

**Teachers' experiences of the principal's instructional leadership styles in
primary schools in Gauteng Province**

by

SAKHENI ZVANDASARA

Submitted in accordance with the requirements for
the degree of

MASTER OF EDUCATION

in the subject

EDUCATION MANAGEMENT

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: DR V.P. MAHLANGU

DECEMBER 2016

DECLARATION

I declare that this dissertation entitled

Teachers' experiences of the principal's instructional leadership styles in primary schools in Gauteng Province

to be submitted to the University of South Africa in partial fulfilment of the requirements for the degree Master of Education is my own work and that I have not submitted it before for any degree or examination at another higher education institution. All the sources I have used and quoted in this study have been acknowledged as complete references.

Sakheni Zvandasara

Student number : 46666524

Signed _____

Date _____

ACKNOWLEDGEMENTS

For the success of this research study my sincere thanks goes to the following:

- My supervisor, DR V.P. Mahlangu for his wisdom, knowledge, patience, commitment, continued support, motivation, and guidance despite his other professional commitments.
- The teachers and HODs of primary schools who sacrificed their time to be interviewed. Your participation and contributions helped me to make the study a success.
- To my husband Tapiwa and my son Tinashe, thank you for your understanding, patience and unwavering support.
- My brothers, sisters and their children for always being there when I needed them most.
- Lastly, I dedicate this dissertation to my dearest late parents, Mr B.R. Moyo and Mrs S. Moyo who taught me never to give up on anything no matter how hard attaining it is. They taught me perseverance and determination is key to success. I will always be thankful to them for the rest of my life.
- The Gauteng Department of Education for allowing me to conduct the research in their institutions.
- The Almighty God for giving me courage and wisdom to complete this task.

ABSTRACT

This study explores teachers' experiences with the principals' instructional leadership styles in primary schools in Gauteng province. A qualitative research design was employed in the study to answer the research question. Data was generated by means of semi structured interviews which involved the three HODs and nine ordinary teachers from the three sampled schools so as to provide a rich description, explanation, experiences, challenges and barriers that instructional leadership brings into the teaching and learning process in their particular schools contexts. The interest in the phenomenon emerged on the perspective of principals' instructional leadership as often seen as the contributor to the challenges that are experienced by Primary school teachers during the learning process. Principals are viewed as contributing to South Africa's education crisis and the overall ineffectiveness of the school system resulting in poor academic results. The instructional leaders who are not doing their jobs competently because of their leadership styles and lack of supervision skills, have caused this. This includes proper knowledge of how to run the schools and motivating staff to work, to enhance classroom instruction. Sometimes they do not involve the community and other stakeholders in the decision making process. Teachers who provide moral support and professional growth in the schools are also ignored.

KEYTERMS:

Teachers experiences; Principals; Instructional leadership; Primary schools;
Leadership; Teaching and learning; Management; Leadership
styles; Leadership models; Educational leaders; Management
challenges; curriculum; Gauteng Province; Academic performance; Learners.

LIST OF ABBREVIATIONS

HOD	Head of Department
SADTU	South African Democratic Teachers' Union
SMT	Senior Management Team
ACE	Advanced Certificate in Education
ANC	African National Congress
CfBT	Centre for British Teachers
MGSLG	Matthew Goniwe School for Leadership and Governance
NCSL	National College for School Leadership
OBE	Outcome Based Education
PAM	Personnel Administrative Measures
SBLR	Scientific Based Learning Research
SGB	School Governing Body

LIST OF TABLES

Table 2:1	Differences between leadership and management
Table 2:2	Typology of management and leadership models
Table 3:1	Interpretive Frameworks and Associated Philosophical Beliefs
Table 4:1	Research questions grouped into themes for both teachers and HODs
Table 4:2	Schools and Participants.

TABLE OF CONTENTS

DECLARATION	ii
ACKNOWLEDGEMENTS	iii
ABSTRACT	iv
LIST OF ABBREVIATIONS	v
LIST OF TABLES	vi
TABLE OF CONTENTS	vii
CHAPTER 1	1
INTRODUCTION AND BACKGROUND TO THE STUDY	1
1.1 INTRODUCTION	1
1.2 RATIONALE OF THE STUDY	5
1.3 STATEMENT OF THE PROBLEM	5
1.3.3 Purpose, aims and objectives of the study	6
1.3.4 Theoretical framework	7
1.4 LITERATURE PREVIEW	9
1.4.1 Content tracking	10
1.4.2 Knowledge	10
1.4.3 The learner is the centre	10
1.4.4 Assessment	11
1.4.5 Outcomes based education	11
1.4.6 Clarity and accessibility	11
1.5 RESEARCH DESIGN AND METHODOLOGY	12
1.5.1 Research approach	12
1.5.2 Population and sampling	15
1.5.3 Instrumentation and data collection techniques	16
1.5.4 Data analysis and interpretation	18

1.6 TRUSTWORTHINESS OF THE STUDY	19
1.7 RESEARCH ETHICS	20
1.8 LIMITATIONS AND DELIMITATIONS OF THE STUDY	21
1.9 DEFINITION OF KEY CONCEPTS	21
1.9.1 Instructional leadership	21
1.9.2 Principals	22
1.9.3 Teachers	22
1.10 CHAPTER OUTLINE	23
1.11 SUMMARY	23
CHAPTER 2	24
LITERATURE REVIEW	24
2.1 INTRODUCTION	24
2.2 PREREQUISITES FOR LEADERSHIP AND MANAGEMENT	26
2.2.1 What is known about educational leadership?	27
2.2.2 Understanding the nature of educational leadership	29
2.2.3 Leadership versus Management	32
2.3 MODELS OF EDUCATIONAL LEADERSHIP AND MANAGEMENT	34
2.3.1 Managerial leadership	35
2.3.2 Transformational leadership	37
2.3.3 Participative leadership	40
2.3.4 Transactional leadership	41
2.3.5 Post-modern leadership	43
2.3.6 Moral leadership	44
2.3.7 Instructional leadership	45
2.3.8 Contingent leadership	47

2.3.9 African models of leadership	48
2.4 CURRENT LEADERSHIP AND MANAGEMENT CHALLENGES IN SOUTH AFRICAN SCHOOLS	51
2.5 DEFINING INSTRUCTIONAL LEADERSHIP	53
2.6 ROLE OF THE PRINCIPAL AS AN INSTRUCTIONAL LEADER	55
2.7 SKILLS AND THE INSTRUCTIONAL LEADER	58
2.7.1 Interpersonal or people skills	58
2.7.2 Planning skills	58
2.7.3 Instructional observation skills	59
2.7.4 Research and evaluation skills	59
2.8 Knowledge and the instructional leader	61
2.8.1 Curriculum	61
2.8.2 Instruction	61
2.8.3 Assessment	61
2.9 LEADERSHIP STYLES	62
2.9.1 Laissez-faire leadership	63
2.9.2 Autocratic leadership style	65
2.9.3 Democratic leadership style	65
2.9.4 Situational leadership style	66
2.10 SUMMARY	67
3.1 INTRODUCTION	69
3.2 RESEARCH DESIGN: CASE STUDY	69
3.3 RESEARCH APPROACH: QUALITATIVE	70
3.4 RESEARCH METHODOLOGY	72
3.5 RESEARCH PARADIGM: INTERPRETIVE	74

3.6 POPULATION AND SAMPLING PROCEDURES	78
3.7 DATA ANALYSIS AND INTERPRETATION	81
3.8 CREDIBILITY AND TRUSTWORTHINESS	82
3.9 ETHICAL CONSIDERATIONS	84
3.10 SUMMARY	85
4.1 INTRODUCTION	86
4.2 DATA ANALYSIS PROCESS	87
4.3 RESEARCH QUESTIONS AND THEMES	87
4.4 DATA ANALYSIS AND INTERPRETATION GENERATED FROM THE INTERVIEWS CONDUCTED	90
4.4.1 Introduction to the interview.	90
4.5 DISCUSSION OF THE FINDINGS BASED ON THE PARTICIPANTS' OPINIONS OR VIEWS IN SCHOOL A, B AND C ON EACH THEME	91
4.5.1 Theme 1: Main tasks of a principal as an instructional leader	91
4.5.2 Theme 2 Principals' leadership styles	94
4.5.2.1 Challenges caused by the principals' leadership styles	96
4.5.2.2 Successes caused by the principal leadership styles	98
4.5.3 Theme 3: Balancing of Principals' role as administrator and instructional leader	101
4.5.4 Theme 4 : Principals' influence on teaching and learning	104
4.5.5 Theme 5 : Teachers involvement in planning and decision making process	107
4.5.6 Theme 6: Strategies that can be used to assist principals to become more effective in their roles as instructional leaders	108
4.6 SUMMARY	109
CHAPTER 5	110
SUMMARY, RECOMMENDATIONS AND CONCLUSION	110

5.1 INTRODUCTION	110
5.2 SUMMARY OF FINDINGS	111
5.2.1 Theme 1 Main tasks of a principal as an instructional leader	111
5.2.2 Theme 2 Principals' leadership styles	112
5.2.3 Theme 3 Balancing of principals' role as administrator and instructional leader	112
5.2.4 Theme 4 Principals' Influence on teaching and learning	112
5.2.5 Theme 5 Teachers involvement in planning and decision making process	113
5.2.6 Strategies that can be used to assist principals to become more effective in their role as instructional leaders	113
5.3 RECOMMENDATIONS	113
5.4 RESEARCH LIMITATIONS AND DELIMITATIONS OF THE STUDY	114
5.5 FUTURE STUDY	114
5.6 CONCLUSION	115
REFERENCES	116
APPENDICES	136

CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

People are not born with knowledge of the past, they acquire knowledge which comes from research and writings of historians (Marwick, 2001:2). When the African National Congress (ANC) came into governance in 1994, a new education system was created to solve the past imbalances of the apartheid era. The apartheid era had brought many challenges in peoples' lives. This brought about change to the leadership role of principals as they were expected to become instructional leaders in the schools, in order to address the poor quality of education. Instructional leadership is about influencing the instructional ability of teachers in the implementation of the curriculum in order to achieve the school's set goals and objectives. It involves a variety of leadership tasks that enhance supporting and promoting the mission and vision of the school, managing and monitoring the instructional environment, and promoting a positive learning climate (Howard, Jimica & Claudette, 2016).

According to Deventer and Kruger (2013), instructional leadership occurs when the principal gives direction or leads the way by acquiring learning material and supporting both teachers and learners' growth, with the aim of improving teaching and learning in a school. They continue to elaborate that effective instructional leadership is the best goal that leads to quality education and teaching. If principals as instructional leaders ensure that there is, at all times, an appropriate culture of learning and teaching process in their schools, quality education will prevail in South Africa. The principal is a central role player in ensuring the success of the teaching and learning outcomes of a school. The way in which the principal can achieve this, is by means of the instructional leadership task or responsibility which relates to the main activities or tasks of the school. That is, the teaching and learning process in

any learning environment as well as different beliefs, ways of constructing strategies and ideas which principals enforce, to enable good instructional standards in each of the classrooms (Deventer & Kruger, 2010:8).

According to Budhal (2000:18), the instructional leadership role is an all-round task which includes the following:

- Defining the school's mission, this includes framing and communicating the aims, goals and objectives of the school.
- Arranging the instructional activities, this could lead to attaining the proper skills and knowledge of coordinating the curriculum implementation, instructional supervision, assessing instruction and monitoring learners' achievements to attain quality education.
- Promoting a suitable learning environment by setting reasonable and appropriate educational standards and expectations, ensuring teaching time is protected and promoting improvement of teachers and learners' wellbeing.

According to Deventer and Kruger (2010:247), it may be concluded that the principal's instructional leadership role is a multi-faceted task, which combines learner tasks and teacher-orientated tasks that generate the realisation of effective learning. The increasing responsibilities of the principals in the South African education system create a school environment in which teaching and learning takes place as required by the department of education. This is because it promotes new initiatives on instructional leadership. The members of the school management team (SMT), as well as certain teachers acting as learning area heads, are all instructional leaders who are expected to be in the forefront during the implementation of the curriculum policies into practice and ensuring their improvement (South Africa, 2000a:1). The demands of the new curriculum also give rise to the escalating demand of instructional leadership where Heads of Departments (HODs) and senior teachers are entitled to hold the major duties of instructional leadership and curriculum management (Deventer & Kruger, 2010:247).

According to Rapporteur, Moorman and Nuscher (2007), as nations such as South Africa struggle to change their educational systems to mobilise all young people with the knowledge and skills required in dynamic societies, the role and demands for principals has changed exceptionally. They are no longer expected to be just good leaders but instructional leaders of schools as learning organisations. Powerful school instructional leadership was continuously seen as a major education reform that leads to improved educational data. This is supported by Marishane and Botha (2011:98) when they suggest that if principals were to take the role of instructional leader thoughtfully, they would have to let go of the administrative tasks and focus their effort towards improved teaching and learning methods as this is the main business of schooling. They further elaborate that instructional improvement is an important goal worth seeking by school principals. When implemented in a more meaningful environment, it could allow both learners and teachers to control their own destiny to increase the current standards of education that seem to be declining.

The principal's first-hand knowledge in the school curriculum demands that the resources necessary to meet these requirements put them in a better position to distribute available resources in line with specific instructional needs of the school. They stand at the vanguard of the curriculum delivery chain, not necessarily because they are more knowledgeable and skilled in curriculum matters than other members of the teaching staff. It is also not because they possess extra-ordinary wisdom on teaching and learning, as often taken for granted. They stand at the vanguard, and ought to do so, for two main reasons: professional practice and positional reasons. As professional practitioners, principals are primary teachers who share in educating learners to the highest academic achievement possible (Marishane & Botha, 2011:46).

Effective leadership, particularly in today's performance focuses on culture and therefore includes both a focus on the internal states of organisational members that are critical to their performance and classroom instruction (Day, Gu & Sammons, 2016:5).

Firstly, instructional leaders, according to McEwan (2000), are expected to organise their institutions to bring about instructional improvement that is supported by a distinct vision of instructional quality, as per their vision statement policy in their schools. Secondly, instructional leaders in our communities should provide a school culture and conducive atmosphere that facilitates learning, which is expected for a safe and conducive environment for teachers and learners. McEwan (ibid) posits that this should be done in order to utilise a wide network to widen their knowledge on different subject matter content, according to the changing times. Thirdly, instructional leaders are expected to change their own professional lives and vary their leadership styles according to the changing times as education is dynamic. They are also expected to use different communication tools that show the qualities of a resource provider and a good communicator in their schools. They are also expected to support instructional improvement brought by teachers in their organisations in order to provide productive and quality education. They have to enforce that theories that the teachers are knowledgeable about are a guideline for quality education to learners according to contextual backgrounds (McEwan, 2000).

In support of McEwan, (2000), Brewer, (2001) believes that the role of the instructional leader should be widened to move away from “management” towards “leadership”. According to Hallinger (2003), the instructional leaders’ responsibility is to help teachers improve instruction as teaching and learning rests in their hands as well as to apply the theoretical knowledge they have into practice. This ought to be done in line with the specific age of development of their learners and the contextual background. The reason is that the 21st century children are now growing faster and have vast knowledge from the media and social networks. Documents from the Department of Education (South Africa, 2000) emphasise that the duty of the instructional leader is to ensure the mastery of learning areas for general education and training. Some of these provisions may change slightly with the revision of the curriculum undertaken in 2010. However, in support of instruction, principals must be aware of various methods of teaching which is why they are adopting a particular

teaching method, the effects of technology including the internet and computer-based learning environments.

If instructional leaders collaborate with teachers, quality education can be accomplished in Gauteng primary schools. Teachers can encourage and promote learner development by pointing out the connection between learners' lives, events and situations prevailing in their world into the classroom-learning environment rather than provoking different opinions and arguments from the teachers' perception of learning. Instructional leaders tend to compare teacher achievements without taking into consideration that each individual is different and does things in different ways to accomplish the same goals (Hallinger, 2003). In support of the above statement, the Nobel Prize winning physician Albet Szent-Gyorgyi once said:

“Discovery (creativity) consists of looking at the same thing as everyone else and thinking something different”.

1.2 RATIONALE OF THE STUDY

This study's rationale was to generate new ideas regarding teachers' experiences of the principal's instructional leadership styles and how the knowledge would be used to improve instructional leadership styles that may benefit the learners for success in Gauteng province. As a primary school teacher who encountered many challenges with principals in the past ten years, the researcher was prompted to explore the experiences, challenges and barriers that instructional leadership brings into the teaching and learning process. It is the researcher's opinion, that there is a lack of adequate studies in this area where the research was conducted.

1.3 STATEMENT OF THE PROBLEM

The main problem to be researched was:

What are the teachers' experiences of instructional leadership styles in primary schools in Gauteng Province?

1.3.1 The main research question

- What are the teachers' experiences of principals' instructional leadership styles in primary schools in Gauteng Province?

1.3.2 Sub-questions

- What challenges do teachers face in terms of their principals' instructional leadership styles in primary schools?
- How do principals supervise, support and motivate teachers in the learning process?
- How do principals affect teaching and learner performance in a positive manner?
- What challenges and successes do principals' instructional leadership styles have on classroom instruction?
- How do principals as instructional leaders value teachers' contributions?
- What are the current biggest instructional leadership challenges faced by principals?

1.3.3 Purpose, aims and objectives of the study

From the main problem formulated in this study, the researcher's aim was to investigate teachers' experiences of the principals' instructional leadership styles in primary schools in the Gauteng Province and how they influence the teaching and learning processes.

The objectives of the study were therefore as follows:

- To identify and describe the challenges teachers face in terms of their principal's instructional leadership styles that prevail in primary schools.

- To identify the role of the principals in supervising, supporting and motivating teachers in the learning process in the selected primary schools.
- To recognise how principals affect teaching and learner performance in a positive manner as instructional leaders.
- To determine the instructional challenges faced by the principals as well as the instructional leadership skills principals should possess for effective curriculum implementation in primary schools.

According to Marishane and Botha (2011), the principal must ensure that he or she seeks advice from others who can offer important knowledge and skills for better instruction in the whole school and any other suitable qualities of the teaching-learning situation.

As a principal, one should be knowledgeable and be equipped with appropriate higher level skills more than the teachers in relation to what should be learnt in different subjects in various learning areas. The principal should also know how to make teaching more effective, when to evaluate, analyse the class assessment areas as well as test data. The principal, as an instructional leader, ought to proceed as a teacher in charge and stay abreast of all the teachers in the schools. This means that the principal as an instructional leader must bear the role of a master of all the teachers in the school (Marishane & Botha, 2011).

1.3.4 Theoretical framework

The principalship is also the most recognisable leadership position in a school. Additionally, it is the one that is held as the most accountable for progress or lack thereof. The principal leads professional development to ensure teachers and staff, and the curriculum, is continuously responsive to the learners' needs (Khalifa, Gooden, & Davis, 2016:3).

The words "leadership" and "management" are different although most of the time they are often confused and used interchangeably. Leadership is mostly seen as an

aspect of management, with “born leaders” being characterised as persons with special qualities that make other people admire them because they motivate and inspire others (Law & Clover, 2003). According to Van Deventer and Kruger (2003), there is a difference between leadership and management because leaders understand the mission and direction of the school. Management involves aspects to design and carry out ideas, getting things done and working impressively well with people.

The principal has two responsibilities, which are leading and managing (Van Deventer & Kruger, 2003:68). Leadership, on the other hand, is about direction and purpose and leaders are concerned with a future-focused change (Clarke, 2007:1). Management according to Clarke (2007:1) is about efficiency and effectiveness and managers are concerned with ensuring that there is operational effectiveness. They perform these four basic tasks, which are planning, leading, organizing and controlling. According to Clarke (2007) future focused change could be produced by using four key strategies by leaders and these are: vision, planning, aligning people, motivating and inspiring.

Managers are characterised as individuals who accomplish tasks correctly, and leaders as individuals who follow the procedures. Bennis (in Van Deventer & Kruger, 2003:141-142) makes a distinction between leaders and managers. The principal skill in more traditional management tasks in shaping school success has not received much attention compared to principals as instructional leaders. Marks and Printy’s (2003:371), propose leadership perspectives by declaring that “we suggest that a more holistic view of school leadership as necessitating skills across multiple dimensions, in instruction but also in management of the school as an organization, is important for identifying the ways that principals can promote school improvement.” From the above excerpt, one can conclude that instructional leaders need professional development programmes so that they have appropriate administration skills and knowledge to improve academic instruction and learning as well as to

supervise their teachers accordingly, using the appropriate leadership styles in Gauteng schools.

1.4 LITERATURE PREVIEW

Hart (1998:14) interprets a literature preview as an investigation of the research that has been conducted in a particular discipline. Both published and unpublished sources on the topic were combined, read and analytically interpreted. The review of the literature of the topic enriches one's understanding of the topic and enables one to identify gaps or discrepancies in the existing literature (Booyse, le Roux, Seroto & Wolhuter, 2011:23)

A literature review on instructional leadership can be categorised into four main areas. Firstly the rigid models define instructional leadership as the combination of the tasks of immediate help to teachers, group improvements, teacher improvement, curriculum improvement, and action research. Glickman (1995) cited in Blasé and Blasé (2000:130-131) explain it as democratic developmental and transformational activities based on equality and growth. Gordon (1997:114-123) describes it as an inquiry-oriented strong attempt which inspired teachers' voices. Reitzug and Cross (1993) views it as a study of classroom communication to bring about social justice.

Instructional leaders focus their interactions and work on the main business of education namely; teaching, learning, and classroom instruction. Instructional leaders usually focus on coordinating, monitoring, and evaluating the curriculum; controlling instruction and assessment; and promoting a climate for learning (Vanblaere & Devos, 2016).

Secondly, research on instructional leadership, though insufficient in numbers (Short (1995:87-105), includes inductive research of indirect effects of principal-teacher instructional seminars and attitudes such as the effects of checking learners' progress (Blase & Blase, 1996; Dungan, 1993; Blase & Roberts, 1994; Reitzug, 1994). Thirdly, research of direct effects of principal attitudes on teachers and classroom instruction

includes Sheppard's (1996) combination of research which demonstrates the link between certain principals' behaviours, teacher commitment, involvement, and innovation. Fourthly, research of direct and indirect effects on learner achievement includes Hallinger and Heck's (1996a, 1996b) analysis of research that explores the principal's performance such as the use of models like democratic leadership and decentralized decision making in school performance.

According to the Department of Education (2000:11 in Tong, 2010), a new, revised curriculum has important principles for an instructional leader which are as follows:

1.4.1 Content tracking

Content tracking should avail values and skills. Principals bear the authority to ascertain that the content that is taught promotes values and skills. Accordingly, values are a reflection of things people believe to be a necessity in their lives. Skills promote learner growth which facilitates the way they think and understand concepts.

1.4.2 Knowledge

Ideas can be presented in a consolidated way. The responsibilities of leaders are to inspire teachers to link the subject matter, values and skills, both within and between the learning processes.

1.4.3 The learner is the centre

The responsibility of the instructional leader is to inspire teachers to understand that the content of learning areas ought to be integrated with the learners' everyday activities; the classroom has to be cared for and be conducive to learning. The leader must also have a duty to encourage learners' craving to learn; "learning activities and material should make learning fun and exciting" (Tong, 2010:19).

1.4.4 Assessment

Assessing learners' progress is an important process in education. Although the assessment methods are being modified, learners are still to be regularly monitored on their progression towards the accomplishment of set goals. Assessment is not only at the end of the study experience but also during the teaching and learning process. The instructional leader should motivate teachers to have an assessment policy and to maintain the school policy on assessment.

1.4.5 Outcomes based education

Though Outcomes-Based Education (OBE) as a total policy was reassessed in 2010. The critical and developmental outcomes for instructional leadership were formulated from the Constitution and are contained in the Education Labour Relations Council input to the Department of Education (South Africa, 2003:48). The essential data predicted the instructional leaders who would be able to do the following:

- Serve excellently with others as members of a team or group.
- Interact excellently using language, visuals, symbolic skills and numerous illustrations.
- Find and resolve problems, and make decisions using formative thoughts.
- Make use of science and technology, showing concern towards the environment and the health of others.
- Motivate learners to study rare discipline subject areas such as mathematics, science and technology so that they become future scientists.

1.4.6 Clarity and accessibility

Clarity and accessibility are important. The South African Department of Education (South Africa, 2003) concentrates on clarity and accessibility, both in design and

language. The demands of the standards clearly define the purpose and data necessary for all principals proceeding to each chronological level of the structure.

From the above discussion, acknowledged principals provide instructional leadership. They spend most of their time working with teachers, learners, and less of their time in the office. They observe what is going on in the classrooms, they hold high expectations for teachers' performance and learner achievement. They provide the necessary learning materials, which include their own skills and knowledge that could enhance their educational goals. They are involved in the learning process by creating schools that advance the academic performance of their learners. The instructional leader must aim for excellence in education. This requires knowledge and skills in subject content that is expected from an excellent teacher. The teacher is basically required to carry out the following activities:

- give appropriate help and support to pupils most of the time and provide immediate feedback,
- plan ahead of time all the activities to be done, give instruction according to curriculum goals and expectations, manage classroom as well as to provide a conducive environment for learning, continuously evaluating pupils' performance, motivating them and serving the interests of all individual pupil's needs sincerely" (Faramarz & Masoomeh 2015:397-601).

1.5 RESEARCH DESIGN AND METHODOLOGY

1.5.1 Research approach

Mouton (2001) is of the view that a research design is a sketch or layout of how one proposes to conduct the research. According to Bogdan and Biklen (2007: 49) a research design is a researcher's sketch on how to proceed. Research methodology comprises of an organised and specialised way of accurately carrying out that design (Babbie & Mouton, 2010:74; Nieuwenhuis, 2007:70). Welman, Kruger and Mitchell

(2005), elaborate that a research design helps the researcher on how to get knowledge about the research evidence from the participants. Based on this research, the research design will be employed in order to gain an understanding of teachers' experiences in respect of their principals' instructional leadership styles in Primary schools in the Gauteng province.

This study followed a qualitative research approach within the interpretivist paradigm. The interpretivist paradigm was used as it often seeks experiences, understanding & perceptions of individuals for their data to discover their life experiences rather than rely on statistical numbers. Understanding a particular relationship between entities was actually a means of implying an interpretivist study (Whelan, Teigland, Vaast & Butler, 2016:7).

According to Willis (2007:4):

- Interpretivists are considerate of the situation in which any form of research is administered as they are demanding on the analysis of data collected.
- Interpretivism usually seeks to interpret an accurate situation and the major ideas of the interpretivist paradigm were that reality is socially formulated and constructed. An interpretivist believes and understands the situation in which any form of research is administered, as they know the criticality of the interpretation of data collected.
- Willis (2007) asserts that the dominating points of view of each country, region or ethnic groups are sometimes established in diverse backgrounds and viewpoints of different people. Therefore, it could be made clear that the nationwide philosophies are normally determined by the beliefs of those people who influence their groups' views. As stated above, the interpretive paradigm often seeks data for research by establishing and supporting different understandings of the individual's worldview.

The understanding of different views comes from the belief that external reality is variable (Willis 2007:194). Willis (ibid) further asserts that "different people and

different groups have different viewpoints of the world". The Interpretivist research is more biased than objective. Willis (2007:110) disputes further that the objective of interpretivism is to rate subjectivity, and "interpretivists eschew the idea that objective research on human behaviour is possible". Informative investigators do not seek the data for their research in a fixed manner, instead, they approach the reality from the subject matter, typically from people who own their experiences and are of a specific culture.

According to Thomas (2003:6), qualitative methods are generally guided by interpretivists since the interpretivist paradigm "portrays a world in which reality is socially constructed, complex, and ever changing...." Creswell (2009:4) states that "qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human phenomenon". After analysis of the above statements the researcher chose this type of paradigm as it supported the understanding of educational researchers whose aim was to explore a phenomenon in a group of a chosen school. Reality is thus socially constructed and may be interpreted differently by different people (Hatch, 2006).

According to McMillan and Schumacher (2010:320) qualitative research is an independent inquiry which uses independent data collection methods to understand the flow of events and how individuals understand them. It is concerned with the understanding of social phenomena from the individuals' own point of view. Hoberg (1999) states that qualitative research is valuable when the researcher intends to gain an understanding of human phenomena as well as to inquire into the meaning of the given events that individuals experience.

To understand human phenomena, an excellent definition is provided by Creswell (2007:37) that:

"Qualitative, research begins with assumptions, a world view, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning or individuals or groups ascribe to a social or human problem. To

study this problem, qualitative researchers use an emerging qualitative approach, the collection of data in a natural setting, sensitive to the people and places under study, and data analysis that is inductive and establishes patterns or themes. The final written report or presentation includes the voices of participants, the reflectivity of the researcher and a complete description and interpretation of the problem.”

The strength of this type of research method is its capability to give intricate descriptions of how people understand a given research study. It gives details about the behaviours, beliefs, opinions, emotions, and relationships of human issues that are usually contradictory (Miles & Huberman, 1994:92). Qualitative research is appropriate for this research study as it determines the teachers' experiences of principals' instructional leadership styles in primary schools in Gauteng province.

A generic qualitative research approach was used to collect information as the researcher tried to know people in their own world view (McMillan & Schumacher, 2010:320-321). Caelli, Ray and Mill (2003:4) define generic qualitative research as “that which is not guided by an explicit or established set of philosophic assumptions in the form of one of the known qualitative methods”.

1.5.2 Population and sampling

Purposeful sampling was used in this study as it puts participants in groups required according to the research question. The selection was based on the fact that a qualitative approach allows for purposeful sampling of information-rich participants. Participants were selected and interviewed from three primary schools using semi structured interviews to provide detailed descriptions of their experiences on the instructional leaders they are working with and the effects on their classroom teaching. Participants were asked to explain the effects of principals' behaviours on classroom instruction, the principals' objectives, and the effectiveness of the principals' behaviours. Involvement in the study was done by selecting small groups

or individuals who had knowledge about the question of interest, through purposeful sampling. Participants involved six teachers and three heads of departments in the selected primary schools. The criterion for selecting the participants was that they had to have been in the teaching profession for five years and above.

The sample consisted of two teachers and one head of department per school in Midrand, in the city of Johannesburg Metropolitan Municipality, Region A. Teachers involved had either certificates, diplomas, bachelor's degree or master's degree qualifications. Participants clarified effective instructional leadership as well as its impact on teaching and learning. Effective instructional leadership styles were identified from the data collected as well from the discussions held with the individual teachers.

The sample size was selected from the schools in Midrand as they had the same characteristics, same curriculum and instructional leaders had the same roles and tasks. Leadership may be seen as an aspect of management with “born leaders being characterised as charismatic individuals with visionary flair and the ability to motivate and inspire others – even if they lack the managerial skills to plan, organise effectively or control resources” (Law & Clover, 2000:13).

1.5.3 Instrumentation and data collection techniques

The primary data collection method was semi-structured individual interviews as they helped the researcher to collect necessary and adequate data to understand how teachers experienced their principals' instructional leadership styles in their individually selected primary schools in the Gauteng Province.

Merriam (1998:120) recommends the use of semi-structured interviews in qualitative research because they provide the researcher with flexibility to engage in normal communication that provides broad understanding. The discussions helped the researcher understand what the teachers were saying and what was happening in their schools.

The interviews with individual teachers were recorded for data analysis purposes so that the researcher could listen attentively. McMillan and Schumacher (2006) assert that voice recording gives accurate perceptions of the participants' exact words that can be replayed for accurate data transcription. This also helped the researcher to see nonverbal communication like body language, gestures and facial expressions as these could help the researcher to understand their secret stories on what was really happening in their schools. This also gave the researcher a chance to listen attentively as writing the whole interview notes could have caused a distraction. According to McMillan and Schumacher (2006:89), the researcher may give out clues that lead the participants to give answers that are expected by the researcher. Therefore six teachers and three heads of departments were the only participants in the selected schools that were interviewed using open-ended questions which helped in probing and asking for elaborations where there was need to do so. The researcher negotiated and agreed with the participants in all the schools that the interviews be conducted in the schools on the days and times they were free to conduct the interviews.

Before the interviews, participants were briefed about the following information:

- intention of the research inquiry ,
- the use of voice recording during the interview so that the researcher would not forget some of the important information they would provide when analysing data collected using a mobile phone.
- full explanation about the use of recording was given in advance as some participants might have felt intimidated about the voice recording and as a result could have ended up not saying what was exactly happening in their schools.
- the participants' confidentiality and anonymity was upheld by filling and signing of consent forms to show that they were willing to be interviewed.

The researcher obtained permission from the Gauteng Department of Education to conduct research. She contacted each principal and the participants telephonically to arrange meetings with them, so as to discuss the plan of carrying out the research.

1.5.4 Data analysis and interpretation

Data analysis is a way of classifying and organising raw data so that you get useful information from it. In qualitative research, data gathering and analysis is a consistent and an on-going process. Data analysis and interpretation focused on interpreting and analysing the meaning of data gathered during the interviews by the selected teachers on their experiences of instructional leadership in Midrand, Johannesburg. Thematic data analysis approach is an act of grouping text into manageable themes and sets that relate to each other (Babbie & Mouton 2006). Questions were typed to guide the researcher in determining what the teachers' experiences of the principals' instructional leadership styles in primary schools were. For example, on themes such as their leadership styles, vision for their school, challenges they face as instructional leaders and many others. This helped the researcher to make meaningful conclusions on this study's topic.

Data analysis stresses thorough input from the researcher in order to separate large amounts of collected information in order to scrutinise it, analyse and search for important categories, all for the sake of ascertaining what was significant (Ary, Jacobs, Razavieh & Sorensen, 2006:490). The researcher concurrently collected data through an interactive and dynamic process to comprehend the teachers' experiences on instructional leadership styles. There was also an effort to continuously attempt to understand the different types of the school principals' instructional leadership styles, the methods of teaching and learning and the effects they had on the teachers and learner achievement. An interactive and dynamic process involved interviewing teachers and heads of departments individually to obtain reliable and credible information in a conducive environment. Ary et al., (2006:490) suggest the productive analysis of qualitative data by measurement of the three key points of sense of direction and organisation, coding and recording, briefing and analysing. According to Babbie (2007) coding is the process whereby raw data is transformed into a standardised format. The coding of data was performed from the data obtained from interviews, later interpretations were done.

1.6 TRUSTWORTHINESS OF THE STUDY

The researcher ensured that trustworthy work was reported by making sure that data that were collected about the research problem were understood by clear presentations. More consideration to the entire procedure of sketching the whole research was provided, as well as interpreting data and trying to ascertain the relevance of the research study. Both the process and the product were examined for research consistency. The researcher also concentrated on ethical considerations such as confidentiality and informed consent, among others (Mill, 2003).

According to Hussein (2009:3), there have been combined views on the uses of triangulation in research studies. Triangulation was more accurate as it aimed at revealing conclusive, merging and differences among the findings (Erzerberger & Prein, 1997). Different sources argue that triangulation is just for accumulating a broad and wide understanding of the research data (cf. Olsen, 2004). While others dispute that triangulation is actually used to deepen the research consistency, in this case triangulation was one of the validity measures (cf. (Webb, Campbell, Schwartz, & Sechrest, 1966; Smith & Kleine, 1986; Denzin, 1978; Golafshani, 2003). Creswell and Miller (2000) describe triangulation as “a validity procedure where researchers look for convergence among multiple and different sources of information to form themes or categories in a study”.

Triangulation and trustworthiness have a relationship as they all increase the credibility of the research data to ensure that the findings are credible and truthful. The researcher assessed solicited versus unsolicited data. According to McMillan and Schumacher (2010:379), this can be done by identifying precise versus complex statements and the validity of the evidence (e.g., an observant person, a thoughtful person, an emotional person, and a biased person).

In an extensive way, triangulation means “the use of multi-methods mainly qualitative and quantitative designs in studying the same phenomenon for the purpose of

increasing research credibility (Jick, 1979). This implies that triangulation is the joining of two or more methodological approaches, theoretical views, data sources, investigators and analysis methods to study the same data. These leads to five types of triangulation; which are methodological triangulation, investigator triangulation, theoretical triangulation, analysis triangulation and data triangulation (Denzin, 1978); Kimchi, Polivka, & Stevenson, 1991). In this context when a researcher uses more than one type of triangulation in a particular research, then is said to have used multiple triangulation (Polit & Hungler, 1995).

1.7 RESEARCH ETHICS

Babbie and Mouton (2006:117) say that “it is important to observe ethical principles in order to prevent problems that may arise during research and also to protect the rights of participants”. The researcher applied for ethical clearance from the University of South Africa’s Ethics Committee. Consent had to be obtained using a written consent form per school involving the selected participating teachers. The researcher ensured anonymity for all the three schools when conducting the interviews. To safeguard the participants, their names and those of their schools, pseudonyms were used as they were only mentioned as school A, B, C and participant 1, 2, 3.

The researcher applied for authorisation from the Gauteng Department of Education to carry out research in the schools. The researcher also had to obtain authorisation from the principals to carry out the study in their school; this was done in writing. Issues of confidentiality, objectivity, non-victimisation and anonymity were assured to participants through a letter of consent which declared that while taking part in the research study would be appreciated, they could withdraw from participating if they wished to do so. It was the researcher’s responsibility to ensure that the consent process included these three elements according to Unisa’s application of ethical principles (2014):

- Information,

- Comprehension, and
- Voluntary participation
- Privacy and confidentiality were protected, and
- The right to withdraw from research participation without penalty.

Assessment of risks and benefits

- The nature and scope of risks and benefits will be assessed in a systematic way.

Selection of participants

- Trustworthy steps and choices in the selection of the research participants was provided.

1.8 LIMITATIONS AND DELIMITATIONS OF THE STUDY

Limitations are potential weaknesses in a study and are out of one’s control while delimitations narrow the focus of the study. The researcher only carried out the research in primary schools that were in Region A of Midrand, an area in the central Gauteng Province of Johannesburg in South Africa. The study concentrated only on three primary schools which involved six teachers and three heads of departments because of limited resources and financial constraints. It did not include all the primary schools in the region and therefore the findings may not be generalised to all Regions A primary schools.

1.9 DEFINITION OF KEY CONCEPTS

1.9.1 Instructional leadership

According to Hallinger (2005); Marks and Printy, (2003), instructional leadership is seen as conceptually or operationally an activity primarily pertaining to facilitating instruction and learning. It has come to dominate the collective understanding of the school principalship; Instructional leadership may be defined as follows:

Leadership is about giving direction and purpose; it deals with areas such as “supervising the curriculum, improving the instruction programme, working with teachers to find a vision and mission for the school and building a close relationship with all the stakeholders” (Clarke, 2007:1). Instructional leadership concentrates on teaching and learning and on the attitude of teachers in working with students. Leaders’ focus is targeted at learners learning via teachers (Bush & Glover, 2002: 10). Liu (cited by Yu, 2009:723) defines instructional leadership as consisting of direct and indirect attitudes that mostly affect teacher instruction and result in learning.

In summary, after the above definitions of instructional leadership by different educational researchers, one may conclude that instructional leadership means the principal’s duty is to make sure that teaching and learning takes place according to set school goals, objectives, as well as educational curriculum policies. They should be resource providers, good communicators, visible, present, effective time managers, good motivators, know staff and community needs. Learner interests must be at their hearts.

1.9.2 Principals

According to Marishane and Botha (2011:44) principals are leaders of schools that deal not only with devolved resources, but also with localised people such as teachers, parents, learners and ordinary community members.

1.9.3 Teachers

According to the personnel administrative measures (PAM) document (1999) a teacher is personnel in the education system who engages in class teaching as per the workload of the required appointment level and the requirements of the school. A teacher assesses and records the achievements of learners taught including the academic, administrative, behavioural aspects, schedule extra co-curricular activities to ensure that the learning processes takes place as expected.

1.10 CHAPTER OUTLINE

Chapter 1: Introduction and background of the study

Chapter 2: Literature review

Chapter 3: Research design and Methodology

Chapter 4: Data Analysis and Interpretation

Chapter 5: Summary of findings, recommendations and Conclusion

1.11 SUMMARY

This study brings new knowledge regarding the teachers' experiences and the nature regarding principals' instructional leadership styles in primary schools in Gauteng Province, South Africa; as well as how it influences classroom instruction in order to improve poor learning processes. However, the implementation of instructional leadership on teachers' instruction requires more research although some interviews were conducted in the selected schools on teachers' experiences about their principals to reinforce good teaching practices in primary schools.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

In chapter one, the researcher explained the introduction and history, rationale for the study, statement of the problem, literature review, research design and methodology, trustworthiness of the study, research ethics, limitations as well as delimitations of the research. The definition concerning key concepts, chapter outline and summary of the study were also outlined.

Chapter two is based on the literature review. The literature review is set out to analyse primary school principals' instructional leadership. In South Africa, based on the various reports of poor learner results in schools, one may query if principals hold the necessary skills required to lead and manage the curriculum in the 21st century, especially in the Gauteng province public schools. According to Naidoo and Petersen (2015:1) in a universal educational context, whereby schools are compared internationally and where there is an increasing need for the development of 21st-century skills, the schooling sector requires principals who are deeply involved in the enhancement of instruction and curriculum in schools. On the other hand, the Wallace Foundation (2008:3) argues:

Pick the right school leader and great teachers will come and stay. Pick the wrong one and, over time, good teachers leave, mediocre ones stay, and the school gradually or not so gradually declines.

School principals are crucial in the advancement and sustenance for good schools and education systems (Bush 2008; Hargreaves & Fink, 2006). However, in South Africa, a number of school principals work without adequate skills required to perform appropriately as leaders and managers of schools (Bush, 2005:3). Just as managers in the corporate sector, they need to know and lead the main business of schooling which is teaching and learning. Naidoo and Petersen (2015:1) assert that in schools,

the main job is the fruitful delivery of the curriculum, including reliable systems of assessment of learners' educational progress and teachers' efficient and effective methods.

According to Bush (2005) cited by Naidoo and Petersen (2015:1) effective strategies for ensuring that school principals are trained and supported to achieve this are generally inadequate throughout Africa. There is a consensus with regard to available leadership and management literature that calls for the need for specialist development programmes to ensure that school principals are given the necessary training to prepare them for their roles (Blandford 1997:187; Moloji 2007:471; Prew 2007:447). However, it cannot be accurately indicated as to which leadership characteristic will achieve desirable outcomes in terms of leadership, management and organisation to achieve overall organisational goals, thus the effective running of the core activities of the school. In addition, there are also fewer consensuses as to how best school principals can be prepared for their roles as effective instructional leaders in the school.

Naidoo and Petersen (2015:1) argue that school principals whose training was based on traditional managerial models, do not necessarily acquire the knowledge and skills needed for them to perform their core functions as school principals who are able to properly lead the effective implementation of the curriculum. Vick (2004:11–13) also argues that one area of school leadership requiring attention is that a focussed vision and mission needs to be shared so as to achieve optimal learner performance. Vick (ibid) further proposes that principals need to communicate to staff about performance expectations, as well as expected learner outcomes and give them the required support in order to achieve these expectations. This requires principals who are well informed about the curriculum, teaching strategies and assessment methods and up to date with research information.

According to recent studies conducted in South African primary schools in the 21st century (Bush 2013; Grobler 2013; Spaul 2011; Spaul & Kotze 2015) it was reported that there is a close link between the achievement of learners and the type of schools they attend. The more the effective the instructional leadership style employed in the

running of the school, the better the achievement of the learners. Irrespective of the financial support provided to the South African education system, the learners' performance was found to be poor on a consistent basis. This was informed by the three cross-country comparative studies conducted by Taylor, van der Berg and Mabogoane (2013).

Studies by Naidoo and Petersen (2015), Howie et al., (2011) and Spaul and Kotze (2015) give evidence that South African learners perform at significantly lower levels of competence than their counterparts in other developing nations”.

Taking into consideration the above views and objectives of the study, the chapter focuses on prerequisites for leadership and management, what is known about educational leadership, understanding the nature of educational leadership, leadership versus management, models of educational leadership and management, current leadership and management challenges in South African schools, defining instructional leadership, role of the principal as an instructional leader, skills and the instructional leader, knowledge and the instructional leader, leadership styles and summary.

2.2 PREREQUISITES FOR LEADERSHIP AND MANAGEMENT

According to Gonos and Gallo (2013:158) the prerequisites for leadership can be organised into four main categories as follows:

- Knowing yourself;
- Knowing the employees and understanding them;
- Having knowledge and skills of using management methods and procedures, and
- Displaying the behaviour of a manager which corresponds with the situation.

Gonos and Gallo (2013:158) assert that, this is the relationship between self-knowledge and leadership which can be described as the difficulty of successfully

leading others without knowing oneself. According to the ancient Greeks, this role was of a lifetime (Gonos and Gallo 2013:158). They claim that modern managers make this task seem easy, this is a challenging task and after completing one or more psychological tests, they believe they have done more than enough.

Leadership demands, paying attention to the following elements of knowledge of oneself:

- One's own value system, as values are generally expressed in the preferences that individuals make when making decisions. They should have integrity and subordinates view the manager as a reliable person. The notion of integrity also means taking responsibility for conducting one's own negotiations in reaching own decisions.

Some managers believe that people should be forced to work by using an autocratic style of leadership. On the other hand, other managers may believe in being sensitive and being responsive to employees' needs by applying a more democratic style of leadership (Koontz and Wehrich, 1993).

2.2.1 What is known about educational leadership?

Hallinger and Heck (1996:14) argue that research, with regard to the principal's leadership style, has no meaning if it is considered out of the school environment. Leithwood, Jantzi and Steinbach (1999:4) support the idea by further suggesting that excellent leadership is observable by "superb sensitivity to contexts in which it functions", where the individual and the place have relevance to the behaviour and their actions as a leader.

It is important for principals to understand the context within which they are leading. While most principals may be readily aware of the professional environment, new principals in a new school and a different environment may not know more than what they knew in the previous school. They try to understand how things are done and they try to analyse and adjust to the new cultural and social environment in the

process of running a school. Effective leaders have "contextual literacy" which includes understanding the type of school behaviour as well as the values on which it is based and the reasons for it. Such knowledge also requires that the principal tries to understand the social and inter-personal dynamics in the school, the organisational structure, history and politics. They need to know the role-holders and the micro-politics within and around the school. This also includes issues related to the level of school performance, strengths, weaknesses, and the existing opportunities for learning and development. Principals must take into cognisance the economic factors as well as the character of the community that is served by the school (Peleg, 2012:5).

Many factors need to be considered in understanding the leadership style in a school. These include: the type and size of the school and ages of learners, location, the staff and administrative procedures in the school. Principals face the greatest challenge of understanding the professional lives of the teachers in the school during their first days of taking up leadership (Peleg, 2012:5).

In addition, policies dictated by the local, regional or district administration have a direct influence in the way a school is managed. Successful principals are more aware of the power, authority and influences these structures have. The more the authority designated, the greater the need by the principals to be aware of their special developmental needs on policy and the need to draw on a shared pool of basic leadership methods (Leithwood et al., 2006). Therefore, there is no one correct way to manage a school. Leaders need to act in ways that meet the needs of the school they lead (NCSL, 2007:5).

According to Leithwood and Reihl (2003) and Leithwood et al., (2006) cited in (Peleg, 2012:5), the educational leader is responsible for:

- Creating the school vision and establishing the direction which enables the achievement of high performance from both the learners and teachers as expected.

- Understanding and developing people to get appropriate skills (teachers, other staff members and learners) by providing intellectual motivation and leadership to achieve set goals in the school.
- Re-structuring the organisation: The principal has to provide a conducive and productive environment while sustaining good relationships with all stakeholders in the school as well as the community as a whole.
- Managing the education system and the learning: Providing good working conditions for teachers and learners so that quality education is provided in the school

According to Leithwood et al., (2006) cited in Peleg (2012:6) successful school leaders motivate staff and develop learners. They are more optimistic and flexible in making decisions to achieve set goals

Peleg (2012:7) states that for a school to be productive, there should be quality leadership, good staff administration as well as effective teaching and learning that meet the required standards. School principals need to be open-minded and should be willing to learn from others and the difference between effective leaders is only due to their personal attributes. From the above discussion, leadership in South African primary schools has a great impact on the teaching and learning process of the learners for the improvement of education standards beyond the 21st century.

2.2.2 Understanding the nature of educational leadership

According to Marishane and Botha (2010) defining educational leadership is not an easy task for an educational practitioner. Its description depends on the manner (how), the time (when), and the position (where) in which one stands when looking at it, and one's ability to defend a particular view-point (why). He further elaborates that it depends also on the conditions (context) under which such a definition or description is made.

According to Lashway (2002) cited in Springs (2005) the traditional duties of a leader include implementing policies, financial management (budgeting) as well as managing public relations. Principals usually change their traditional roles as they become instructional leaders, where the focus becomes more on instructional roles to ensure that instructional issues impacting on classroom instruction and learner achievement are dealt with. This includes roles relating to promoting the vision of the school and ensuring that the school curriculum is aligned to the set assessment standards and ensuring a culture of continuous learning.

According to Farley (2002:393) leadership is like music and art talent. Talent for leadership involves much knowledge and disciplined practice and is a social transaction in which one person influences others. People in authority do not necessarily exert leadership. Rather, effective people in authoritative positions combine authority and leadership to assist an organisation to achieve its goals. Leadership is defined by Cronje, Du Toit, Marias and Motlatla (2004:174) as the practice of directing the behaviour of others towards the achievement of pre-set goals and is also regarded as one of the major management functions. Van Fleet (1991:157) views leadership as a route whereby one person influences an individual person or groups towards the achievement of a goal with no force or coercion. While Lunenburg and Ornstein (2004:135) share a similar view that leadership is a process of getting things done through people or influencing others to work towards a shared goal.

Leadership is a multidimensional phenomenon (DePree, 1989 cited in Algahtani, 2014:75) which has been defined as: a behaviour; a style; a skill; a process; a responsibility; an experience; a function of management; a position of authority; an influencing relationship; a characteristic; and an ability (Northouse, 2007). John Maxwell defines leadership by influence (Maxwell, 1998). Kotter (1990) states that "leadership is the capacity for collective action to vitalize".

Effective leaders, according to Greenleaf, are "people who serve others, while they follow them (Bennis & Nanus, 2007)". Peter Drucker also defines a leader as an individual with followers (Drucker, 1999). Some people view leadership as a form of a

social influence (House & Aditya, 1997). Leadership has been defined in so many ways, however, the majority of definitions focus on two aspects. These are the process of influencing a group of individuals to obtain a common goal and to develop a vision (Algahtani, 2014:75).

Bolden (2004:5) describes the difficulty of defining leadership as follows:

In short, leadership is a complex phenomenon that touches on many other important organizational, social and personal processes. It depends on a process of influence, whereby people are inspired to work towards group goals, not through coercion, but through personal motivation. Which definition you accept should be a matter of choice, informed by your own predispositions, organizational situation and beliefs, but with an awareness of the underlying assumptions and implications of your particular approach.

After looking at the different definitions, one can identify a connection and conclude leadership is when one or another form of dominance where the subordinates' behaviour, regardless of reason, has to obey the commands and control of others to achieve set goals willingly.

Leadership is not a question status or having a mix of some traits. High quality leadership significantly contributes to school improvement and learning outcomes. A significant amount of South African literature supports the view that effective leadership and management are essential to developing good schools (Bush et al., 2010, Christie, 2001; 2010, Department of Education, 1996, Roberts & Roach, 2006). According to Peleg (2012:5) "educational leadership is a long-term campaign and grows out of knowledge and experience. It requires patience and time which means that the fruits of good leadership can be enjoyed in the long run".

2.2.3 Leadership versus Management

There is an overlap between leadership and management. However, the two are not the same (Kotterman, 2006). Bush (2007:391) is of the view that educational leadership and management have competing views with no agreement on the exact nature of the discipline. A point of debate is whether educational leadership is a different field or is part of the broader study of management. The researcher argues that educational leadership and management is more concerned with the goals or aims of education thus providing a critical direction in school management.

According to Rost (1993:149), there are notable differences between leadership and management as depicted in table 2:1 below:

Table 2:1 Differences between leadership and management adapted from Rost (1993)

Leadership	Management
Influence relationship	Authority relationship
Leaders and followers	Managers and subordinates
Intend real changes	Produce and sell goods and/or services
Intended changes reflect mutual purposes	Goods/services result from coordinated activities

Rost (1993) cited in (Bhamani, 2012:16) explains that the difference between influence and authority is that authority involves the use of coercion while influence does not. In his view, “influence” means that coercion is not used, but he believes that “authority” is mostly used to get things done. Interestingly, Rost also argues that means “leaders influence followers and followers influence leaders as well as leaders being able to influence other leaders, and followers influencing other followers”. Rost (1993) also argued that leaders are different from managers, but followers can be

managers, as can be subordinates. He also argues that being a leader does not automatically mean being in a position of authority.

Deciding on the aims of the school is the main function of educational management. In most schools, aims are developed by the school principal working with the School Management Team (SMT) and in some cases with the School Governing Body (SGB). This is, however, influenced by the external environment, especially from government through legislation or formal policy statements. In most cases however, schools develop the aims through the interpretation of external needs rather than their own assessed learner needs. According to Bush (2003:1-2), “the key issue here was the extent to which school managers are able to modify government policy and develop alternative approaches based on school-level values and vision. Do they have to follow the script, or can they ad lib?”

Leaders are important for the success of the school and a number of studies have linked high-quality leadership with positive school outcomes. As a result, much attention is now placed on recruiting and preparing school leaders with programmes on the development of school principals focusing on them as “instructional leaders.” The focus on instructional leadership was initiated by the effective schools movement of the 1970s and 1980s, and has since been renewed because of increasing demands for school leaders to be held accountable for student performance (Hallinger, 2005).

In the 21st century, principals are held more accountable for learner success and leadership which is now a very critical component of the school. The principal is required to become more engaged in the school’s instructional programmes (Hallinger, 2005). In support of the above discussion, Bush (2007:391) acknowledges that, the first part of the 21st century has seen a great interest in educational leadership and the view that the quality of leadership makes a significant difference to school and student outcomes. This is coupled by the belief that schools require effective leaders and managers if the best possible education is to be provided. Schools need trained and committed teachers but they, in turn, need the leadership of high quality and effective principals to support them. Despite the need for such

effective leaders, it is still debatable as to what leadership behaviours would produce the most favourable outcomes.

In explaining the difference between managers and leaders, Warren Bennis (1989:7) argues: “To survive in the twenty-first century, we are going to need a new generation of leaders—leaders, not managers. The distinction is an important one. Leaders conquer the context—the volatile, turbulent, ambiguous surroundings that sometimes seems to conspire against us and will surely suffocate us if we let them—while managers surrender to it”. More recently, Bennis (2007:12) summarized his previous quotation as follows: “Managers do things right, while leaders do the right things”.

An organisation like a school provided its managers with legitimate authority to lead, but there is no assurance that they would be able to lead effectively especially in the South African context, due to the lack of knowledge and skills. Schools need strong leadership and strong management for optimal academic achievement. In today’s dynamic educational environment, we need leaders to challenge the status quo and to inspire and persuade teachers and learners to excel in their performance. We also need managers to assist in developing and maintaining a smooth functioning workplace.

2.3 MODELS OF EDUCATIONAL LEADERSHIP AND MANAGEMENT

Bush (2007:394) classified theories of educational management for over 20 years (Bush, 1986; 1995; 2003) by categorising the theories into six major models: formal, collegial, political, subjective, ambiguity, and cultural (see Table 2 below).

More recently, he looked at concepts of educational leadership, especially in work undertaken for the English National College for School Leadership (Bush & Glover, 2002). A number of alternative, and competing, models had been formulated with authors who have decided to cluster these various theories into a number of broad themes or ‘types’. The popular are by Leithwood, Jantzi and Steinbach (1999), who noted six ‘models’ from the examination of 121 articles in four international journals.

Bush and Glover (2002) extended these categories to eight models which are among the nine leadership models shown in Table 2; together with the management models mentioned earlier (Bush 2007).

Table 2:2 Typology of management and leadership models adapted from Bush (2003)

Management model	Leadership model
Formal	Managerial
Collegial	Participative Transformational Interpersonal
Political	Transactional
Subjective	Post-modern
Ambiguity	Contingency
Cultural	Moral Instructional

The researcher's concern is about instructional leadership that prevails in primary schools in the Gauteng province. Thus the researcher examines the leadership models which are most relevant to the South African environment as follows:

2.3.1 Managerial leadership

Leithwood, Jantzi and Steinbach (1999:14) define this model as:

Managerial leadership assumes that the focus of leaders ought to be on functions, tasks and behaviours and that if these functions are carried out competently the work of others in the organisation will be facilitated. Most approaches to managerial leadership also assume that the behaviour of organisational members is largely rational. Authority and influence are

allocated to formal positions in proportion to the status of those positions in the organisational hierarchy.

This definition is associated to that given for 'formal models' in the number of books on this topic (Bush, 1986; 1995; 2003). Caldwell and Spinks, (1992:16-17) argues that managers and leaders of self-managing schools must be able to develop and implement a cyclical process involving seven managerial functions:

- goal setting;
- needs identification;
- priority-setting;
- planning;
- budgeting;
- implementing; and
- evaluating.

The important aspect to note is that this type of leadership excludes the concept of vision, which is critical to most leadership models. Managerial leadership focuses on managing existing activities well rather than envisioning a better future for the school. This view suits school leaders who work in integrated structures as it places in order the efficient implementation of external imperatives, notably those prescribed by those at higher levels within the bureaucratic hierarchy.

Bureaucracy, which is a managerial leadership style, was the favoured model for many education systems, including apartheid South Africa (Sebakwane, 1997). One example of managerial leadership is 'scientific management' (Taylor, 1911). This dated model still 'predominates in the writings on education management in South Africa' (McLennan & Thurlow, 2003:7-9). Bush's (2007:395) review of other literature "indicates that this approach is associated with 'authoritarian, hierarchical and inaccessible management styles' and that the principal's authority is perceived to be 'God-given' and 'juridical'. This model can be regarded as the starting point for the

study and practice of educational management, in South Africa, Europe, and North America”.

According to Sebakwane (1997:394), based on research conducted in the 1980s, “scientific management was transferred from industrial corporations to South African black schools to bring control over teachers and students at a time when the system of education of blacks was characterized by massive student and teacher protests”. Bush (2007:395) views this evidence as consistent with the model described by McLennan and Thurlow (2003).

From the above citations, it is evident that managerial leadership is still important for the South African system in the 21st century, if effective learning is to take place. This requires calm and orderly schools and classrooms for reconceptualised understandings of basic principles of the curriculum and instruction.

2.3.2 Transformational leadership

The principal has to use characteristics which will help them achieve their intended objectives as transformational leaders. A transformational leader can be defined as having these characteristics: charisma, inspiration and individualized consideration (Griffith, 2004). Transformational leaders give intellectual stimulation of their staff which contributes to job satisfaction (Leithwood & Jantzi, 2000).

Hallinger (1992) cited in Marks and Printy (2003:372) asserts that “to accomplish the reforms central to school restructuring, scholars of education developed a model of transformational leadership which focuses on problem finding, problem solving, and collaboration with stakeholders in order to improve organizational performance”.

Marks and Printy (2003:375) claims that “transformational leaders motivate followers by raising their consciousness about the importance of organisational goals and by inspiring them to transcend their own self-interest for the sake of the organisation. In their relationships with followers, this theory suggests, transformational leaders

exhibit at least one of these leadership factors: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration". Marks and Printy (2003:373) view transformational and shared instructional leadership as complementary, but neither model embraces the other. They claim that when these two operate in tandem, the leadership becomes integrated.

Bush (2007:394) links three leadership models to his "collegial management model". The first of these is transformational leadership. This form of leadership assumes that the central focus of leadership ought to be the commitments and capacities of organisational members. Higher levels of personal commitment to organisational goals and greater capacities for accomplishing those goals are "assumed to result in extra effort and greater productivity" (Leithwood et al., 1999:9).

Transformational leadership is conceptualised with eight dimensions:

- "building school vision;
- establishing school goals;
- providing intellectual stimulation;
- offering individualised support;
- modelling best practices and important organisational values;
- demonstrating high performance expectations;
- creating a productive school culture; and
- developing structures to foster participation in school decisions", according to Leithwood (1994)".

Transformational leadership is conceived as that leadership that comes about when leaders and followers join hands "in pursuit of higher order goals" (Marishane, 2011:8). Leaders who build unity with their followers around a clear collective vision, a commonly understood and accepted mission and purpose, give shape to this kind of leadership. Such leaders behave as models and strive to communicate effectively with and inspire their followers to become committed to the goals of the organisation.

Their followers are stimulated to be creative and develop the courage to take risks for the sake of organisational improvement.

Caldwell and Spinks (1992:49-50) suggest that transformational leadership is essential for independent schools:

Transformational leaders succeed in gaining the commitment of followers to such a degree that ... higher levels of accomplishment become virtually a moral imperative. They assert that "a powerful capacity for transformational leadership is required for the successful transition to a system of self-managing schools".

Chirichello (1999) asserts that the transformational model is comprehensive in that it provides a normative approach to school leadership, which focuses primarily on the process by which leaders seek to influence school outcomes rather than on the nature or direction of those outcomes. However, it may also be criticised as being a vehicle for control over teachers, more likely to be accepted by the leader than the led.

The Task Team on Education Management Development (Department of Education, 1996:29) observes that "real transformation will depend on the nature and quality of internal management. Self-management must be accompanied by an internal devolution of power within the school and by transformational leadership". A transformational leadership approach has the potential to engage all stakeholders in the achievement of educational objectives. It is important that the aims of leaders and followers are in tandem to such an extent that it may be possible to assume a harmonious relationship in order to reach common decisions. In the South African context, transformation requires action at all levels and there are limits to what principals can achieve without appropriate physical, human, and financial resources.

Transformational leaders motivate, inspire and unite teachers on common goals (Black 1998:35). They also have the ability to achieve productivity through people (Armstrong & Armstrong, 1996:23). Steyn (2002:266) further explains that transformational leaders have the ability to persuade followers to join their vision and

share their ideals and the actions of transformational leaders to convey the beliefs and commitments that are spoken. Given that transformational leaders generally have staff members who are committed to a shared goal or vision and are more satisfied in their positions, this type of leadership has the potential to greatly impact on the school's organisational environment (Bass & Riggio, 2006). As a result, there is also the potential to ensure student achievement, as intermediate outcomes, such as teacher job satisfaction. School and classroom environment have been found to affect the student outcomes required by federal and state guidelines (Brown, Anfara, & Roney, 2004).

2.3.3 Participative leadership

“Participative leadership “assumes that the decision-making processes of the group ought to be the central focus of the group” (Leithwood et al., 1999:12). This model is explained by three assumptions that:

- participation will increase school effectiveness;
- participation is justified by democratic principles; and
- In the context of site-based management, leadership is potentially available to any legitimate stakeholder (Leithwood et al., 1999:12).

Sergiovanni (1984) explains the importance of a participative approach. This will succeed in ‘bonding’ staff together and in easing the pressures on school principals. The burdens of leadership will be less if leadership functions and roles are shared and if the concept of leadership density were to emerge as a viable replacement for principal leadership. The participative model is consistent with the democratic values of the new South Africa. The introduction of SGBs in all schools, and the greater prominence given to SMTs, suggests a firm commitment to participative decision making.

McLennan and Thurlow (2003:6) refer to an emerging paradigm, which is “a growing emphasis on building relationships in education”. “The development of SMTs in South African schools provides the potential for participative leadership but there is little empirical evidence to suggest that it supports the principal’s singular leadership”. Bush and Heystek (2003), Karlsson (2002) and Harber and Trafford (1999) explain the need for co-operation between principals and SGBs if governance is to be effective. Maile (2004) notes the importance of setting up democratic structures, but this requires thoughtful planning and that parents need to be supported and informed.

Karlsson (2002:332), during a study of six schools in South Africa indicated that principals are dominant in all meetings because of “their power position within the school, level of education in contrast to other members, first access to information taken from education authorities, and because it is the principal who executes the decisions taken”.

The Ministerial Committee’s (2004) Review of School Governance shows that “SGBs experience problems with SMTs due to lack of communication, failure to implement decisions taken at SGB meetings, and conflict over spending priorities. However, SMTs report problems with the SGBs about members’ availability, a lack of implementation of decisions taken at SGB meetings, a blurring of the distinction between SGB and SMT and spending priorities. This authoritative report suggests that the ideal of participative decision-making is not yet a reality in many South African schools. The new ACE: School Leadership programme for aspiring principals (Department of Education, 2007) stresses participative leadership. However, it will take time before significant change is realised.

2.3.4 Transactional leadership

Bush (2003) finds a relationship between transactional leadership and his political model. In political models, there is disagreement between stakeholders, with conflicts being resolved in favour of the most powerful one. According to Miller and Miller

(2001:182) "transactional leadership is leadership in which relationships with teachers are based on an exchange for some valued resource." Interaction between teachers and administrators is usually weak, short-lived and limited to the exchange transaction. Miller and Miller's (2001) definition refers to "transactional leadership as an exchange process". Exchange is an established political process for members of organisations. Principals possess authority based on their positions as the formal leaders of their schools. However, the principal requires cooperation of teachers to ensure the effective management of the school. An exchange may result in benefits for both parties involved.

The major disadvantage of such a process is that it does not involve staff beyond the immediate gains arising from the transaction. As Miller and Miller's (ibid) definition implies, transactional leadership does not result in long-term commitment to the values and vision being promoted by school principals.

Political theories have obvious significance to the extended period of struggle against the Apartheid regime, according to Bush (2003). Badat (1995:151) notes that "a common feature of educational resistance has been what may be referred to as the politics of opposition". Major aspects of these politics have been mass mobilisation and organisation and mass action in trying to achieve particular policy objectives and a non-racial and non-sexist democratic society. Teacher unions act to protect the viewed interests of their members. One example of such action concerns the constitution of school governing bodies (SGBs). The South African Democratic Teachers' Union (SADTU) has engaged in protest action regarding the provision that parents should constitute a majority on the SGB (Sayed & Carrim, 1997). The SGB itself is a political forum because it provides for the representation of sectional interests, creating the conditions for increasing division within the education system.

Bush et al., (2006) reviewed the literature, for the Matthew Goniwe School for Leadership and Governance (MGSLG) and provided adequate evidence of political activity. The issue of learner discipline, for example, is widely seen as having its roots in the era of protest against the apartheid government (Bush & Anderson, 2003). The desegregation of former white, Indian, and 'coloured' schools created certain

disciplinary problems and cultural differences (De Meillon, 2001). The Ministerial Committee's (2004) review of school governance notes that 20% of the schools in their study experienced conflict among members of the SGB while Shilote (2001) also notes conflict between SGB members and the principal. Bush and Joubert's (2004) large-scale research in Gauteng, for Centre for British Teachers (CfBT), shows that SGBs in seven of their 29 schools were viewed to be ineffective. This was often because of 'open conflict' between parents and teachers.

2.3.5 Post-modern leadership

Bush (2003:127) explains that "post-modern leadership aligns closely with his subjective model of management". Such theories, promulgated most vigorously by Greenfield (1973), assume that organisations have no ontological reality but are simply the creatures of the people within them, who may hold very different views. Similarly, Keough and Tobin (2001:2) say that "a current postmodern culture celebrates the multiplicity of subjective truths as defined by experience and revels in the loss of absolute authority". The post-modern model suggests that leaders should respect and give attention to the different and individual views of stakeholders. They should also avoid reliance on the hierarchy because this concept has little meaning in such a fluid organisation.

Starratt (2001:348) links postmodernity with democracy and advocates a "more consultative, participatory, inclusionary stance", a view that is consistent with participative leadership. Sackney and Mitchell (2001:13-14) explains the importance of 'voice' in post-modern leadership and assert that stakeholders have a right to be heard. This fits with the aspirations of 21st century South Africa. Principals need to facilitate participation by teachers, parents, learners and the school community in all issues that affect their interests. The SGB is one vehicle for achieving this objective.

2.3.6 Moral leadership

This model assumes that “the critical focus of leadership ought to be on the values, beliefs, and ethics of leaders themselves. Authority and influence are to be derived from defensible conceptions of what is right or good”, according to Leithwood et al., (1999:10). Sergiovanni (1984:10) says that “excellent schools have central zones composed of values and beliefs that take on sacred or cultural characteristics”. Subsequently, he adds that ‘administering’ is a ‘moral craft’ (Sergiovanni, 1991:322). West-Burnham (1997:239) discusses two approaches to leadership, which may be categorized as ‘moral’. The first he describes as ‘spiritual’ and relates to the recognition that many leaders possess what might be called ‘higher order’ perspectives. These may well be represented by a particular religious affiliation. Such leaders have a set of principles, which provide the basis for self-awareness.

The second category is ‘moral confidence’, the capacity to act in a way that is consistent with an ethical system and is consistent over time. Sergiovanni (1992:329) argues that “both moral and managerial leadership are required to develop a learning community: With the principals, the challenge of leadership is to make peace with two competing imperatives, the managerial and the moral. The two imperatives are unavoidable and the neglect of either creates problems. Schools must be run effectively if they are to survive. For the school to transform itself into an institution, a learning community must emerge. This is the moral imperative that principals face. The South African ACE: School Leadership materials” (Department of Education, 2007:91) refer to the importance of spiritual intelligence and leadership. They also note Fullan’s (2005:92) concept of “moral purpose”. They conclude that the African society is built on a spiritual world in which answers and meaning are found (ibid).

2.3.7 Instructional leadership

Instructional leadership has been described as a series of behaviours that are designed to affect classroom instruction (Ngware, Wamukuru & Odebero (2006). Moreover, instructional leadership is described as critical to the development and maintenance of effective schools (Quinn, 2002). He further asserts that instructional leaders must influence others to adjoin appropriate instructional practices with best knowledge of subject matter and their focus should always be on effective teaching.

According to Black (1998:34) instructional leadership is a concept that emerged in the 1980s; expects educational leaders to set clear expectations maintain discipline and implement high standards with the aim of improving teaching and learning at a school. This role describes the principal as a visionary, leading the school community in its development to use more effective teaching and curricular strategies and supporting teachers' efforts to implement new programmes and processes. Instructional leaders perform five functions in terms of Parker and Day (1997:87) and these are:

- “Defining and communicating a clear mission, goals and objectives: Formulating with the collaboration of staff members a mission, goals and objectives to realise effective teaching and learning. A clear sense of mission is particularly important when schools are undergoing a number of changes.
- Managing curriculum and instruction: Managing and coordinating the curriculum in such a way that teaching time can be used optimally.
- Supervising teaching: Ensuring that teachers receive guidance and support to enable them to teach as effectively as possible.
- Monitoring learner progress: Monitoring and evaluating the learners' progress by means of tests and examinations. The results are used to provide support to both learners and teachers to improve as well as to help parents understand where and why improvement is needed.
- Promoting instructional climate: Creating a positive school climate in which teaching and learning can take place, in a situation where learning is

presented as exciting, where teachers and learners are supported and where there is a shared sense of purpose, learning will not be difficult.”

Southworth (2002:79) asserts “instructional leadership is strongly concerned with teaching and learning, including the professional learning of teachers as well as learner growth”. Bush and Glover’s (2002:10) definition stresses the direction of the influence process: Instructional leadership focuses on teaching and learning and on the behaviour of teachers in working with learners. Leaders’ influence is targeted at learning via teachers. The emphasis is on the direction and impact of influence rather than the influence process itself”. Qualitative research with heads of small primary schools in England and Wales, shows that three strategies were particularly effective in improving teaching and learning which are:

- modelling;
- monitoring; and
- professional dialogue and discussion (Southworth, 2002).

Instructional leadership is a very important dimension because it targets the school’s central activities, teaching and learning. However, this paradigm underestimates other aspects of school life such as sport, socialisation, student welfare, and self-esteem (Bush, 2003:16-17).

The South African Task Team report (1996:27) has stressed that management is important because it provides a supportive framework for teaching and learning:

Management in education is not an end in itself. Good management is an essential aspect of any education service, but its central goal is the promotion of effective teaching and learning ... The task of management at all levels in the education service is ultimately the creation and support of conditions under which teachers and their students are able to achieve learning ... The extent to which effective learning is achieved, therefore, becomes the criterion against which the quality of management is to be judged.

Despite this authoritative comment, in South Africa and other developing countries there are only limited evidence of principals and other school leaders being developed for the central function of schools promoting learning. Bush and Heystek's (2006) research in Gauteng demonstrated that only 27.2% of survey principals identified this topic as a training need. These findings suggest that principals are not conceptualising their role as 'leaders of learning'. Given the radical changes in school governance and management, it is understandable that principals wish to give priority to financial and staff management and to relationships with governing bodies. However, school improvement ultimately depends on school leaders accepting their responsibility of developing learning.

McLennan and Thurlow (2003) refer to the absence of a 'culture of teaching and learning' in South African schools: The virtual collapse of the culture of teaching and learning in many urban and rural schools has eroded the confidence of education managers. They have little idea of what would be required to restore the culture.

Giving a prominent place to leadership for learning within principals' training and development programmes would make a valuable contribution to the restoration of an appropriate culture of teaching and learning and to the development of schools as learning organisations, according to Thurlow (2003). This is recognised by the South African Department of Education, which stresses the importance of learning in its ACE: School Leadership materials (Department of Education, 2007).

2.3.8 Contingent leadership

The models of leadership discussed earlier in this section are all partial. They provide valid and helpful insights into one particular aspect of leadership. Some focus on the process by which influence is exerted while others emphasize one or more dimensions of leadership. However, none of these models provide a complete picture of school leadership. The contingent model provides an alternative approach, recognising the diverse nature of school contexts and the advantages of adapting

leadership styles to the particular situation, rather than adopting a 'one size fits all' model.

This approach assumes that what is important is how leaders respond to the unique organisational circumstances or challenges. There are wide variations in the contexts for leadership and for that to be effective, these contexts require different leadership responses. Individuals providing leadership, typically those in formal positions of authority are capable of mastering a large repertoire of leadership practices. Their influence will "depend, to a large extent, on such mastery" (Leithwood et al., 1999:15).

South Africa has one of the most diverse education systems in the world. It ranges from well-established city schools, comparable to the best in developed countries, to very poor schools without access to the most basic amenities such as water, power, and sanitation. Given such differences, it is not advisable to prescribe one universal approach to school leadership and management. It is much better to equip principals with a 'tool kit' of skills and the knowledge to know which approaches should be applied in the particular circumstances they are required to manage.

Yukl (2002:234) explains that "the managerial job is too complex and unpredictable to rely on a set of standardised responses to events". Leadership requires effective diagnosis of problems, followed by adopting the most appropriate response to the issue or situation (Morgan, 1997). This reflexive approach is particularly important in periods of turbulence "when leaders need to be able to assess the situation carefully and react as appropriate rather than relying on a standard leadership model".

2.3.9 African models of leadership

All the models discussed above came from highly developed western countries. Bush's (1986; 1995; 2003) view of these models has been accepted for use in South African university programmes on school management, and in the ACE: School Leadership course (Department of Education, 2007). However, there is an emerging

recognition that African models also have much to offer in interpreting management practice and in understanding the behaviour of school leaders and communities.

The most frequently cited African model is Ubuntu. According to Mbiga (1997:2-3), “Ubuntu means collective personhood and collective morality”. Our black African cultural heritage places a great emphasis on and has great concern for people. Emphasis is also placed on being a good person. Mbiga (1997:139) further argues that Ubuntu “should be reflected in our modern education”. Msila (in preparation) stated that “ubuntu is one of the fundamental values of the South African constitution”. Ubuntu is rooted in African traditional society and it espouses the ideal of interconnectedness among people. He links Ubuntu to democracy, claiming that it is the ‘ideal democratic tenet’ and contributes to ‘a world of moral stability’ (ibid).

The ACE: School Leadership course (Department of Education, 2007) introduces the concept of the Lekgotla. The leader or *kgosi* in Setswana should adopt an approach that inspires trust in the decision-making process. Such a leader operates on the basis of a natural belief in humanity, who gives without expecting anything and listens without prejudice, creating a climate of trust. Trust is the basis of inspiration, motivation and creativity (De Liefde, 2003: 72). The steps or principles of a Lekgotla meeting are as follows:

- “Everyone has the right to attend the Lekgotla
- Everyone’s voice counts
- There is trust in dialogue
- There is respect for others
- Stories are a means of communicating with others
- Everyone shares the truth
- People listen observantly
- A decision is always taken” (De Liefde, 2003).

Interestingly De Liefde (2003: 60- 61) explains that from these principles of the seSotho word ‘Lekgotla’ , which means 'meeting circle' or 'tribal management', and is

founded on the African concept of 'Ubuntu' - meaning "I am because we exist", the outcomes are:

Sharing the truth is at the heart of the Lekgotla system. There are no negative consequences for those involved. Fear of losing face is no longer an issue. Sharing the truth creates the possibility of being sincere. No one points fingers. Everyone's contribution is aimed at clarifying what chain of cause and effect has caused the problem. Sharing the truth in the Lekgotla is a way of simultaneously developing collective energy and human passion. In this way, the often paralysing functioning of a hierarchical structure is changed. Usually a hierarchical structure means that a person's function determines how much others value what he or she says.

In support of De Liefde's views, the Department of Education (2008) explains that the characteristics of a Lekgotla are an example of where the concepts of leadership and management intertwine. It is leadership that allows a meeting to hear the voices of everyone and leadership that builds trust and mutual respect with staff complement. However, it is good management that enables realistic decisions, through a defined meeting structure and set time limit, to be taken. Management is certainly more measurable than leadership. It further elaborates that the balance between leadership and management is a delicate one and is one of the biggest challenges facing a school principal and the SMT. It is about weighing up the consequences of allowing free participation versus the need to get to a timeous decision. It would be naive to suggest that all decisions are reached through consensus using this method. However, this approach underpins the ways schools should operate and is essentially an African approach (ibid).

According to Bush (2007:403), there has been little research supporting these African concepts, however Msila (in preparation) has considered this in his study of management in township schools. A new principal took over a dysfunctional school and adopted a more democratic approach. She moved towards a more inclusive approach to management. The idea of the collective is very basic to the Ubuntu philosophy, which she was consciously trying to implement. She was changing the

leadership paradigm in the school. Msila concludes that the principles of Ubuntu are suitable to leadership in the new South Africa.

“There are obvious connections between these African concepts and the western participative and moral leadership models. They share the emphasis on collective and humane values and on managing by consent. More research is needed to assess to what extent Ubuntu and the Lekgotla influence school leadership in the 21st century South Africa”.

2.4 CURRENT LEADERSHIP AND MANAGEMENT CHALLENGES IN SOUTH AFRICAN SCHOOLS

According to Berkhourt (2007:408) educational leaders all over the world have to deal with external pressures and these challenges relate to the challenges to survive within a competitive socioeconomic environment because government expects education systems to be instruments in the creation of economic growth. The result is an increased emphasis on school principals' management tasks alongside their functional task that manifests itself as an answer to the 'doing better' discourse of global competitiveness (Tucker, 2010:71).

“The problem in South African schools could be associated with the lack of legitimacy created by apartheid policies during the previous dispensation” (Department of Education 1996a:18; Gultig & Butler, 1999:26). The apartheid school system was characterised by inequality: racially, regionally and in terms of gender (Department of Education, 2000f:1). It was also administered by means of a top-down management style where principals and teachers were at the receiving end (Department of Education, 1996a:19). In this regulated work environment, principals were accustomed to receiving instructions from departmental officials (Gultig & Butler, 1999:49).

This led to poor management and a collapse of teaching and learning in the majority of schools (Department of Education, 1996a:18). Features of a poor culture of

learning and teaching in schools include the following: weak/poor school attendance; teachers who do not have the desire to teach; tensions between various elements of the school community; vandalism; gangsterism; rape; alcohol and drug abuse; high dropout rate; poor school results; weak leadership, management and administration, general feelings of hopelessness, demotivation and low morale; disrupted authority, and the poor state of buildings, facilities and resources (Chisholm & Vally, 1996).

Post-apartheid education reconstruction has been driven by two imperatives: firstly, the government had to overcome the legacy of apartheid and provide a system of education that builds on democracy, human dignity equality and social justice and, secondly, a system of lifelong learning for South Africa had to be established” (Department of Education, 2001).

While it does not take a long time to break down a healthy learning environment, it will take a lot of effort to build it up again (Hartshorne, 1993:340). Hartshorne (ibid) summarises the breakdown of the culture of learning and teaching, and the attempts to correct it as follows: The schooling system is now experiencing much more than the earlier crisis of trust, acceptance and legitimacy; what is now being experienced is a crisis of authority and a shift of power. It is a direct consequence of the diminishing authority of a State which has not been prepared to address the fundamental issues at stake in education and in society. The democratically elected government is, however, committed to restoring authority through school-based management.

According to Van der Merwe (2011:75) cited in study guide HBEDMSV, for the South African school principal, good leadership is a difficult task given the constant change of policy, the introduction and continuous revision of the OBE approach, the persistent redeployment of teachers, lack of facilities, and the accountability related to a school-based management approach. Furthermore, Van der Merwe (2011) suggests that South African education is going through a tough period whereby effective leadership and the culture of teaching and learning are simply not up to standard in many areas, and a long road of restoration lies ahead. The process of reconstruction and change, together with the difficult socio economic conditions that

impact on schools in many areas, pose a real leadership challenge to educational managers (ibid).

According to Sterling and Davidoff (2000:5) these are the leadership problems in some South African schools:

- There is no long-term or inspirational vision
- School management is ineffective.
- People in leadership positions lack assertiveness.
- The principal is autocratic.
- Staff in leadership positions lack assertiveness.
- There is lack of discipline among staff.
- Staff is frustrated by bureaucratic procedures.
- Leaders do not involve staff in discussions.
- There is shortage of human and material resources.
- There is lack of proper democratic governance.
- Managers are not prepared to take risks.
- Leaders adhere rigidly to departmental dictates.
- There is very little planning.
- Those in leadership positions show no accountability.
- Resources and skills are not shared fairly.
- Staffroom politics are destructive (cliques, back-biting).
- There is a great deal of uncertainty and lack of direction as far as educational changes at departmental level are concerned.
- Staff feared they would be victimised by the principal if they are open and honest.

2.5 DEFINING INSTRUCTIONAL LEADERSHIP

While most would agree that instructional leadership was critical in the realisation of effective schools, it was seldom prioritised. For example, among the many tasks

performed by principals, only one-tenth of their time was devoted to instructional leadership (Stronge, 1988). Among the reasons cited for giving less emphasis to instructional leadership are lack of in-depth training, lack of time, increased paperwork, and the community's perception of the principal's role as that of a manager (Flath, 1989; Fullan, 1991).

According to Jenkins (2009:34) nowadays most school leaders seek a balance in their role as manager-administrator and instructional leader but "If principals are to take the role of instructional leader seriously, they will have to free themselves from bureaucratic tasks and focus their efforts toward improving teaching and learning."

DeMatthews (2014:193) defines instructional leadership as follows:

The leadership functions associated with teaching and learning, more specifically the duties and responsibilities principals need to perform each day to support teachers and learners towards educational excellence. In order to accomplish this, principals must create a safe, supportive and collaborative work environment.

According to Williamson and Blackburn (2009:60), "instructional leadership entails the school principals' engagement with the teachers and other staff members to ensure that every learner has a high quality rigorous academic experience". Spillane, Halverson and Diamond (2004:11) "define instructional leadership as the identification, acquisition, allocation, coordination, and use of the social, material, and cultural resources necessary to establish the conditions for the possibility of teaching and learning".

According to Packard (2011: 33), the aims of instructional leadership are summarised as follows:

" to facilitate the development of a school vision; align all aspects of a school culture to student and adult learning; monitor the alignment of curriculum, instruction, and assessment; improve instructional practices through the purposeful observation and evaluation of teachers; ensure the regular integration of appropriate assessments into daily classroom instruction; use multiple sources of data to improve classroom

instruction; provide staff with focused, sustained, research-based professional development; and engage all community stakeholders in a shared responsibility for student and school success.”

From the above-mentioned aims, principals in Gauteng primary schools seem to have a major task to achieve as they are faced by huge management and leadership tasks to accomplish in the improvement of instruction and curriculum implementation in their schools.

A lot of emphasis was currently placed on the need for principals to be instructional leaders or leaders of learning, primarily because this type of leadership has a stronger impact on student outcomes than other types of leadership. The more focused the school's leadership is on instruction, the more effective the school will be in adding value to student outcomes as enunciated by Robinson, Lloyd, and Rowe (2008).

Bush et al., (2010), Christie, (2001); (2010), Department of Education, (1996) and Roberts and Roach,(2006) argue that there has been a significant body of South African literature supporting the view that effective leadership and management are essential to developing good schools

2.6 ROLE OF THE PRINCIPAL AS AN INSTRUCTIONAL LEADER

The role of the principal as an instructional leader re-emerged in the 1990s. In South Africa, instructional leadership was introduced in section 16A of the South African Schools Act, (Republic of South Africa, 1996) as the emphasis on school effectiveness became more prominent and more accountability was placed on the principal to ensure improved learner performance. In the 21st century, there is a growing realisation that headship is a specialist occupation that requires specific preparation. According to Bush (2008; 2010) the following reasons account for this paradigm shift:

- “The expansion of the role of school principal; in decentralised systems, the scope of leadership has increased”.
- “The increasing complexity of school contexts; principals have to engage with their communities to lead and manage effectively”.
- “Recognition that preparation is a moral obligation; it is unfair to appoint new principals without effective induction”.
- “Recognition that effective preparation and development make a difference; principals are better leaders following specific training”.

Principals are a key element in school improvement efforts. The emphasis on accountability, brought about by the passing of the No Child Left Behind Act, insists that school leaders not only implement effective programmes but also provide evidence of their success and justification for changes (Spring 2005:3). Decades of research confirm that those principals who place academics as a priority, experience increased learner achievement (Bartell, 1990; Cotton, 2000; Johnson & Asera, 1999; Short & Spencer, 1990). According to Spring (2005:3) “principals typically have sufficient freedom to establish priorities within their schools. With instructional improvement at the top of that prioritised list, principals have the power to organise teaching and learning so that those main concerns, such as improved primary grade instruction, are addressed.

Principals can arrange instructional schedules, set aside time for grade-level teams to meet, provide released time for teachers to attend professional development, monitor progress and implementation to ensure that Scientifically Based Learning Research (SBLR) strategies are implemented school wide. These, along with other organisational measures, will send a message about what is important at the school. These leaders have the responsibility to prioritize, align, assess, monitor, and learn in order to achieve improved student outcomes (Spring, 2005).

To elaborate on these responsibilities (Spring, 2005:4) had this to say:

- “Alignment is a broad issue that a principal has the obligation to understand and address. Principals must impart upon teachers the importance of aligning. Monitoring is a crucial component of the principal’s responsibility. The principal follows up by asking questions, visiting classrooms, and reviewing subsequent data to guarantee instructional changes are occurring and progress is being made. Principals should follow the advice of the old adage, “Don’t expect what you don’t inspect.” If instructional changes are not inspected, leaders should not expect improvements”.
- “As the school leader works to improve student achievement, the principal collaborates with teachers on alignment, instruction, and assessment issues; provides released time for teachers to attend professional development sessions; and offers constructive feedback and support. Principals have an obligation to be well informed about the professional development teachers receive. Providing teachers’ time for professional growth and personally attending those professional development sessions reinforces the principal’s conviction in the positive aspects of a continuous learning environment”.
- “Effective principals are adept at prioritizing, informed about alignment issues, knowledgeable about assessments, and supportive of participants’ collaborative efforts to learn and improve. They are the leaders who will open the door to school improvement and increased learner achievement”.

Mathibe (2007:523) is of the opinion that “South African principals are not appropriately skilled and trained for school management and leadership”. Dareshand Male’s (2000) comparative study of English and US principals demonstrates that “heads experience a culture shock as they cross the threshold from teaching into principalship”. Effective preparation is, therefore, one way of reducing the ‘shock’ and helping leaders to cope.

2.7 SKILLS AND THE INSTRUCTIONAL LEADER

The principal ought to “possess certain skills to carry out the tasks of an instructional leader: interpersonal skills; planning skills; instructional observation skills; and research and evaluation skills” (Lashway, 2002, Mendez-Morse, 1991 cited in Marishane & Botha, 2011:93-4).

2.7.1 Interpersonal or people skills

These are skills that are essential to the success of a principal namely, “to maintain trust, spur motivation, give empowerment, and enhance collegiality”. Relationships are built on trust, and tasks are accomplished through motivation and empowerment where teachers are involved in planning, designing, and evaluating instructional programmes (ibid). Empowerment leads to ownership and commitment as teachers identify problems and design strategies themselves. Collegiality promotes sharing, cooperation, and collaboration, in which both the principal and teachers talk about teaching and learning (Brewer, 2001).

2.7.2 Planning skills

Planning must begin with the clear identification of goals or a vision to work toward, as well as to induce commitment and enthusiasm. The next step must be to assess what changes need to occur and which may be accomplished by asking the people involved, reading documents, and observing what is going on within a school.

2.7.3 Instructional observation skills

The aim of instructional observation (supervision) is to provide teachers with feedback to consider and reflect upon. To note is that teachers should also learn to make their own judgements and reach their own conclusions. Not only can effective instructional leaders help guide classroom instruction through supervision, they can also play a primary role in bettering it.

2.7.4 Research and evaluation skills

These are needed to “critically question the success of instructional programs, and one of the most useful of these skills is action research. Through research and programme evaluation, effective instructional leaders can be armed with a plethora of information to make informed decisions about increasing learning at their schools. To cite an example, the researcher once had a teacher who wanted to implement a new phonics programme in her classroom. The researcher had already researched that programme and viewed its implementation at a previous school, so she knew it was not effective. The researcher expressed her concerns about the programme to the teacher and asked her to pilot it in her classroom for six weeks. After the six weeks, she was no longer enthused about the programme. Eventually, they found one that they both esteemed” (Jenkins, 2014:36).

According to Jenkins (2014:37) if principals are to take the role of instructional leader seriously, “they will have to free themselves from bureaucratic tasks and focus their efforts toward improving teaching and learning”. Instructional improvement is an important goal, a goal worth seeking, and a goal that, when implemented, allows both students and teachers to make a more meaningful learning environment. To achieve this goal takes more than a strong principal with concrete ideas and technical expertise. It requires a redefinition of the role of principal, one that removes the

barriers to leadership by eliminating bureaucratic structures and reinventing relationships.

Four other skills essential for instructional leadership are as follows:

- Effective instructional leaders need to be resource providers. It is not enough for principals to know the strengths and weaknesses of their faculties; they must also recognise teachers' desires to be acknowledged and appreciated for a job well done. From experience, teachers seek only tiny morsels of praise and the assurance that they are there to support them as a resource provider.
- Effective instructional leaders need to be instructional resources. Teachers count on their principals as resources of information on current trends and effective instructional practices. Instructional leaders are tuned in to issues relating to the curriculum, effective pedagogical strategies, and assessment. For example, teachers come to the researcher's office daily to seek suggestions on the best way to reach a child who is not grasping concepts.
- Effective instructional leaders need to be good communicators. They need to communicate essential beliefs regarding learning, such as the conviction that all children can learn.
- Effective instructional leaders need to create a visible presence. This includes focusing on learning objectives, modelling behaviours of learning, and designing programmes and activities on instruction. As an administrator, more than half of the researcher's day is spent focusing on these objectives (Whitaker, 1997).

In agreement with the above skills, Marishane and Botha (2011:94) claim that "the task of being an instructional leader is both complex and multidimensional". If principals believe that growth in student learning was the primary goal of schooling, then it was a task worth learning. A principal who possesses this knowledge and skills is likely to become an effective instructional leader – sharing, facilitating and guiding decisions on instructional improvement for betterment of learners' education.

2.8 Knowledge and the instructional leader

The principal's role in instructional leadership has usually been thought of as one of communicating high expectations to teachers and students, supervising instruction, monitoring assessment and learner progress, coordinating the school's curriculum, promoting a climate for learning, and creating a supportive work environment (Wood, 2016:8).

The instructional leader needs to have up-to-date knowledge on three areas of education: curriculum, instruction, and assessment, as listed by DuFour (2002).

2.8.1 Curriculum

The researcher is of the opinion that principals need to know about the changing conceptions of curriculum, educational philosophies and beliefs, curricular sources and conflict, and curriculum evaluation and improvement.

2.8.2 Instruction

Again, principals must be able to know the different models of teaching, the theoretical reasons for adopting a particular teaching model, and the theories underlying the technology-based learning environment.

2.8.3 Assessment

Lastly, principals must have knowledge about the principles of student assessment, assessment procedures with emphasis on alternative assessment methods, and assessment that aims to improve student learning. The instructional leader monitors

classroom practice alignment with the school's mission. Visiting classrooms is a supervision strategy that positively affects teachers (Yasin, Bashah, Zainal, Pihie, Fooi & Basri, 2016:393).

Underlying these three knowledge areas is a deep understanding of how humans learn. It might not be an overstatement to suggest that a principal is not fully equipped if he or she does not have a deep understanding of human learning (Johnson, 1996). "The core business of a school is learning and recent research in cognitive science has produced a wealth of knowledge about human learning. It is crucial that principals know and understand these theories so they may serve as a resource in enhancing instructional effectiveness. For example, if some students are unable to read and write at an appropriate level, the principal as an instructional leader should take steps to alleviate the problem by supporting teachers' instructional methods, allocating resources and materials, visiting classrooms frequently, providing feedback on instructional methods and techniques, and using data to focus attention on improving the curriculum and instruction" (Mendez-Morse, 1991).

2.9 LEADERSHIP STYLES

By the late 1940s, leadership scholars became more interested in leadership styles. The type of leadership styles principals use matter immensely. "The principal's role must change from a dictator to a leader of leaders" as rightly pointed out by Richardson (1995). As part of a decision making team, the principal would find it necessary to facilitate the implementation process. Decisions which are made collectively in a team spirit are normally implemented because all members share the responsibility (Yambo 2012). The opposite is likely to fail as he asserts that forcing teachers to use new skills that make them uncomfortable may create a challenge to the principal's leadership ability (ibid).

In support of the above authors, Van Deventer and Kruger (2003:142) posit that the leadership style that is adopted by a leader can have a negative or positive effect on,

for example, effective aim achievement, performance, staff development and job satisfaction in an organisation such as a school. Leadership styles differ and according to Ramparsard (2001:22), “differences in leadership styles can be attributed to the fact that some leaders are mainly interested in results (task-oriented) and others are mainly interested in relationships”. Love (1994:40) ties leadership styles to the leader’s use of or authority. For the purpose of this study, the researcher will discuss “the laissez-faire leadership style, autocratic leadership style, democratic leadership style and the situational leadership style”.

2.9.1 Laissez-faire leadership

This leadership style allows people to make their own decisions but the leader is responsible for the decisions that are made. It allows for greater freedom, competent people who are very responsible or else nothing can be accomplished. Bass and Avolio (1997) cited in Marishane and Botha (2011:7), assert that laissez-faire leadership is leadership in which the leader avoids making decisions and choices, and abdicates responsibilities (Bass, 1998:148). In this type of leadership, the leader assumes that everyone knows their responsibilities, so there is no reason to push them. The leader takes initiatives, expects the followers to respond accordingly, and hopes that things will improve without exerting any effort. In support of Bass and Avolio, Kurland et al., (2010:12) consider laissez-faire leadership style as non-leadership and as the most passive type of leadership, because it correlates negatively with school effectiveness as the principal avoids making decisions and does not take authority.

According to Van Deventer and Kruger (2010:143) the laissez-faire leadership style is demonstrated by the following characteristics:

- “The person is uninvolved, even passive”.
- “He hesitates to make decisions, preferring to leave decision making to others”.

- “He shows little or no interest in planning, organising and exercising control”.
- “Communication takes place horizontally in the school (within departments and between staff) as a result of a lack of downward communication”.
- “Little attention is paid to policy making, which results in poor discipline”.
- “Tasks, responsibilities and authority are delegated without the leader accepting any responsibility”.
- “This style is predominately people-oriented with the result that performance in the school is very poor”.
- There is little or no control.

Van der Westhuizen (1997:198-199) posits that an education leader who predominantly makes use of this style demonstrates a lack of leadership, which may have the following negative results in a school:

- Performance in the school is generally poor.
- Clear aims and outcomes are not set.
- There is general frustration, aimlessness and indecision.
- Teachers work haphazardly, and as a result become demotivated and experience little job satisfaction.
- Control focuses only on controlling.

In line with Van der Westhuizen’s views above, Prinsloo (2003:143) refers a *laissez-faire* leadership to be generally associated with poor performance, poor setting of goals and outcomes, aimlessness, frustration and poor work allocation - which lead to demotivation and job dissatisfaction.

2.9.2 Autocratic leadership style

Autocratic leadership is leader-centred and dictatorial to a variable degree. Leaders of this type want to impose their will on followers and are extremely task-oriented. Followers have little say or no say, since the leader gives instructions and followers are required to execute the given assignments. All authority for the planning, organisation and control is vested in the leader. Under this leadership style, there is a tense atmosphere in the school and poor human relationships.

According to Gonos and Gallo (2013:159) the autocratic style of leadership is characterized by the following features:

- “subordinates do not participate in the decision-making process,
- all decisions are made without the agreement of the subordinates,
- managers rule “with a heavy hand”,
- managers are uncompromising,
- they refuse to explain their behaviour,
- managers change subordinates’ obligations, with a previous agreement,
- managers meticulously set the tasks and methods and do not leave flexible space for the employees’ decisions and initiative”.

2.9.3 Democratic leadership style

This leadership style includes one or many people in the decision process but the leader maintains the authority for the final decision. According to Spillane (2005:143), the democratic leadership style can be interchanged with distributed leadership. Prinsloo (2003:144) claims that principals may use democratic leadership style to manage the curriculum because this leadership style is characterised by teamwork and consultation, organisation and control, decentralisation of planning, involvement of parents and teachers. Spillane continues to assert that there are learners in decision making processes and drafting of policy of positive nature than disciplinary

nature as well as task delegation with responsibility and authority and sound human relations.

In support of the above characteristics, Gonos and Gallo (2013:159) posit that the democratic style of leadership is determined by the following features:

- “subordinates are involved in the decision-making process”,
- “managers are constantly trying to obtain the consent of subordinates before implementing changes”,
- “managers assemble subordinates to discuss work-related problems”,
- “managers inform the group about relevant issues, progress, relationships with other groups and so on”,
- “managers explain their intentions and current situation”,
- “managers take time to listen to the group members”,
- “managers inquire about the feelings and ideas of the group members”,
- “critique of the own procedures are welcome”,
- “group members are encouraged to speak freely”,
- “subordinates are encouraged to produce their own ideas and express their own opinions”,
- “managers try to put into practice suggestions submitted by the subordinates”,
- “subordinates are allowed to work in a way they consider to be the best”,
- “interpersonal relationships within the group are encouraged and reinforced”.

2.9.4 Situational leadership style

“Leadership is an art, something to be learned overtime, not merely by reading books. Leadership is more tribal than scientific; more intertwining of relationships than an amassing of information, and, in that sense, pinning it down in every detail is not easy” (Khan, Nawaz, & Khan, 2016:6). For a leader to be effective in his work, he or she should know what motivating factors are important to encourage employees and what not (Girma, 2016:92) is.

The situational leadership style claims that there is no one size fits all approach to leadership. It is asserted that leadership depends on the situation at hand and leaders should identify the most important tasks or priorities to be executed, diagnose the readiness level of the followers and then decide the most appropriate leadership style to fit their circumstances. In support of the above mentioned statement, Van Deventer and Kruger (2010) claim that there is no one correct leadership style, and if one has decided on a specific leadership style, one should, nevertheless, take into consideration the people and the circumstances. Each situation will, therefore, have to be analysed and adapted to the education leader's own abilities and personality, the forces at work within the staff and/or parents, and the forces within the environment or situation.

2.10 SUMMARY

In chapter two, the researcher discussed the concept of understanding the nature of educational leadership, prerequisites for leadership and management, and what is known about educational leadership. Understanding the nature of educational leadership, leadership versus management, models of educational leadership and management, current leadership and management challenges in South African schools are among concepts that were explained. The definition of instructional leadership and the role of the principal as an instructional leader, skills and the instructional leader, knowledge and the instructional leader, and leadership styles have been covered.

From the above literature, it was revealed by different authors that primary school principals in the Gauteng province have to be fully equipped as instructional leaders in order to improve learner achievement in all primary schools. Principals should supply the teachers with resources and incentives to keep their focus on the learners. Improving poor performance or maintaining excellent performance is the major task of an instructional leader. The principals have to employ and manifest the

characteristics, which will help them achieve their intended aims, goals and objectives. Principals as instructional leaders should analyse each situation and implement appropriate leadership styles. They also need to provide a conducive environment for learners and teachers to perform optimally in order to achieve set goals and enhance learner achievement.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter focuses on the research design and methodology. A plan on how the research was conducted is set out. The focus was on explaining the following elements and how they were used in the study; research design, research approach (qualitative), research's epistemological paradigm (interpretive), research method (interviews), population and sampling, data analysis and interpretation, the study's trustworthiness and ethical considerations. The rationale of this study was to generate new information about teachers' experiences of the principal leadership styles and how this information will be useful in improving instructional leadership styles that will benefit the learners' success and improved academic data in Gauteng's primary schools.

3.2 RESEARCH DESIGN: CASE STUDY

A research design is an outline of the research, and it involves three essential features: philosophical beliefs, approaches of probing, and particular study method (Creswell, 2008). Bogdan and Bilken (2007) interpret it as an analyst's outline on how to progress. Van Rooyen (2011) asserts that case studies have a particularistic manner, meaning that the intended result of a case study is a rich, thick description of the aspect under study and interrogative manner which means that case studies highlight the reader's understanding of the aspect being studied. In this qualitative research, the researcher used the case study design in a descriptive manner since her aim was to describe in-depth experiences of teachers on their principals' instructional leadership styles in primary schools in the Gauteng province.

A case study is an in-depth study of a single entity. It is a choice of what to examine, identified as a single case or the case (Stake, 2008). Creswell (2008:476) refers to a case study as “an in-depth exploration of a bounded system like an activity, event, process, or individuals based on extensive data collection”. Being bounded means being different according to area, point, and individual uniqueness. Whether we use the term system, event, or case, the priority is on a unique occurrence of something or a unique item, not on procedure (McMillan & Schumacher, 2010).

In agreement with the above authors, case studies are a plan of inquiry found in many fields, especially evaluation, in which the researcher develops a detailed analysis of a case, often a programme, event, activity, process, or one or more individuals. “Cases are confined by time and activity, and researchers gather specific knowledge using a lot of data assembling methods over a continuous period of time” (Stake, 1995; Yin, 2009, 2012).

3.3 RESEARCH APPROACH: QUALITATIVE

Considerably, qualitative research offers valuable and trustworthy explanations of educational settings and activities. The contexts in which these are situated, and the meanings that they have for participants that have nothing directly to do with causation are explained (Maxwell, 2012).

In this study, a qualitative research approach was used. Qualitative research exercises practical approaches that seek to understand aspects in context-specific settings, such as "real world setting, where the researcher does not attempt to manipulate the phenomenon of interest" (Patton, 2001:39).

Strauss and Corbin (1990:170) define a qualitative research study as, "any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification". Patton (2001:39) states that qualitative research is a type of research that generates results that takes place from a real-world location

where the "phenomenon of interest unfolds naturally". This is unlike quantitative researchers who pursue spontaneous determination, prediction, and generalisation of findings. Qualitative researchers instead seek illumination, understanding, and extrapolation to similar situations (Hoepfl, 1997).

Qualitative studies are usually more flexible. They allow for greater inspiration and transformation of the cooperation between the researcher and the participant. The connection between the researcher and the participant is often less formal than in quantitative research.

Creswell (2013:18) refers to "a qualitative approach as one in which the researcher often makes judgement claims based primarily on a constructivist mind-set. These are the multiple meanings of individual experiences, meanings socially and reliably designed with an intent of creating an understanding or arrangement or /participatory perspectives which are political, issue-oriented, collaborative or change oriented or both. He further asserts that it also uses methods of inquiry such as narratives, phenomenologies which mean the understanding of one's lived experiences. Creswell also marks phenomenology as a philosophy as well as a method, and the procedure involves studying a small number of subjects through lengthy and continued commitment to develop arrangements and relationships of meaning.(Moustakas, 1994). Ethnographies, grounded theory studies, or case studies are dealt with and the researcher collected open-ended developing results with the initial intention of developing meaning from the results (ibid).

Creswell (2013:19) asserts that in qualitative approaches, a researcher tends or typically:

- Positions himself or herself
- Collects participants' explanations
- Targets on a single view or reality
- Brings individual values into the studies, the background or setting of individuals

- Confirms the exactness of the results
- Constructs meaning of the results
- Creates an agenda for change or reform and
- Collaborates with the participants

A generic qualitative research approach was used to gather research results as the researcher attempted to understand individuals in terms of their own meaning of their natural settings or the world they live in (McMillan & Schumacher, 2010). Caelli Ray and Mill (2003) define general qualitative research as that which is not guided by certain or established sets of philosophic beliefs in the form of one of the known qualitative methods. From the above analysis of information, the researcher chose this type of qualitative approach as it identifies the essence of human experiences concerning reality, as described by the participants in the study. The researcher's concentration, then, is to make sense of (or interpret) the meanings of real life experiences the teachers face from their principals' instructional leadership styles that generally exist in their schools.

3.4 RESEARCH METHODOLOGY

Qualitative research comprises the collection, analysis, and interpretation of results that are not easily reduced to numbers. These results relate to the social world and the concepts and attitudes of people within it. Qualitative research can sometimes offer a better understanding of the nature of educational problems and thus add the ability to understanding and reasoning into teaching and learning in a number of situations (Anderson, 2010). Maxwell (2005:79) asserts that "decisions about research methods depend on the specific context and issues one is studying, as well as on other components of the design. Qualitative results are not restricted to the results of specified methods. As a researcher, one is the research instrument in a qualitative study, and their eyes and ears are the tools they use to make sense of what is going on.

The researcher's data collection method was interviews. McMillan and Schumacher (2010:206) divide interviews into three forms: structured, semi structured, or unstructured.

- Structured interviews which are also called limited response or selected – response questions are followed by a set of options and the participant selects one of the options as the answer.
- Semi structured interviews have no options from which the respondent picks an answer. Rather, the question is formulated to allow for participants' answers. It is an open-ended question but it is rather specific in its purpose.
- Unstructured interviews allow the interviewer a great scope in asking broad questions in whatever order that seems appropriate.

The semi structured interviews were used to gather results from the participants in this study. Merriam (1998) asserts that a semi- structured interview in qualitative research provides the researcher with the freedom to embark on general discussions that provide a broad vision. This made the interviews more honest, basically sound, and trustworthy as it treats the participants equally and allows them to disclose their own feelings and opinions. Semi -structured interviews allow the researcher to probe. Probing is a questioning skill for further interpretation (McMillan & Schumacher, 2010). The researcher used the praises by making specific statements to the participants which describe positive behaviour and probing to obtain more information from the participants. This helped the researcher to understand what the teachers were saying and what was happening in their schools.

Prior to the interviews, the participants were briefed on the following:

- the purpose of the research
- confidentiality of the given information
- the use of a voice recorder
- use of pseudonyms for anonymity
- Signing of consent forms to show that they were willing to be interviewed.

The above explanations made the participants to feel comfortable and relaxed during the interviews and they expressed their experiences without intimidation or fear. The researcher conducted individual interviews with six public primary school teachers and three Heads of Departments (HODs) as key participants, since they were the people who experienced their principals' instructional leadership styles the most in their schools. The participants and the researcher agreed on the language to be used which was to be English, the date and time when the interviews were to be conducted. The interviews were conducted at their schools and were voice recorded.

McMillan and Schumacher (2010) assert that recording the answers is generally most useful with open-ended questions as the recorder will obviously collect the information more completely and objectively than notes. The researcher also wrote some notes with prior permission from all the participants. Each interview was estimated to last for about 45 minutes, but the times varied depending on the participants' situations on how they responded to the questions. The researcher asked ten questions about teachers' experiences of the principals' instructional leadership styles in their primary schools. The information that was obtained through voice recordings from the interviews was replayed and transcribed to ensure the accuracy of data.

3.5 RESEARCH PARADIGM: INTERPRETIVE

A paradigm is a set of systematic and abstract beliefs that form a theoretical framework within which scientific theories can be tested, evaluated and if necessary revised. However, a paradigm indicates movements within social science as well. A number of researchers have used the term paradigm in social reality and what constitutes human knowledge of this reality (Enc, 1999).

The researcher followed the interpretive paradigm in this study. According to Thanh and Thanh (2015:24) the word paradigm has been understood differently by various academics as follows:

MacNaughton, Rolfe and Siraj-Blatchford (2001) explain that a research paradigm consists of three components: a belief about the nature of knowledge, an approach and criteria for validity. Neuman (2000) and Creswell (2003) refer to the paradigm as epistemology or ontology, or even research framework as in the table 3:1 below.

Table 3:1 Interpretive Frameworks and Associated Philosophical Beliefs Adapted from (Creswell, 2003)

Interpretive Frameworks	Ontological Beliefs (the nature of reality)	Epistemological Beliefs (how reality is known)	Axiological Beliefs (role of values)	Methodological Beliefs (approach to inquiry)
Postpositivism	A single reality beyond ourselves, “out there”. Research may not be able to understand it or get to it because of lack of absolutes.	Reality can only be approximated. But it is constructed through research and statistics. Interaction with research subjects is kept to a minimum. Validity comes from peers, not participants.	Researcher’s biases need to be controlled and not expressed in a study	Use of scientific method and writing. Object of research is to create new knowledge. Method is important. Deductive methods are important, such as

				testing of theories, specifying important variables, making comparisons among groups.
Social constructivism	Multiple realities are constructed through our lived experiences and interaction with others.	Reality is co-constructed between the researcher and the researched and by individual experiences	Individual values are honoured, and are negotiated among individuals.	More of a literary style of writing used. Use of an inductive method of emergent ideas (through consensus) obtained through methods such as interviewing, observing, and analysis of texts.

Transformative/ Postmodern	Participation between researcher and communities/ individuals being studied. Often a subjective objective reality emerges.	Co-created findings with multiple ways of knowing.	Respect for indigenous values; values need to be problematized and interrogated.	Use of collaborative process of research; political participation encouraged; highlighting issues and concerns.
-------------------------------	--	--	--	---

In different understandings, Mackenzie and Knipe (2006) classify variable theoretical patterns as positivist, constructivist, interpretivist, transformative, emancipatory, critical, pragmatism and deconstructivist, postpositivist or interpretivist. In the postpositivist paradigm, the philosophy is determined by cause and effect” (Creswell, 2003).

In opposition, with the above authors Cohen and Manion (1994:36) claim that “the interpretivist researchers interpret the world of human experience”. Consistent with Cohen and Manion’s view, Creswell (2003) and Yanow and Schwartz-Shea (2011) claim “those interpretivist researchers discover reality through the participant’s views, their own background and experiences”. In many instances, an interpretivist research pattern may be the most logical, feasible, and methodologically appropriate pattern. An interpretivist methodology is essential when one is studying experience that cannot be reduced or divided into discrete, decontextualized variables. The main purpose is to fully explicate, describe, and understand an experience in its wholeness and within a real world or natural background” (Baker & Young, 2016:29).

According to Willis (2007:4) “interpretivists believe an understanding of the background in which any form of research is conducted is critical to the interpretation of results found”. Willis (ibid) goes on to further indicate that interpretivism usually seeks to understand a particular background, and the main assumptions of the interpretive pattern is that reality is socially compiled.

Smith (1993) believes that interpretivists are anti-foundationalists, because there is no particular right or correct path to knowledge and no special method that automatically leads to intellectual progress. Smith (1993:5) asserts that “supporters of interpretivism do not accept the existence of universal beliefs for research; instead the beliefs guiding research are “products of a particular group or culture”.

From the above views by different authors, the interpretivist paradigm was appropriate to be used in this study, as the researcher was interacting with primary school teachers, trying to find out their attitudes, beliefs, and experiences of their principals’ instructional leadership styles in their schools. The intention was to uncover the reality from the participants’ own context, views and their background rather than rely on synoptic written materials and statistics.

3.6 POPULATION AND SAMPLING PROCEDURES

A sample is defined as a group of subjects from whom data are collected; often representative of a specific population (McMillan & Schumacher, 2010). A sample is also defined as people that participate in a study; it is from them that results are collected (Dau 2010:41). According to Polit and Hungler (1999:37), a population is a collective or sum of all the objects, subjects or members that adapt to a set of conditions. McMillan and Schumacher (2010:129) posits that a population is a group of members or cases, whether individuals, objects, or episodes, that adapt to unique criteria and to which we attempt to generalize the results of the research. In this study, the population consisted of three public primary School teachers and HODs in Midrand area, Gauteng Province.

After a literature study had been begun the next step of the research involved the choosing of the three primary schools where the study would be done. Purposeful sampling in qualitative studies is an approach in which individual background, persons, or activities are selected intentionally in order to provide information that can't be gotten as well from other choices (Maxwell, 2005:88). In contrast the word "panels" rather than "samples" describes this type of selecting of individuals (Weiss, 1994).

According to Creswell (2002:89-90): the four goals for purposeful sampling are as follows:

1. Attain representativeness of the background, which includes the setting, the individuals, and the activities.
2. "...appropriately obtaining the change in the population."
3. "...deliberately examine cases that are critical for the theories that you began the research with, or that you have subsequently developed."
4. "...establish particular comparisons to illuminate the reasons for differences between settings or individuals."

After analysing the above goals, purposive (purposeful) sampling was used to select participants. The researcher's belief of following qualitative research was to purposefully select participants or sites that would best help in understanding the problem and the research question (Creswell, 2009). In agreement with the previous author, McMillan and Schumacher (2010:129) assert that in qualitative studies, there are fewer participants and the researchers are very careful in selecting individuals who will provide information to result in a complete and thorough understanding of what is being studied. Purposeful sampling was used in this study as it placed participants in groups suitable to standards that fitted the research question. The selection was based on the fact that a qualitative approach allows for purposeful sampling of information-rich participants. Participants were selected and interviewed from 3 primary schools using semi structured interviews to provide detailed

descriptions of their experiences of their principals' instructional leadership styles in their schools.

Participants were asked to narrate the impact of principals' behaviours on classroom instruction, the principals' apparent goals, and the successes brought by principals' behaviours. Involvement in the study was done by selecting a limited number of individuals who were likely to be knowledgeable and informative about the aspects of concern through purposeful sampling. Participants involved six teachers and three head of departments in the selected primary schools. The criterion for selecting the participants was that they must have been in the teaching profession for five years and above.

The sample consisted of two teachers and one head of department per school in Midrand. Midrand is an area found in Region A, which is part of central Gauteng Province, South Africa. Teachers involved in the study had certificates, diplomas, and bachelor's degree or master's degree qualifications. Participants in the study clarified effective instructional leadership, as well as its impact on instruction; the teachers' perceptions, attitude, and beliefs related to teaching. They further explained the effects of each leadership personality in regard to effective principal-teacher communication about instruction processes (i.e. probing, thinking, analysis), and assessing results. Effective instructional leadership will be derived directly from the results as well as reflected through two major themes: talking with teachers to promote reflection and promoting professional growth.

A limited case study was chosen because the schools in Midrand have similar attributes, follow the same curriculum, and instructional leaders have the same roles and responsibilities in managing their schools. Leadership is mostly seen as an aspect of management, with "born leaders being characterised as charismatic individuals with visionary flair and the ability to motivate and inspire others – even if they lack the managerial skills to plan, organise effectively or control resources" (Law & Clover, 2000:13).

3.7 DATA ANALYSIS AND INTERPRETATION

Qualitative research “covers a very large extent of philosophical underpinnings and methodological approaches. Each has its own specific way of approaching all stages of the research process, including analysis, and has its own terms and techniques. However, there are some common threads that run across most of these approaches. Qualitative data, such as transcripts from an interview, are often rooted in the interaction between the participant and the researcher. Reflecting on how you, as a researcher, may have influenced both the data collected and the analysis is an important part of the analysis” (Seers, 2012:2). Qualitative analysis, which this study discusses, “is more concerned with data meaning. Result is a word which describes the data obtained by research from which interpretations and conclusions are drawn” (McMillan & Schumacher, 2010). The analysis helps a researcher answer their question. “Raw data is ordered and organised so that useful information can be extracted from it” (McMillan & Schumacher, 2010).

The researcher collected data by means of an interactive and dynamic process through voice recording the interviews of all the participants and taking notes.

Data obtained from the transcribed interviews was analysed using the thematic analysis approach. Babbie and Mouton (2006:72) defines “thematic data analysis approach as a process of breaking up the text into manageable themes, patterns and relationships”. Ary et al., (2006:490) posits that “data analysis demands intensive input from the researcher in the form of breaking down massive amounts of collected data in order to examine, analyse and search for significant arrangements, all for the sake of discovering what is important”. Again Ary et al., (2006) “suggests the constructive analysis of qualitative data by means of the three key stages of familiarisation and organisation, coding and recording, and summarising and interpreting”. As mentioned before, Babbie (2007:6) asserts that coding is the process whereby raw data is transformed into a standardised form.

After the interview responses were transcribed, typed and coded data analysis was done to guide the researcher in determining what the teachers’ experiences of the

principals' instructional leadership styles in primary schools in Gauteng province were. The coding of data, done from data obtained from interviews and interpretations are detailed in chapter 4.

The analysis and findings in chapter 4 assisted the researcher to make meaningful conclusions, recommendations and limitations of this research study which are presented in chapter 5.

3.8 CREDIBILITY AND TRUSTWORTHINESS

Qualitative researchers use the term trustworthiness to describe accuracy or credibility of data (Creswell, 2008:267). To ensure trustworthiness, the following strategies to minimize researcher bias were followed by the researcher as stipulated by McMillan and Schumacher (2010:331):

1. Multi-methods: interviews conducted with HODs, teachers and literature utilised in the research yielded different insights about the topic. This increased the credibility and authenticity of data findings in this study
2. Automatically recorded data: interviews were voice recorded and transcribed word for word.
3. Direct narrations: Direct quotations from the recorded data were passed down to highlight the participants' perspectives.
4. Participants' verbalisation: the interviews were conducted in English, a language well understood/ or agreed upon by the researcher and the participants.
5. Pilot research: the research interviews were conducted in the participants' natural settings (schools) to reflect their lived experiences.
6. Low-inference descriptors: accurate and exact explanations from the interviews were used in this study.

7. Member checking: Done within the interviews as topics were phrased and probed to obtain more complete and subtle meanings.

To add to the above strategies, good quality work was presented by making sure that information gathered about the research problem was understood by clear presentations. The researcher gave a lot of attention to the whole process of designing the study, analysing results and determining the quality of the research. Both the progression and the results were examined for research consistency. The researcher also took into consideration the ethical contemplations such as informed consent and privacy of information, among others (Mill, 2003:68).

Hussein (2009:3) verbalised that “there have been mixed views on the uses of triangulation in researches”. “Triangulation is more proper as it aims to reveal complementarity, merging and differences among the findings” (Erzerberger & Prein, 1997). Some authors argue that “triangulation is just for increasing the wider and broader understanding of the research experiences” (cf. Olsen, 2004). While others have justified that “triangulation is actually used to increase the research accuracy, in this case triangulation is one of the validity strengths” (cf. (Webb, Campbell, Schwartz, & Sechrest, 1966; Smith & Kleine, 1986; Denzin, 1978; Golafshani, 2003). Creswell and Miller (2000) delineate triangulation as “a validity procedure where researchers look for convergence among multiple and different sources of information to form themes or categories in a study”.

Triangulation and trustworthiness have a relationship as they all increase the credibility and validity of the research data to ensure that the findings are credible and truthful. The researcher will independently evaluate data provided by participants. According to McMillan and Schumacher (2010:379) this can be done by identifying unspecific versus dubious statements and the accurateness of the drawings (e.g., an observant person, a thoughtful person, an emotional person, and a biased person).

In a broad way “triangulation is defined as the use of multiple methods mainly qualitative and quantitative methods in studying the same phenomenon for the purpose of increasing study credibility” (Jick, 1979). This implies that “triangulation is the combination of two or more methodological approaches, theoretical perspectives,

data sources, investigators and analysis methods to study the same phenomenon. These lead to five types of triangulation; which are methodological triangulation, investigator triangulation, theoretical triangulation, analysis triangulation and data triangulation”.

3.9 ETHICAL CONSIDERATIONS

Babbie and Mouton (2006:117) clarified that it is important to observe ethical morals in order to prevent trouble that may arise during research and also to protect the rights of participants. The researcher applied for permission from the University of South Africa’s Ethics Committee and consent was granted. She obtained consent, using a written consent form per school involving the selected teachers. Anonymity was offered for all the three schools when conducting interviews. To protect the participants, their names and those of their schools were not mentioned. Instead, pseudonyms were used and schools were only mentioned as school A, B, C and participant 1, 2, 3 (no real names were mentioned).

- The researcher applied for consent from the provincial Department of Education to conduct research in the schools and it was granted. The researcher also had to obtain permission from the principals to conduct research in their schools, which was done in writing. Issues of privacy, objectivity, non-victimisation and namelessness were warranted to participants through a letter of consent that declared that while participation in the research study would be welcomed, they could refrain from participating if they wished to do so. It was the researcher’s responsibility to ensure that the consent process included these three elements, according to Unisa’s application of ethical principles (2014):
 - Information,
 - Comprehension, and
 - Voluntary participation

- Privacy and confidentiality are protected;
- The right to withdraw from research participation without penalty;
- Assessment of risks and benefits;
- The nature and scope of risks and benefits must be assessed in a systematic way;
- Selection of participants;
- There were fair procedures and outcomes in the selection of the research participants.

All the above elements were fully explained to all the participants before participation and data collection. No objection was made. The collected data from this research is stored according to the University of South Africa's regulations.

3.10 SUMMARY

The research design and methodology supplied detailed knowledge on how the research was done in this study. It covered the research approach (qualitative), research's epistemological paradigm (interpretive), research method (interviews), population and sampling, data analysis and interpretation, trustworthiness of the study and ethical considerations.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

In chapter three, the researcher dealt with the research method and design. Qualitative approach, interpretive epistemological paradigm, trustworthiness in terms of data accuracy or credibility was discussed. To collect data from the participants on their experiences of their principals' instructional leadership styles in primary schools in Gauteng province, the researcher used semi-structured interviews.

Chapter four aims to present an analysis and interpretation of the data that was generated from the individual interviews of six primary school teachers and three heads of department of the three sampled schools.

This research was conducted within a qualitative approach to explore teachers' experience of their principals' instructional leadership styles in three public primary schools in Midrand Township, Gauteng Province of South Africa. This was done through the medium of individual semi structured interviews which meant that the experience of teachers could be understood from both the individual and the social perspective. Qualitative research data analysis is the most complex and mysterious of all of the phases of a qualitative project, and the one that receives the least thoughtful discussion in the literature. Participation in the study was entirely voluntary.

The semi structured questions were posed to the participants and interviews were recorded and later transcribed verbatim. The researcher first listened to the recordings of each interview. The transcripts were read and re-read to get a general understanding of the interviews and to identify categories and units of meanings.

4.2 DATA ANALYSIS PROCESS

According to Cohen, Manion and Morris (2009:183), qualitative data analysis is done to give meaning by organising and accounting for conclusions in terms of participants' definition, noting of patterns and comparison of inter-related themes. Transcripts were analysed using thematic analysis, a qualitative method used for 'identifying, analysing and reporting arrangements (themes) within data' (Braun & Clarke, 2006). Accordingly, similar categories were then grouped together and arranged into themes. Themes were reduced by grouping related categories that show interrelationships. Themes were identified using a coding process (Macias, 2012:69).

4.3 RESEARCH QUESTIONS AND THEMES

This research was structured in terms of the main themes which emerged from the interviews. Data was closely examined in order to be organised into categories on the basis of themes, concepts, or similar features. The questions focused on teachers' experiences of the principal leadership styles in primary schools in Gauteng Province in terms of the challenges and successes they faced due to those leadership styles that prevailed in the three sampled schools, in terms of:

- conducting their duties;
- instructional improvements;
- promoting a conducive environment for both learners and teachers, and
- staff improvement.

In addition to that, the questions further focused on how their principals balanced their administrative roles as instructional leaders, their roles in managing the teaching and learning process, how they positively influenced teaching and learning to ensure that teachers performed their teaching duties effectively, their strategies of keeping staff motivated and focused on teaching and learning, how often they supervised teaching and what was the teachers' attitude towards it, principals encouraging staff

members to be involved and participate in planning and decision making processes in their schools, as well as how they felt if they were not consulted on such important matters. Lastly, teachers were asked what they thought could be done to assist principals to become more effective in their roles as instructional leaders.

Themes that emerged in the interview questions are presented in Table 4 below. Teachers and HODs' views on the themes are discussed thereafter.

Table 4:1 Research questions grouped into themes for both teachers and HODs

Questions	Themes
1. Taking into account your experience as a teacher, what would you say are the main tasks of a principal as an instructional leader in a school?	1. Main tasks of a principal as an instructional leader
2. What leadership styles have you encountered in your school? 2:1. what challenges and successes have these leadership styles brought in terms of: 2:2. conducting your duties, 2:3. instructional improvements, 2:4. promoting a conducive environment for both learners and teachers 2:5. staff improvement	2. Principals' leadership styles Sub theme <ul style="list-style-type: none"> • Challenges caused by principals' leadership styles • Successes caused by principal leadership styles.
3. How does your principal balance his / her administrative roles as an instructional leader? 4. What are your principals' roles in managing the teaching and learning process?	3. Balancing of principals' role as administrator and instructional leader.

<p>5. How does your principal positively influence teaching and learning to ensure that teachers perform their teaching duties effectively?</p> <p>6. How does your principal, as an instructional leader, keep staff motivated and focused on teaching and learning?</p> <p>7. How often does your principal supervise teaching and what is your attitude towards it?</p>	<p>4. Principals' Influence of teaching and learning.</p>
<p>8. Does your principal encourage staff members to be involved and participate in planning and decision making processes in your school? If yes, elaborate? If no, how do you feel if you are not consulted on such important matters?</p>	<p>5. Teachers' involvement in planning and decision making processes.</p>
<p>9. What do you think could be done to assist principals to become more effective in their roles as instructional leaders?</p> <p>10. What do you think could be done to assist principals to be more effective in their role as instructional leaders?</p>	<p>6. Strategies that can be used to assist principals to become more effective in their roles as instructional leaders.</p>

4.4 DATA ANALYSIS AND INTERPRETATION GENERATED FROM THE INTERVIEWS CONDUCTED

4.4.1 Introduction to the interview.

The researcher established a positive climate during the interviews to make sure that all the participants were at ease by introducing herself and thanking all of them for allowing her to conduct the interviews, after she had explained what their involvement in the interviews would entail and further informing them that their participation was voluntary as well as how long the interview would take. The researcher further explained the use of the tape recorder and assured them of the confidentiality of the data captured. Participants in the three schools in data analysis were referred to as follows in table 4.2 below:

Table 4.2 Schools and Participants

School	Participants	
	Teachers	Heads of Department (HODs)
A	1	1
	2	
B	3	2
	4	
C	5	3
	6	

4.5 DISCUSSION OF THE FINDINGS BASED ON THE PARTICIPANTS' OPINIONS OR VIEWS IN SCHOOL A, B AND C ON EACH THEME IN TABLE 4.1 ABOVE.

4.5.1 Theme 1: Main tasks of a principal as an instructional leader

According to participants that were interviewed in the three schools they viewed the main task of a principal as an instructional leader in a school as follows:

According to participant 1, the task of a principal is defining the mission statement of the school, managing the curriculum, supervising the teachers, measuring the learners' progress and making sure that the learners get the outcomes or skills that they are supposed to get.

Participant 2 viewed the main task of a principal as to manage the school, motivate teachers and to supervise, to check whether the teachers are doing work according to set goals and objectives in different learning areas. According to Participant 3 the main tasks of a principal as an instructional leader in a school are to guide, support, assist the teachers and also ensure the smooth running of the school in terms of making sure that everything is in order to support the teaching and learning process.

Participant 4 revealed that the most important task of the principal is to be:

- An inspirational leader and that is very important because an inspirational leader is someone you look up to on days that you feel like you don't want to do your job, if you have an inspirational leader he will motivate you to be a better teacher to contribute towards the overall success of your education and of the learners.
- A role model or someone that is looked up by staff and who is well respected as well as respectful, cautious and at the same time should be able to assert his authority in a respectful manner. There shouldn't be a hostile environment where you are not free to approach your principal as a leader because then what happens when day to day issues come along and then you don't have

your management to rely on. Then you turn into an octopus and you can become hurtful towards the principal. So if the principal has a good character and is a role model, the whole staff can be able to communicate their views without fear and approach him/her anytime.

- Able to provide correction and discipline not only to the members of staff who fall short of their responsibilities in education but also to the learners as well and the administrative staff that works under his jurisdiction.
- Responsible for the smooth running of the school as a whole in terms of day to day issues that go on in the school or certain incidences, events that occur, the principal should actually be notified and be told about them.
- Able to assist employees that work under him in terms of being there for them not on a personal basis, but even on an educational basis as well.
- Involved in all the day to day events or activities of the school.

Participant 5 mentioned that the principal was involved in administration and running the school and further elaborated that they should organise staff development courses, help teachers to be good teachers and increase their knowledge as well as support and respect their colleagues.

Participant 6 had the same views as participant 3 and 5 above on the main task of the principal, as she stated them as administration of the school, school being run properly, catering for his teachers by giving them the opportunities of developing themselves because they are the ones who make the education system what it is and if teachers are catered for, they become good data in the school.

On the main task of a principal, HOD 1 stated that the principal is a leader, manages the school, supervises the teachers and calls SMT meetings each and every Monday to discuss everything that should be done in the school such as aims and the outcomes for the term and the whole year, school mission for the year then those escalate to the teachers, from the teachers to the learner, from learners to the parents and everybody becomes clear about what is happening in the school. "She is that person who does not hide anything to us".

HOD 2 stated that there are a number of tasks for a principal such as being a manager, administrator, advisor and that the job varies depending on situations.

HOD 3 had this to say “discipline is at the top. If the principal is not disciplined and the teachers and the children’s is wellbeing, he has to play a role in discipline. He has to help them to seek remedies and to help teachers on how to maintain discipline in the school. I think those are the main things of the principal not to sit in his office and read his emails. I think they must also be hands on and on the floor and listens to the teachers on what their problems are”.

Discussion

According to teachers that were interviewed in the three schools, they viewed the main task of the principal as to manage the school, to define the mission of the school, managing the curriculum, supervise teachers, provide correction, support and motivate them in a respectful way towards the overall success of the staff, education of the learners as well as to ensure the smooth running of the school in terms of making sure that everything is in order, as that will support the teaching and learning process. From the responses given by all the participants mentioned above, they were fully aware of the main task of the principal as an instructional leader in a school.

According to the Heads of Departments (HODs), they had the same sentiments as the teachers on the main task of a principal because HOD1 said “a principal is a leader and also manages the school and supervises teachers”. HOD 2 further elaborated that by saying “as a manager he manages the institution, manages resources, he is an allocator of these resources and manages them, he is also a communicator within the school and the stakeholders, so the job of a principal is varied depending on situations it’s sort of situational, one time he is a manager, one time he is an administrator, one time he is an advisor, so you find that the jobs vary according to the situation and authority, he has to look after everything. Whoever

comes to the school, he is answerable, so he is in authority and he is an authority in all the areas because he must be someone who knows the way and who leads the way?" HOD 3 brought an interesting opinion that it's part of the principal's duty to discipline the pupils. It is not only management's duty to discipline the learners but also the teachers and other learners (e.g. prefects, class monitors as well as the head boy and head girl of the school).

To conclude this theme, since the study was qualitative in nature, its data cannot be generalized because it was on a small-scale. However, its findings shed light on how primary school teachers and HODs view the main task of a principal as an instructional leader in Gauteng Province, South Africa.

4.5.2 Theme 2 Principals' leadership styles

According to all the teachers and HODs that were interviewed in School A and C except participant 6, they viewed their principals' leadership styles as democratic. However, in school B participants had mixed opinions about the leadership style that prevailed in the school.

Participant 3 said the styles are mixed but the one that overrides the others, most of the time, is the authoritarian one because orders are simply given and things are dictated to the teachers without the teachers' views or perceptions taken into consideration. "I feel that as a principal one should at least invite the teachers and first of all try to find out what the teachers' views are rather than just imposing on the teachers, for example, on things that involve the culture of the school, the creation of the vision. I think that teachers must be involved there because they are the implementers of everything, all the policies that are in the school. So if these policies are just dictated to them and they are not partakers of the policy formulation system or process part of it, there is a problem there because they are going to break themselves and at the end of the day, they are going to look as if they are rude or disobedient or whatever but nobody honestly at a professional level wants to be

dictate at as if they are children. Even our own children nowadays we don't just dictate to them. We sit down with them, we talk with them, we listen to their views, we try to convince them, we guide them, we don't just say this must be done this way. It doesn't work that way."

Participant 4 mentioned that the leadership style used in the school was autocratic "in terms of his personality that I am the boss and you are my staff and whatever I think must be followed or else and this has actually caused him to be very unapproachable and the teachers are actually afraid of the school because of him".

Participant 6 had this to say on the leadership styles, ".....he is not a rigid man so he doesn't stick to one leadership style, he is democratic and at the same time he allows everybody to talk when he has his meetings".

According to HOD 2, leadership styles vary and they depend on the situation that is at hand at that time. He further elaborated that "I cannot say there is one leadership style but it's mostly everything. One time it has to be dictatorial, one time you find yourself democratic, one time you find its laissez-faire thing but most cases you have to be democratic and authoritarian for things to work. You don't need to just let things go. Democracy works plus you need to be in authority. Someone should know what he/she is supposed to do".

Discussion

The leadership styles of a principal can vary from autocratic, democratic, laissez-faire or a combination of all the styles depending to the situation a leader is faced with as cited by some participants. According to the participants that were interviewed, the democratic leadership style seemed to be the most prevailing one in their schools because they always made decisions together as team members although the leader had the final say. The principals invited teachers and SMT members to contribute in the decision making processes and this had increased job satisfaction and skills by

involving teachers or SMT members as identified from the study. On the other hand, the autocratic style also prevailed, where the principals are always in charge and teachers were given orders to perform without being consulted, which made the school environment hostile and instilled fear and insubordination at times as stated by some of the participants on this theme in the study.

4.5.2.1 Challenges caused by the principals' leadership styles

Participant 1 had this to say “sometimes we lack some equipment and some teaching aids that’s a disadvantage in the classroom”.

According to Participant 2, “I am a Maths teacher, and then the principal gives me social science which I know nothing about social sciences it’s really a challenge”.

Participant 3 mentioned that with the authoritarian leadership style of the principal in the school, there was no flexibility in performing their duties, teachers ended up falsifying results from 35% to 40% to avoid being investigated why a child failed and in 2015 there was a high staff turnover which contributed to more disadvantages than advantages in the school. Participant 3 further elaborated “It has brought a lot of challenges, if you are authoritarian then I pull out my leave days. I start reading them and studying them very well. The moment I get here I am frustrated in the morning at 8am already my shoulders are heavy. The following day I am texting you as the principal. I am sorry sir. I am not well. People are constantly absent in the school. People get sick in the school, such kind. People are not happy. We don’t respect you”.

Participant 4 mentioned that “unfortunately due to the autocratic leadership style of the principal there are negative effects in everything in the school for him due to the hostile working environment and segregated staff. The principal had a closed door policy and unapproachable such that the he felt that was not a conducive environment for both learners and teachers”.

Participant 5 had this to say in terms of performing duties “Everyone wants to do their own and everyone wants to be the boss because they are allowed to say what they like”.

Participant 6 had this to say “in the past with the previous principal the teachers did not know a lot of things concerning the office of the principal but now that they know due to the new principal’s leadership style, they are a lot of questions, they even want to know how monies are being paid and what percentages were used and who determines what, which is a bit challenging. In the past, things were done behind teachers’ backs and nobody would question you”.

According to HOD1 “the only challenge they had was shortage of classes since they are a container and that when its 40°C outside it’s so hot inside the container”.

HOD 2 mentioned that “I have not encountered any challenges due to the leadership styles in the school”.

HOD 3 had this to say “They don’t like the style that we think to suggest we can’t please the majority but there are always challenges in whatever decision you make in any living area, any place, any school and any institution. There are a lot of challenges. The staff at this school is very negative at this stage because of an incident about the extra remuneration at the end of the year”.

Discussion

Generally, the principals’ leadership styles cannot suit each and every individual in a school but it is the responsibility of the leaders to try to outweigh the leadership styles that work in their organisations and those that do not work in terms of:

- Staff improvement;
- Conducting of duties that promote quality learning process;
- Instructional improvement, and
- Promoting a conducive environment for both learners and teachers.

From the participants that were interviewed, the challenges they faced in the three schools could be dealt with if appropriate leadership styles and a conducive environment are implemented by the principals.

4.5.2.2 Successes caused by the principal leadership styles

Participants that were interviewed revealed the successes that they had experienced due to the principals' instructional leadership styles that prevailed in their individual primary schools.

Both participants (teachers) 1 and 2 revealed that they work together as a team or group and have to share information. "If we don't understand something we go to the principal or somebody else and ask for help and as a result we have a high passing rate in the school". Participant 2 further added that "team work was good because you end up successful by consulting other teachers if you have a challenge in any subject". On promoting a conducive environment for learners the participant said "you can mix them when doing group work you can take the brilliant ones mix them with the mediocre and those who are struggling when you are doing group work so that they get information from each other and tell them that they should not laugh at each other because when they are doing that they are discouraging each other. Learners are very happy about helping each other on different areas."

According to participant 3's point of view on instructional improvements this was the response: "I wouldn't say there is any success there especially when something is carried out, not of free will".

Participant 4 responded: "no successes to me as an individual, to me as a teacher no successes".

Participant 5 responded: "I think it's good to have a lot of ideas, it's creative, it brings up more fresh ideas, success, it's not oppressive, principal is approachable, children are happy as well as teachers".

Participant 6 Responded “I am happy when it comes to conducting my duties, there is great instructional improvements and career development which at times is paid by the SGB, we have staff development courses, we have Wi-Fi for research purposes in the school and it enables us to download and print some work for the learners from the internet. We have good communication channels and relationships and our principal always gives us satisfactory feedback on any question and is somebody who is very eloquent, sociable and looks at everybody in a divisive way to show that South Africa is a divisive country with people from different nationalities and as a foreigner I enjoy the same benefits with South Africans, which I find healthy in a working situation because we are all treated equally as teachers and even learners and parents are very happy. We also have enough materials for the teaching and learning process like books etc. and furniture”.

HOD1 responded:

“we are succeeding because we plan together, do everything together, our kids can read through that situation(container school),they participate in sports, we take the management style from the principal and exercise them like disciplining the kids and they help us a lot. There is a lot of improvement our principal motivates us and develops us like for example in 2014 we had a challenge according to the language policy it’s the parents who are supposed to choose first additional language and so the parents chose Afrikaans as a first additional language. And we were all blacks so what we did in 2014 we used to do planning. I had a clue because I did Afrikaans at the college of education for 3 years although it was practical so what we did in 2014, we plan Afrikaans so if we are stuck we can’t say the word in Afrikaans we wrote that word in English and sent it to the principal to translate for us. And that’s how she helped us. Like classroom discipline. The kids that are disrupting the classes we know what to do with them remember corporal punishment was abolished so we devised a method of disciplining them like for example if the child is talking or disrupting other kids you simply take that child in front so its helping a lot.”

HOD 2 argued that:

“The leadership styles have brought with them successes academically and also a success in improvement of facilities and this has also resulted in less staff turnover because the principal knows what is supposed to be done and has allocated / dedicated HODs under him. So academically the data have improved from what they were. The environment has been created, many teachers have left the school due to promotion and many teachers have been given a chance to act, some teachers have been promoted and when there are vacant posts teachers have applied and got a chance to act. So we have had good chances for teachers. Learners have leadership roles that they do as prefects, as class monitors all those leadership activities and they have engaged in sporting activities where they have been asked to excel and they have excelled.”

HOD 3 responded “we work together as a team. Our principal doesn’t take the decisions on his own, the children are disciplined and we have the values system to try and help children take care of other people and to be trustworthy, we also have a merit system where we reward children who love and a lot of staff development courses.”

Discussion

From the participants’ point of view, all the leadership styles have a lot of successes in the school except for the autocratic style as viewed by participant 3 and 4. Principals should not stick to one leadership style but should vary them to suit a situation prevailing at different times so that there is a conducive environment for academic success for learners and staff improvement for quality education to be achieved in schools.

4.5.3 Theme 3: Balancing of Principals' role as administrator and instructional leader

According to Participant 1, the principal balances her administrative roles as an instructional leader by managing her time properly and she is in good in time management. On managing the learning process, the participant mentioned that the principal monitors lessons, allocated resources and promotes student growth.

Participant 2 mentioned that they had a management plan. "We follow the management plan so we know that on such a day there is this, on this day she is doing her administrative work and on this day she is in our classes helping us if we have problems and she always reminds us. Our principal supervises and monitors us every time also check sometimes, whether learners are doing well or do you follow the CAPS documents, government documents even the assessment tasks and also provides us with learning resources, make sure we have enough learning aids for the day, lesson or enough worksheets for the week, charts that you are going to use with the kids etc."

Participant 3 responded "I think the principal must support rather than bring a lot of stress to teachers for example I will give you, there is this school policy that we are having that in first term we are writing the cycle test yet the school says you have to work according to CAPS document. According to the CAPS document there are no cycle tests in term one. Now I am sitting in term one that has got an average ten weeks and I can only cover the topics up to week 6. Week 7 and week 8 we are writing the cycle tests. Week 9 we are marking the cycle tests. Week 10 is report and closing. Can you see that the baggage comes from term one and to me that is stressful policy because now I am talking on my behalf as a Maths teacher I am sitting with a back log of few topics that I had to --- now its term two I have to start covering four to five topics that I was supposed to cover in term one. That is according to CAPS. Now the question is when you decide that let me do it this way they will call you and say according to CAPS this is 1, 2, 3, 4 but they are not following that CAPS. And that CAPS that they are quoting does not allow them to

write a cycle test in term one because you know why the policy developers did that. They knew that if they did that they would be a burden on the teachers or an overload on the teachers and learners. Yet you are expected to still function normally of which it is not practical. You raise that concern then you are wrong”.

Participant 4 responded “In terms of administration like I said before he is quite unapproachable, he is totally in control in terms of us not getting to seeing him or communicating with him a lot. Like I said we meet him on Mondays morning and in staff meetings, other than that he doesn’t leave his office. So in terms of that I wouldn’t be able to answer you in terms of how he handles or how he affects his management style or leadership styles or even how he carries his administrative duties”.

Participant 5 had this to say “They don’t balance it. They are in the office all the time. It’s a problem. Every principal I have worked under they are not really involved in the academics. They rely on the heads of department and the deputy heads because they are busy running a school. There are in this meeting and meeting and school governing body meeting and finances and whatever. They don’t really balance it at all. They don’t. They are not really involved in the academics. On managing the teaching and learning process, I think that he is involved in the management plan for the term, how the term is going to be, what events are coming, when exams are coming, not really in the teaching and learning. They are not too involved.”

According to Participant 6 the principal has tried his best to balance his administrative roles as an instructional leader. “In managing the teaching, they had IQMS which is done every term to assess individual teachers and it’s done by the HODs and the deputy also helps in that although at times it flops because people are given the opportunity to choose your own colleague to come and assess you and most teachers choose their friends and with friends people don’t tell the truth and to with me it doesn’t work very well because it is teacher centred instead of being learner centred and because of this I have realised people cook up things in the education system to make data to be good when actually they are not”.

HOD1 responded “she involves everyone as she is not working alone as I said she is transparent there is transparency in the school. Everyone is involved in each and every decision although its start step by step, first of all it’s the SMT then goes to the teachers. Our principals’ roles in managing the teaching and learning process, she motivates and develops us, for example they are new teachers from the university those teachers need to be motivated and to be encouraged on how to do things in class. So she is there for us.

HOD 2 responded “there is a time table that he follows, so he uses that to balance himself as an instructional leader and also the administrative work so he is also a teacher , he is part of us, he joins us during sports so we are saying he is everywhere. As a principal you are everywhere where. I would say he also have that time where we can say he creates what we call wondering about moving around checking what is happening, so I see him as an instructional leader. I can’t say now he is doing administration and he has stopped being an instructional leader. It’s always together. On managing the teaching and learning process it includes class visits, book inspection, staff development workshops all those he does. At times staff development courses are internal and at times we look for external facilitators and we do them monthly”.

According to HOD 3 “the principal stay at school up to about 6:00 at night. He is always at school. He arrives at the same time and just audits his admin and checks his email. If there is any email that is new he will actually send it to the whole school”.

Discussion

From these responses, it is clear that principals had managing skills that enabled them to balance their administrative roles as instructional leaders, although some of them had shortfalls here and there but they had plans on how to balance their role as

administrators and instructional leaders. They recognised their role of monitoring teachers for the achievement of their goals.

4.5.4 Theme 4: Principals' influence on teaching and learning

Participant 1s' response was that they benefited a lot through staff development as they gained new knowledge during the discussions. He further elaborated that their principal as an instructional leader kept staff motivated and focused on teaching and learning by praising them in the form of vouchers, trophies and certificates.

Participant 2 said "after the supervision which our principal does twice a term, she issues a report and says well done on this one. She keeps motivating us all the time so that we keep focused on the teaching and learning process and where there is lack of something she advises you to do it so that you can correct that and she even praises the staff in front of others. There is a carving something like a doll if you do something good, well for a week you get that on Friday and there is a chicken, if you do something wrong during the week you get a chicken on Friday".

Participant 3 replied "he really does allocate the money for resources even though there will be questions, tough questions. Yes I do understand all the questioning part of it because he must make sure that the finances together with the SGB they are used properly in the school. But as a department you ask for materials or resources he does fund for them. He does fund them."

Participant 4's response was "like I said it's mostly on a negative way. It's not kind of a positive way because of his authoritative leadership style so basically I give you an instruction and you follow it and there is no other way about it. You do as you are told and honestly it makes me feel upset".

Participant 5 mentioned that "they do thank the teachers in the staffroom for all the hard work. They do. They thank you. They thank you. They even thank teachers those who have done something well. They will say thank you Mrs so and so. Thank

you for that and they will acknowledge you in front of the staff. There are bonuses for individuals from the school not from the education department ah I think that's it."

Participant 6 responded by saying that "our principal positively influences teaching and learning to ensure that teachers perform their teaching duties effectively by providing equipment". When asked what equipment she said "learning aids like abacus, number line, charts, reading and writing books, supplementary books for teachers and learners". She further said "on motivation teachers are given bonuses as a thank you for working hard and there is also a 13th cheque for every one as well as individual verbal comments like if he meets you he will personally tell you that I am happy with the standard of your work".

HOD 1 responded "she motivates us and develops us like for example in 2014 we had a challenge according to the language policy it's the parents who are supposed to choose first additional language and so the parents chose Afrikaans as a first additional language. And we were all blacks so we used to do planning together. I had a clue because I did Afrikaans at the college of education for 3 years although it was practical, so if we are stuck, we wrote the words in English and gave the principal to translate for us and that's how she helped us. There are also certificates and trophies for teachers and children are also given badges.

HOD 1 further verbalised that "We have floating trophies that's a motivation, the teacher who comes to school every day and the teacher who is above on board we have the floating trophies. We even have certificates to motivate teachers. On supervision we do have the management plan. So at the beginning of each term we draw up a management plan together with the principal and then each teacher is given a copy. It has the dates, the learning areas and when to see the teachers and learners' books. Teachers have become very positive about it because it helps them".

HOD 2 said "he is on time and he leads by example by teaching, he goes to classrooms at times. He teaches and marks. So you cannot be found wanting when the principal has spent a lot of time marking and your books are not marked. So he marks, he set tasks, he does everything on his own without assistance. So you can never be found wanting. He keeps us motivated mostly by being commented in a

meeting and that verbal comment is to see us go through. There are other methods like during mothers' day the school buys items for the women, on teachers' day things like that. We are also taken for team building all those things they keep us like a family. He further said Supervision is in many ways just coming around as teachers are teaching and going into the classrooms is also supervision. So it's more often and we are happy to have him around so that he can even see whether our facilities are still in order. So even if it's on a weekly basis we don't have problems. We accept that".

HOD 3 responded "he motivates the teachers through praising them if there is anything you do well in your classrooms and as groups as well he will praise you and motivate you and you know he will really make something about the good things you do at school and that will make you want to do better. On supervision he hasn't really gone to the classes and manage the teachers anymore because that is now the job of the HOD who reports to the deputy because you know it's not like 20 years ago when the classes were smaller, the schools were smaller when principals could go into the classes. There are now so many things from the department emails, from parents, disciplinary problems, trouble stirring that want to see him all the time and he has got to a point that somebody to do it for him then we report back to him. He doesn't go into the classrooms exactly he will walk and when he do the walks around he would go in and ask is everything ok but he will never sit there and watch your lesson or your performance all the time.

Discussion

From the above theme, participants mentioned that principals influenced teaching and learning in many ways. They are given different forms of incentives to motivate them and this varied from school to school. Principals made sure that they provided teachers with enough learning materials so that there is effective teaching and learning in the classrooms. In smaller schools such as school A, the principal

supervised teachers twice a term and HOD 2 in school B mentioned that supervision is performed in many ways. He stated that going into the classroom to observe teachers conducting lessons is one form of supervision. HOD 2 further said that “So it is more often and we are happy to have him around so that he can even see whether our facilities are still in order. So even if it’s on a weekly basis we don’t have problems. We accept that”. In school C, the HOD mentioned that because their school is big and the principal has so many tasks to do, he delegates them to supervise and then they report to the deputy who then reports to the principal. In addition, the principal walks around to ask if everything is ok but never sits in to observe teachers teaching.

4.5.5 Theme 5: Teachers involvement in planning and decision making process

According to the teachers’ point of view, they were consulted in planning and decision making processes but at times some of their opinions were not taken into consideration as the school management team and the principal had the final say and some of them were not happy about it .They wanted principals to discuss such important matters with them and get to a mutual agreement how things should be done because they are the ones who implement those decisions and not the principals.

According to the HODs’ views, teachers are involved in planning and decision making processes because they draw up the management plan after consulting the teachers and they had positive attitudes about it.

Discussion

The responses given on this theme had mixed feelings about teachers’ involvement in planning and decision making processes as some participants were not happy

about it. Principals as instructional leaders should make it a point that whatever decision they make in the school, for effective learning to take place, they own the views of the teachers, provide moral support and professional growth because teachers are the ones who implement the curriculum policies in the schools.

4.5.6 Theme 6: Strategies that can be used to assist principals to become more effective in their roles as instructional leaders.

According to HODs and teachers that were interviewed, their views about the strategies that can be used to assist principals to become more effective in their roles as instructional leaders were as follows:

- Delegate responsibilities and get feedback
- Attend workshops and different courses on leadership and management
- Seek advice from other principals in their clusters or zones
- Be hands on and consult heads of departments and teachers in decision making process rather than imposing decisions
- Get enough support from the department.
- Have an open door policy and motivate the staff.

Discussion

Principals have a lot of responsibilities as instructional leaders and they need to be well equipped with proper skills to be effective instructional leaders in schools. They need to attend more courses, training, conferences so that they get enough knowledge on how to run the schools, as instructional leaders.

4.6 SUMMARY

This chapter outlined the experiences of three heads of departments and six teachers in three primary schools in Midrand, Gauteng province. The evidence from the interviews highlighted that principals' instructional leadership styles had an adverse effect on teachers' social, mental and physical wellbeing. Some individual teachers struggled to create and maintain a conducive environment in their daily implementation of the curriculum as expected by the CAPS syllabus, due to the leadership styles that prevail in their schools.

CHAPTER 5

SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

The purpose of this study was to explore the experiences that primary schools teachers face with regard to principals' instructional leadership styles in primary schools in Gauteng Province. The study interviewed six teachers and three heads of departments in primary schools to explore their experiences of principals' instructional leadership styles that prevailed in their individuals schools.

Chapter 1 outlined an overview of this research study by providing the rationale, statement of the problem, the main research question with its problems, literature preview, research design and methodology, population and sampling, instrumentation and data collection techniques, data analysis and interpretation, trustworthiness of the study, research ethics, limitations and delimitations of the study, definition of key concepts, chapter outline and summary.

Chapter 2 was based on literature review and the researcher discussed the understanding the nature of educational leadership, prerequisites for leadership and management, what it is known about educational leadership, understanding the nature of educational leadership, leadership versus management, models of educational leadership and management, current leadership and management challenges in South African schools, defining instructional leadership, role of the principal as an instructional leader, skills and the instructional leader, knowledge and the instructional leader, leadership styles.

Chapter 3 focused on the research design and methodology. The focus was on explaining the following elements and how they were used in the study: research design, the research approach (qualitative), research's epistemological paradigm

(interpretive), research method (interviews), population and sampling, data analysis and interpretation, trustworthiness of the study and ethical considerations.

Chapter 4 focused on data analysis and interpretation of the study and presented themes that emerged from participants' responses and verbatim quotations and discussions.

Chapter 5 focuses on the summaries and the research findings in this study. The researcher also provides limitations and delimitations of the study, recommendations, suggestions for future study and conclusion.

5.2 SUMMARY OF FINDINGS

The summary of the research findings from the collected data is provided through the themes as follows:

5.2.1 Theme 1 Main tasks of a principal as an instructional leader

The participants revealed the main tasks of a principal as an instructional leader in a school as managing the school, defining the mission of the school, managing the curriculum, supervising the teachers, providing correction, supporting and motivating them in a respectful way. These tasks could lead towards the overall quality of education in the primary schools. However, the findings shed light on how participants viewed the main task of a principal as an instructional leader in the Gauteng Province.

5.2.2 Theme 2 Principals' leadership styles

Participants revealed that leadership styles of a principal can vary from autocratic, democratic, laissez-faire or a combination of all the styles depending on the situation a leader is faced with, at a particular time. According to the participants that were interviewed, the democratic leadership style seemed to be the most preferred one because it allowed them to make decisions together as team members, although the leader had the final say. On the other hand, the autocratic style also prevailed, where the principals are always in charge and teachers were given orders to do without being consulted which made the school environment hostile and instilled fear and insubordination at times, as stated by some of the participants on this theme. Participants also revealed the successes and challenges the different leadership styles had brought in their schools.

5.2.3 Theme 3 Balancing of principals' role as administrator and instructional leader

Participants revealed that principals had managing skills that enabled them to balance their administrative roles as instructional leaders, although some of them had shortfalls here and there but they had plans on how to balance their roles as administrators and instructional leaders. They recognised their roles of monitoring learners and teachers for the achievement of their goals.

5.2.4 Theme 4 Principals' Influence on teaching and learning

Participants revealed that they were given different forms of incentives to motivate them as a way of influencing teaching and learning and this varied from school to school. Principals made sure that they provided teachers with enough learning

materials so that there was effective teaching and learning in the classrooms, in all the sampled schools.

5.2.5 Theme 5 Teachers involvement in planning and decision making process

Participants had mixed feelings about teachers' involvement in planning and decision making processes as some participants were not happy about it. Principals, as instructional leaders, should make it a point that whatever decision they make in the school for effective learning to take place, they honour the views of the teachers, provide moral support and professional growth because they are the ones who implement the curriculum policies in the schools.

5.2.6 Strategies that can be used to assist principals to become more effective in their role as instructional leaders

Participants mentioned that principals had a lot of responsibilities as instructional leaders and they need to be well equipped with proper skills to be effective instructional leaders in schools. They need to attend more leadership courses, training, conferences so that they get enough knowledge on how to run the schools as instructional leaders.

5.3 RECOMMENDATIONS

- Principals have a lot of responsibilities as instructional leaders and they need to be well equipped with proper skills to be effective instructional leaders in schools.

- Principals must have the spirit of Ubuntu which is based on the principle of humanity –the more respect for others.
- Principals need to attend more courses, training, and conferences so that they get enough knowledge on how to run the schools as instructional leaders.
- It is recommended that the department should provide enough support to the principals as instructional leaders in schools by attending to their grievances in time, supplying them with qualified teachers and adequate learning resources and equipment for the attainment of quality education in Gauteng Province.

5.4 RESEARCH LIMITATIONS AND DELIMITATIONS OF THE STUDY

The study was limited to teachers of primary schools regarding their experiences of the principals' instructional leadership styles in Region A of Midrand, an area in central Gauteng Province of Johannesburg in South Africa.

The study concentrated only on three primary schools which involved six teachers and three heads of departments because of limited resources and financial constraints. The study did not include all the primary schools in the region and therefore the findings may not be generalised to all Region A primary schools

5.5 FUTURE STUDY

The study achieved its aims and objectives on the teachers' experiences of the principals' instructional leadership styles in primary schools in Gauteng province. However, the researcher suggests further studies on the following: teachers' experiences of the principals' instructional leadership styles in secondary schools in Gauteng province.

5.6 CONCLUSION

The study considered a small sample of teachers on their experiences of the principals' instructional leadership styles in primary schools in Gauteng Province in South Africa so it cannot be generalised to all Gauteng primary schools. It was clear that some principals as instructional leaders needed to create a culture of openness and regular communication, not only top down but also bottom up so that all lines of communications are opened and get teachers to focus on the values of the schools, respect academic excellence, and use effective teamwork to enhance employee motivation. This would result in a satisfied workforce and excellent academic data. Principals should vary their leadership styles and consult teachers on important matters and reach a consensus in all decisions to create a conducive environment in their schools.

REFERENCES

- Anderson, C. 2010. Presenting and Evaluating Qualitative Research. *American Journal of Pharmaceutical Education* 2010; 74 (8) Article 141, pp.1-7.
- Algahtani, A. 2014. Are Leadership and Management Different? *A Review: Journal of Management Policies and Practices*, Vol. 2(3).
- Armstrong, S. & Armstrong, S. 1996. The conductor as a transformational leader. *Music Teachers Journal*, May, 82(6):22-25.
- Ary, D., Jacobs, LC., Razavieh, A. & Sorensen, C. 2006. *Introduction to Research in Education*. (7th edition). Canada: Thomson Wadsworth.
- Babbie, E. 2007. *The Practice of Social Research*. (11th Edition). Belmont: Wadsworth.
- Babbie, E. & Mouton, J. 2006. *The practice of Social Research*. Cape Town: Oxford university press.
- Babbie, E, & Mouton, J. 2010. *The Practice of Social Research*, OUP: Cape Town.
- Badat, S. 1995. Educational politics in the transition period. *Comparative Education*, 31:141-159.
- Baker, FA. & Young, L. 2016. The Relationship Between Research and Practice. *The Big Book_Layout 1* 16/05/2016 11:40 Page 26-36.
- Bartell, CA. 1990. Outstanding secondary principals reflect on instructional leadership. *The High School Journal*, 73(2), 118–128.
- Bass, BM. & Riggio, RE. 2006. *Transformational leadership*. New York, NY: Taylor and Francis.
- Basson, CJJ., Van der Westhuizen, PC. & Nieman, GS. 1991. Organisational theory, in *Effective educational management*, edited by PC van der Westhuizen, Pretoria: HAUM.
- Bennett, NC., Wise, P. Woods & JA. Harvey. 2003. *Distributed Leadership*. Nottingham: NCSL.
- Bennis, WG. 1989. Managing the dream: Leadership in the 21st century. *Journal of Organizational Change Management*, 2, 7.

- Bennis, WG., & Nanus, B. 2007. *Leaders: The strategies for taking charge*. New York, NY: HarperCollins.
- Berkhout, S. 2007. Leadership in education transformation as reshaping the organisational discourse. *South African Journal of Education*, 27:407-419
- Bhamani, M., Rose, T., Bramble, L., (2012). *The Difference Between Leadership and Management Schools of thought*, Athabasca University. Centre for Innovative Management, Athabasca.
- Black, S. 1998. A different kind of leader. *American School Board Journal*, June, 185(6):32- 35.
- Blandford, S. 1997. *Middle management in schools: How to harmonise managing and teaching for an effective school*. London: Pitman Publishers.
- Blase, JR. & Blase, J. 1996. "Micro political strategies used by administrators and teachers in instructional conferences". *Alberta Journal of Educational Research*, Vol. 42 No. 4, pp. 345-60.
- Blase, JR. & Blase, J. 1996. *Micro political strategies used by administrators and teachers in instructional conferences*. *Alberta Journal of Educational Research*, XLII(4), 345-360.
- Blase, JR. & Blase, J. 2000. *Effective Journal of Instructional Administration Leadership*: Emerald.
- Blase, J. & Roberts, J. 1994. The micropolitics of teacher work involvement: Effective principals' impacts on teachers. *Alberta Journal of Educational Research*, 40(1), 67-94.
- Blumer, H. 1969. *Symbolic Interactionism: Perspective and Method*. Englewood Cliffs, NJ: Prentice Hall.
- Bogdan, RC. & Bilken, SK. 2007. *Qualitative research for education: An introduction to theories and methods*. Boston, MA: Pearson.
- Bolden, R. 2004. *What is Leadership?* Leadership South West Research Report, Centre for Leadership Studies, July. (Republished in conjunction with the Windsor Leadership Trust, December 2004).

- Booyse, JJ., le Roux, CS., Seroto, J., & Wolhuter, CC. 2011. *A history of schooling in South Africa: Method and context*. Johannesburg: Van Schaik Publishers.
- Bottery, M. 2001. Globalisation and the UK competition state: no room for transformational leadership in education? *School Leadership and Management*, 21:199-218.
- Braun, V. & Clarke, V. 2006. Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77-101.
- Brown, K., Anfara, V., & Roney, K. 2004. Student achievement in high performing, suburban middle schools and low performing, urban middle schools: Plausible explanations for the difference. *Education and Urban Society*, 36(4), 428-456.
- Bryk, A., Sebring, P., Allensworth, E., Luppescu, S. & Easton, J. 2010. *Organizing schools for improvement: Lessons from Chicago*. Chicago, IL: University of Chicago Press.
- Brewer, H. 2001. Ten steps to success. *Journal of staff development*, 22(1): 30-31.
- Budhal, RS. 2000. *The impact of the principal's instructional leadership on the culture of teaching and learning in the school*. Unpublished M.Ed. dissertation. Pretoria: University of South Africa.
- Bush, T. 1986. *Theories of Educational Management*. London: Harper and Row.
- Bush, T. 1995. *Theories of Educational Management*. 2nd edn. London: Paul Chapman.
- Bush, T. 2003 *Theories of educational leadership and management* (3rd ed.). London: Sage Publications.
- Bush, T. 2007. Educational leadership and management: theory, policy, and practice. *South African Journal of Education* , Vol 27(3)391–406.
- Bush, T. 2008. *Leadership and management development in education*. London: Sage Publishers.
- Bush, T. & Glover, D. 2002. *School Leadership: Concepts and Evidence*. Nottingham: National College for School Leadership.

- Bush, T. & Heystek, J. 2006. School governance in the new South Africa. *Compare*, 33:127-138.
- Bush, T. & Joubert, R. 2004. Education Management Development and Governor Training in Gauteng: An Overview. *Paper presented at the EMA SA Conference*, Port Elizabeth, May.
- Bush, T. 2005. 'Preparation for school leadership in the 21st century: *International perspectives*', Keynote paper at First Head Research Conference, Oslo.
- Bush, T. 2010. Leadership development. In: Bush T, Bell L & Middlewood D (eds). *The Principles of Educational Leadership and Management: Second Edition*. London: Sage.
- Bush, T. 2013. 'Instructional leadership and leadership for learning: Global and South African perspectives', *Education as Change* 17(1), 5–20.
- Bush, T. & Heystek, J. 2006. School leadership and management in South Africa: Principals' perceptions. *International Studies in Educational Administration*, 34:63-76.
- Bush, T., Joubert, R., Kiggundu, E. & Van Rooyen, J. 2010. Managing Teaching and Learning in South African Schools. *International Journal of Educational Development*, 30:62-68.
- Caelli, K., Ray, L & Mill, J. 2003."Clear as mud". Toward greater clarity in generic qualitative research. *International Journal of Qualitative Methods*, Spring 2(2). Article (1). Retrived <http://www.ualberta.ca/~iiqm/backissues/pdf/callietal.pdf>. [Accessed on September 10, 2016]
- Caldwell, BS. & Spinks, J. 1992. *Leading the Self-Managing School*. London: The Falmer Press.
- Chisholm, L. & Vally, S. 1996. *The culture of learning and teaching in Gauteng schools: Report of the Committee on the Culture of Learning and Teaching*. Johannesburg: Education Policy Unit, University of the Witwatersrand.
- Chirichello, M. 1999. Building Capacity for Change: *Transformational Leadership for School Principals*. presented at ICSEI Conference, San Antonio, January 3-6.

- Christie, P. 2001. Improving school quality in South Africa: A study of schools that have succeeded against the odds. *Journal of Education*, 26:40-65.
- Christie, P. 2010. Landscape of leadership in South African schools: mapping the changes. *Educational Management, Administration and Leadership*, 38:694-711.
- Cotton, K. 2000. *The schooling practices that matter most*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Clarke, A. 2007. *The Handbooks of School Management*. Cape Town: Kate McCallum.
- Clarke, A. 2007. *School Management*. Cape Town: Kate Mc Callum.
- Cohen, L., & Manion, L. (Eds.). 1994. *Research methods in education* (4th ed.). London: Longman.
- Cohen, L Manion, L & Morris, K. 2009. *Research Methods in Education*. London: Routledge.
- Creswell, J.W. & Miller, D. L. 2000. Determining validity in qualitative inquiry. *Theory into Practice*, 39(3), 124-131.
- Creswell, J.W. 2002. *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Creswell, J.W. (Ed.). 2003. *Research design: Qualitative, quantitative, and mixed methods approaches*. (2nd ed.). Thousand Oaks: Sage.
- Creswell, JW. 2007. *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oakes, CA: Sage
- Creswell, J.W. (Ed.). 2008. *Educational Research: Planning, conducting and evaluating quantitative and qualitative research*. (3rd Ed.) New Jersey: Pearson Education Inc.
- Creswell, J.W. (Ed.). 2009. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (3rd Ed.). Los Angeles: Sage.
- Creswell, J.W. (Ed.). 2013. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (3rd Ed.). Los Angeles: Sage.
- Cronje , de GJ., Du Toit, GS., Marias, A de K & Motlatla, MDC. (eds). 2004. *Introduction to Business Management*. Cape Town: Oxford University Press.

- Dau, S.V. 2010. *Evaluating the delivery of water and sanitation services in the Thulamela municipality of Limpopo Province*. Mini-dissertation. Turfloop Graduate school of leadership. University of Limpopo. South Africa.
- Day, C., Gu, Q. & Sammons, P. 2016. How Successful School Leaders Use Transformational and Instructional Strategies to Make a Difference. *Educational Administration Quarterly*, 2016, pp. 1 – 38. Downloaded from eaq.sagepub.com at UNISA University of South Africa [October 16, 2016].
- De Liefde, W. 2003. *Lekgotla: The Art of Leadership through Dialogue*. Jacana Education, South Africa.
- De Meillon, N. 2001. Interpersonal relationships in multiracial schools in a South African context. *International Journal of Group Tensions*, 30:135-159.
- DeMatthews, D. 2014. 'How to improve curriculum leadership: Integrating Leadership Theory and Management Strategies', *The Clearing House: A Journal of Educational Strategies, Issues and Ideas* 87(5), 192–196.
- Denzin, N.K. 1978. *The research act: A theoretical introduction to sociological methods*. New York: McGraw-Hill.
- Department of Education, South Africa. 1996a. *Report of the task team on education management development*. December. Pretoria: Government Printer.
- Department of Education. 1996. Changing Management to Manage Change in Education. *Report of the Task Team on Education Management Development*. Pretoria, South Africa: Government Printer.
- Department of Education, South Africa. 2000f. *School Management Teams. Managing and leading schools*. Pretoria: Government Printer.
- Department of Education. 2007. *Understanding School Leadership and Management in the South African Context. Module One. ACE (School Leadership)*. Pretoria, South Africa: Government Printer.
- Department of Education. 2008. Understand school leadership and governance in the South African context. *A module of the Advanced Certificate: Education (School Management and Leadership)*. Republic of South Africa.
- DePree, M. 1989. *Leadership is an art*. New York: Dell Publishing.
- Dewey, J. 1933. *How We Think*, D.C. Heath, Lexington, MA.

- Donmoyer, R. & Wagstaff, JG. 1990. Principals can be effective managers and instructional leaders. *NASSP Bulletin*, 74(525), 20-29.
- Drucker, PF (1999) Knowledge-worker productivity: *The biggest challenge*. *California Management Review*, 41 (2), 79.
- DuFour, R. 2002. Learning-centred principal. *Educational Leadership* 59(8), 12-15.
- Dungan, SL. 1993. "Effects of evaluation, demographics, and perception on control strategies in supervisory conferences in the southeast". unpublished doctoral dissertation, University of Georgia, Athens, GA.
- Dwyer, DC. 1984. The search for instructional leadership: Routines and subtleties in the principal's role. *Educational Leadership*, 41(5), 32-37.
- Enc, 1999. Paradigm. Audi, R. (Ed). *The Cambridge Dictionary of Philosophy*. Cambridge: Cambridge University Press.
- Erzerberger, C. & Prein, G. 1997. Triangulation: Validity and empirically based hypothesis construction. *Quality and Quantity*, 31, 141-154.
- Faramarz, R. & Masoomah. GR. 2015. Investigate the relationship between teachers' performance and behavior with academic achievement of students. *GMP Review, journal*; Vol.16 (3), 397-601
- Farley, S. 2002. Leadership. In Swansburg, RC & Swansburg, RJ. (eds). *Introduction to management and leadership for nurse managers*. Toronto: Jones & Bartlett.
- Flath, B. 1989. The principal as instructional leader. *ATA Magazines*, 69(3), 19-22, 47-49.
- Fullan, M. 2005. *Leadership and Sustainability: System Thinkers in Action*. Corwin Press, USA.
- Fullan, M. 1991. *The new meaning of educational change*. New York: Teachers College Press.
- Girma, S. 2016. The relationship between leadership style and employee job satisfaction study of federal and Addis Ababa sport organizational management setting in Ethiopia. *International Journal of Applied Research* 2016; 2(3): 92-96.
- Gordon, SP. 1997. "Has the field of supervision evolved to a point that it should be called something else?", in Glanz, J. and Neville, R.F. (Eds), *Educational*

Supervision: *Perspectives, Issues, and Controversies*, Christopher Gordon, Norwood, MA, pp. 114-23.

Glickman, CD. 1985. *Supervision of instruction: A developmental approach*. Boston: Allyn & Bacon.

Glickman, C.D. (Ed.). 1992. *Supervision in transition*. Alexandria, VA: ASCD.

Golafshani, N. 2003. *Understanding reliability and validity in qualitative research. The Qualitative Report*. Ontario: University of Toronto. (N. S. University o. Document Number)

Gonos, J. & Gallo, P. 2013. Management. *Model for leadership style evaluation*, Vol. 18, (2), 157-168.

Gultig, J. & Butler, D. (eds). 1999. *Creating people-centred schools: School organization and change in South Africa*. Learning Guide. London: Oxford University Press.

Greenfield, TB. 1973. Organisations as social inventions: rethinking assumptions about change. *Journal of Applied Behavioural Science*, 9:551-574.

Grobler, B. 2013. 'The school principal as Instructional Leader: A structural equation Model', *Education as Change* 17(1), 177–199.

Hallinger, P. 1992. School leadership development: evaluating a decade of reform, *Education and Urban Society*, 24(3), pp. 300–316.

Hallinger, P. 2003. Leading educational change: reflections on the practice of instructional and transformational leadership. *Cambridge journal of Education*, 33(3):329-351.

Hallinger, P. & Heck, R. 1996a. Reassessing the principal's role in school effectiveness: a review of empirical research 1980-1995. *Educational Administration Quarterly*, 32[1]:5– 44.

Hallinger, P. & Heck, RH. 1996b. "The principal's role in school effectiveness: an assessment of methodological progress, 1980-1995", in Leithwood, K., Chapman, J., & Corson, D., Hallinger, P & Hart, A (Eds), *International Handbook of Educational Leadership and Administration*, Kluwer, Dordrecht, pp723-83

Harber, C. & Trafford, B. 1999. Democratic management and school effectiveness in two countries: a case of pupil participation . *Educational Management and*

Administration, 27:45–54.

Hargreaves, A. & Fink, D. 2006. *Sustainable leadership*. San, Fransisco: Jossey-Bass.

Hart, C. 1998. *Doing a Literature Review: Releasing the Social Science Research Imagination*. London: Sage.

Hartshorne, K. 1993. *Crisis and challenge: Black education 1910 - 1990*. Cape Town: Oxford University Press.

Hatch, MJ & Cunliffe, AL. 2006. *Organization Theory* (second edition) New York: Oxford University Press, USA.

Heystek, J. 2003. Background to management training for school principals in South Africa. *Educational Management News*, 21:10-11.

Hoberg, SA. 1999. *Education Management: Research methodology*. Pretoria: University of South Africa.

Hoepfl, MC. 1997. Choosing qualitative research: A primer for technology education researchers. *Journal of Technology Education*, 9(1), 47-63.

House, RJ, & Aditya, RN. (1997). The Social Scientific Study of Leadership: Quo Vadis? *Journal of Management*, 23, 409-473.

Howard, Jimica & Claudette. 2016. "*Exploring distributed instructional leadership: case studies of assistant principals in an urban school district*." UofL Electronic Theses and Dissertations. Paper 2480. <http://dx.doi.org/10.18297/etd/2480>.

Howie, S., Van Staden, S., Tshele, M., Dowse, C. & Zimmerman, L. 2011. *Progress in international reading literacy studies, South African children's literacy achievement report*. Centre for Evaluation and Assessment, University of Pretoria, Pretoria

Human Science Research Council. 2011. Highlights from TIMMS, *The South African Perspective*. Pretoria: HSRC. Press

Hussein, A. 2009. The Use of Triangulation in Social Sciences Research: Can Qualitative and Quantitative Methods be Combined? *Journal of Comparative Social Work*, Number 1.

- Jenkins, B. 2009. *What it take to be an Instructional Leader*, viewed n.d., from www.elead.org/resources/resources/resources.asp?ResourcesID=14.
- Jick, T.D. 1979. Mixing Qualitative and Quantitative Methods: Triangulation in Action. *Administrative Science Quarterly*, 24 (4), 602-611.
- Johnson, SM. 1996. *Leading to change*. San Francisco: Jossey-Bass.
- Karlsson, J. 2002. The role of democratic governing bodies in South African schools. *Comparative Education*, 38:327-336.
- Keough, T. & Tobin, B. 2001. *Postmodern Leadership and the Policy Lexicon: From Theory, Proxy to Practice*. Paper for the Pan-Canadian Education Research Agenda Symposium, Quebec, May.
- Khalifa, MA., Gooden, MA. & Davis, JE. 2016. Culturally Responsive School Leadership: A Synthesis of the Literature. *Review of Educational Research* Month 201X, Vol. XX, No. X, pp. 1-40.
- Kimchi, J., Polivka, B. & Stevenson, JS. 1991. Triangulation: Operational definitions. *Nursing Research*, 40(6), 364-366.
- Koontz, H. & Wehrich, H. 1993. *Management*. Praha: Victoria Publishing, a.s.
- Kotter, JP. 1990a. What leaders really do. *Harvard Business Review*, 68, 103-111.
- Kotterman, J., (2006), "Leadership vs Management: What's the difference?", *Journal for Quality & Participation*, Vol. 29 Issue 2, p.13-17
- Lashway, L. 2002. Developing instructional leaders. *ERIC Digest* 160.
- Law, S. & Clover, D. 2003. *Educational leadership and learning: Practice, policy and research*. Buckingham: Open University Press.
- Lemon, A. 2004. Redressing school inequalities in the Eastern Cape, South Africa. *Journal of South African Studies*, 30:269-290.
- Leithwood, K. 1994. Leadership for school restructuring. *Educational, Administration Quarterly*, 30:498-518.
- Leithwood, K., Jantzi, D. & Steinbach, R. 1999. *Changing leadership for changing times*. Buckingham: Open University Press.

- Leithwood, K. & Jantzi, D. 2000. The effects of transformational leadership on organizational Conditions: Student's engagement with school. *Journal of Educational Administration* 13, (5) 231-264.
- Leithwood, K., Day, C., Sammons, P., Harris, A. & Hopkins, D. 2006. *Seven strong claims about successful school leadership*. Nottingham, NCSL & DfES.
- Leithwood, R. & Reihl, C. 2003. *What we know about successful school leadership*. Philadelphia, PA, Laboratory for Student Success, Temple University; also published by NCSL.
- Leithwood, K., Begley, P. & Cousins, B. 1990. The nature, causes, and consequences of principals' practices: An agenda for future research. *Journal of Educational Administration*, 28(4), 5-31.
- Love, JR. 1994. *Liberating leaders from the superman syndrome*. Lanham: University Press of America.
- Mackenzie, N. & Knipe, S. 2006. Research dilemmas: Paradigms, methods and methodology. *Issues In Educational Research*, 16, 193-205
- Macias, A. 2012. *A Case Study Using Principal – Agent Theory to Explore How a Public, Four Year University Interacts with a System Office*. Dissertation. Educational Leadership. Las Vegas: University of Nevada.
- Mac Naughton, G., Rolfe, S. A. & Siraj-Blatchford, I. 2001. *Doing Early Childhood Research: International perspective on theory and practice*. Australia: Allen & Unwin.
- Maile, S. 2004. School choice in South Africa. *Education and Urban Society*, 37:94-116.
- Marks, H. & Printy, S. 2003. Principal leadership and school performance: An integration of transformational and instructional leadership. *Educational Administration Quarterly*, 39(3), 370–397.
- Marishane, RN & Botha, RJ. 2011. *School leadership towards the changing context: a case for school-based management*. Pretoria: Van Schaik.
- Marwick, A. 2001. *The new nature of history-knowledge, evidence, language*. Basingstoke: Palgrave.
- Maxwell, JA. 2012. The Importance of Qualitative Research for Causal Explanation in Education. *Qualitative Inquiry* 18(8) 655– 661.

- Maxwell, JC. 1998. *21 Irrefutable Laws of Leadership*. Nashville, Tennessee: Thomas Nelson, Inc.
- Maxwell, JA. 1992. Understanding and validity in qualitative research. *Harvard Educational Review*, 62, 279 - 300.
- Maxwell, JA. 2005. *Qualitative research design: An interactive approach* (2nd ed.). Thousand Oaks, CA: Sage.
- Mbiga, L. 1997. *Ubuntu: The African Dream in Management*. Randburg, SA: Knowledge Resources.
- McEwan, EK. 2000. *Seven steps to effective Instructional Leadership*. Thousand Oaks: Corwin Press.
- McLennan, A. & Thurlow, M. 2003. The context of education management in South Africa. In: Thurlow M, Bush T., & Coleman, M. (eds). *Leadership and Strategic Management in South African Schools*. London: Commonwealth Secretariat.
- McMillan, JH. & Schumacher, S. 1993. *Research in Education: A Conceptual Introduction*. USA: Harper Collins College Publishers.
- McMillan, JH. & Schumacher, S. 2006. *Research in education: Evidence-based inquiry*. Boston: Pearson.
- McMillan, JH. & Schumacher, S. 2010. *Research in Education: Evidence – Based inquiry*. (Seventh edition). New Jersey: Pearson.
- Mead, GH. 1934. *Mind, Self, and Society*, University of Chicago Press, Chicago, IL.
- Mendez-Morse, S. 1991. The principal's role in the instructional process: Implications for at-risk students. *Issues about Change*, 1(2), 1-5.
- Merriam, SB. 1998. *Qualitative Research and Case Study Application in Education*. San Francisco: Jossey-Bass.
- Miles, MB. & Huberman, AM. 1994. *Qualitative data analysis: An expanded sourcebook*. Thousand Oaks, CA: Sage.
- Mill, GE. 2003. *Action Research: A Guide for the Teachers Research*. Ohio: Merrill Practice Hall.
- Miller, TW. & Miller, JM. 2001. Educational leadership in the new millennium: a vision for 2020. *International Journal of Leadership in Education*, 4:181-189.

- Ministerial Review Committee. 2004. *Review of School Governance in South African Public Schools*. Pretoria: Department of Education.
- Moloi, K. 2007. 'An overview of education management in South Africa'. *South African Journal of Education* 27(3), 463–476.
- Morgan, G. 1997. *Images of Organization*. Newbury Park, C A: Sage.
- Moustakas, C. 1994. *Phenomenological research methods*. Thousand Oaks, CA: Sage.
- Mouton, J. 2001. How to succeed in your Master's and Doctoral Studies, *A South African Guide and Resource Book*. Van Schaik Publishers: Pretoria.
- Msila, V. (in preparation). Ubuntu and school leadership: *A panacea for failing township schools?*
- Murphy, J. 1990. Principal instructional leadership. In R.S. Lotto & P.W. Thurston (Eds.), *Advances in educational administration: Changing perspectives on the school* (Vol. 1, Pt. B, pp. 163-200). Greenwich, CT: JAI.
- Murphy, J. 1988. Methodological, measurement, and conceptual problems in the study of instructional leadership. *Educational Evaluation and Policy Analysis*, 10(2), 117-139.
- Naidoo, P. & Petersen, N. 2015. Towards a leadership programme for primary school principals as instructional leaders. *South African Journal of Childhood Education*, 5(3): 371, Art. # 8 pages. doi: 10.4102/sajce.v5i3.371
- Neuman (Ed.). 2000. *Social research methods: qualitative and quantitative approaches* (4th ed. ed.). Boston: Allyn & Bacon.
- Naidoo, P. & Petersen, N. 2015. 'Towards a leadership programme for primary school principals as instructional leaders'. *South African Journal of Childhood Education* 5(3), Art. #371, 8 pages. <http://dx.doi.org/10.4102/sajce.v5i3.371>.
- NCSL. 2007. *What we know about school leadership*. Nottingham: NCSL. Retrieved from www.ncsl.org.uk. [Accessed on August 22, 2016]
- Ngware, MW., Wamukuru, DK. & Odebero, SO. 2006. Total quality management in secondary schools in Kenya; Extent and practice. *Journal of Educational Management* 14, (4), 39-36

No Child Left Behind Act. 2001. Washington, DC: U.S. Department of Education.

Nieuwenhuis, J. 2007. Qualitative research designs and data gathering techniques. In K, Maree (ed). *First steps in research*. Pretoria: Van Schaik.

Northouse, P. 2007. *Leadership theory and practice*. Thousand Oaks, CA: Sage Publications.

Olsen, W. 2004. *Triangulation in Social Research: Qualitative and Quantitative Method Can Really be Mixed*, in Holborn M. (ed), *Developments in Sociology*, Ormskirk: Causeway Press.

Pajak, E. 1989. *Identification of supervisory proficiencies project*. Alexandria, VA: ASCD.

Parker, SA. & Day, VP. 1997. Promoting inclusion through instructional leadership: the roles of the secondary school principal. *NASSP Bulletin*, March 1997: 83-89.

Patton, MQ. 2001. *Qualitative evaluation and research methods*. Thousand Oaks, CA: Sage Publications, Inc.

Patton, MQ. 2002. *Qualitative evaluation and research methods*. Thousand Oaks, CA: Sage Publications, Inc.

Peleg, S. 2012. "*Leadership in education*". PhD thesis research. Romania: Universities of Baber Bolyai, Cluj Napoca.

Polit, DE. & Hungler, BP. 1995. *Nursing research: Principles and methods* (6 ed.). Philadelphia: Lippincott.

Prew, M. 2007. 'Successful principals: Why some schools succeed and others struggle when faced with innovation and transformation'. *South African Journal of Education* 27(3), 447–462.

Quinn, DM. 2002. The impact of principal leadership behavior on instructional practice and student engagement. *Journal of Educational Administration*.40, (5).447-467.

Rampard, S. 2001. *The leadership role of the principal in managing and supporting curriculum change in South Africa*. Med mini –dissertation. Pretoria: University of South Africa.

Rapporteur, PM., Moorman, H. & Nusher, D. 2007. *School leadership development strategies: building leadership capacity in Victoria, Australia*. A case study report for

OECD activity: improving school leadership and Training Division. Available at:
<http://www.oecd.org>

Reitzug, UC. 1994. "A case study of empowering principal behavior". *American Educational Research Journal*, Vol. 31 No. 2, pp. 283-307.

Reitzug, UC. & Cross, B. 1993. "Deconstructing principal instructional leadership: from super' vision to critical collaboration", paper presented at the annual conference of the University Council for Educational Administration, Houston, TX.

Richardson, D., Michael, Lane E. Kenneth & Flanigan L. Jackson. 1995. *School Empowerment*. Pennsylvania, USA: Technomic Publishing co. Inc.

Roberts, J. & Roach, J. 2006. *Leadership Styles and Practices in Effective Schools*. Johannesburg: Matthew Goniwe School of Leadership and Governance.

Robinson, V., Lloyd, C. & Rowe, K. 2008. The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly* 44(5).

Rost, J C. 1993. *Leadership for the twenty-first century*. Westport, CT: Praeger.

Sackney, L. & Mitchell, C. 2001. Postmodern expressions of educational leadership. In: K L Eithwood & P Hallinger (eds). *The Second International Handbook of Educational Leadership and Administration*. Dordrecht: Kluwer.

Seers, K. 2012. Qualitative data analysis. *Evidence-Based Nursing* January 2012, Volume 15, Number 1, Downloaded from <http://ebn.bmj.com/> on October 17, 2016 - Published by group.bmj.com.

Sebring, PB. & Bryk, AS. 2000. School leadership and the bottom line in Chicago. *Phi Delta Kappan*, 81, 440-443.

Sebakwane, S. 1997. The contradictions of scientific management as a mode of controlling teachers' work in black secondary schools: South Africa. *International Journal of Educational Development*, 17:391-404.

Schon, DA. 1987. *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions*. San Francisco: Jossey-Bass.

Sergiovanni, T. 1984. Leadership and excellence in schooling. *Educational Leadership*, 41:4-13.

- Sergiovanni, T. (1992). *Moral Leadership*. San Francisco, CA: Jossey-Bass Inc.
- Sheppard, B. 1996. "Exploring the transformational nature of instructional leadership". *The Alberta Journal of Educational Research*, Vol. 42 No. 4, pp. 325-44.
- Shilote, NC. 2001. *An Exploration of Community Engagement with Governance in a Rural Northern Province School*. Unpublished thesis, Johannesburg: Rand Afrikaans University.
- Short, EC. 1995. "A review of studies in the first 10 volumes of the Journal of Curriculum and Supervision", *Journal of Curriculum and Supervision*, Vol. 11 No. 1, pp. 87-105.
- Smith, ML. & Kleine, PL. 1986. Qualitative research and evaluation: Triangulation and multimethods reconsidered In D. D. Williams (Ed.), *Naturalistic evaluation (New Directions for Program Evaluation)*. San Francisco: Jossey-Bass.
- Smith, ML. & Kleine, PL. 1986. Qualitative research and evaluation: Triangulation and multi methods reconsidered In DD. Williams (Ed.), *Naturalistic evaluation (New Directions for Program Evaluation)*. San Francisco: Jossey-Bass.
- Smith, W. & Andrews, R. 1989. *Instructional leadership: How principals make a difference*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Smith, J. 1993. After the demise of empiricism: *The problem of judging social and educational inquiry*. New York: Ablex.
- Smyth, J. 1997. Is supervision more than the surveillance of instruction? In Glanz, J. and Neville, R.F. (Eds), *Educational Supervision: Perspectives, Issues, and Controversies*, Christopher-Gordon, Norwood, MA, pp. 286-95.
- South Africa. 1998c. *Terms and conditions of employment of teachers determined in terms of section 4 of the Teachers Employment Act, 1998*. Personnel Administrative Measures (PAM).Pretoria: Government Printer.
- South Africa, 2000. Department of Education. *Education for all*. Pretoria: Government Printer.
- South Africa. 2003. Department of Education. *Instructional leadership for effective schools*. Mmabatho: MSTP.

- Southworth, G. 2002. Instructional leadership in schools: reflections and empirical evidence. *School Leadership and Management*, 22. (1), pp. 73–92.
- Spaull, NA. 2011. *Preliminary Analysis of SACMEQ 111, South Africa*, Working Papers 11/11, Stellenbosch.
- Spaull, NA. & Kotze, J. 2015. 'Starting behind and staying behind in South Africa. The case of insurmountable deficits in learning mathematics', *International Journal of Educational Development* 41(2005), 13–24.
- Spring. 2005. Reading First Notebook: The *Newsletter for the Reading First Program*: U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.
- Starratt, RJ. 2001. Democratic leadership theory in late modernity: an oxymoron or ironic possibility? *International Journal of Leadership in Education*, 4:333-352.
- Steyn, GM. 2002. *The changing principalship in South African schools*. Pretoria: Department of Further Teacher Education Unisa.
- Stake, RE. 2008. *The art of case study research*. Thousand Oaks, CA: Sage.
- Sterling, L. & Davidoff, S. 2000. *The courage to lead : a whole school development approach* : Kenwyn: Juta.
- Strass, A. & Corbin, J. 1990. *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: Sage Publications Inc.
- Stronge, JH. 1988. A position in transition? *Principal*, 67(5), 32-33.
- Stronge, JH. 1993. Defining the principalship: Instructional leader or middle manager? *NASSP Bulletin*, 77(553), 1–7.
- Taylor, FW. 1911. *Principles of Scientific Management*. New York: Harper and Row.
- Taylor, N., Van der Berg, S. & Mabogoane, T. 2013. 'Context, theory, design', in N. Taylor, S. Van der Berg & T. Mabogoane (eds.), *Creating effective schools*, pp. 1–30, Pearson, Cape Town.
- Thanh, NC. & Thanh, TTL. 2015. The Interconnection Between Interpretivist Paradigm and Qualitative Methods in Education. *American Journal of Educational Science* Vol. 1, No. 2, pp. 24-27. <http://www.aiscience.org/journal/ajes>.
- Thomas, RM. 2003. *Blending Qualitative and Quantitative: Research methods in theses and dissertations*. California: Sage.

- Thurlow, M. 2003. The management of schools. In: Thurlow M, Bush T & Coleman M (eds). *Leadership and Strategic Management in South African Schools*. London: Commonwealth Secretariat.
- Tong, SS. 2010. *An investigation into the roles of principals as instructional leaders in the Setla-Kgobi Area project office the Central Region in the North West Province*. Unpublished Master's dissertation, North West University.
- Vanblaere, B. & Devos, G. 2016. Relating school leadership to perceived professional learning community characteristics: A multilevel analysis. *Teaching and Teacher Education*, Volume 57, July 2016, pp.26-38.
- Van der Merwe, HM. 2011. In *Managing the School as an organisation* (Bed Hons). Only Study Guide for HBEDMS-V. 2012-2014. Unisa: Pretoria.
- Van Deventer, I. & Kruger, AG. 2003. *A Teacher's Guide to School Management Skills*. Pretoria: Van Schaik.
- Van Deventer, I. & Kruger, AG. 2010 *A Teacher's Guide to School Management Skills*. Pretoria: Van Schaik.
- Van Fleet, DD. 1991. *Behaviour in organisations*. Boston, Mass: Houghton Mifflin.
- Van Rooyen, JM. 2011. *The relationship between funding in education and quality education*. Pretoria: University of Pretoria.
- Vick, RC. 2004. *The use of SREB leadership development framework in preservice preparation programs: A qualitative study*. Department of Educational Leadership and Policy Analysis, East Tennessee State University, viewed n.d. from <http://etd-submit.etsu.edu/etd/theses/available/etd-0809104-151312/unrestricted/VickR081904f.pdf>.
- Von Oech, R. 1990. *A whack on the side of the head*. New York: Warner Books.
- Wallace Foundation. 2008. *Becoming a leader, preparing school principals for today's schools*, Task Report, New York.
- Webb, EJ., Campbell, DT., Schwartz, RD. & Sechrest, L. 1966. *Unobtrusive measures: Non-reactive research in the social sciences*. . Chicago: Rand McNally.
- Weiss, RS. 1994. *Learning from strangers: The art and method of qualitative interviewing*. New York: Free Press.

- West-Burnham, J. 1997. Leadership for learning: re-engineering 'mind sets '. *School Leadership and Management*, 17:231-243.
- Welman, J.C., Kruger, S.J., & Mitchell, B. (2005). *Research Methodology*. (3rd edn.). Cape Town: Oxford University Press Southern Africa.
- Whelan, EW. Teigland, R., Vaast, E. & Butler, B. 2016. Expanding the horizons of digital social networks: Mixing big trace datasets with qualitative approaches. *Information and Organization* 26, 2016, pp.1–12.
- Whitaker, B. 1997. Instructional leadership and principal visibility. *The Clearing house*, 70(3), 155-156.
- Williamson, R., & Blackburn, B. (2009). *The Principalship from A to Z*. Larchmont, NY: Eye On Education.
- Willis, JW. 2007. *Foundations of qualitative research: interpretive and critical approaches*. London: Sage.
- Wood. HR. 2016. *Redefining the Instructional Leader: Principals' Use of Process and Outcome Measures of Teacher Quality*. Doctoral dissertation, Harvard Graduate School of Education. [Accessed October 17, 2016 3:13:44 AM EDT]. <http://nrs.harvard.edu/urn-3:HUL.InstRepos:27112689>.
- Yambo, JMO. 2012. *Determinants of KCSE Examination Performance in SDA Sponsored Schools: A Key to Academic Promotion to the next Level of Learning*. Lambert Academic Publishing. Saarbrucken, Germany.
- Yanow, D. & Schwartz-Shea, P. 2011. *Interpretive Approaches to Research Design: Concepts and Processes*. Netherlands: Routledge.
- Yasin, MM. Bashah, MHA. Zainal, HY., Pihie, ZA.Bt.L., Fooi, FS. & Basri, RB. 2016. The Ideology Of Instructional Leadership Among Principals On Student Academic Achievement. *International Journal of Interdisciplinary Research (IJIR)*, Vol-2, Issue-3 , 2016, pp.391-395.
- Yin, RK. 2009. *Case study research: Design and methods*. (4th ed.). Thousand Oaks, CA: Sage.
- Yu, V. 2009. Principal Leadership for Private Schools Improvements: The Singapore Perspective. *The Journal of International Social Research*, winter 2009, 2(6):714-749

Yukl, GA. 2002. *Leadership in Organizations*. (5th ed.). Upper Saddle River, NJ: Prentice -Hall.

APPENDICES

APPENDIX A ETHICS APPROVAL LETTER



COLLEGE OF EDUCATION RESEARCH ETHICS REVIEW COMMITTEE

17 February 2016

Ref : 2016/02/17/46666524/22/MC

Student : Mrs S Zvandasara

Student Number : 46666524

Dear Mrs Zvandasara

Decision: Ethics Approval

Researcher

Mrs S Zvandasara
Tel: 076 695 5402
Email: zsakheni@yahoo.com

Supervisor

Dr VP Mahlangu
College of Education
Department of Educational Leadership and Management
Tel: 012 420 5624
Email: vimbi.mahlangu@up.ac.za

Proposal: Teachers' experiences of the principals instructional leadership styles in primary schools in Gauteng province

Qualification: M Ed in Educational Leadership and 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 the duration of the research.

The application was reviewed in compliance with the Unisa Policy on Research Ethics by the College of Education Research Ethics Review Committee on 17 February 2016.

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 principles 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 ethicality of the study, as well as changes in the methodology, should be communicated in writing to the College of Education Ethics Review Committee.*

An amended application could be requested if there are substantial changes from the



University of South Africa
Pretter Street, Muckleneuk Ridge, City of Tlokweng
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

existing proposal, especially if those changes affect any of the study-related risks for the research participants.

- 3) *The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.*

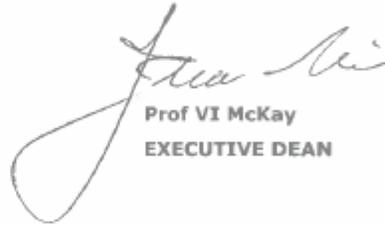
Note:

*The reference number **2016/02/17/46666524/22/MC** should be clearly indicated on all forms of communication [e.g. Webmail, E-mail messages, letters] with the intended research participants, as well as with the College of Education RERC.*

Kind regards,



Dr M Claassens
CHAIRPERSON: CEDU RERC
mcdtc@netactive.co.za



Prof VI McKay
EXECUTIVE DEAN



University of South Africa
Pretter Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UMISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

APPENDIX B GDE RESEARCH APPROVAL LETTER

For administrative use only:
Reference no: D2016 / 425
enquiries: Diane Bunting 011 843 6503



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GDE RESEARCH APPROVAL LETTER

Date:	9 March 2016
Validity of Research Approval:	9 March 2016 to 30 September 2016
Name of Researcher:	Zvandasara S.
Address of Researcher:	P.O. Box 68155; Highveld park; Centurion; 0169
Telephone / Fax Number/s:	076 695 5402
Email address:	zsakheni@yahoo.com
Research Topic:	Teachers' experiences of Principals Instructional leadership styles in Primary Schools in Gauteng province.
Number and type of schools:	THREE Primary Schools
District/s/HO	Johannesburg East

Re: Approval in Respect of Request to Conduct Research

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

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

CONDITIONS FOR CONDUCTING RESEARCH IN GDE

1. The District/Head Office Senior Manager/s concerned, the Principal/s and the chairperson/s of the School Governing Body (SGB.) must be presented with a copy of this letter.
2. The Researcher will make every effort to obtain the goodwill and co-operation of the GDE District officials, principals, SGBs, teachers, parents and learners involved. Participation is voluntary and additional remuneration will not be paid;

Zsakhani
2016/03/10

1

Making education a societal priority

Office of the Director: Education Research and Knowledge Management ER&KM)

9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 255 0500

3. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal and/or Director must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
4. Research may only commence from the second week of February and must be concluded by the end of the THIRD quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
5. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
6. It is the researcher's responsibility to obtain written consent from the SGB/s; principal/s, educator/s, parents and learners, as applicable, before commencing with research.
7. The researcher is responsible for supplying and utilizing his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institution/s, staff and/or the office/s visited for supplying such resources.
8. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research title, report or summary.
9. On completion of the study the researcher must supply the Director: Education Research and Knowledge Management, with electronic copies of the Research Report, Thesis, Dissertation as well as a Research Summary (on the GDE Summary template). Failure to submit your Research Report, Thesis, Dissertation and Research Summary on completion of your studies / project – a month after graduation or project completion - may result in permission being withheld from you and your Supervisor in future.
10. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned;
11. Should the researcher have been involved with research at a school and/or a district/head office level, the Director/s and school/s concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

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

Kind regards


.....

Dr David Makhado

Director: Education Research and Knowledge Management

DATE: 2016/03/10
.....

APPENDIX C LETTER TO GAUTENG DEPARTMENT OF EDUCATION

P O BOX 68155
Highveld Park
Centurion 0169
03 March 2016

Gauteng Department of Education
P O BOX 7710
Johannesburg,
2000

Dear Sir/Madam

RE: PERMISSION TO CONDUCT RESEARCH IN YOUR REGION- GAUTENG

I am enrolled as a Master of Education student at the University of South Africa (UNISA), studying under the supervision of DR Vimbi Mahlangu. I am engaged in a research study entitled “teacher’s experiences of the principal’s instructional leadership styles in primary schools in Gauteng Province”. The primary school educators and HODs will form part of the study and their participation is highly important. The researcher undertakes to share the outcomes of the study with the whole region. It is envisaged that the results of this study could assist on the successful improvement in the principal instructional leadership styles in primary schools in Gauteng region for better academic performances in the future.

I am therefore requesting your permission to conduct the study and involve educators and HODS in this study. Your permission for educators and HODs to be involved in this survey by responding to my interview questions will be highly appreciated.

Yours sincerely

S Zvandasara (M.ed. student) DR V.P. Mahlangu

Ref: 46666524

0766955402

APPENDIX D LETTER TO PRINCIPALS

P O BOX 68155
Highveld Park
Centurion 0169
13 April 2016

Dear Sir/Madam

RE: PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL

I am enrolled as a Master of Education at the University of South Africa (UNISA), studying under the supervision of DR Vimbi Mahlangu. I am engaged in a research study entitled “teacher’s experiences of the principal’s instructional leadership styles in primary schools in Gauteng Province”.

Permission has been granted to me by the Director of Gauteng Department of Education Province to conduct a survey in selected schools. Your school has been selected to take part in this research. It is envisaged that the results of this study could assist in the successful improvement in principals instructional leadership styles in the management of educators and the curriculum implementation in future

It will be appreciated if one HOD and two ordinary teachers who have been in the teaching profession for 5 years and above take approximately 45 minutes to respond to my interview questions. I will ensure that confidentiality and anonymity of all participants is protected. No participants will be asked to provide their names, names of their schools, or any personal details that could identify them .There are no known risks to participants from their participation in this study.

Thanking you in advance for your cooperation.

Yours sincerely

S Zvandasara (M.ed. Student). DR V.P Mahlangu (supervisor)

Ref: 46666524

0766955402

APPENDIX E CONSENT FORM FOR EDUCATORS/HOD: (PARTICIPANTS)

I have read the information presented in the information letter about the study entitled teachers' experiences with the principal's instructional leadership styles in primary schools in Gauteng Province department of education. I 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: Sakheni Zvandasara

Researcher Signature: _____

Date: _____

University of South Africa

Faculty of Education

APPENDIX F EDUCATORS/HODS CONSENT RETURN SLIP

TITLE: TEACHERS' EXPERIENCES OF THE PRINCIPAL'S INSTRUCTIONAL LEADERSHIP STYLES IN PRIMARY SCHOOLS IN GAUTENG PROVINCE

I understand that this research will attempt to investigate teacher's experiences of the principals' instructional leadership styles in primary schools in Gauteng Province. I understand that the information will be used to complete the MEd (degree), which will result in a research document. I understand that my participation is voluntarily and that I am free to withdraw at any time, without giving reasons and without consequences.

I understand that I will not be identified by name in any publication arising from the research, unless I give my express permission. I agree to give my consent in giving information through an interview that will be recorded I understand that the recording will be played to me after the interview and that it will be stored in a safe place.

I do agree of my own free to take part in this research study. I confirm that I have read and understood the outline of this study and have had the opportunity to ask questions.

.....

.....

Name of participant	Date	Time	Signature
---------------------	------	------	-----------

.....

.....

Researcher	Date	Time	Signature
------------	------	------	-----------

S Zvandasara (M.ED. Student)

Ref: 46666524

0766955402

APPENDIX G INTERVIEW SCHEDULE FOR EDUCATORS/HODS

- 1 Taking into account of your experience as a teacher what would say are the main tasks of a principal as an instructional leader in a school?
- 2 what leadership styles have you encountered in your school?
 - 2:1 what challenges and success have these leadership styles brought in terms of:
 - 2:2 conducting your duties,
 - 2:3 instructional improvements,
 - 2:4 promoting a conducive environment for both learners and teachers
 - 2:5 staff improvement
- 3 How does your principal balance his / her administrative roles as an instructional leader?
- 4 what are your principals' role in managing the teaching and learning process?
- 5 How does your principal positively influence teaching and learning to ensure that teachers perform their teaching duties effectively?
- 6 How does your principal as an instructional leader keep staff motivated and focused on teaching and learning?
- 7 How often does your principal supervise teaching and what is your attitude towards it?
- 8 What do you think could be done to assist principals to become more effective in their roles as instructional leaders?
- 9 Does your principal encourage staff members to be involved and participate in planning and decision making processes in your school? If yes, elaborate? If no how do you feel if you are not consulted on such important matters?
- 10 What do you think could be done to assist principals to be more effective in their role as instructional leaders?

APPENDIX H PROFESSIONAL EDITOR'S LETTER

Pho Z
Editing Services

229 Gwai Place; 10 Kudu Heights
Faerie Glen
Pretoria
0081

Email: pholilemaseko@yahoo.com
Cell: 076 103 4817

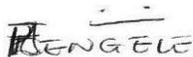
30 August 2017

DECLARATION OF PROFESSIONAL EDIT

I declare that I have edited and proofread the Master of Education Dissertation entitled: **TEACHERS' EXPERIENCES OF THE PRINCIPAL'S INSTRUCTIONAL LEADERSHIP STYLES IN PRIMARY SCHOOLS IN GAUTENG PROVINCE** by Mrs S Zvandasara.

My involvement was restricted to language editing, proofreading, sentence structure, sentence completeness, sentence rewriting, consistency, referencing style, editing of headings and captions. I did not do structural re-writing of the content. Kindly note that the manuscript was not formatted as per agreement with the client. No responsibility is taken for any occurrences of plagiarism, which may not be obvious to the editor. The client is responsible for the quality and accuracy of the final submission.

Sincerely,

PHOLILE ZENGELE

Pholile Zengele Associate Member, Professional Editors Group

Professional
EDITORS 
Group