured a number of digital resources and is doing well by encouraging his teacher to make use of them during teaching and learning “...the school principal has procured a number of digital resources from a donating company and is busy encouraging and assisting all teachers to use the digital media available, like interactive boards, overhead projectors, videos....” (Extract from IWSE).

In one of the staff meetings observed in school A, the principal A assured the whole staff that she will take it upon herself that as a school all the necessary teaching and learning digital gadgets will be available. From the EWSE in school A, the following extract indicated that she was doing well in that regard: “... the principal has acquired some few digital resources, such as the I-Box, Technology kits with video clips for Science and Mathematics and digital projectors, from private different companies for teachers to use during contact times” (Extract from EWSE).

Learning in the 21st century needs to be digitally oriented because it allows for interactive teaching and learning (Shelly, Cashman, Gunter & Gunter, 2008). The researcher is also aware from his own experience that the use of digital resources has become a culture of many schools. Both principals seem to do their best to ensure that instructional digital resources are available and teachers make use of them during contact times.

4.4.3.3 Being visible during contact times

The researcher noted that the principal's frequent visibility around the school brings an orderly instructional environment in which contact time can be fully utilised. This is supported by the following comment in the interview and data also gathered from the observations. Principal A had this to say:

“.....it is within my roles that my presence is felt in every activity at the school. You know, by just moving in the corridors, or monitoring late coming at the gate makes a different. Teachers and learners know that I have got no boundaries when it comes to
monitoring activities, even in the toilets I sometimes get in to check if there are no hiding learners during the contact time.”

During the observation sessions in school B, whenever the principal appeared in the corridors, learners and teachers would be seen running to their classes. From the EWSE reports analysed from school A, the principal was also advised by members of the evaluation team to improve her visibility as a way of creating an orderly environment, “...the principal is encouraged to frequently avail herself particularly during contact time. Through her visibility, an orderly environment might be significantly created and improved” (Extract from EWSE).

The principal’s presence can influence effective teaching and learning (Hallinger, 2005). The findings in this sub-section reflect that both principals seemed to understand the importance of their visible presence to teachers and learners. It also appears as if when teachers and learners see their principal, they are encouraged to respect and honour contact time. During the observations, both principals were visible during contact time. However, principal B was seen to be more visible than principal A for the researcher could see that the former spends less time in his office during contact time. This observation was also supported by a parent who, after waiting for him, complained dearly saying it was almost one hour waiting for the principal to come to his office.

To conclude this section, there was a clear impression that when principals engage in activities such as giving a platform to teachers to meet and discuss about instructional issues and being visible in the school (Hallinger, 2005), they are likely to improve the culture of teaching and learning in any school. The next theme focuses on the teachers’ perceptions regarding their principals’ instructional leadership role.

4.4.4 Teachers’ perceptions towards principals’ instructional leadership roles

This theme considers how the teachers view their principal’s instructional roles in influencing effective teaching and learning looking at whether they embrace or reject how this role is played. When teachers perceive their principal as an effective instructional
leader, they are likely to embrace all instructional strategies and suggestions that enhance teaching and learning (Blasé & Blasé, 2010). A discussion is therefore given on what perceptions teacher participants had towards their principals’ instructional leadership roles. Teachers had different views and perceptions about how these roles are executed. Below are the four instructional leadership roles that teachers alluded to.

4.4.4.1 Principal’s instructional leadership roles versus administrative duties

This sub-theme starts by providing general perceptions of teacher participants on how their principals execute the instructional leadership roles. From school B, while some teachers view their principal to be more concerned with administrative duties at the expense of instructional leadership roles, some perceive their principal as an all-round leader who balances the two. This was proven by the teachers’ comments as well as the information gathered from the documents analysed. This is what one of the teachers in school B said:

“The principal always encourages us to go to the class and teach these learners and he always makes it a point that he motivates us and supports us so that all the tasks are completed in time. And the other thing that eer, I can say he is an all-rounder principal, because when it comes to the administrative issues he is very good, this man can really divide his attention to all his duties” (Teacher B1).

Meanwhile this is what one of the teachers in school B had to say:

“...to me, the principal is doing more of administration work than instructional duties...most of the time it is the deputy principal responsible for curriculum who always checks if teachers and learners are in class and see whether teachers are teaching according to the work schedule” (Teacher B2).

However, all teachers from school A perceived their principal to be more concerned with administrative duties than instructional leadership roles. From the previous minutes of staff meeting analysed in school A, it was also recorded that the principal was more into administrative duties than instructional leadership roles. “...teachers (are) in need of the
principal to assist and (be) actively involved in teaching and learning problems, than concentrating only on issues of administration” (Extract from minutes of staff meeting). This concern was also raised by teacher A1:

“...I think our principal is more concerned with administrative duties, because...hey...she is always in the office with office staff....We need her in the corridors especially during contact time. We want to feel her supervision when it comes to teaching and learning”.

While teacher B1 from school B perceived his principal as someone who balances his administrative and instructional duties, teachers A1 and B2 from schools A and B, respectively, seem to have the same perception that their principals are concentrating more on administrative duties than instructional leadership roles. Obviously, when the principal cannot balance his/her duties well, it leaves a big gap particularly in teaching and learning processes. From teacher A1’s response, it also looks like teachers from school A miss their principal’s supervision in the classrooms. This finding is evident in the literature that shows a number of principals in South Africa are more into administrative duties than instructional leadership roles (Bush & Heysteck, 2006; Mestry, et al., 2013).

4.4.4.2 Principals’ roles in promoting a positive school learning climate

Teachers had varying perceptions regarding their principals’ instructional role of promoting a positive school learning climate. While teachers from school A think their principal is not doing justice in promoting a positive learning climate, teachers from school B view their principal to be satisfactorily performing this role. This is how one teacher from school A expressed his view:

“Well, eer, if I look at my school environment right now, eer in as far as teaching and learning is concerned, I think there is a lot that needs to be done by my principal in order to improve the school climate, because right now to be very frank and truthful, is not an enabling environment for teaching and learning...because sometimes when I am in my class, you can actually hear a lot of noise as a sign that,
there is a number of classes and learners who are not being attended to... the principal has failed to put her foot down on teachers not attending their classes... Sometimes she calls teachers to the office only to see that thereafter, they are doing the same thing” (Teacher A1).

Teacher B2 from school B, however, had a different perception about her principal:

“...this school is so conducive for teaching and learning. The principal encourages unity, and supports every activity whether academic or core curriculum activities. During contact time...eer...he is always out making sure that all learners and teachers are in class and the school is quite so that teaching and learning can take place in a positive learning environment. He even monitors the grounds man to make sure that the whole school is clean” (Teacher B2).

All principals must be able to maintain an instructional climate conducive for teaching and learning as part of their instructional leadership roles (Mathibe, 2007; Bhengu & Mkhize, 2013). From teacher A1, it appears as if principal A is perceived to be somehow compromising teaching and learning activities by failing to control the non-attendance of teachers in classes. However, principal B is perceived by his teachers to be taking full charge of all the school’s activities including its cleanliness in an effort to create a positive school learning environment.

4.4.4.3 Principals’ role towards teacher professional development

From both schools, the teachers’ perception is that although both principals support their professional development, their direct involvement is minimal. In their views, the professional development offered to them is from the Department of Basic Education via the subject advisors. Teacher B2 had this to say:

“Eer, most of the time, the workshops that we get are coming to us via the subject advisors and not from the principal, in fact are organised by the district then communicated to us via the subject advisor. However, the principal encourages us to
attend, but to organise internal teacher development... eer... I don’t recall any of such.”

Teacher A2 also seemed to be in agreement with teacher B2 by saying:

“From the office of the principal, I would say that there is nothing the principal is doing to develop us. But the only thing that she does, she always motivates us to attend the workshops that are organised by the department. You know, we have very good teachers here whom I think can actually develop others much better than those from the department of basic education. Yes, at time she encourages HODs and senior teachers to mentor new teachers but I think this is not enough.”

The IWSE reports analysed from school B revealed that teachers are in need and would appreciate if there were some more internal professional development programmes arranged. “Teachers think is high time the principal should start considering arranging more of internal training programmes for new and senior teachers given that there is always changes in curriculum” (Extract from IWSE).

Principals who are effective instructional leaders encourage and put maximum effort into developing their teachers from both within and outside the school (Glanz, 2006). Although both teachers seem to appreciate their principals’ support and encouragement, it looks like they still believe these principals can do much better by being “hands-on” in their professional regarding development.

4.4.4.4 Principals’ roles towards managing instructional programme

The general perception of the teachers in this study is that principals leave their crucial instructional responsibilities of managing the instructional programme to the HODs. Responding to the question about how often their principals monitor and supervise teaching and learning activities, the following comments were given by teachers:
“...what the principal does is that, she usually asks the HODs to monitor and supervise the work of the teachers and all teaching and learning processes in general and the HODs will bring back the feedback of what they have discovered to the principal...I can say the principal only monitors the HODs” (Teacher A2).

“...we have HODs who are basically monitoring teaching and learning and the HODs are reporting to deputy principal for curriculum, and she is the one who just handle whatever is happening, the teacher is not at school, the teacher is not in class, the teacher is absent” (Teacher B1).

To support the above perceptions, it was also reported in the analysed minutes of previous meeting from school A that teachers expected their principal to be more involved regarding monitoring teaching and learning activities in the classes. “The principal can do much better by monitoring teachers’ and learners’ work at least once a month. Staff requested her to be actively involved in teaching and learning and not to leave everything to the SMT. Even if she can just take a sample of learners’ books and control them so that at least learners can also see her stamp and signature in their exercise books” (Extract from minutes of staff meeting).

It is one of the principal’s instructional responsibilities as an instructional leader to be involved in supervising and monitoring teaching and learning (Hallinger, 2005:6). However, it looked like teachers see both principals neglecting this important instructional role. In school B it seemed this responsibility was shared between the HODs and the deputy principal for curriculum, while in school A it was solely left to the HODs.

To summarise this theme, it looks like teachers perceive and see their principals to be neglecting some of their major instructional leadership roles, probably due to lack of training in management skills. This could be true considering the argument given by Naidoo and Petersen (2015) that most of the principals in South African schools seem to be appointed based only on their teaching experience in the classroom. It has also been highlighted by Hoadley, et al., (2009) that most of these principals lack the necessary instructional leadership skills due to insufficient training. This has led them to neglect their
instructional leadership roles (Bush & Heysteck, 2006). The final section presents the challenges that principals face as instructional leaders.

4.4.5 Challenges faced by principals as instructional leaders

This theme describes the challenges that the principals in the study identified in their execution of instructional leadership roles. Data shows that these principals face a number of challenges. The challenges that the researcher identified include overcrowded classes, instability of curriculum, disruptions of contact time, bunking of classes by teachers and hindrances towards classroom observations.

4.4.5.1 Overcrowded classes

From the data gathered, overcrowded classes were identified as one of the biggest challenges faced by many if not all township principals in their execution of instructional leadership roles. May be because of large learner enrolments, the researcher witnessed that most of these learners end up without instructional resources like text books and even classes where they can be accommodated. This has also created a non-conducive environment for effective teaching and learning to take place. In support of this, principal A’s remarks were as follows:

“...we have larger numbers of learners, the capacity of the school is 1600, but at the moment we are at 1856, and you look at the classes in which they are taught, there is too much overcrowding and vandalism. As a principal this really affect my work because usually I order resources according to the capacity of the school but when numbers rise like that, sometimes I end failing to secure enough resources for these poor kids. And again teachers always complain about big numbers in the class and use that as a reason for not doing their work effectively which becomes a challenge again for me to control and monitor them in terms of teaching and learning activities because they will be having a good reason indeed...”

Principal B also seemed to share the same sentiment as principal A by saying:
“...large numbers in class is a challenge in the essence that I need to keep on procuring resources....of which sometimes the budget does not allow us to do so. That is why at times I need to move around to look for donors and split classes which also require extra teachers, and as a principal I have to make sure that all learners have a teacher in front of them.”

The EWSE and IWSE reports and minutes of previous staff meetings that were analysed from both schools indicated that the issue of overcrowding has been raised several times as a challenge in these schools. It was further indicated from the EWSE report from school A that there was a need for urgent action from the school and DBE to resolve the problem of overcrowding. “The school does not have adequate classrooms, staffrooms and ablution facilities for the current enrolment. There is shortage of learning and teaching support materials....the school is in urgent need of extra mobile classes” (Extract from the EWSE). As the researcher was conducting his observations, he witnessed two or more learners in many classes sharing a chair and desk while the teachers were teaching.

Effective teaching and learning takes place in a classroom environment that is conducive (Botha, 2004). It is clear from the findings that teachers find it very difficult to effectively teach and assess learners’ work because of big numbers, let alone to move around and give attention to individual learners due to limited space in their classrooms. The principals as the overall overseer of the school have to ensure that the classroom environments are suitable for effective teaching and learning by providing adequate classrooms and instructional resources which can support quality teaching and learning.

4.4.5.2 Constant changes of the curriculum

The principals noted that they are faced with the challenge of developing teachers and buying of instructional resources to meet the ever changing curriculum. This claim is supported by the following comments:
“Another thing is change in curriculum...hey...within 10 years, OBE, NCS and now CAPS. This is really killing us, when you say I have now developed all the teachers and they are now ok, curriculum changes again and you need to start afresh, and teachers are getting tired now they don’t even attend those workshops for curriculum change, besides it requires us to procure new resources that usually take time to get” (Principal B).

From one of the staff meetings observed in school A, one teacher complained to the principal about his learning area citing that it was almost six months then but he has not received the textbooks that are compliant with his subject.

It is within the principals’ instructional roles to improve instruction and curriculum delivery by providing instructional resources and exposing teachers to professional development opportunities (Naicker, et al., 2013). Apparently, within a period of hardly ten years now the South African curriculum has already changed more than three times. This has put too much pressure on principals who are expected to develop their teachers to draft teaching and assessment programmes in which the new curriculum can be fully implemented. At the same time, principals are also expected to provide instructional resources in time, although it is clear from the finding that it requires more time to acquire the right instructional resources whenever curriculum changes. This finding is supported in the literature which states that it is of paramount importance that schools are provided with all the necessary resources before a new curriculum is implemented (Taole, 2013).

4.4.5.3 Disruptions of contact time

It was also noted that another challenge these principals experience is disruption of contact time. The findings demonstrated that it is not uncommon to see contact time being disrupted in most of the township schools. Teacher A2 had this to say:

“Another thing is unplanned activities they really disturb us because they always take our teaching and learning time...........there are people or companies coming here and request the learners to advertise their business or products, although some of them
are good for learners, but at least that must be planned in time so that is known that on such a day we are going to have such a function not to disturb our planning, if the school principal allows that, then it means very poor planning and lack of managerial skills.... apparently it seems like the principal is failing to put a stop to that, maybe because these companies always promise to be potential donors to the schools of which nothing has ever materialised from them”.

The researcher also witnessed the concern raised by teacher A2. For example, during one of the observations in school B, there was a day when teaching and learning time was compromised, when the district officials just showed up at the school and required to conduct a cluster meeting at the school which called for the learners to be released before time. Unannounced pastors were also seen twice at school A preaching at the assembly and overlapping with the teaching and learning time. In support of this observation, the IWSE report analysed in the same school also indicated that there were so many unplanned activities happening in the school like morning briefings and assemblies that take away the necessary time for teaching and learning. “…usually Monday’s and Friday’s morning periods are dedicated to the assembly while the same happens on Tuesdays during morning briefings” (Extract from IWSE).

Instructional principals ought to protect instructional time by discouraging or minimising any disruption to contact time (Bhengu & Mkhize, 2013). Both schools had their contact times disturbed. From the comments by teacher A2, it also looks like principal A is doing some favours to people and companies while compromising teaching and learning time thinking she might get some donors for the school.

4.4.5.4 Hindrances towards classroom visits

From the data obtained through interviews, the researcher discovered that it is common for teacher union representatives to deny principals from undertaking classroom observations. This is demonstrated by the following extracts from principals and teachers:
“Visitation of classes is a challenge because the union indicated that we should not visit teachers when they are teaching because it will appear as if we will be there for labelling people or witch hunting. So it’s not easy for me to do that” (Principal A).

Principal B also seemed to be in agreement with principal A by saying: “...........the unions visited me several times and they were very angry at some stage saying I must not visit class to observe teachers.”

When Teacher A1 was asked about how often the principal visits for classroom observation, the reply was:

“That one is a problem, because should the principal or whosoever try that, there is going to be a fight with SADTU, our representative in union will never allow that. Oh, yes I have actually seen district officials being turned away simply because they come without giving a notice. So the principal won’t try that.”

Although classroom visits and observing teachers while teaching is part of the principal’s instructional leadership roles (Southworth, 2004; Bush & Glover, 2009), both principals indicated that the teacher unions usually deny them from conducting classroom visits. From the findings, it seemed teachers from both schools do not like the idea of the principal or any official to barge in and carry out some classroom observations without making an appointment with them. The literature also confirms that it is not uncommon in most of the township schools to see some teacher unions with a corrosive and negative impact on the normal teaching and learning operations (Motsohi, 2011 & Naicker, et al., 2013).

To conclude this theme, the above challenges seem to either directly or indirectly lead to the following: un-conducive classroom environments, frustration of principals and even teachers, and loss of teaching and learning time.

4.5 CONCLUSION

This chapter has presented the analysis, interpretations and discussions of the research results. Coupled with the literature review on principals’ instructional leadership, the data
from interviews, observations and document analysis was used to formulate five themes that emerged in this study. From the data, it became apparent that, although townships principals are trying their best to have quality education despite their challenging circumstances, they still have a lot to do in their instructional leadership roles. The challenges being experienced by principals is far from ending unless all stakeholders put their heads together and work as a team to minimize them. In that regard, overcrowding classes and disruptions to contact time, to mention just a few, were highlighted as the major challenges faced by principals in their execution of instructional leadership roles. In the next chapter the researcher will present the research summary, conclusion and recommendations for further research.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The aim of this chapter is to present the summary, conclusions and recommendations emanating from the research findings that were analysed and interpreted in chapter 4. Six sections are presented in this chapter. The first section presents an overview of the study. Following that is the summary of the empirical research findings and the recommendations thereof. Next is the section that presents this study’s limitations, followed by some suggested recommendations for further studies. Finally, there is a presentation of the concluding remarks.

5.2 OVERVIEW OF THE STUDY

This section presents an overview of the study in the light of the main research problem: What roles and practices do the principals in township schools engage in to influence teaching and learning in their schools? Influenced by the researcher’s personal experience and observation on how poorly most of the township schools are generally performing, the main aim of this research was therefore to explore and understand the roles and practices engaged in by township principals as they execute their instructional leadership roles. In order to unpack and analyse these principals’ roles and practices and how they are perceived by their teachers, the main research question was further demarcated and guided by the following sub-questions:

- What do principals in township schools understand about instructional leadership?
- How do these principals view and experience their instructional leadership roles in influencing teaching and learning?
What do these principals do to create a culture of teaching and learning in their schools?

How are these principals perceived by their teachers in their instructional leadership roles?

What are the challenges that principals in township schools experience in their instructional leadership roles?

A literature study provided the conceptual framework on instructional leadership. The main focus was to review literature on instructional leadership with particular reference to the instructional leadership models adopted in this study and principals’ instructional leadership roles. Teaching and learning as aspects together with the characteristics of township schools were also reviewed.

A qualitative research method was used in this study and a case of two schools were purposefully sampled. From each school, the principal and two PL1 teachers were selected. A total of six participants were in this study. Data was collected using three techniques: individual interviews, document analysis and observations. The steps recommended by Tesch (1990) were used to analyse and categorise data. Next, a summary of the research findings is presented.

5.3 SUMMARY OF THE RESEARCH FINDINGS

This section draws attention to the empirical research findings which emerged from this study concerning the instructional leadership roles of township principals. A special focus was on exploring, investigating and understanding the roles and practices engaged in by these principals in order to influence teaching and learning.

From the literature study, it is clear that effective teaching and learning prevails in schools led by effective instructional principals (DiPaola & Hoy, 2008:6). It is also evident from the literature studied, however, that most South African principals concentrate more on administrative duties than those duties related to instruction and curriculum (Bush & Heysteck, 2006:68) which might be resulting from principals not being fully aware of their
instructional leadership roles (Mestry, et al., 2013:50). Below, the summary of findings is presented in five themes that emerged in this study.

5.3.1 Principals’ understanding of instructional leadership

The findings reveal that both principals in the study have a weak and partial understanding on what instructional leadership entails. As far as they are concerned, instructional leadership is about giving general instructions and guidance to teachers concerning the daily running of the school. None of them could explain that instructional leadership is that leadership which focuses on supervising, advising, supporting and monitoring any teaching and learning activity. Generally, the findings show that there are some principals who still cannot clearly describe what instructional leadership entails.

5.3.2 Principals’ instructional leadership roles

Although these principals could not clearly define what instructional leadership entails, the findings indicate that they do execute some instructional leadership roles. Both principals consider the presence of quality teaching and learning as one of their most important instructional leadership roles. Both principals monitor and supervise all daily activities to ensure that contact time is protected at all times. In general, they both manage the instructional programmes satisfactorily.

Moreover, both principals have established their schools’ vision and mission, although it seems not to be effectively communicated to all stakeholders. Their main common goal is to see learners embrace and exit school with quality education that can sustain them in adult life. In addition to the above roles, both principals engage in and ensure that the following exist: their schools’ learning climates are conducive for quality teaching and learning, teachers are professionally developed, teachers and learners are intrinsically and extrinsically motivated and LTSM is readily available to teachers and learners at all times. Even though literature says there is still uncertainty about how school leaders in South African context perceive this instructional leadership role or whether they play this role at
all (Bush & Heystek, 2006; Hoadley, et al., 2009), my findings indicated that some principals do perform this role.

5.3.3 Creating a positive culture of teaching and learning

Research indicates that principals who are instructional leaders are those who can create a positive culture of teaching and learning (Jenkins, 2009; Mendels, 2012; Mestry, et al., 2013). The study data shows that there are three activities that principals engage in to create a positive culture of teaching and learning: encouraging of team work, teacher creativity through using digital media and principal’s visibility during contact times.

Both principals seem to always encourage a culture where good interpersonal relations among teachers prevail. Moreover, both principals ensure that digital instructional resources are available in their schools. Their aim is to have a culture characterised by interactive and participative teaching and learning. To keep an orderly environment, they monitor teaching and learning activities. Their visible presence always protects contact time. My findings confirm the observation by Hallinger (2005) that the principal’s presence can positively influence effective teaching and learning.

5.3.4 Teachers’ perceptions towards principals’ instructional leadership roles

In this study, the teachers’ perceptions were reviewed with regard to the following instructional leadership roles: principal’s execution of instructional leadership roles versus administrative duties, promotion of a positive school learning climate, teacher professional development and management of the instructional programme.

Teachers have different perceptions on how their principals execute instructional leadership roles versus administrative duties. While one principal was perceived as more of an administrator than an instructional leader, the other was regarded as someone who balances both administrative and instructional leadership roles.
The principals are perceived differently by their teachers regarding how they promote a positive school learning climate. One principal is perceived by his teachers as incompetent, for instance, when it comes to curbing teacher and learner absenteeism. Teachers in this school indicate that it seems as if their principal is unable to control this situation. In contrast, another principal is perceived to be doing well in creating a positive school learning climate. For instance, ensuring that his teachers respect contact time looks like his priority.

Regarding the management of instructional programmes, teachers see both principals as not actively involved in this role. This responsibility seems to be left with their other members of SMT.

5.3.5 Challenges experienced by principals as instructional leaders

There are a number of challenges experienced by principals in their execution of instructional leadership roles. The following are the most common challenges revealed by the data: overcrowded classes, constant changes of the curriculum, disruptions of contact time and hindrances to classroom observations.

Overcrowded classes affect the provision of adequate classrooms and instructional resources to cater for the learners, regardless of the support they get from the Department of Basic Education and donors. Apparently, changes in curriculum require a lot from the principals. Whenever curriculum changes, both principals indicate that they are always under pressure to provide enough teacher professional development and instructional resources to effectively implement the new curriculum. Another challenge identified was the inability to protect instructional time due to some unexpected activities that usually require the teachers’ or learners’ attention such as visits from the DBE. Principals are also denied by some teacher unions to conduct some classroom observations.
5.4 RECOMMENDATIONS

Following the research findings summarised above, the researcher would like to make the following recommendations which are based on every theme which emerged in this study.

5.4.1 Principals' understanding on instructional leadership

Looking at the responses given on how principals define instructional leadership, the researcher would like to recommend that it is of paramount importance for the DBE to ensure that all principals receive proper training on instructional leadership. This can be effective if done before principals resume their duties as newly-appointed principals. The researcher also recommends that principals can also take personal responsibility to develop their leadership skills. They might do that by enrolling in and attending some short leadership courses. It can also be useful if these management and instructional leadership training programmes are offered to all SMT members who might aspire to take up principal positions in future.

5.4.2 Principals' instructional leadership roles

The researcher suggests the following recommendations with regard to the instructional leadership roles which principals engage in: In ensuring a conducive teaching and learning environment, the researcher recommends the sharing of this role among all members of the SMT and teachers. Also, principals might perform better at schools by ensuring that their vision and mission statements are established, adopted and well communicated to all stakeholders. For instance, every classroom and staffroom might have a copy of the vision and mission statements on the walls so that teachers and learners respectively are kept reminded of their goals. Besides the National Teachers’ Awards, the researcher also recommends that the DBE via districts can motivate teachers and learners by initiating districts and cluster awards ceremonies for excellent academic achievements.
With so many changes taking place in South African curriculum, the researcher also recommends that the DBE should provide leadership professional development programmes. This will help principals to fully develop their professional and leadership skills.

5.4.3 Creating a positive culture of teaching and learning

Under this theme, the researcher recommends that principals can ensure a positive COLT by engaging in activities that make both teachers and learners happy, and enjoy teaching and learning respectively. For example, principals might do that by encouraging a spirit of collegiality and team work among both teachers and learners, or even between the parents and the school. Principals also need to talk openly and frequently with parents and learners so as to improve their attitudes towards the importance of education. Moreover, principals can encourage interactive teaching and learning and use of ICT across all the grades. This is likely to be more effective if the DBE ensures that all schools have computer laboratories connected to the internet and all Technology and Science laboratories are adequately equipped with digital instructional resources. Above all, the DBE can employ ICT personnel to be stationed at schools so they can help principals, teachers and learners on ICT related issues. This can create a better positive COLT because apparently all teaching and learning activities are based on ICT nowadays. The researcher also recommends principals to ensure that they maintain a high visibility within the school. In order for this to be efficient, principals can work on a drawn monitoring and supervising plan that indicates where and when to monitor teaching and learning activities.

5.4.4 Teachers’ perceptions towards principals’ instructional leadership roles

The following recommendations are suggested based on what teachers said regarding their perceptions towards their principals’ instructional leadership roles: principals need to ensure that they balance their instructional leadership roles and administrative duties equally. However, they are likely to have a better influence on teaching and learning if more concentration is given to instructional leadership roles. Principals can also promote a positive school learning climate by encouraging team work among the whole SMT. For
instance, it might make a good impact if principals work hand in glove with the SMT members in restoring order and managing the instructional programme during contact time. Moreover, the researcher encourages principals to provide more internal teacher development programmes. In this way, teachers can learn better and improve in their knowledge, skills and practice if trained by fellow colleagues. Considering the mammoth task principals have, teachers’ and learners’ work can be effectively controlled and monitored if principals delegate this responsibility to HODs.

5.4.5 Challenges experienced by principals as instructional leaders

The researcher suggests the following recommendations with regard to the challenges experienced by principals: the DBE can minimise overcrowded classes in township schools either by building new schools or by providing enough temporary classes. The DBE can also minimise all challenges imposed by curriculum changes provided they come up with a curriculum that can be implemented for a period of at least five years before any changes can be made. However, in the case of a new curriculum, the researcher recommends that principals, subject advisors and SMT members need to be developed first so that they can also develop teachers at school levels. Still on that, the DBE might encourage teachers, maybe by means of incentives, to upgrade themselves in their learning areas. This will also ensure that teachers are kept exposed to all new additions in the content of their specialised subjects.

Disruptions of contact time might be easily reduced if principals ensure that all activities are planned beforehand and given time frames. Finally, the researcher recommends that the DBE ought to make the policy clear and advise teacher unions’ representative that it is within the principals’ right of instructional duties to conduct classroom observations. Below is a discussion of the limitations of this study.
5.5 LIMITATIONS OF THE STUDY

The main aim of this study was to explore and understand the roles and practices engaged in by township principals in order to influence teaching and learning in their schools. However, the following emerged as the study’s limitations:

- Like any other qualitative research, this study was limited in the size of the sample. This study was purposefully confined to two public high schools from one township suburb in Gauteng province. Moreover, only two principals and four teachers were selected as participants to represent the whole population of township principals and teachers respectively. Hence the results cannot be generalised to represent all South African township schools; in any case, this study attempted to provide insight into this issue rather than a generalisation.

- Another limitation is that the researcher could not observe principals for a longer period due to time constraints. Hence, because of that, there is a probability that some vital information on how township principals execute their instructional leadership roles might have been left out. However, the principals in the study provided in-depth information about their roles and experiences.

Following are the recommendations suggested by the researcher with regard to further studies.

5.6 RECOMMENDATIONS FOR FURTHER STUDIES

This study focused on how township principals influence effective teaching and learning, with special reference to two high schools located in one township. Although the accumulated information gave answers to the research questions, the researcher further recommends more information can be obtained if such a study is conducted on a large scale. This should include more townships schools, both primary and high schools.
Having explored how township principals execute their instructional leadership roles, the researcher also recommends that further research be conducted in other settings. It should also be interesting to see how former Model C and rural principals engage in these roles and practices in order to identify their strengths, if any, from which the township principals could learn.

5.7 CONCLUDING REMARKS

From the empirical findings of this study, the researcher concludes that the instructional leadership role of principals has a positive influence on effective teaching and learning in the classroom. The derived information from the literature study, interviews, observational data and document analysis also indicate that principals in township schools face a number of challenges in their efforts to execute some instructional leadership roles. Despite those challenges, the study indicated that these principals put much effort into executing their instructional roles and practices. Some recommendations were also given on how the DBE can support principals in their efforts to influence effective teaching and learning in their schools.
REFERENCES


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APPENDICES

APPENDIX A: LETTER TO GAUTENG DEPARTMENT OF EDUCATION

Deputy Chief Education Specialist (DCSES)
Gauteng Department of Education
Department of Research Co-ordination
111 Commissioner Street
Johannesburg

Ref: Request for permission to conduct research at......and.....both in Ivory Park circuit under Johannesburg east district as from the 9th of June to the 31st of August, 2015.

Title: The principals’ instructional leadership role towards creating effective teaching and learning: A case study of two high schools in ivory park township

Contact person’s name: Diane Buntting
Room No. 509
Person’s Department: Research Co-ordination
Telephone number: 011 843 6503.E-mail address: diane.buntting@gauteng.gov.za

Dear Madam Diane Buntting

I, Edmore Dongo, am doing research under the supervision of Dr T. S. Mkhwanazi, a lecturer in the Department of Educational Leadership and Management towards an M Ed degree at the University of South Africa. I have funding from Unisa Student Funding for conducting this research. I am requesting for your permission to conduct a study in your two schools which are.....and........

The aim of the study is to investigate what hinders principals in township schools from becoming instructional leaders.

The study will entail conducting two sessions of face-to-face interviews with the principal, and two post level 1 teachers from each school, as well as conducting an observation where the researcher will be a non-participant observer. The first interview session will take approximately 45-60minutes in length for teachers and the principal, respectively, while the follow-up interview session will take approximately 15-30minutes in length. Moreover, it
will also entail requesting certain documents like the records of school meetings and the internal and external Whole School Evaluation reports. This will be done at both the schools mentioned above.

The benefits of this study are that the findings of this study, wherever necessary, will be used to improve the execution of the principal’s instructional leadership roles which will in turn improve effective teaching and learning in township schools as well as in similar settings in South Africa as a whole. It will also inform you as a Department the challenges and what hinders township principals from becoming effective instructional leaders.

There are no potential risks foreseen in this study. All participants’ names will not appear in any publication resulting from the study. Moreover, all contributions from participants will be treated with a high level of privacy and confidentiality. However, with the participants’ permission, anonymous quotations may be used in this study. Besides, participants may wish to withdraw from the study at any time they wish to do so.

Feedback procedure will entail issuing the research findings to you as a Department, participating schools and individual participants in the form of both hard and soft copies before and after the research findings have been finalised.

Yours sincerely

Edmore Dongo (Cell: 082 352 8088 E-mail:46962964@mylife.unisa.ac.za)

The researcher

Dr T.S. Mkhwanazi (Office: 012 352 4166 Cell: 082 084 3635 E-mail:mkhwats@unisa.ac.za)

The supervisor
APPENDIX B: LETTER TO THE SCHOOLS

The Principal

........... School

Ref: Request for permission to conduct research at........School from the 9th of June to the 31st of July, 2015.

Title: The principals’ instructional leadership role towards creating effective teaching and learning: A case study of two high schools in Ivory Park Township

Contact person’s name: ...... Principal’s office: .............. Telephone number: ........E-mail address: ...

Dear Mr/ Madam

I, Edmore Dongo, am doing research under the supervision of Dr T.S. Mkhwanazi, a lecturer in the Department of Educational Leadership and Management towards an M Ed degree at the University of South Africa. I have funding from Unisa Student Funding for conducting this research. I am requesting your permission to conduct a study in your school.

The aim of the study is to investigate what hinders principals in township schools from becoming instructional leaders.

Your school has been selected because it falls under Ivory Park circuit and also because of its performance. It will be considered and participating as a performing school in this study.

The study will entail conducting two sessions of face-to-face interviews with the principal and two teachers from your school, as well as conducting an observation where the researcher will be a non-participant observer. The first interview session will take approximately 45-60minutes in length for teachers and the principal, respectively, while the follow-up interview session will take approximately 15-30minutes in length. Moreover, it will also entail requesting certain documents from your school, like the records of school meetings and the internal and external Whole School Evaluation reports.
The benefits of this study are that the findings can be used as a turning curve to improve in your execution of instructional leadership roles which will also improve teaching and learning in your school. Additionally, this study might reveal the hidden challenges you might unknowingly experience within your instructional leadership roles.

There are no potential risks foreseen in this study. All participants’ names will not appear in any publication resulting from the study. Moreover, all contributions from participants will be treated with a high level of privacy and confidentiality. However, with the participants’ permission, anonymous quotations may be used in this study. Besides, participants may wish to withdraw from the study at any time they wish to do so.

Feedback procedure will entail issuing the research findings to you as a school and to all individual participants in the form of both hard and soft copies before and after the research findings have been finalised.

Yours sincerely

Edmore Dongo (Cell: 082 352 8088 E-mail: 46962964@mylife.unisa.ac.za)

The researcher

Dr T.S. Mkhwanazi (Office: 012 352 4166 Cell: 082 084 3635 E-mail: mkhwats@unisa.ac.za)

The supervisor
Dear Sir/Madam

This letter is an invitation to consider participating in a study I, Edmore Dongo, am conducting as part of my research at the University of South Africa as a master’s student entitled: The principals’ instructional leadership role towards creating effective teaching and learning: A case study of two high schools in Ivory Park Township. Permission for the study has been given by the Gauteng Department of Education and the Ethics Committee of the College of Education, UNISA. I have purposefully identified you as a possible participant because of your valuable experience and expertise related to my research topic.

I would like to provide you with more information about this project and what your involvement would entail if you should agree to take part. The importance of the principal’s instructional leadership role in relation to effective teaching and learning has been a major topic in recent educational research both internationally and nationally. Although the relationship between instructional leadership and learner achievement in education is substantial and well documented, it is still needful to investigate what hinders township principals from becoming effective instructional leaders. In this study, I would like to conduct two sessions of face-to-face interviews with you so that I will have your views and opinions on this topic. The first and follow-up interview sessions will take approximately 60 and 30 minutes respectively. I will also carry out some observations on four different days starting from 07H30 AM-11H00 AM in your school, although much attention will be given to you, in particular, as a participant. In addition, I will also carry out some document analysis from the records of school meetings and the internal and external Whole School Evaluation reports. Likewise, more analysis will be done based on your personal contributions in these documents. This information can be used to improve both the principal’s instructional leadership role and quality teaching and learning in our township schools.
Your participation in this study is voluntary. It will involve two interviews in a mutually agreed upon location at a time convenient to you. You will be given the opportunity to ask any question related to the research study, receive satisfactory answers to your questions, and add any additional details you may want the researcher to know about the study. You may decline to answer any of the interview questions if you so wish. Furthermore, you may decide to withdraw from this study at any time you wish to do so without any negative consequences.

With your kind permission, the interview will be audio-recorded to facilitate collection of accurate information and later transcribed for analysis. Shortly after the transcription has been completed, I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of our conversation and to add or to clarify any points. All information you provide is considered completely confidential. Your name will not appear in any publication resulting from this study and any identifying information will be omitted from the report. However, with your permission, anonymous quotations may be used. Data collected during this study will be retained on a password protected computer for five years in my locked office. There are no known or anticipated risks to you as a participant in this study.

If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at 082 352 8088 or by e-mail at 46962964@mylife.unisa.ac.za

I look forward to speaking with you very much and thank you in advance for your assistance in this project. If you accept my invitation to participate, I will request you to sign the consent form which follows on the next page.

Yours sincerely

Edmore Dongo
Dear Sir/Madam,

This letter is an invitation to consider participating in a study I, Edmore Dongo, am conducting as part of my research at the University of South Africa as a master’s student entitled: The principals’ instructional leadership role towards creating effective teaching and learning: A case study of two high schools in Ivory Park township. Permission for the study has been given by the Gauteng Department of Education and the Ethics Committee of the College of Education, UNISA. I have purposefully identified you as a possible participant because of your valuable experience and expertise related to my research topic.

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Your participation in this study is voluntary. It will involve two interviews in a mutually agreed upon location at a time convenient to you. You will be given the opportunity to ask any question related to the research study, receive satisfactory answers to your questions, and add any additional details you may want the researcher to know about the study. You may decline to answer any of the interview questions if you so wish. Furthermore, you may decide to withdraw from this study at any time you wish to do so without any negative consequences.

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If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at 082 352 8088 or by e-mail at 46962964@mylife.unisa.ac.za

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Yours sincerely

Edmore Dongo
APPENDIX E: INFORMED CONSENT TO PRINCIPALS AND TEACHERS

CONSENT FORM

I have read the information presented in the information letter about the study concerning the principal’s instructional leadership role towards creating effective teaching and learning in education. I have had the opportunity to ask any questions related to this study, to receive satisfactory answers to my questions, and add any additional details I wanted. I am aware that I have the option of allowing my interview to be audio recorded to ensure an accurate recording of my responses. I am also aware that excerpts from the interview may be included in publications to come from this research, with the understanding that the quotations will be anonymous. I was informed that I may withdraw my consent at any time without penalty by advising the researcher. With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Participant’s name:

Participant signature: ______________________

Researcher name: Edmore Dongo

Researcher signature: _____________________

Date:
APPENDIX F: ETHICS CLEARANCE TO CONDUCT RESEARCH

COLLEGE OF EDUCATION RESEARCH ETHICS REVIEW COMMITTEE
13 May 2015

Dear Mr. Donga,

Decision: Ethics Approval

Researcher
Mr. E. Donga
Tel: +27 82 352 4166
46962964@mail.unisa.ac.za

Supervisor
Dr. T.S. Sithole
Department of Educational Leadership and Management
College of Education
+2712 352 4166/2 2782 004 3635
tsithole@unisa.ac.za

Proposal: The principal's instructional leadership role towards creating effective teaching and learning: A case study of two high schools in Ivory Park Township

Qualification: M.Ed. in Educational Management

Thank you for the application for research ethics clearance by the College of Education Research Ethics Review Committee for the above mentioned research. Final approval is granted for 2 years.

For full approval: The application/resubmitted documentation was reviewed in compliance with the Unisa Policy on Research Ethics by the College of Education Research Ethics Review Committee on 13 May 2015.

The proposed research may now commence with the proviso that:

1) The researcher/s will ensure that the research project adheres to the values and pronouncements expressed in the Unisa Policy on Research Ethics.

2) Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethics of the study, as well as changes in the methodology, should be communicated in writing to the College of Education Ethics Review Committee.

UNISA
College of Education
Department of Educational Leadership and Management
Ivory Park

114
APPENDIX G: PERMISSION TO CONDUCT RESEARCH BY GDE

GDE RESEARCH APPROVAL LETTER

<table>
<thead>
<tr>
<th>Date:</th>
<th>5 June 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Validity of Research Approval:</td>
<td>5 June 2015 to 2 October 2015</td>
</tr>
<tr>
<td>Name of Researcher:</td>
<td>Donge E.</td>
</tr>
<tr>
<td>Address of Researcher:</td>
<td>71 Hatfield Road; Alberton; Germiston; 1401</td>
</tr>
<tr>
<td>Telephone / Fax Numbers:</td>
<td>082 352 5088</td>
</tr>
<tr>
<td>Email address:</td>
<td><a href="mailto:46662964@mylife.unisa.ac.za">46662964@mylife.unisa.ac.za</a></td>
</tr>
<tr>
<td>Research Topic:</td>
<td>The principals' instructional leadership role towards creating effective teaching and learning: A case study of two high schools in Ivory Park township</td>
</tr>
<tr>
<td>Number and type of schools:</td>
<td>Two Secondary Schools</td>
</tr>
<tr>
<td>Districts / HO:</td>
<td>Johannesburg East</td>
</tr>
</tbody>
</table>

Re: Approval in Respect of Request to Conduct Research

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

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

CONDITIONS FOR CONDUCTING RESEARCH IN GDE

1. The District/Head Office Senior Manager's concurrence must be presented with a copy of the letter.

Office of the Director: Knowledge Management and Research
3rd Floor, 111 Consol Street, Johannesburg, 2001
P.O. Box 7716, Johannesburg, 2000 Tel: (011) 358 6068
Email: Directorkm@paulok.gov.za
Website: www.education.gov.za
APPENDIX H: APPROVAL LETTERS FROM SCHOOLS

Dear Mr Dongo

SCHOOL RESEARCH APPROVAL LETTER

Ref: Approval in request to conduct a research at.....

<table>
<thead>
<tr>
<th>Date</th>
<th>8 June 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Researcher</td>
<td>Dongo E</td>
</tr>
<tr>
<td>Address of Researcher</td>
<td>71 Hatfield Road; Albemarle, Germiston; 1401</td>
</tr>
<tr>
<td>Cell Number</td>
<td>082 352 8088</td>
</tr>
<tr>
<td>E-mail address</td>
<td><a href="mailto:46962964@mylife.unisa.ac.za">46962964@mylife.unisa.ac.za</a></td>
</tr>
<tr>
<td>Research Topic</td>
<td>The principal’s instructional leadership role towards creating effective teaching and learning: A case study of two high schools in Ivory Park township</td>
</tr>
<tr>
<td>Name of School</td>
<td>..............</td>
</tr>
<tr>
<td>Period of research</td>
<td>9 June 2015 – 31 July 2015</td>
</tr>
</tbody>
</table>

This letter serves to inform you that an approval is hereby granted to conduct a research on the above topic at our school as per your request letter. However, participation from the teachers is voluntary.

Yours sincerely

Principal
## APPENDIX I: CHECKLIST FOR ANALYSIS OF DOCUMENTS

<table>
<thead>
<tr>
<th>Documents to be analysed</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Records of previous school meeting</td>
<td></td>
</tr>
<tr>
<td>• How often are meetings held?</td>
<td></td>
</tr>
<tr>
<td>• Attendance and participation of principal and teachers.</td>
<td></td>
</tr>
<tr>
<td>• Prioritised issues usually discussed in meetings.</td>
<td></td>
</tr>
<tr>
<td>• Are there evidence of departmental meetings and what major issues are discussed in those meetings?</td>
<td></td>
</tr>
<tr>
<td>• Are there some follow-ups from the principal on previous meeting to check whether what was discussed and agreed upon is implemented at departmental and school level?</td>
<td></td>
</tr>
<tr>
<td>2 Internal and external Whole School Evaluation reports</td>
<td></td>
</tr>
<tr>
<td>• Comments and recommendations given and suggested, respectively about strengths and weaknesses on</td>
<td></td>
</tr>
<tr>
<td>- teaching and learning</td>
<td></td>
</tr>
<tr>
<td>- school climate and culture</td>
<td></td>
</tr>
<tr>
<td>- time table</td>
<td></td>
</tr>
<tr>
<td>- school discipline</td>
<td></td>
</tr>
<tr>
<td>- supervision of curriculum and instruction</td>
<td></td>
</tr>
<tr>
<td>- professional developments suggested for both the principal and teachers.</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX J: OBSERVATION CHECKLIST

Participant: For both the principal and teachers

<table>
<thead>
<tr>
<th>ASSESSMENT COMPONENT</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 School profile</td>
<td></td>
</tr>
<tr>
<td>• Quintile system of the school</td>
<td></td>
</tr>
<tr>
<td>• Climate and culture of the school</td>
<td></td>
</tr>
<tr>
<td>• School safety</td>
<td></td>
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<tr>
<td>• School discipline –Teachers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-learners</td>
</tr>
<tr>
<td>• School infrastructure and resources</td>
<td></td>
</tr>
<tr>
<td>• Educator and learner ratio</td>
<td></td>
</tr>
<tr>
<td>2 School’s morning briefings</td>
<td></td>
</tr>
<tr>
<td>• How often are briefings conducted</td>
<td></td>
</tr>
<tr>
<td>and on which days?</td>
<td></td>
</tr>
<tr>
<td>• Starting and ending times</td>
<td></td>
</tr>
<tr>
<td>• Presence of the principal</td>
<td></td>
</tr>
<tr>
<td>• Attendance and participation of</td>
<td></td>
</tr>
<tr>
<td>teachers</td>
<td></td>
</tr>
<tr>
<td>• Main issues addressed in briefing-</td>
<td></td>
</tr>
<tr>
<td>- is teaching and learning prioritised?</td>
<td></td>
</tr>
<tr>
<td>3 Principal’s meetings with teachers</td>
<td></td>
</tr>
<tr>
<td>• Meeting with teachers</td>
<td></td>
</tr>
<tr>
<td>• Attendance and participation of</td>
<td></td>
</tr>
<tr>
<td>teachers</td>
<td></td>
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<tr>
<td>• Does the principal discusses and</td>
<td></td>
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<tr>
<td>offer instruction concerning</td>
<td></td>
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<tr>
<td>curriculum monitoring, lesson</td>
<td></td>
</tr>
<tr>
<td>planning and delivery to teachers?</td>
<td></td>
</tr>
<tr>
<td>• Attitude of principal in responding</td>
<td></td>
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<tr>
<td>to issues raised by educators</td>
<td></td>
</tr>
<tr>
<td>concerning teaching and learning</td>
<td></td>
</tr>
<tr>
<td>• Response and attitude of educators</td>
<td></td>
</tr>
<tr>
<td>to issues raised by the principal</td>
<td></td>
</tr>
<tr>
<td>concerning teaching and learning</td>
<td></td>
</tr>
<tr>
<td>4 Principal’s movements and visits</td>
<td></td>
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<tr>
<td>together with</td>
<td></td>
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<tr>
<td>classroom attendance by teachers</td>
<td></td>
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<tr>
<td>----------------------------------</td>
<td></td>
</tr>
<tr>
<td>- Principal’s movements on school</td>
<td></td>
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<tr>
<td>corridors during contact times</td>
<td></td>
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<tr>
<td>- Classroom attendance by teachers</td>
<td></td>
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<tr>
<td>and learners during contact</td>
<td></td>
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<tr>
<td>time</td>
<td></td>
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<tr>
<td>- How regularly the principal</td>
<td></td>
</tr>
<tr>
<td>visits classrooms</td>
<td></td>
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<tr>
<td>- Checking of learners books</td>
<td></td>
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<tr>
<td>- Checking of teachers’ files</td>
<td></td>
</tr>
<tr>
<td>- Availability of principal and</td>
<td></td>
</tr>
<tr>
<td>teachers during assembles</td>
<td></td>
</tr>
<tr>
<td>- Addressing of learning issues</td>
<td></td>
</tr>
<tr>
<td>to learners during assembles by</td>
<td></td>
</tr>
<tr>
<td>the principal</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX K: INTERVIEW SCHEDULE FOR PRINCIPALS

INTRODUCTION OF AN INTERVIEW WITH EACH PRINCIPAL

Thank you for giving me this opportunity to interview you about your instructional leadership role towards creating effective teaching and learning. I am interested in finding out what is your understanding of your roles as an instructional leader and which practices and activities do you undertake in order to improve your educators’ instructional and teaching skills. It will be of much importance also to hear what challenges you are encountering in your execution of instructional leadership roles, and what it is that you, your educators and the Department of Education at large is doing to overcome these challenges.

1. **What do you understand about the concept ‘instructional leadership’?** In case that the principal fails to describe instructional leadership, the researcher will describe it in a simple way that, “It is those actions, strategies and decisions taken by the principal that are directly related to the improvement of teaching and learning in their schools”.

   **Possible follow-up questions**

   1.1 As an instructional leader, what is your school vision and mission?

   1.2 What do you consider being the major instructional leadership roles of school principals?

   1.3 How do you interact with each role for the realisation of effective teaching and learning?

   1.4 What can you say about the school climate of your school? Explain why you say so?

2. **From your own understanding, what influence does the effective execution of your principal’s instructional leadership roles have on the culture of teaching and learning and on learner achievement in your school?**

   **Possible follow-up questions**

   2.1 What can you say about the culture of teaching and learning in your school?

   2.2. What do you do to ensure that your school environment is conducive for effective learning and teaching?
2.3. How do you ensure that effective teaching and learning takes place in your school?

2.4 What do you do to improve the instructional skills of your teachers?

3. **What actions do you take in order to effectively manage and supervise curriculum and instruction in your school?**

**Possible follow-up questions**

3.1 What do you use to monitor and assess teaching and learning in your school?

3.2 How do you assess learners’ work? And which grades do you usually assess?

3.3 How often do you visit classes during contact time?

3.4 How do you professionally empower or develop your teachers in order to improve teaching and learning?

4. **What major challenges or hindrances do you experience as an instructional leader that inhibits the creation of effective teaching and learning in your school?**

**Possible follow-up questions**

4.1 As an instructional leader, what measures are you taking to solve or overcome these challenges?

4.2 What role are teachers playing in order to overcome these challenges?

4.3 Which actions are taken by the Department of Basic Education to overcome these challenges?

4.4 What support do you need from the Department of Basic Education in order to overcome these challenges related to your instructional leadership?

5. **Is there anything that you consider to be important concerning your instructional leadership, and teaching and learning at your school that you wish me to know?**
APPENDIX L: INTERVIEW SCHEDULE FOR TEACHERS

INTRODUCTION OF AN INTERVIEW WITH EACH TEACHER

Thank you for giving me this opportunity to interview you about your principal’s instructional leadership role towards creating effective teaching and learning. I am interested in finding out what is your understanding of your principal’s roles as an instructional leader and which practices and activities does he/she undertake in order to improve your instructional and teaching skills. It will be of much importance also to hear what challenges are encountered by your principal in his/her execution of instructional leadership roles, and what is that you, your principal and the Department of Basic Education at large are doing to overcome these challenges.

1. What do you understand about the concept ‘instructional leadership’? In case that the teacher fails to describe instructional leadership, the researcher will describe it in a simple way that, “It is those actions, strategies and decisions taken by the principal that are directly related to the improvement of teaching and learning in their schools”.

Possible follow-up questions

1.1 What is your school vision and mission?

1.2 How is your school vision and mission communicated to you and learners?

1.3 What can you say about the school climate of your school? Explain why you say so?

1.4 What do your principal do to create a positive school climate suitable for effective teaching and learning in your school?

2. What do you consider to be the major priorities from your principal in his/her duties in leading and managing your school?

2.1 What does your principal do to influence effective teaching and learning at your school?

2.2 What instructional leadership strategies are employed by your principal to influence effective teaching and learning?
2.3 What kind of support do you need from your principal in order to improve your instructional and teaching skills?

2.4 What can you say about the use of incentives as a strategy of improving teaching and learning?

3. How do you perceive the instructional leadership role of your principal in promoting effective teaching and learning in your school?

Possible follow-up questions

3.1 How often does your principal visit or observe you in classrooms?

3.2 How does your principal professionally empower or develop you in order to improve teaching and learning?

3.3 Does your principal assess your learners work? And how often does this happen?

3.4 What major issues do your principal focuses on during briefings and meetings?

3.5 What teaching resources are available for the teachers to use?

4. What challenges are experienced by your principal in his/her instructional leadership roles towards creating effective teaching and learning in your school?

Possible follow-up questions

4.1 What factors within your school do you perceive as inhibiting your principal’s instructional leadership roles towards creating effective teaching and learning, and learner performance?

4.2 As teachers, what role are you playing in order to overcome these challenges?

4.3 What do you think the principal should do to overcome these challenges?

4.4 What support do you think the Department of Basic Education should offer to your principal or your school in order to overcome these challenges related to your principal’s instructional leadership?
5. Is there anything that you consider to be important concerning your principal’s instructional leadership, and teaching and learning at your school that you wish me to know?
APPENDIX M: LETTER FROM THE EDITOR

8 Nahoon Valley Place
Nahoon Valley
East London
5241
27 September 2016

TO WHOM IT MAY CONCERN

I hereby confirm that I have edited the following Master’s thesis using the Windows “Tracking” system to reflect my comments and suggested corrections for the student to action:

The principal’s instructional leadership role towards creating effective teaching and learning: A case study of two high schools in Ivory Park Township by EDMORE DONGO, submitted in accordance with the requirements for the degree of MASTERS OF EDUCATION in the subject EDUCATION MANAGEMENT at the UNIVERSITY OF SOUTH AFRICA.

Brian Carlson (B.A., M.Ed.)
Professional Editor

Email: bcarlson521@gmail.com
Cell: 0834596647

Disclaimer: Although I have made comments and suggested corrections, the responsibility for the quality of the final document lies with the student in the first instance and not with myself as the editor.

BK & AJ Carlson Professional Editing Services