

**ASSISTING PRINCIPALS TO PERFORM THEIR INSTRUCTIONAL LEADERSHIP
TASK MORE EFFECTIVELY: A CASE STUDY OF GAUTENG TOWNSHIP
SCHOOLS**

by

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DECLARATION

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**ASSISTING PRINCIPALS TO PERFORM THEIR INSTRUCTIONAL LEADERSHIP
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SCHOOLS**

I declare that the above thesis is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I further declare that I submitted the thesis to originality checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at Unisa for another qualification or at any other higher education institution.

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03/01/2023

DATE

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DEDICATION

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ABSTRACT

This study focused how school leaders can be assisted to perform their instructional leadership tasks more effectively by examining what instructional leadership and quality education entails in Gauteng township schools and identifying factors affecting effective execution of instructional roles. The theoretical framework underpinning this study was guided by the Leadership-for-Learning Model. The study adopted the pragmatic research paradigm leading to subsequent adoption of the mixed methods approach resulting in the study using both, qualitative and quantitative methods of collecting data. Qualitative data was collected via interviews while quantitative data was collected via the questionnaire. The findings from qualitative and quantitative data analysis as well as from literature reviewed indicate that instructional leadership is now a broader construct that entails detailed planning of school priorities, effective execution of instructional roles and creating enabling teaching and learning environments. It emerged from the findings of this study that quality education occurs when all learners have equal access to teaching and learning opportunities such as adequate modern infrastructure, sports facilities, advanced technological learning equipment, appropriately qualified educators, highly skilled and trained school leaders and inequalities are addressed. The major factors that affected proper execution of instructional leadership roles were the Covid-19 pandemic, learner discipline, school environment and township conditions. The instructional leadership role of cultivating a culture of effective teaching and learning, maintaining normal class size and maintaining high hygienic standard empowered educators to effectively execute their teaching role.

KEY WORDS

Instructional leadership; Principal; Township; Learner performance; Teaching and learning; Quality education; Leadership roles; Effective execution; Learner discipline; Covid-19 pandemic; School leaders

ABBREVIATIONS/ACRONYMS

ACESLM: Advanced Certificate in Education, School Leadership and Management

ADESLM: Advanced Diploma in Education, School Leadership and management

CAPS: Curriculum Assessment Policy Statement

DBE: Department of Basic Education

GDE: Gauteng Department of Education

GPLMS: Gauteng Primary Literacy and Mathematics Strategy

HEQC; High Education Qualification Committee

HODs: Head of Department

OBE: Outcome-Based Education

SANPQP: South African National Professional Qualification for Principals

SGB: School Governing Body

SMT: School Management Team

SPSS: Statistical Package for the Social Sciences

USA: United States of America

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CHAPTER ONE

OVERVIEW OF THE STUDY

1.1 INTRODUCTION AND BACKGROUND TO THE STUDY

A heading of the City Press newspaper on the 5th January 2020 (Fengu, 2020:14) reads, “0% pass rate schools to be shut down in Gauteng.” Ncobela (2020) wrote in this regard that some learners failed because they attended a school with a 0% pass rate in the 2019 matriculation examination as a result, of inter alia, missing classes, unreliable transport, travelling long distance to school, grim conditions in township schools, home conditions of learners, the socio-economic status of the school and a lack of proper execution of instructional leadership tasks by the school principal.

Commenting on the matric results of 2019, Ncobela (2020:14) stated that, “*despite matric result achievement, there is little to celebrate as maths pass rate slips to 54.6.*” In addition to this, Mgobeni (2020) states that the number of learners taking up subjects such as Mathematics and Physical Sciences is of concern. Considering all the views above, not all is well in the South African education system and, more specifically, in township schools. Even though some schools in townships celebrate an overall 100% pass rate, results in some subjects such as Mathematics, Physical Science and Accounting in these schools still leave a lot to be desired.

Although many township schools are struggling to provide quality education to learners, some schools are improving the teaching and learning process resulting in improved learner performance in township schools (Fengu, 2019). Gauteng Education MEC cited in the City Press newspaper of 9th of January 2019 state that, “...*the matric results of 2018 show that township education has turned the corner*” Lesufi, (2019:3). Further explored, this means that some township schools are now producing remarkable results which are comparable with those in the former Model C schools. Ngobeni (2020) even stated that some of the best performing schools more recently are in townships and rural areas. The Gauteng Education Member of Executive Committee attributed the good results by some township schools to dedication and commitment by school leadership, educators, learners and parents (Fengu, 2019).

These schools are however, in the minority as the most township schools still struggle with their throughput rates.

The annual announcement of the previous year National Senior Certificate Examination (Grade 12) results in January by the Minister of Basic Education and the consequent ranking of provinces according to performance put a lot of pressure on underperforming schools and their respective provinces. The results show many learners attending township schools are failing to pass the Grade 12 final examinations convincingly due to, among others, the lack of proper execution of instructional leadership functions by school principals in addition to grim conditions in townships such as lack of electricity, proper classrooms, and water and sanitation (Sharma, 2016). School principals as the responsible persons on the ground are increasingly becoming accountable to turnaround underperforming schools into centres of excellent learning (Alsaleh, 2018).

One of the ways that school principals can use to improve learner performance in schools is the implementation of effective instructional leadership functions. Instructional leadership research and reviews that have been carried out for many years in various countries point to the fact that effective instructional leadership can drastically improve learner performance in schools (Hallinger 2011; Glanz, Rabinowitz, Shaked, Shenhav & Zaretsky, 2017; Alsaleh, 2018). The quality and effectiveness of teaching and learning largely depends on the effective execution of school leadership tasks by the school principal (Zahed-Babelah, Koulaei, Moeinikia & Sharif, 2019)

The provision of quality education is the responsibility of the school principal at all levels of school management and leadership. School management entails aspects such as planning, budgeting, allocation of human, physical and financial resources, policy formulation, communication and monitoring the curriculum (Ghamrawi & Al-Jammal, 2013). On the other hand, educational leadership is the ability by the school principal to motivate and influence staff members to achieve desirable school goals and objectives (Kruger 2011). Although leadership and management are distinct, in the school context, they complement each other, and the tasks are simultaneously carried out by the school principal (Alsaleh, 2018). It follows that prominence should

be given to both school leadership and school management if school leaders are to optimally prepare learners for examinations.

Instructional leadership functions are central to both school leadership and school management in the provision of quality education to learners. Instructional leadership can be defined as all actions taken by school leaders at all levels of school leadership aimed at improving learner achievement (Southworth, 2002). Authors such as Hallinger (2005) as well as Naicker, Chikoko and Mthiyane (2013) view instructional leadership as focusing on educators' behaviour in the classroom as they deliver their lessons. Instructional leadership is viewed as the creation of a conducive teaching environment by the school principal, deputy principal and HoDs which enables both learners and educators to work to the best of their ability to achieve the desired objectives of the school (Botha & Marishane, 2011). Kruger (2003) views instructional leadership as the process of providing educators with adequate resources so that they can effectively and efficiently execute their duties in the classroom in order to achieve high quality results.

Comprehensively considered instructional leadership relates to the tasks of determining focused school vision, managing instructional programmes, coordinating school meetings, creating an enabling school environment, sustaining a culture of shared leadership, formulating well-coordinated school intervention programmes and motivating educators and learners (Southworth, 2002; Hallinger, 2003; Hallinger, 2011).

The instructional leadership model became the leadership model of choice in the 1980s and 1990s (Hallinger, 2003; Alsaleh, 2018). The most widely used and tested model of instructional leadership was developed by Hallinger in 2000. This model consists of three main domains namely, defining the school mission, managing the instructional programme and promoting the school climate (Southworth, 2002; Hallinger, 2003; Alsaleh, 2018).

1.2. MOTIVATION FOR THE STUDY

The researcher was motivated to carry out this research because many township schools fail to perform optimally in the final examinations when compared to their former Model C counterparts (Bush, 2019). This aspect motivated the researcher to

find solutions to problems relating to poor performance by some township schools so that all learners can receive equal and quality education regardless of their school context.

The researcher as a school leader has also noted with concern the disparities in learner performance among different schools in townships. The researcher was determined to find out what perpetuates these disparities 26 years after South Africa democratised the education system by introducing the same curriculum to all learners. Is this disparity in learner performance a result of the former apartheid system, poor leadership, lack of subject content by teachers or lack of commitment by learners? All these questions were hoped to be answered by this study. In addition to this, the researcher also wanted to find out why it has taken so long for South Africa to eradicate inequalities in education.

A closer look at the analysis of results showed that a new trend in learner performance was developing in township areas. A number of township schools were emerging as the best performers in the Grade 12 final examinations (Fengu, 2020). The researcher was motivated by the good performance exhibited by these schools and wanted to conduct a research to identify these good practices so that, if possible, they could be transferred to underperforming schools.

In light of the empirical evidence that instructional leadership functions improve learner performance in schools (Alsaleh, 2018), it was therefore essential to explore the instructional leadership functions of school principals in Gauteng township schools to determine their effectiveness in these poor-resourced schools. The researcher wanted to determine the instructional leadership role played by the school principals in the provision of quality education to Gauteng township schools. This research on instructional leadership was also imperative to this study insofar as understanding how best instructional leadership functions can be constructively applied by school principals in township schools in order to improve the culture of teaching and learning and as a result, the quality of education in these schools.

1.3. SIGNIFICANCE OF THE STUDY

Principals face a myriad of challenges as they execute their instructional leadership roles in schools. This study will significantly contribute to the development of theory and practice of instructional leadership roles that will help principals to execute their leadership role more effectively in township schools. The knowledge generated through this study will provide current data and knowledge on how school principals can effectively execute their instructional roles. The findings from this study will add to the board of knowledge on instructional leadership theory and models in the South African context and perhaps develop instructional leadership models that are relevant to township schools.

The research on school leadership roles will provide detailed information about school leadership practices and their impact on learner performance in township schools. The good instructional leadership practices identified, may, if possible be transferred or shared among all schools in South Africa to enhance the provision of quality education to all learners. The study on instructional leadership roles of school principals in township schools will extend the knowledge base on how school principals can effectively execute their instructional leadership tasks in order to provide quality education to all learners. This study will provide answers on how best school principals via their instructional leadership practices will turn around underperforming schools to become high performers.

1.4. PROBLEM STATEMENT AND THE RESEARCH QUESTION

1.4.1 Problem statement

School principals face a myriad of challenges as they execute their instructional leadership role. These challenges include, the Covid-19 pandemic, high levels of learner indiscipline, inadequate teaching and learning resource, shortage of learning infrastructure, high levels of poverty in townships and a shortage of competent and experienced educators. Due to these challenges many principals fail to effectively execute their instructional leadership role result in many township schools failing to produce convincing results in the Grade 12 final examinations. Therefore, the intent of this research was to assist school principals to effectively execute their instructional

leadership role so that learners in township so could perform optimally in the Grade 12 final examinations.

1.4.2. The research question

The sections above lead to the research question which could be phrased as: **How can principals in Gauteng township schools be assisted to perform their instructional leadership role more effectively in order to improve the quality of education?** This main research question was further delineated into the following sub-questions.

- What does instructional leadership entail?
- What does quality education (teaching and learning) entail in the school context?
- What are the factors hindering effective execution of instructional leadership by the principal in Gauteng township schools?
- How can the principals, via instructional leadership, be empowered and assisted to help teachers to teach more effectively in Gauteng township school in order to improve the quality of education?

1.5. AIMS AND OBJECTIVES WITH THE STUDY

The aim of this study was to determine how principals in Gauteng townships schools could be assisted to perform their instructional leadership tasks more effectively in order to improve the quality of education. The objectives of the study were to:

- describe the concept and purpose of instructional leadership;
- determine what quality education (teaching and learning) entails in the school context;
- establish what the various factors are that hinder effective execution of instructional leadership by the principal in Gauteng township schools; and
- present guidelines on how principals of Gauteng township schools can assist teachers via instructional leadership to teach more effectively in order to improve the quality of education.

1.6. RESEARCH METHODOLOGY

1.6.1. The research design

The research design is the general path or the road map to be followed by the researcher to gather empirical data to convincingly answer the research question (Creswell, 2014). It encompasses the adoption of the research paradigm in which the research is grounded, research approach, methodology, strategies, tools to be used to collect data, data analysis techniques and structure to be followed by the researcher during the study (McMillan & Schumacher, 2010). The research design is a systematic and planned process that connects the literature study findings to empirical findings so that authentic and reliable information can be produced on the extent to which instructional leadership functions determine learning outcomes in township schools (Creswell, 2014).

The fact that this study was carried out in schools with purposefully selected participants, it represents a case study design. McMillan et al. (2010) confirm that a case study design uses multiple sources of data in its natural settings, hence this study qualified to be a case study because it used multiple sources of data such as literature review, school documents, interviews and questionnaires to collect data. Case study is a bounded system.

1.6.2. The research approach

With the above research design in mind, three major research approaches were identified, namely qualitative, quantitative and mixed-method research approaches. The quantitative research approach uses mathematical and scientific statistics to collect data (McMillan et al., 2010). Rensburg, Alpaslan, Du Plooy, Gelderblow, Van Eeden and Wigston (2011) define the quantitative approach as a more formalised and controlled social science approach that is well defined in scope and emphasises objectivity by using numbers to collect data. On the other hand, the qualitative research approach is grounded in symbolic interactions which emphasises social aspects such as lived human experiences (McMillan et al., 2010). The qualitative research approach focuses on studying human behaviour in natural settings and

collects data that relates to interpretation of human experiences and interactions (Rensburg et al., 2011).

McMillan et al. (2010) state that the mixed-research approach uses both qualitative and quantitative research approaches in collecting, analysing and presenting data in a single study. It integrates viewpoints from qualitative and quantitative research approaches to enable clear clarification of results and to widen and broaden the comprehension of the phenomenon under study (McMillan et al., 2010)

With this study on school leadership, a mixed-research approach was adopted because it enabled the researcher to triangulate the data obtained from both phases, resulting in the collection of comprehensive empirical data which enhanced understanding of how learner performance is determined by instructional leadership in township schools. The mixed-research approach is commonly used in research of this kind because it uses a variety of designs which enhances understanding of the phenomenon under study due to its more comprehensive scope (Rensburg et al., 2011).

1.6.3. The research paradigm

Research paradigm is viewed by Jourbish, Kurram, Fatima and Haider (2011) as a set of beliefs, norms and values which shapes the researcher's understanding of the research context. The research paradigm determines the approach, techniques and methods used to collect and analyse data (McMillan et al., 2010). With this study on school leadership, three major paradigms were identified namely the pragmatic paradigm, the interpretive paradigm and the positivist research paradigm.

The positivists contend that only knowledge derived from scientific experiments, testing hypotheses and mathematical calculations is authentic and true (Jourbish et al., 2011; McMillan et al., 2010). The positivist research paradigm is grounded in the belief that the way in which nature is studied by using a set of regulations and procedures to collect, analyse and report data can also be applied to the study of human beings. McMillan et al. (2010) state that positivists believe that knowledge is a single reality limited to numbers and scientific evidence without lived human experiences and contextual factors. (McMillan et al., 2010). Due to these limitations, it is also important to examine the interpretive research paradigm.

The interpretive research paradigm is grounded in the belief that knowledge is not only created by scientific experiments and mathematical calculations, but that human beings also bring their lived experiences, norms, values, perceptions and culture to generate true and authentic knowledge (Cohen, Manion & Morrison, 2011). The emphasis is that knowledge is socially constructed through human interaction and the interpretation of the world around them (Cresswell, 2007). In essence, the interpretive research paradigm focuses on analysing and attaching meanings to the environment and people's experiences in order to generate true and authentic knowledge (Cohen et al., 2011). From the above discussions on the nature of the positivist and interpretivist research paradigms, it is clear that both paradigms are essential to understanding the extent to which instructional leadership influences learner performance in township schools. Therefore, it is clear that this study was represented by the pragmatic research paradigm which encompasses elements of both positivist and interpretivist research paradigms.

The pragmatic research paradigm emphasizes that the world is better understood if both positivism and interpretivism complement each other in generating knowledge (Cohen et al., 2011). The dialectical relationship between positivism and interpretivism makes it difficult to isolate one from the other when conducting a research of this magnitude which requires the research to gain a deep understanding of how instructional leadership influences learner performance in South African schools, particularly township schools. These complementing methodologies benefitted the outcome of this study through generation of thorough findings by applying the pragmatic research paradigm. This study on school leadership was clearly represented by the pragmatic research paradigm.

1.6.4. Research instruments

The instruments used in this study were informed by the type of research approach adopted in this study. With this study adopting a mixed-research approach, both qualitative and quantitative research instruments were used to collect data in this study. A questionnaire was developed to collect quantitative data. The questionnaire had a closed form and scaled items. The questionnaire was administered to school principals and deputy principals.

The qualitative data was collected through face-to-face and focus group interviews which were conducted with school principals and deputy principals of the selected schools. An interview schedule with semi-structure open-ended questions was constructed and used during interviews. Each interview had its relevant interview schedule. A tape-recorder was used to record each interview which was later transcribed using a word processing software and a computer.

1.6.5. Population and sampling

The population of a study is the entire group of people the researcher wants to investigate in order to generate data to understand a natural phenomenon (McMillan et al., 2010; Rensburg et al., 2011). With regard to this study on instructional leadership functions, the population of this study consisted of all 109 township schools in the Tshwane south district of Gauteng province. Due to the large number of schools in Tshwane south district and difficulty in accessing all schools, a sample of schools was selected to represent the entire population of the study. With the mixed-research approach adopted by this study, two samples were identified to represent each approach.

The quantitative sample for the study consisted of all 21 secondary schools in circuit five of Tshwane south district. Participants were all school principals (21) and (40) deputy school principals of these schools. The participants selected provided rich information about the topic under study because they were directly involved in school leadership. A total of 61 ($n=21+40=61$) participants took part in the quantitative research phase.

With regard to the qualitative sample, purposive sampling was used to select two secondary schools from circuit five which were investigated intensively to verify data collected through the quantitative approach. The schools were selected on the basis that one was performing extremely well in the Grade 12 final examinations and the other school was identified as underperforming. The participants were two school principals, two deputy school principals, five heads of department from each school ($5 \times 2 = 10$) and five subject heads from each school ($5 \times 2 = 10$). A total of 24 ($n=2+2+10+10=24$) participants constituted the qualitative research sample for the study.

1.6.6. Data presentation and analysis

Considering that this study on instructional leadership functions used a mixed-research approach, both qualitative and quantitative data analysis and data presentation techniques were used in this study. Data obtained from the questionnaire (quantitative) were presented and classified using the graphic portrayals such as the tally system, frequency distribution tables, stem-and-leaf display and histogram. Questions were assigned to numbers according to the Likert scale. The frequencies of responses were captured on the computer using the Statistical Package for the Social Sciences (SPSS) software to represent data graphical. Measures of central tendency such as the mean were used to describe data obtained during the quantitative phase. Conclusions were drawn using inferential statistics.

Qualitative data audio-taped during interviews were transcribed into Word format using Descript Application software. The transcribed data were organised to form data segments which contained similar comprehensive and relevant ideas. Data segments with same meanings were grouped to form codes which represented sentences or phrases with the same meaning. The categories which were comprised of grouped codes representing main themes and quotes emerging from data were grouped in relation to the main research question and sub-questions.

Data obtained from both qualitative and quantitative analysis was triangulated for the purpose of comparing the findings to identifying common themes, consistency in data and distinctions among the themes. Braun and Clark (2013) state that triangulation is the assembling of different perspectives and views of participants from different research approaches. Triangulation of data from the qualitative phase and quantitative phase helped to identify weaknesses and shortfalls from each approach and to find out how themes complemented and compensated for each other (Gray, 2014).

1.7. TRUSTWORTHINESS, RELIABILITY AND VALIDITY OF THE DATA

1.7.1. Trustworthiness of qualitative data

Qualitative data should be trustworthy in order to be classified as authentic data. The trustworthiness of qualitative data can be achieved by subjecting and testing data through the major components of trustworthiness which are credibility, transferability, dependability and conformability.

Credibility of qualitative data refers to search findings that are judged to be accurate, trustworthy and reasonable (McMillan et al., 2010). Credibility is achieved when research results approximate reality. In this study credibility was enhanced by having a carefully developed research design which was closely followed to eliminate potential sources of error. The research design was planned so that it showed relationships and took into account potential sources of error that could undermine the results of the study (McMillan et al., 2010).

With regard to transferability of this study on the effect of instructional leadership practices by the school principals in the provision of quality education to township schools, multiple sources of information such as a literature review, document analysis, face-to-face interviews and focus group interviews were explored. This enabled triangulation of findings from different research sources to strengthen research findings so that the findings could be applied to different settings (Cohen et al., 2011; Rensburg et al., 2011). Cresswell (2014) confirms that transferability is applying research findings from a specific research site to a similar situation for human beings to understand how to solve problems found in similar situations.

To ensure conformability of the research findings, the member checking strategy was applied so as to achieve credible and trustworthy research findings. McMillan et al. (2010) define member checking as a process of informally checking with participant whether the data collected is accurate. Member checking allowed the researcher to give back themes from the audio-tapes to participants to check whether the researcher had conformed to the research ethics agreed with the participants such as anonymity and confidentiality. All requirements concerning ethical considerations and seeking permission were adhered to at each and every stage of the research process.

The principle of dependability of the study was addressed by subjecting the entire research process to auditing. According to McMillan et al. (2020) auditing is when the researcher focuses on methodological rigour and coherence to obtain trustworthy and acceptable data. The entire research process was subjected to auditing to check for appropriateness of data and to maintain the highest level of quality of data in order to address the principle of dependability in this study.

1.7.2. Validity and reliability of quantitative data

In quantitative research, validity refers to the accuracy of the instruments used to capture data and whether the instrument is capturing the data it intends to capture (Jackson, 2015). The validity of a study is achieved when the findings of the study are a true reflection of the phenomenon under study and when the findings have the same meaning to both the researcher and the research participants (Bertram & Christiansen 2011; McMillan et al., 2010). In order to enhance validity in this study a trial test for the questionnaire was conducted to ensure that there were no mistakes or faults in the instruments.

Reliability focuses on the accuracy and consistency of the research methods, procedures and techniques as they are applied throughout the research process (McMillan et al., 2010). To ensure reliability of findings in this study, methods, procedure and techniques were carefully selected to suit the study and thoroughly followed throughout the research process. Since the reliability of this study depended on the researcher's insight and questions, (Neuman, 2014), the researcher developed and kept a reflective diary of events in the research process. The audit trail was applied to track the research methods used, procedures followed and techniques applied to conclude the research findings.

1.8. ETHICAL CONSIDERATIONS

Research ethics is concerned with the well-being of participants which include issues such as anonymity of participants, maintenance of confidentiality, protection of participants' privacy, voluntary participation and seeking consent from participants to take part in the study. Ethics pertains to what is right or wrong from a moral perspective with regard to the integrity of the research and well-being of participants.

In order to protect the well-being of participants, anonymity of participants and confidentiality of data took top priority in this study. To maintain anonymity of all participants, the researcher ensured that no names were used or published in this study. In order to ensure privacy and confidentiality of participants the researcher took into consideration the suitability of interview rooms and was sensitive to the type of information to be collected. Interviews were conducted at venues agreed upon by participants and at their convenient time to ensure participants' privacy.

Seeking participants' consent is the most important aspect for the research to be morally acceptable and justifiable. McMillan et al. (2010) state that consent in research is about seeking permission from individuals who will voluntarily participate in the study. Consent letters were sent to all participants with a covering letter detailing the purpose of the study, participants' role in the study, how confidentiality, anonymity and privacy were maintained, a guarantee of free withdrawal and contact details of the researcher.

In order to meet the moral obligation of being ethical with regard to the integrity of the research and the well-being of the participants, the researcher complied with all recommendations from the University of South Africa (UNISA) committee for ethics and fully complied with all recommendations on fully reporting the findings. To ensure that this research is morally justifiable, the researcher applied for ethical clearance from the research ethics committee of the College of Education at UNISA. This was followed by applying for permission to carry out the research from the Gauteng Department of Education (GDE), Tshwane South district and all sample schools.

1.9. DELIMITATIONS AND LIMITATIONS OF THE STUDY

1.9.1. Delimitations of the study

With regard to delimitation of the study, this study geographically focused on township schools in Gauteng province only excluding other schools which do not fall under this demarcation. Furthermore, this study only focused on township schools in the Tshwane south district and the research sample did not include all township schools in Tshwane south district, except those in circuit five.

1.9.2. Limitations of the study

There are a number of leadership concepts and theories that influence learner performance in schools. For the purpose of this study, only instructional leadership theory was explored to determine how it influences learner performance in schools. Other theories and concepts which influence learner performance were recommended for further studies.

During the quantitative phase, it was anticipated that some participants might fail to follow the instructions on how to complete the questionnaire. To overcome this problem, instructions were clear, to the point and brief. It was also anticipated that some participants might be reluctant to take part in the study because some might feel as if the researcher wanted to measure their level of knowledge on the subject under study. Another limitation was that some respondents could not see how they would directly benefit by participating in the study. The researcher explained the importance of improving the quality of teaching and learning to participants prior to arrival of the questionnaire to clear all speculations about the study. It was also anticipated that not all respondents could complete and return all questionnaires. To overcome this hurdle, the researcher motivated the participants by mentally preparing them to answer the questionnaire and emphasised the importance of completing the questionnaire.

For the qualitative phase of the study, some participants did not have time due to their busy schedules. The researcher discussed and agreed with participants on the appropriate time to conduct the interviews. Another limitation was that of finding suitable interview venues without interruptions or disturbances during the process of interviews. The researcher agreed with each interviewee on finding a private venue with minimum disturbances.

1.10 CONTRIBUTION OF THE STUDY TOWARDS THEORY AND PRACTICE

This study on school principal's execution of instructional leadership tasks will contribute to the existing theory of instructional leadership and other related concepts on improving learner performance in township schools. The knowledge generated through the literature study on instructional leadership will provide current data and will widen the knowledge base on how school principals can effectively execute their duties in order to provide quality education to township schools. The findings from the literature review will also add to the knowledge on instructional leadership theory and

models in the South African context and perhaps develop instructional leadership models which are relevant to township schools. This will lead to a deeper and better understanding of township schools' instructional leadership functions and how they influence teaching and learning in South African schools.

This study will also unveil other factors which contribute to improved learner performance and those that affect the provision of quality education to learners. The study on instructional leadership factors and other related leadership factors will extend the knowledge base on how school principals can effectively execute their instructional leadership tasks in order to provide quality education to all learners. The study will also lead to further discovery and inquiry on whether poor performance in some township schools is a direct result of weak instructional leadership practices employed by school principals or is directly related to other factors.

This study will contribute to the improved practice of instructional leadership by principals in schools. The good instructional leadership practices identified, may, if possible be transferred to or shared among school principals not only in township schools but all schools in South Africa in order to improve the provision of quality education to all learners. The intent of this study on school leadership functions is to contribute with answers on how best school principals via their instructional leadership practices will turn around underperforming schools to become high performers.

This study on effective execution of instructional leadership functions by school principals will contribute to policy formulation, modification and implementation. The findings from the study will help education managers at all levels of education management to shape educational policies which will result in the creation of effective schools. These policies will focus on addressing disparities in learner performance between township schools and former Model C schools.

The findings and recommendation from this study will provide guidelines on school principals' instructional leadership duties and how these duties can be effectively executed. The guidelines will help school principals on how to conduct effective and friendly class visits, book inspections, formulation of well-structured intervention programme and school vision needed to help township schools to become centres of excellent learning.

1.11 DEFINITION OF KEY CONCEPTS

1.11.1. School principal

The school principal is the executive leader of the school who is responsible for all activities which take place at the school. Akinbode and Al Shuhumi (2018) sees the school principal as the head of the school or the leader of the school whose function is to run the school smoothly so that learners can achieve high quality learning outcomes. The school principal is a designated head of a school who is responsible for the daily instructional learning and managerial operations of the school. His core duties include monitoring the teaching and learning programme, creating an enabling environment for teachers and learners, equitable distribution of learning and non-learning resources, recruitment of staff and formulation of a focused school vision.

1.11.2 Instructional leadership

The instructional leadership concept emerged from research on effective school management, school improvement and change implementation in the early 1980s (Hallinger, 2009). Instructional leadership focuses on the core business of the school, which is teaching and learning as it takes place in the classroom in order to improve learner performances (Southworth, 2002). Instructional leadership is a directive top-down approach to school leadership which emphasises the principals' coordination and control of the instructional programme (Hallinger, 2003). Considering the above definitions, instructional leadership entails all school activities carried out by the school principal at all levels of school leadership to ensure that effective teaching and learning takes place in schools.

1.11.3. Quality of education

Hafees (2017) state that quality of education means excellent execution of teaching and learning duties so that recognisable and measureable learning outcomes are achieved by all learners, especially literacy, numeracy and all essential life skills. Quality of education means improvement in all aspects of teaching and learning such as admitting learners who are healthy and ready to learn, providing conducive learning environments that are safe and protective, development of relevant curriculum and excellent lesson delivery by educators (Chaudhury & Khatau, 2018). Quality of

education refers to the provision of education that equips learners with tools to deal with challenges they face in life. Quality of education entails education that provide learners with knowledge and skills which will enable learners to become better citizens of their country and become actively involved in socio-economic activities. Quality of education is measured by high achievement in learner performance and it equips learners with knowledge and skills so that learners fully develop academically, socially, physically and spiritually to become better persons in life.

1.11.4. Effectiveness

Effectiveness refers to an organisation's ability to accomplish its objectives (Cameron 2016). Several definitions of effectiveness emerged and with regard to school effectiveness, effectiveness means accomplishing school goals, obtaining needed resources, satisfying all stakeholders and maintaining high quality internal processes (Cameron, 2016). With the above in mind, school effectiveness means achieving the set standards or even doing better than the intended outcomes. In other words, school effectiveness is achieved if the school meets the characteristics of the ideal school.

1.11.5. Township schools

Township schools are mostly found in the disadvantaged black communities and most of the people living in these communities have low socio-economic status. Many of the parents who live in these communities are unemployed and cannot afford to pay school fees for their children's education and as a result these children attend local schools which are generally disadvantaged in terms of infrastructure and learning facilities. Due to lack of basic needs such as food, clothing and accommodation many children living in these communities are exposed to physical and emotional neglect which affect their performance at school negatively.

1.11.6. Underperforming schools

Underperforming schools refer to those schools which fail to reach an overall 50% pass rate in the Grade 12 final examinations. The classification of schools as underperforming differs from province to province. For example, in Gauteng province schools which perform below the provincial average in the Grade 12 final examinations

are classified as underperforming. Many of these schools are poorly resourced and are found in townships.

1.12. ORGANISATION OF THE THESIS

This dissertation is divided into six chapters. What is contained in each chapter is precisely explained below:

Chapter one: Chapter one gives a general orientation of the study by presenting the introduction to the study, preliminary literature study and motivation for the study. The research problem, research aims and the purpose of the study are addressed in this chapter. Finally, the research methodology, data collection techniques, clarification of keys and ethical matters are outlined.

Chapter two: This chapter presents the literature study on instructional leadership and quality of education. Literature pertaining to school management and leadership will be reviewed in the context of how effective instructional leadership functions in township schools influence school effectiveness. Related concepts and models such as transformational leadership and leadership for learning are explored to provide a deeper understanding of school leadership. The concept of effective instructional leadership, the role of the principal as the instructional leader and barriers to effective instructional leadership implementation are matters addressed in this chapter.

Chapter three: This chapter focuses on the theoretical framework underpinning this study. The concept of theoretical and conceptual framework is explored. The Leadership-for-Learning Models developed by Hallinger in 2011 is discussed too. This model is examined and applied to determine how it influences learner performance in township schools.

Chapter four: Chapter four is devoted to the research methodology which encompasses the design of the empirical study, the research paradigm, research approaches, research methods as well as the research techniques used to analyse data. The population of the study, the sample of the study and sampling procedures used, study participants and ethical consideration as a measure of trustworthiness of the research form part of this chapter.

Chapter five: This chapter presents the data analysis and data interpretation of the data collected during interviews and questionnaire. This chapter also focuses on the procedure followed during data analysis and presentation. This chapter presents triangulation of data by making comparison and connections of data obtained from empirical investigation and literature review. Discussions on research findings form part of this chapter.

Chapter six: The summary of the study and the main findings of the study are discussed in this chapter. Recommendations stemming from the research findings on how best school principals can employ instructional leadership functions to improve the teaching and learning in schools are presented. The delimitations and limitations of the study are included in this chapter. The chapter concludes by providing suggestions for further studies.

1.13. SUMMARY

This research proposal focused on the background of the study by highlighting the current situation on learner performance in township schools and outlining issues which motivated the researcher to embark on this research. The research questions and aims of the study are outlined. The research methodology and the research design which shows how the research is setup are presented. The ethical aspect of the study and the contribution of the study to the existing literature on instructional leadership are taken into consideration in this research proposal.

CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION

This chapter defines and describes the concept of instructional leadership and traces its origins as it developed in the United States of America, United Kingdom, Asia, Africa and South Africa in particular. The current trend in instructional leadership research is explored to provide a clear understanding of current issues affecting effective enactment of instructional leadership in schools. Furthermore, the concept of instructional leadership is examined in relation to how it affects the provision of quality education in schools. The global concept of quality education is presented to provide a background on how global factors affect the provision of quality education to South African schools. Challenges affecting the implementation of instructional leadership roles by school principals in South Africa are explored in relation to how they affect provision of quality education in South Africa, twenty-five years after attaining democracy.

2.2. THE CONCEPT OF INSTRUCTIONAL LEADERSHIP

In order to comprehensively define instructional leadership, this section will start by exploring definitions provided by early twenty first century researchers. Until up to early 2000s the definition of instructional leadership was conceived as a leadership role performed by the school principal only without taking into consideration the role played by other leaders in the school's hierarchy of leadership such as the deputy principals, HoDs and learner leaders (Boyce & Bowers, 2018; Hallinger & Hosseingholizadeh, 2019). More so, Boyce et al. (2018) further argued that these contemporary definitions of instructional leadership lacked consistency across researchers. Therefore, it is the focus of this study to investigate current definitions and further build on these definitions to come up with a current and comprehensive definition of instructional leadership which addresses issues such as the role played by other leaders in the hierarchy of school leadership and the silent roles performed by the school principals in the above definitions such as maintaining discipline, educator recruitment and staffing.

The most widely used definition of instructional leadership revolves around the instructional leadership model proposed by Hallinger in 2000. In his definition of instructional leadership (Hallinger, 2005: 4) he identified three main functions of the school leadership as, “*defining the school’s mission, managing the instructional programme and promoting a positive school learning climate.*” The first dimension encompasses the formulation of a focused school vision, mission statement, school policies and objectives, and collaboratively and effectively communicating these aspects to all stakeholders (Hallinger, 2003; Hallinger, 2005). In the second dimension, the focus is on the implementation of the curriculum, monitoring and supervision of the teaching and learning, and quality assessment of learners’ work (Hallinger, 2003; Hallinger, 2005). The last dimension view instructional leadership as the creation of a conducive teaching environment, by the school principal, which enables both learners and educators to work to the best of their ability to achieve the desired objectives of the school (Botha & Marishane, 2011).

With this in mind, instructional leadership involves the creation of a positive school climate and developing a culture of teaching and learning in schools which motivates all members to move towards achieving predetermined goals and set targets in order to improve learner performance (Hallinger, 2005).

In turn, Southworth (2002:77) views instructional leadership as:

Focusing on educators’ behavior in the classroom as they deliver their lessons. This contemporary definition put more emphasis on close monitoring of the teaching and learning process by the principal through conducting class visits, book inspection, teacher and learner file inspection, and checking work schedule coverage to ensure that effective teaching and learning takes place in the classrooms.

In his definition, Southworth (2002) also added the dimension of creating a conducive school culture as one of the principal’s leadership task. These two major instructional leadership tasks identified by Southworth (2002), that is, focusing on teaching and learning, and creating a conducive school culture distinguished between narrow and broad instructional leadership functions respectively.

A year later, Hallinger (2003) further provided a more comprehensive and most widely used definition of instructional leadership. According to Hallinger (2003:333), *“Instructional leadership is the principal’s role that is strong, directive and predominantly focused on effective school improvement and student achievement through aligning the school’s mission and vision with the school curriculum.”* Explicitly, instructional leadership is defined as the principal’s tasks that primarily focuses on the creation of the school’s mission and vision, articulating them to all stakeholders and to ensure that the vision and mission clearly spell out the curriculum. Hallinger (2005:3) goes on to say that, *“instructional leadership is a hands-on leadership construct that is hip-deep in curriculum delivery and instructions as they take place in the school in order to improve the quality of learning outcomes.”* More importantly, instructional leadership aims at building a positive school culture that sets high standards and expectations for both educators and learners so that quality education is provided to all learners (Hallinger, 2003; Hallinger 2011).

Kruger (2003:206) in turn, views instructional leadership, *“as the process of providing educators with adequate resources so that they can effectively and efficiently execute their duties in the classroom in order to achieve high quality results.”* Instructional leaders do not only provide resources to educators, but also emotional and moral support through conferencing, training, staff development programmes and staff meetings. Kruger (2003) further points out that the school principal is also seen as the bridge between the school and the local community by which parents are involved in the learning process which results in improved learner performance.

More recently Valarde (2017:95) defines instructional leadership as, *“an imperative construct that focuses on the teaching and learning process and the way in which school leadership interacts with educators and learners to achieve quality results.”* In this definition, instructional leadership brings in the element of shared leadership functions carried out by school leadership at all levels of school leadership.

In the same vein, Boyce et al. (2018) define instructional leadership functions as encompassing both the principal and educator’s behavior and not the heroic role of the principal alone. In addition to this, Boyce et al. (2018) states that instructional leadership has developed to embrace both the principal and educators’ roles in improving the quality of teaching and learning. Explicitly, instructional leadership

focuses on leadership functions carried out by the principal and staff members at all levels of school leadership.

Hallinger et al. (2019) state that instructional leadership improves learners' performance through the educators' leadership practices. More so, Hallinger et al. (2019) argue that the context and conditions influence the definition and execution of instructional leadership. They also point out that researchers should take into account and describe instructional leadership according to context-fixed conditions of each society.

With these limitations in mind, the aim of this study was to formulate an instructional leadership definition which is relevant to the South African context in general and to the township schools in particular. A broader definition of instructional leadership encompasses all the managerial and administrative tasks related to curriculum matters performed by the principal, deputy principal, HoDs and learner leaders in order to improve the quality of teaching and learning. These tasks include among others, school budgeting, implementing and monitoring the school budget, strategic planning, school maintenance, formulating and implementation of school policies, maintaining discipline, parent engagement, recruiting and staffing of educators, monitoring the teaching and learning process, and motivating learners and parents. The current study argues that all leadership functions carried out at schools in order to improve the quality of teaching and learning, be it administrative or managerial are instructional leadership functions. For example, if the building of a new classroom block motivates educators and learners to focus on improving the quality of teaching and learning, then, the task of building the classroom block is an instructional leadership function. Furthermore, if the school leadership drafts a budget that improves the quality of lesson delivery, then the administrative duty of drafting school budget is an instructional leadership function.

Precisely, instructional leadership focuses on strategic planning of school activities, which include determining focused school vision and goals, drafting school budgets and year plans, and formulating context-fixed school policies collaboratively and collectively by the principal and the school management team. Articulating these functions through staff meetings, workshops, departmental meetings and parents meeting is the instructional leadership function of the school management team and

the school principal. Instructional leadership involves the school principal monitoring and supervising how the deputy principal and the school management team do oversight of the curriculum and instruction delivery in the classroom through ensuring that there are schedules and timetables for class visits, book inspection, file inspection and moderation of tasks as well as receiving and reading the monitoring reports.

Comprehensively considered instructional leadership relates to the tasks of determining focused school vision, managing instructional programmes, coordinating school meetings, creating an enabling school environment, sustaining a culture of shared leadership, formulating well-coordinated school intervention programmes, maintaining school discipline, eradicating racism and, motivating educators and learners to work to the best of their ability to improve learner performance.

2.3 THE HISTORICAL DEVELOPMENT OF INSTRUCTIONAL LEADERSHIP

2.3.1 Introduction

This section discusses and describes the historical development of instructional leadership world-wide, starting with its origin in North America. The development of instructional leadership in other parts of the world due to globalization and socio-economic development is explored. The role played by educational policy reforms in the development of instructional leadership in United State of America, United Kingdom, Asia and Africa forms part of this section.

2.3.2 Instructional leadership in United States of America

The origin of instructional leadership theory and practice can be traced back to the mid-20th century in North America from early research on effective schools and school improvement (Hallinger, 2003; Hallinger, 2005; Hallinger & Wang, 2015; Pan, Nyeu & Chen, 2015). Results from research from the effective school movement indicate that principals played a pivotal role in improving learner performance in poor urban elementary schools. The personal characteristics of the instructional leader were identified to be directive, strong-handedness, used a top-down management style and was charismatic.

During this era of the 1960s and 1970s instructional leadership was a practice-based prescription shared by school principals in the United States of America and it lacked a clear and proper definition and conceptual framework (Hallinger et al., 2015; Pan et al., 2015). During the late 1970s some schools were found to be performing optimally well, exceeding other schools in the same or comparable neighbourhood despite their socio-economic challenges of being poor urban primary schools. As scholars were investigating this status quo, they found that, among other factors instructional leadership was a hallmark of school improvement and positive learner outcomes (Hallinger et al., 2015).

The findings above led to the birth of the effective school movement of the 1980s, which together with the 1982 United States of America Secretary of Education policy drove researchers to focus more on school leadership in general and instructional leadership in particular. It was for the first time during this era that the Bossert and colleague's review of instructional leadership research in 1982 developed the theoretical framework targeting the study of instructional leadership and its effects on learner outcomes (Hallinger et al., 2015). During the same period when Bossert and colleagues were busy with their review of literature on instructionally effective schools, Hallinger and Murphy also developed an instructional leadership framework and research instrument to measure the influence of instructional leadership in learning outcomes called the: Principal Instructional Management Rating Scale (Hallinger & Murphy, 1985; Hallinger, 2003; Hallinger et al., 2015).

The development of the conceptual framework and instructional leadership instruments in the early 1980s generated a lot of debate to ascertain whether the school principal's instructional leadership functions directly improved learner performance. This led to many researchers carrying out research and educational reviews around this concept (Southworth, 2002; Hallinger, 2003; Alsaleh, 2018).

While the researchers were still busy reviewing and discussing the instructional leadership construct, some scholars started to criticise it for focusing too much on the principal as the only role player involved in the improvement of learner performance in schools. As a result of this, together with the inception of restructuring and educational reforms in the early 1990s, many researchers shifted their attention to transformational leadership which was relevant to the changing trends in education (Hallinger, 2003;

Hallinger, 2005; Hallinger et al., 2015). Transformational leadership focused on empowering educators and building staff capacity as a way of improving learners' outcomes (Pan et al., 2015; Hallinger et al., 2015). The emergence of transformational leadership was a result of dissatisfaction of researchers with instructional leadership and an attempt to augment these shortfalls by exploring other leadership constructs which were more distributive in nature. (Hallinger, 2003; Pan et al., 2015). Many researchers believed that the instructional leadership role of the principal was too heavy a task for the principal to accomplish alone and they began to conceive transformational leadership as the best alternative to instructional leadership because it primarily focuses on developing staff capacity to enable them to participate in different leadership positions in the school (Pan et al., 2015). Also, leadership constructs such as shared leadership, distributed leadership and educator leadership became popular terms in educational research replacing instructional leadership which was fading (Hallinger, 2003; Hallinger, 2005).

Transformational leadership was adapted by Liethwood in Canada in the early 1980s and it borrows ideas from the business and the political sector (Hallinger et al., 2015). The main domains of transformational leadership models are individualised support, shared goals, vision, intellectual stimulation, culture building, rewards, high expectation and modelling (Hallinger et al., 2015). This model is grounded in shared leadership between the principal and members of the staff and it emphasises understanding the individual needs of each and every educator (Hallinger, 2003).

During the late 1990s researchers and scholars started to focus on reviewing literature published on principal leadership during the 1980s and 1990s and this resulted in many publications on research reviews. According to Hallinger (2003) more than 125 empirical studies on instruction leadership were conducted between 1980 and 2000. This resulted in Hallinger and Heck (1998) reviewing research carried out between 1980 and 1995 and also Hallinger (2003) reviewing these empirical studies in 2002.

The summary of review findings was that school principals indirectly influenced learners' performance through interaction with staff members when holding meetings, carrying out book inspections, and doing class visits and collaborative planning. The second finding was that the school context such as the school size, the socio-

economic status of the school and the school climate influenced the type of instructional leadership functions employed by the school principal (Hallinger, 2003).

Also, in 1998 Blasé and Blasé carried a survey to identify behaviours of effective instructional leaders in the United States of America and came up with three leadership functions associated with effective instructional leadership (Southworth, 2002). The three effective instructional leadership functions exhibited by instructional leaders are conferencing, promoting professional growth and fostering teacher reflection. The three aspects were found to be linked to three other leadership behaviours which could have a positive or negative impact on educators' behaviour in the teaching and learning process. The three instructional leadership functions which produced positive effects are being visible, praising results and extending autonomy. Those which produced negative effects were abandoning or interrupting, criticising and maintaining control (Blasé & Blasé 1998; Southworth, 2002).

These reviews of previous literature yielded a wealthy body of knowledge about the paradigm wars of the 1990s, that is instructional leadership versus transformational leadership. The reviewed publication offered a clear and a better understanding of both instructional leadership and transformational leadership (Pan et al., 2015; Hallinger et al., 2015). The findings from the reviews supported the importance of the role played by the principal in influencing the quality of teaching and learning. Despite its critics and the popularity of transformational leadership in the 1990s, the influence of principal leadership in general and instructional leadership in particular refused to fade away (Hallinger, 2003; Hallinger, 2005). Instructional leadership continued to influence research in education leadership and by the turn of the millennium instructional leadership outclassed transformational leadership which seemed to be fading away (Hallinger et al., 2015).

The turn of the millennium brought new developments in educational leadership in general and instructional leadership in particular. The concept of globalisation, together with policy reforms in United States of America, turned the pendulum of educational research and three new educational constructs emerged, namely managerialism, public management and accountability. The accountability movement coupled with new educational policies such as No Child Left Behind and Race to the Top in the United States of America placed the responsibility of learner outcomes and

school improvement on the shoulders of the school principal (Hallinger et al., 2015). These policies mandated comprehensive training of school principals and educators so that those who failed to meet government annual targets could be replaced. The emphasis on instructional leadership as the most important leadership construct resulted in the waxing of instructional leadership and the waning of transformational leadership (Hallinger, 2003). As a result, instructional leadership gained popularity world over and started to spread to other parts of the world. Therefore, the following section pays attention to the development of instructional leadership outside the United States of America.

2.3.3 Instructional leadership in Europe

Prior to the turn of the millennium, instructional leadership was largely an American affair. It was after the turn of the 21st century that scholars began to have global interest on how school leadership contributed to the quality of teaching and learning in schools outside the United States of America. The turn of the millennium did not only bring a new trend in educational research in the United States of America, but it was also for the first time that reference was made to instructional leadership literature outside North America (Hallinger et al., 2015). Globalisation and changing socio-political trends began to reshape the traditional thinking on leadership and this resulted in researchers outside United States America focusing on instructional leadership and leadership developments. This new development evidenced the first publication of a systematic literature review on instructional leadership in the United Kingdom by scholars such as Mulford and Silin (2003) and Southworth (2002).

In his investigation on how school heads influenced the quality of teaching and learning, Southworth (2002) concluded that effective instructional leaders were hard working, determined, positive, approachable, used teamwork and school improvers and they also used strategies such as modeling, monitoring and professional dialogue (Southworth, 2002).

The opening of the National College for School Leadership in the United Kingdom increased the space of instructional leadership research not only in the United Kingdom but also in the whole of Europe and the Commonwealth countries. This development together with the New Public Management and the accountability

movement redefined the principals instructional leadership functions and influenced researchers to focus more on instructional leadership as a construct that improves the quality of teaching and learning in schools (Hallinger et al., 2015). The accountability movement and management reforms established sanctions for school leaders who missed government accountability targets (Pan et al., 2015).

The period between 2000 and 2010 evidenced a growing number of international publications on instructional leadership. Notable publications in Europe were by Southworth, (2002, Bell et al. (2003) and Day, Harris and Hadfield (2010). The same trend also developed in other parts of the world such as in East Asia (cf. Hallinger, 2010; Hallinger & Lee, 2013) as well as in Australia and New Zealand (cf. Caldwell, 2003; Mulford & Silins, 2003). During this period instructional leadership became widely recognised internationally as an imperative construct that contributes to effective school management and improved learner outcomes (Hallinger et al., 2015).

2.3.4 Instructional leadership in Asia

The call by Bajunid (1996) to explore local perspective and practices in Asia encouraged scholars to investigate local theories that are relevant to their nations and societies (Pan et al., 2015; Hallinger et al., 2019). By the turn of the century many researchers shifted their focus from America to developing nations of Asia. As a result of this development, Ghamrawi and Al-Jammal' (2013) investigated how principals of private schools in Lebanon implemented instructional leadership and concluded that school principal's instructional leadership functions had limited direct influence on learner performance. However, it emerged that the school principal influenced learners' outcome indirectly through playing an active role in the school's activities.

In their review of literature on how principals enacted instructional leadership in Taiwan Pan et al. (2015) concluded that very little literature was available on instructional leadership in Taiwan. Furthermore, their study revealed that most of the studies used surveys to collect data and the instruments used were not developed locally. Pan et al. (2015) concluded that more research is needed to develop a knowledge base for instructional leadership in Taiwan.

More recently, Alsaleh (2018) conducted an investigation in Kuwait to find out how school principals employed instructional leadership functions in the context of reforms

from centralisation to decentralisation which were taking place in Kuwait. The findings were that most of the school principals failed to execute their instructional leadership roles effectively due to the fact that the Ministry of Education had more control in curriculum implementation (Alsaleh, 2018; Hallinger et al., 2019). Furthermore, most of the instructional functions such the provision of incentives and the formulation of vision were carried out by the officials from the Ministry.

Findings from recent studies on enactment of instructional leadership show that most of the Asian nations are centralised (Hallinger et al., 2019). Nonetheless some of these nations are in the process of implementing reforms to decentralise their education systems (Hallinger et al., 2019). Due to centralised systems of education most of the school principals in Asian countries were unable to fully practise their instructional leadership roles because some of the roles were enacted by government officials (Alsaleh, 2018; Hallinger, Hosseingholizadeh, Hashemi & Kourhsari, 2017).

2.3.5 Instructional leadership in Africa

This section provides a critical insight into instructional leadership development in Africa. Factors affecting effective enactment of instructional leadership in Africa such as the political and socio-economic factors, the legacy of colonialism, the concept of Africa as the new research site and the lack of well-defined criteria to appoint principals form part of the discussion below.

The diverse political and socio-economic space in Africa provides a challenging environment for effective enactment of instructional leadership by school principals and the school management team. The tribal wars, famine, gender equity, hierarchical structures, poverty, HIV/AIDS, corruption and poor governance exert more pressure on school leaders to meet the expectation of providing quality education for all learners (Eacott & Asuga, 2014). Effective implementation of instructional leadership in Africa is hampered by resurgence of civil wars perpetrated by Jihadist and Boko Haram in many African countries such as in Northern Nigeria, Sudan, Cameroon, Ethiopia, Kenya, Somalia and Mozambique (Bush, 2014). This is further compounded by the outbreak of Ebola in several west and central African countries. All these factors inhibit effective implementation of instructional leadership which in turn, negatively affects the quality of teaching and learning in Africa (Eacott et al., 2014).

Research evidence indicates that the role of the school principal in the 21st century has become more demanding and complex, resulting in many principals becoming overloaded with their work (Bush, 2014). This is more so because of accountability which pressurises schools to produce convincing results which will enable learners to actively compete in the global economy. A research conducted by Agezo (2010:700) in Ghana revealed that, “...principals need to be visionaries, instructional leaders, curriculum specialist, disciplinarian, facility manager, public relations expert, legal analyst, technology expert and counsellors among others.” This points to the fact that the role of the school principal in Africa is a multi-layered responsibility that exceeds the principal’s capacity. This results in many principals in Africa neglecting the instructional leadership approach which is being advocated as the most important avenue through which the principal can positively influence learner performance (Bush, 2014).

Unlike in other continents, most of the African countries were colonised by Western countries which determined the rate of instructional leadership development in Africa (Bush, 2014: Eacott et al., 2014). The development of instructional leadership in Africa is largely influenced by the colonial legacy of the Western countries which tends to replicate theories and models of instructional leadership developed in the Western countries (Eacott, 2011). Eacott et al. (2014:10) add to this by saying, ‘*Further complicating this social space is the colonial legacy of much of Africa and the mainstream hegemonic position of replicating the universal construct of the mainstream Western intellectual terrain.*’ As a result, many African countries have been grappling with the challenge of producing indigenous research and to manoeuvre the space of publishing internationally (Ngunjini, 2010). A notable example of replicating the Western models is in Botswana where consultants were hired from England to develop school leadership models and the Matthew Goniwe School of Governance and Leadership in South Africa (Eacott et al., 2014).

A research conducted by Eacott et al. (2014) between 2008 and 2012 in sub-Saharan Africa on instructional leadership revealed that there were very few African leadership articles focusing on Africa in three leading journals in the field of school leadership, namely Educational Administration Quarterly (EDQ), Journal of Educational Administration (JEA), and Educational Management, Administration and Leadership (EMAL). To be more specific, out of 116 articles published by the EDQ only one

focused on African matters, four out of 190 in JEA and 20 out of 499 in the EMAL. Although these are not the only outlets for publication, this suffices to illustrate the point that Africa is lagging behind in school leadership research. This is not to suggest that there are no instructional leadership research focusing on Africa, but the number of publications in comparison with other continents is very low.

Even though a notable trend of educational research is emerging in Africa, the level of engagement sees Africa as a research site (Eacott et al., 2014) This implies that the level of research in Africa largely focuses on gathering empirical evidence to support theories developed in Western countries rather than developing theories which are embedded in the African context. In this way, Africa is emerging as a new research site in so far as most of the conceptual frameworks and topics have been developed in the Western nations.

Another setback in the development of instructional leadership in Africa, is that there is no formal qualification required for aspiring candidates to be appointed to principalship, unlike in other contents. For example, in the United States of America a master's degree or doctorate in educational leadership is a requirement to be appointed to the position of school principal (Eacott et al., 2014). In Africa, for example in Cameroon, principals are appointed by provincial authorities. In Nigeria they emphasise teaching experience, while in Ghana there are no defined criteria for appointing principals. According to Donkor (2013) the appointment of principals in Sierra Leone is subject to corruption and favouritism rather than competence and qualifications. A well-defined selection process and the appointment of competent principals determine the effectiveness of the teaching and learning process in schools which bring about quality education to all learners in Africa. This impacts negatively on quality leadership development, which in turn affects prospects of improving the quality of teaching and learning in Africa.

2.3.6 Summary

The most salient aspects in the historical development of instructional leaders in the United States of America, is its origin in North America, the paradigm wars of the 1990s between two competing leadership concepts, that is instructional leadership and transformational leadership, and the development of the Principal Instructional

Management Rating Scale. The turn of the millennium saw the opening of the National College of School leadership in Europe which together with the new Public Management brought new trends in instructional leadership development in Europe. These developments led to a number of international publications by scholars in Europe. The centralised systems of governments and the lack of locally developed instructional leadership theories, and instruments are barriers to effective implementation of instructional leadership in Asia. Africa is lagging behind in instructional leadership development due to lack of well-defined criteria to appoint principals and the effects of poverty caused by civil wars and bad governance. Despite all these challenges in Africa, there are countries that have defied all odds and are now leading in instructional leadership research. One such country is South Africa and therefore, the following section focuses on instructional leadership development in South Africa.

2.4 THE HISTORY AND DEVELOPMENT OF INSTRUCTIONAL LEADERSHIP IN THE SOUTH AFRICAN CONTEXT

This section focuses on the historical development of instructional leadership in the South African context. A number of research conducted in South Africa starting from the early 2000s are explored in relation to how instructional leadership influences learner performance in South African schools particularly in townships. Issues such as the principal's leadership skills and knowledge, educator pedagogy and subject content as well as learner competence in relation to their counterparts in other developing countries are explored in this section.

Prior to the turn of the millennium little reference was made to instructional leadership in Africa and South Africa in particular (Naidoo & Petersen, 2015). Due to globalisation and the call to consider contextual factors researchers started to focus on developing nations of Africa and South Africa in particular (Hallinger et al., 2015).

One of the early researches conducted on instructional leadership in South Africa was by Kruger (2003) who investigated how instructional leadership functions influenced the culture of teaching and learning in South African schools. In contrast to other instructional leadership research which were conducted in poor-resourced school, Kruger conducted his research in two well-resourced secondary schools. The findings were that due to heavy workload of school principals most of the instructional

leadership functions were delegated to head of departments and head teachers (Alsaleh, 2018). The school principal influenced the culture of teaching and learning informally (Kruger, 2003; Alsaleh, 2018). Local literature suggests that instructional leadership encompasses the provision of resources and support by school managers to staff and learners in order to improve the quality of teaching (Kruger, 2003).

In an attempt to find instructional leadership roles that work in dysfunctional schools, Naicker et al. (2013) found that principals who lead by example in curriculum delivery, motivate other educators to put more dedication into the teaching and learning processes resulting in improved learner performance. Their findings further indicate that instructional leaders who walk the talk, have exceptional teaching skills, are subject experts and who act as role models promote high levels of professional behaviour and set high standards and expectations for other staff members (Naicker et al., 2013; Naidoo et al., 2015). Instructional leaders who serve as a shining example motivate other members to emulate diligent ways of executing their work.

One of the findings of Naicker et al.'s (2013) study is that school principals shared their responsibility with other staff members resulting in them being instructional leaders of other instructional leaders who occupy other leadership positions in the school structure. The findings further indicate that some school principals enacted instructional leadership through an asset-based model which emphasises that individuals have skills, capabilities and resources which can be developed so that the individuals reach their potential. This resulted in provision of quality education as evidenced by the results of the participating schools (Naicker et al., 2013).

According to Hallinger's instructional leadership model of 2000, protecting instructional time is one of the instructional leadership dimensions which school principals in Naicker et al. (2013)'s research found to be enacting effectively. Schools extended the normal working time by attending morning lessons, after school classes and weekend classes. The study revealed that extending the school day resulted in improved learner performance.

A study conducted by Naidoo et al. (2015) to explore how primary school principal enacted instructional leadership, revealed that many school principals in South Africa lack knowledge and skills to effectively execute their instructional leadership functions. In South Africa, principals are appointed on the basis of their experiences and they

perceive learner welfare and discipline as their core leadership functions (Naidoo et al., 2015). Principal training is found to be lacking in South Africa and if any training was done, it was on managerial models (Spaull & Kotze, 2015). Many principals are finding their functions to be challenging and frustrating due to lack of appropriate skills and knowledge to effectively execute their leadership functions (Hoadley & Ward, 2009; Taylor, van der Berg & Mabogoane, 2013).

In recognition of this shortfall in learner performance at national and international level, the Advanced Certificate in Education, School Leadership and Management (ACESLM) was introduced for principals and aspiring principals in 2004 (DoE, 2008). The central aim of this leadership programme was to equip school principals with instructional leadership skills and knowledge to tackle leadership challenges faced by many South African schools today, that of improving the quality of teaching and learning (DoE, 2008). Nonetheless, the ACESLM programme did not gain traction from many principals because it was not compulsory and was not a requirement to promotion as a principal. Many principals did not see any incentive in taking up the programme (Naidoo et al., 2015).

As a result of lack of proper execution of instructional leadership roles by school principals, many primary learners in South Africa are performing poorly, especially in Mathematics and reading for comprehension (Naidoo et al., 2015; Seobi & Wood, 2016). This is according to comparative studies conducted by the Southern and Eastern Africa Consortium for Monitoring Education Quality in 2011 (Bush, 2013; Spaull et al., 2015). This study conducted reading tests with Grade 4 and 5 learners, and Mathematics with Grade 6 learners. The evidence is that South African learners are lagging behind in competence when compared to their counterparts in other developing nations (Naidoo et al., 2015). In line with these findings, the local Annual National Assessment (ANA) conducted by the Department of Basic Education (DoBE) in Grade 3, 6 and 9 in Mathematics and English revealed the same findings of low learner competence in academic performance especially in under-resourced schools (Naicker et al., 2015; Naidoo et al., 2015; DoBE, 2008; RSA, 2016). As a mitigating factor, the Gauteng provincial government put in place the Gauteng Primary Literacy and Mathematic Strategy (GPLMS) to help more than 850 struggling primary schools to improve instruction delivery.

Today in South Africa learner achievement is strongly associated with the type of school the learner attends (Spaull et al., 2015). It is a forgone conclusion that a learner will pass if he/she attends a certain school. The more resourced schools are, and the more instructional leadership is effectively enacted by the school principal, the more certain that learners would perform adequately in their final examinations (Naidoo et al., 2015). This saw an influx of learners with parents who could afford school fees moving from township schools to former Model C schools leaving the poor to attend township and rural schools. Some parents choose to send learners to a school far away from their homes because the school has a reputation of producing quality results which will enable their children to further their studies after completing their secondary education (Bush, 2019).

A study conducted by Seobi et al. (2016) to improve the instructional leadership roles of Head of Department (HoDs) indicates that learners are failing to perform according to expectations because educators are struggling to provide the much-needed quality education. Among the reasons cited as major challenges affecting educators in executing their duties are, working in socio-economically challenged communities, lack of adequate preparations by educators, dilapidated infrastructure and lack of strategic enactment of instructional leadership (Spaull, 2013; Seobi et al., 2016). Principals in deprived schools are not able to give instructional leadership guidance needed by educators because they are always busy trying to solve their daily challenges of keeping the school running (Seobi et al., 2016).

Further, HoDs who are mandated (DoE, 2000; RSA, 2002) to perform instructional leadership duties, are struggling to fully interpret the policy framework. In most cases HoDs were found to be gate keepers of learners' reports, term schedules and reports of work covered rather than leading educators in instructional delivery (Seobi et al., 2016). HoDs failed to implement the policy framework as stipulated (DoE, 2000; RSA, 2002) and adopted the authoritarian and hierarchical leadership styles which hampered development of sustainable structures for effective instructional leadership support (Seobi et al., 2016).

Maponya (2020) conducted a research on the influence of the principal's instructional leadership role on learner performance and revealed that principals as instructional leaders influence learner performance through creating a platform which motivates

both educators and learners to work above their expectations. The platform created by principals who enacted instructional leadership effectively sustained a culture of teaching and learning which enabled educators and learners to effectively engage in curriculum matters.

In line with findings from other studies, Maponya (2020) found that the principal who effectively practised instructional leadership are at the heart of instructional delivery and they play a central role in motivating educators to deliver instruction to the expected standards resulting in improved learner performance. In this way, instructional leaders were found to be playing a pivotal role in improving academic achievement of learners through their influence on educators to effectively execute their instructional duties.

The study reported that, if principals realised their instructional duties or if principals are aware of what they are supposed to do, they are in a better position to effectively enact their instructional leadership roles. This is in line with Naidoo's (2019) findings which calls for a minimum entry qualification for principals so that prospective principals have the knowledge and skills with regard to what they are supposed to do. This will enable them to effectively execute their instructional duties resulting in improved learner performance.

Findings in Maponya's (2020) study revealed that motivation to both educators and learners is at the heart of curriculum delivery. Instructional leaders who motivated the learner community positively influenced learners' results. It was found to be the principal's responsibility to continually motivate the learners so that they can perform optimally in their examinations.

Proper management of the instructional programme was found to be central to improved learner performance (Maponya, 2020). A clearly defined instructional programme together with mastery experience was found to be vital in influencing learner performance positively. Furthermore, principals who utilised instructional expertise and content knowledge of their subject to help in the management of instructional delivery improved academic performance of learners (Maponya, 2020).

Instructional leadership research in South Africa point to the fact that many school principals lack proper training to effectively execute their instructional leadership functions. In addition, some educators do not have proper subject content knowledge

to effectively deliver their lessons in the classroom. As a result, many learners fail to perform optimally in their national examinations and in tests conducted in comparative studies.

2.5 THE CURRENT TRENDS IN INSTRUCTIONAL LEADERSHIP RESEARCH

Current issues affecting effective implementation of instructional leadership in developing countries are presented. The Leadership-for-Learning model is briefly discussed. Findings from meta-analytics are explored to further investigate the effects of instructional leadership on learner performance. The gap between the developed nations and the developing nations in the enactment of instructional leadership and instructional leadership research conducted is discussed in this section.

Research findings on school leadership and learner outcome during the period 2010 to 2015 identified Leadership-for-Learning model as one of the leadership construct that improve learner performance. The Leadership-for-Learning model was proposed by Hallinger in 2011 and it subsumes research carried out on instructional leadership since 2000 (Hallinger, 2011). The Leadership-for-Learning model describes the strategies which principals employ to improve teaching and learning outcomes in schools (Hallinger, 2011). Unlike the instructional leadership model which focuses on the role of the principal, the Leadership-for-learning model encompasses a wider range of school leadership functions which are shared by different people in the hierarchy of the school leadership.

The Leadership-for-Learning model emphasises the profound role played by societal culture, school processes, organisational structure and staff establishment in the enactment of leadership styles. According to Leadership-for-Learning model, values guide school leaders to make decisions which are aligned to school vision and goals to improve learner performance (Hallinger, 2011). For a school to succeed in its improvement journey, leadership should focus on the development of human capacity in order to develop the school's capacity for improvement. The school context has a profound influence on the exercise of school leadership and its impact on learner performance (Boyce et al., 2018). Leadership should be enacted according to the needs of the school rather than following a prescription on how leadership should be enacted (Hallinger, 2011). The most fundamental aim of Leadership-for-Learning is the persistence on improvement of the teaching and learning conditions in schools.

Although the Leadership-for-Learning emerged from instructional leadership, there are some areas where it goes beyond instructional leadership (Boyce et al., 2018). More specifically, the role played by values leadership in Leadership-for-Learning is not shared in instructional leadership. Although instructional leadership focuses on developing a positive school learning climate, the Leadership-for-Learning model considers aspects such as school-level conditions, school processes and societal culture (Hallinger, 2011). The Leadership-for-Learning model put more emphasis on how contextual factors influence enactment of leadership across different context. Participation in staff development, capacity building and developing a succession plan, are leadership elements that are emphasised in the Leadership-for-Learning model (Boyce et al., 2018). Furthermore, Leadership-for-Learning model examines how personal characteristics of school leaders such as experience in leadership, expertise, skills and knowledge moderate the exercise of leadership in schools. The Leadership-for-Learning model will be discussed in detail in chapter 3.

By the end of the first decade in the 21st century a development in educational research emerged. During this period, the meta-analytic studies emerged as a result of a maturing body of empirical studies. Researchers began to deeply analyse, synthesise and integrate the results of earlier multiple literature on instructional leadership using the quantitative techniques. Their aim was to build upon earlier research to further investigate the effects of instructional leadership on learner achievement. Findings from the meta-analytic studies suggested that instructional leadership had stronger effects on improving the quality of teaching and learning when compared to other leadership models such as transformational leadership (Pan et al., 2015; Hallinger et al., 2015). These findings gave a boost to instructional leadership-driven policy makers who emphasised the role of instructional leadership in improving learner performance.

The indigenous perspective and practice advocated by Bajunid (1996) encouraged researchers not only to explore the Western theories but also to discover and develop local practices and models that are relevant to each nation or country (Pan et al., 2015; Hallinger et al., 2017). The expansion of the theoretical and empirical research of instructional leadership to other nations still remains a challenge (Hallinger et al., 2017). Although the western scholars managed to develop a comprehensive theoretical framework for instructional leadership, they failed to take into consideration

the different socio-cultural contexts of each nation (Hallinger et al., 2017) The effects of leadership practices vary according to the situation, the school or organisation and therefore the findings from North America cannot be over generalised to other parts of the world with different context (Pan et al., 2017). Thus, current global scholars are encouraged to contextualise instructional leadership to their countries (Hallinger et al., 2017). The current study is placed within this context to contribute to the broader global endeavour to build a comprehensive knowledge base for indigenous practices and perspectives for instructional leadership in South Africa.

In their study of literature on instructional leadership in Taiwan, Pan et al. (2017) found that most of the reviewed studies used western conceptual frameworks without critical reviewing and adopting the models to the Taiwan context which resulted in distorted interpretation of indigenous experiences (Pan et al., 2017). Moreover, they used research instruments borrowed from the western countries. Pan et al. (2017) further recommended that indigenous researchers should develop and use indigenous research instruments relevant to their context.

Although Instructional leadership has been embraced and accepted the world over, there have been some challenges in understanding the antecedents and contextual factors that influence the behaviour of school principals as they execute their instructional leadership roles (Hallinger., 2017). One of the most important antecedents identified by Hallinger et al. (2017) is self-efficacy which represents the belief that, "*I can make a difference.*" Recent findings suggest that school principals with strong self-efficacy set high expectations and standards for both educators and learners (Hallinger et al., 2017). The current study further explores the influence of self-efficacy as a dimension of instructional leadership in the South African context and particularly in township schools.

Instructional leadership evolved considerably in the western society to the point of reaching saturation (Hallinger et al., 2017). While this is the case in the developed countries, instructional leadership recently began to surface in the developing societies of Latin America, Asia and Africa. This created a gap in the development of instructional leadership between the developed and the developing societies (Hallinger et al., 2017). A challenge was also created for the principals of the developing nations to let go of traditional leadership methods of being administrators

and to effectively embrace instructional leadership (Hallinger et al., 2017). Studies conducted by Hallinger et al. (2017) indicate that a new approach is needed to prepare school principals for the extended roles. Alsaleh (2018) asserts that school leaders needed training before assuming leadership positions. This is another challenge which this study aims to address by advocating for principal training colleges to train principals before they are appointed to leadership positions.

Another challenge faced by developing nations in the enactment of instructional leadership is the use of evidence and findings from empirical studies conducted in developed nations while most of the developing nations are centralised or partially decentralised (Alsaleh, 2018). Centralised systems of education still exist in other parts of the world and evidence supporting the enactment of instructional leadership in centralised education system is limited (Alsaleh, 2018). This is the case in most Asian countries such as Kuwait, Iran and many other countries in Africa (Hallinger et al., 2017). A study in Kuwait by Alsaleh (2018) found that principals faced limitations in enacting instructional leadership due to centralised education systems. Most of the instructional leadership functions were controlled by district officials from the Ministry of Education. As reported by Alsaleh (2018) the school was an extension unit of the Ministry with limited input in decision making.

Also, recent findings on instructional leadership emphasise that the enactment of instructional leadership by school principals is greatly influenced by contextual factors and the organisational climate of the schools (Boyce et al., 2018). Schools are different in many ways such as size, location, the socio-economic environment, educators' commitment and learners' attitudes and therefore, instructional leadership cannot be uniformly enacted (Boyce et al., 2018).

From the above discussion it can be concluded that during the first two decades of its inception, instructional leadership was conceived as a role played by the school principal only and was viewed as a North American phenomenon. But with the passage of time, changing trends in education, globalisation and findings from a wealthy body of knowledge created by researchers, instructional leadership is now internationally recognised and is now a shared leadership function between the school principal and all other people occupying leadership positions in the school. Current studies indicate that instructional leadership functions are no longer centralised on the

school principal but they are decentralised to deputy principals, HoDs, the School Governing Body (SGB) and learner leaders.

With the current development in mind, the present research investigates how township factors influence the enactment of instructional leadership in South African schools. Current findings on instructional leadership emphasise that instructional leadership is shared between the principal and staff members. This study further investigates how instructional leadership is enacted at all levels of school leadership in the school in order to improve the quality of teaching and learning.

2.6 THE CONCEPT OF QUALITY EDUCATION

2.6.1 Introduction

The purpose of assisting school leaders to effectively execute their instructional leadership roles is to improve the quality of teaching and learning in schools. Therefore, it is important that at this point in time this study shifts the focus to what is meant by quality education. This section explores the concept of quality education as a global phenomenon in general and as a national problem in South Africa, particularly in township schools.

Instructional leadership is a prerequisite for the provision of quality education to all learners (Maponya, 2020). However, this still eludes many developing countries in the world and it's one of the greatest challenges faced by the world today (United Nations Educational, Science and Cultural Organisation (UNESCO), 2009; Spaul, 2014; UNESCO, 2014; Honeyman, Persson, Thomas & Waugh, 2016; World Bank, 2019). It is a challenge because there is no universal agreement on the definition of quality education, how to measure it and how to improve it (Sayed, Kanjee & Nkomo, 2013; Spaul, 2014; UNESCO, 2014; United Nations International Children's Emergency Funds (UNICEF), 2020). The definition of quality education provided by some scholars is based on the notion of human rights as enshrined in international organisations, declarations, instruments and conventions while others base their definition on the outcome of the teaching and learning process (Sayed et al., 2013; Honeyman et al., 2016; UNESCO Institute for Statistics, 2018).

2.6.2 Definition of quality education

A global human right-based definition of quality education views the provision of quality education as a fundamental human right, that is, every learner has a right to access not only education but quality education regardless of the learner's origin, ethnic group, race, colour and socio-economic status (UNESCO, 2014; World Bank, 2019).

In line with the above, Honeyman et al. (2016:6) define quality education as:

an inclusive education system and a process through which a country or a society passes on knowledge, skills, norms and values to the next generation that empowers learners to overcome barriers of intolerance, discrimination and gender biased, so that they become economically viable citizens who could contribute meaningfully to the economic development of their country.

In the same vein, Sayed et al. (2013:40) view quality education as, “*one that satisfies basic learning needs and enriches the lives of learners and their overall experiences of living.*” The Universal Declaration of Human rights (UDHR) (1948) affirms parents' right to choose the type of education for their children which will enhance their personal growth, cultural diversity, gender equity and social tolerance and achieve world peace. The right to quality education has been extended to include mother tongue instruction, curriculum relevant to employment opportunities, provision of adequate teaching and learning resources, inclusive education which caters for individual needs and disabilities, and, gender and cultural stereotype free education (UNESCO, 2014; UNICEF, 2020).

The United Nations Convention on the Rights of the Children (CRC) further affirms and broadens the concept of quality education by identifying four major principles to be implemented in order to achieve quality education. These principles include, inter alia, the right of children to be heard and to express themselves freely regardless of their age and maturity, the provision of a non-discriminatory education, the best interest of the child to be taken into consideration when making decisions and finally the right to life and development of learners to their fullest potential. These principles point to the fact that quality education should ensure that learners are actively involved and recognised in the delivery of a competence-based curriculum which is responsive to the needs of the learners (Spaull, 2013; UIS, 2018).

Article 1 of the World Declaration on Education- for -All (Jontein, 1990) cited in Spaul (2013:12) strengthened the global concept of quality education and specified that:

quality education should provide the basic learning resources and basic curriculum required for all human beings to develop their full capabilities to improve their livelihood and to continue living in peace and have a dignified life and, that quality education is the basic right of every child and governments were called upon to commit themselves to work together to ensure the provision of quality education to all learners regardless of gender, wealth, origin, ethnical group, location and mother tongue.

In addition to transfer of values and attitudes which are essential for the development of responsible citizens, quality education should focus on cognitive development of learners so that they are equipped with knowledge and skills to face the challenges of the twenty-first century (Dakar Framework for Action, 2000). The Dakar goals specifically articulate that quality education can be achieved only if learners from previously marginalised groups are included in the provision of quality education (Sayed et al., 2013; World Bank, 2019).

The United Nations Millennium Development Declaration (2000) adopted eight Millennium Development Goals (MDGs) which challenged all world leaders to reduce extreme poverty by 2015 so that learners from marginalised groups can receive quality education. The MDGs specifically make it mandatory for all school going girls and boys to complete the full primary course by 2015 (UNESCO, 2009). Besides making primary education compulsory to all learners of school going age, the MDGs are a driving force behind the formulation of educational policies and strategies aimed at eradicating poverty, reducing child mortality, preventing diseases, and promoting gender equity and the development of sustainable learning environments (MDGs, 2000).

The Global Monitoring Report (2014) states that quality teaching in the classroom equips learners with high numeracy and literacy skills that promote creative, emotional and cognitive development which enables learners to acquire appropriate values and attitudes necessary for them to live a valued and meaningful life. The report further states that quality education goes beyond classroom activities to include promotion of cultural values and empowering citizens to lead a successful economic life.

2.6.3 Quality education in the South African context

The South African education is not an exception when it comes to challenges of providing quality education to all learners, defining quality education and how to measure quality education. Nonetheless, South Africa has a different background of apartheid, which has an influence on the definition of quality education (Sayed et al., 2013). The concept of quality education in the South African education system focuses among other things, on redressing the inequalities created by the apartheid system and creating a new democratic education system that is non-racial, desegregated and violent-free (Bush, 2020). Therefore, in the South African context, the definition of quality education puts more emphasis on three aspects, namely, desegregation of schools, eradication of racism and creation of non-violent schools.

To provide quality education to all learners the democratic government moved from the apartheid education system which was unequal and focused on the desegregation of the education system by creating a unified education system, allowing learners to register at schools of their choice, have one curriculum, one assessment system and one examination board for all learners (Bush, 2013).

Therefore, according to Bush (2020: 9) quality education in the South African context means:

desegregation of the education system which will see white learners enrolling in former marginalised township schools and black learners enrolling in former Model C schools without any barriers. Further to this, the state-of-the-art learning facilities must also be built in deprived areas which will allow all learners to have equal access to learning materials, curriculum assessment and examination conditions.

The enactment of quality instructional leadership roles by school leaders and the provision of quality education in South Africa are also determined by the extent to which racism is eradicated in schools and in the entire education system (Carrim, 1998; Carrim, 2013). In this case, quality education implies creation of racism-free school environments which allow for the full realisation of human dignity and rights in the provision of education. Quality education in this context is exploring the culture of teaching and learning based on human rights which state that all learners have a right

to education regardless of their colour and socio-economic background (UNESCO, 2014; UNICEF, 2020).

Venter (2019: 17) wrote, “*Hardly a day goes by in the school without the school disciplinary being involved in some sort of disciplinary tussle involving learners at school.*” This is an indication that many learners are subjected to violence and bullying at school. Ndlazi (2018) also wrote in this regard that parents are transferring their children from a Pretoria top public school due to claims of bullying. The heading of the Pretoria newspaper on the 14th of April 2021 (Isaac, 2021:14) reads, “*The death of a Grade 10 Limpopo pupil after she was bullied by peers has brought the issue of bullying at schools to the forefront of the Department of Basic Education’s eyes.*” All these reports show the alarming rate of bullying taking place in many South African schools. The provision of quality education to all learners can only be achieved if all schools are safe and all learners are protected from being subjected to violence.

2.6.4 Summary

This section gave a global overview of quality education starting with the definition of quality education which put more emphasis on the right of all learners to access quality education. The definition of quality education in the South African context is discussed to give a contextual meaning because many countries have different backgrounds and contexts which influence the definition of quality education. This will provide a clear understanding of what is quality education and how instructional leadership is a determining factor in the provision of quality education to township schools in the Gauteng province.

2.7 FACTORS DETERMINING THE PROVISION OF QUALITY EDUCATION

2.7.1 Introduction

There are a number of factors which determine the provision of quality instructional delivery to learners. The factors include inter alia, the quality of instructional leadership, the learner quality, the teacher quality, the quality of infrastructure, quality of learning resources, a quality curriculum, the quality of the school environment and the parents’ quality (Honeyman et al., 2016). These factors are discussed in relation

to how they affect the effective execution of instructional leadership functions by the school principal and the provision of quality education to learners in schools, particularly township schools.

2.7.2 The quality of school leadership

School leadership is at the heart of quality curriculum delivery and plays a central role in improving learner performance (Naidoo, 2019; Maponya, 2020). Proper management of instructional programmes, creating and sustaining a culture of teaching and learning, motivating both educators and learners, and creating a conducive learning environment improves the provision of quality education to learners (Maponya, 2020). In order for school leaders to execute their leadership duties effectively, they should be properly trained to acquire appropriate leadership skills and knowledge which are needed for them to function effectively (Naidoo, 2019). The provision of quality leadership is not only the responsibility of the school principal but the responsibility should also be shared among all people occupying leadership positions at all levels of school leadership (Hallinger et al., 2017; Boyce et al., 2018). Research findings indicate that school leadership plays a pivotal role in the provision of quality education to all learners and they argue that it is the most salient factor among all factors that contribute towards improved learner performance in schools (Honeyman et al., 2016; Hallinger et al., 2017; Naidoo, 2019; Maponya, 2020).

2.7.3 The quality of learners

In order to enact effective instructional leadership to achieve quality education, schools should enroll learners who are ready to learn (UNESCO, 2008; UNESCO, 2014). There are many factors which determine the quality of children's lives before they are enrolled at school and these factors include basic pre-requisites for learning, early exposure to formal education, learning challenges, parental support and social inequities (Honeyman et al., 2016; World Bank, 2019). To ensure that effective instructions take place in the classroom and that all learners are ready to learn, their physical, cognitive and socio-emotional health should be protected and developed by affording them enough time to play, study and rest (UNESCO, 2014; UNESCO, 2020).

For school principals to effectively implement instructional leadership roles to improve the quality of teaching and learning, learners should have good overall health, adequate and healthy food, and well-developed fine motor skills. Malnutrition during pregnancy and early infancy affects children's future brain development, vision and hearing ability (UNICEF, 2012; UNICEF, 2020). Also, children at school who do not have adequate nutritious food experience difficulties in classroom learning and physical activities (Honeyman et al., 2016). Therefore, children should have adequate food, hygiene and home environment and be vaccinated against diseases for them to be healthy and ready to attend school (UNICEF, 2012).

The development of self-regulation, tolerance and emotional expression is a prerequisite for the enactment of effective instructional leadership which result in the provision of quality education for all learners (UNESCO, 2014). To promote socio-emotional development children should have enough time to play at the right time and adequate rest. Play is a psychological necessity which helps children from different cultural backgrounds, socio-economic status and gender to socially interact positively and breakdown barriers of discriminations (Honeyman et al., 2016). The negative impact of insufficient rest due to too much play and hard labour is loss of memory and retention, lack of concentration in the classroom and less time for homework (UNICEF, 2012; World Bank, 2019).

Community-based health services such as immunisation and vaccination programmes, treatment for parasitic infections, provision of nutritious food and hygienic awareness campaigns increase learners' readiness to enrol at school. Communities should have adequate sanitation facilities, access to safe drinking water, adequate health facilities which are well staffed and safe playing facilities for children in order to adequately prepare learners for enrolment at school and to reduce absenteeism at school due to illness and improve classroom concentration and long-term learner performance in preparation for the final examinations such as the Grade 12 final examinations (Honeyman et al., 2016).

Learners from deprived communities are likely to face more challenges than learners from affluent communities which affect their performance at school (Spaull, 2013; Naicker et al., 2013; Maringe et al., 2016). Learners from disadvantaged communities such as townships, informal settlements and rural areas are likely to have been

exposed to violence, trauma, food insecurity, shelter insecurity and poverty which impact negatively on their socio-emotional development and their readiness to learn (Honeyman et al., 2016). Learners from deprived communities should be exposed to counselling activities, parent- child interaction activities, peer co-operation and interaction activities through play and, provision of adequate and nutritious food, housing programmes, proper sanitation, health facilities and a warm and welcoming environment free of crime and violence (Sayed, 2013; Maringe, Masineri & Nkambula, 2016; Bush, 2020). These conditions are a prerequisite for the implementation of effective instructional leadership in schools to promote the provision of quality education to all learners.

In order to have quality learners who are ready to learn, and who will perform well in subsequent school years, learners should be well prepared before enrolling at school so that the goals of providing quality education to all learners can be recognised (UNICEF, 2020). Some learning challenges which are faced by learners in the classroom today, might be a result of something which affected the child before enrolling at school or even before the child was born (UNESCO, 2014). The provision of quality education in schools largely depends on how well children's cognitive development, physical development, socio-emotional and fine motors skills were promoted during their infancy or before birth (Honeyman et al., 2016).

2.7.4 The quality of educators

Many scholars argue that teacher quality is the most determining factor in the implementation of instructional leadership roles that promotes the provision of quality education to learners because educators are directly involved in the teaching and learning process, and their involvement directly influence learner performance (Honeyman et al., 2016). Factors which determine teacher quality are recruitment and deployment of effective educators, educator training, incentives for educators, educator shortage and professional development of educators.

Recruitment of quality and effective educators who can effectively deliver instructions in the classroom is a difficult process, because in most cases educators show their capabilities whilst there are already in the field (UNESCO, 2014). Studies conducted to investigate learners' views on what constitute a quality instructional educator

revealed that a good instructional leader is a master of his/her subject, well prepared for the lesson, uses relevant and catching teaching and learning materials that give daily life experiences, marks learners' work on time and gives constructive feedback (Honeyman et al., 2016). Learners further view quality educators as those who are sympathetic, helpful, friendly, caring and democratic. According to educators and principals' perceptions (Bernard, 2009:19):

...an effective educator develops positive relationship with learners, is well trained and groomed, uses audio visual aids, adopt a variety of teaching methods, is learner centred and encourages learners to ask questions. Effective educators are dedicated to their work, produce high learner performance, sequence their learning, use a variety and flexible teaching methods, is always punctual, well dressed and, creates and sustains an orderly learning environment.

Effective instructional delivery can only take place in the classroom if quality educators are recruited and deployed equitably among all schools. However, this seems to be impossible because of barriers in recruiting and deploying educators such as shortage of qualified and competent educators, low salaries for educators, high cost involved in training educators, low status of the teaching profession and lack of motivational incentives for educators (Bush, 2020). Furthermore, equitable distribution of educators is difficult to achieve because most educators are reluctant to take teaching posts in poorly resourced areas resulting in qualified and competent educators preferring well-resourced schools thus creating disparities in teacher deployment (Bush, 2020).

2.7.5 A quality curriculum

Provision of a quality curriculum is determined by the language of the instruction, the match between the curriculum and learning outcomes, availability of teaching and learning resources and technological development (UNESCO, 2014). Research evidence points to the fact that when children are taught in their mother tongue in the early years of schooling, they perform well in their classroom activities and examinations (UNESCO, 2015). A quality curriculum should allow instructions to be conducted in the first language of the learners so that they can develop vocabulary

and literacy skills needed for the mastery of the second language which is essential in subsequent years of schooling (Honeyman et al., 2016).

Curriculum refers to what, why and how well learners learn in a systematic organised way and the outcomes of this process should be reflected in knowledge, skills, attitudes and competences a learner should master at the end of the curriculum (DoE, 2011; Honeyman et al., 2016). To improve the quality of teaching and learning, curriculum should be aligned to the intended learner outcomes which will in turn satisfy the demands of the society (UNESCO, 2014). A quality curriculum should be inclusive and diverse to cater for the physically challenged learners, learners from the disadvantaged communities and individual difference in learning abilities (Honeyman et al., 2016).

Curriculum materials such as textbooks, educators' guides, computers and other teaching and learning materials play a pivotal role in the provision of quality education to learners (Sayed et al., 2013). These learning resources should be equitably distributed so that learners from the disadvantaged communities can have enough resources like their counterparts from affluent communities (Spaull, 2013; Maringe et al., 2016)

2.7.6. The quality of school facilities

Quality of learning facilities such as modern classroom, well equipped science laboratories, computer laboratories with internet access, well equipped libraries and state of the art sports fields providing a variety of sporting activities promotes effective enactment of instructional leadership and the provision of quality education to learners (Maringe et al., 2016). This is one of the areas which is lagging behind in the provision of quality education to learners because some of the learners in many deprived communities still do not have adequate learning facilities especially in rural areas and townships (Bush, 2020). Furthermore, some of the schools in rural areas and townships do not have access to sanitation facilities such as toilets, piped water and some also do not have electricity (Bloch, 2009). Another factor which affects enactment of effective instructional leadership functions in many schools is the large class size, with high educator-learner ratio of 1:60 per class, for example (Maringe et al., 2016). The commitment to Education- For- All by leaders of governments in 2000

expanded the education systems of many countries resulting in increased enrolments in schools (Honeyman et al., 2016).

Although some researchers (Maringe et al., 2016) argue that school facilities have an indirect effect on learner performance this study argues that quality education for all can only be achieved if all learners are provided with enough and adequate learning facilities. The argument is based on the fact that modern learning facilities are more likely to motivate educators and learners to put more effort into their work because these facilities enable school principals and educators to execute their instructional leadership roles more effectively especially in science and sports where they do practical activities.

2.7.7 Technological development

Computer technology has changed the way some schools deliver their instructions to learners and in some instances, it has replaced the traditional classroom and chalkboard with the flipped classroom, interactive digital whiteboards and other devices such as the learners' smartphones and computers (Honeyman et al., 2016). These modern technological devices, together with digital literate trained educators have improved the quality of teaching and learning in schools. Nonetheless, this aspect of the modern digital culture has created inequalities in learning because some schools cannot afford the costs involved in acquiring the equipment and maintaining of the equipment (Honeyman et al., 2016). As a result, learners from disadvantaged communities in townships, informal settlements and rural areas are less familiar with digital literacy making them unable to participate in the digital economy (Honeyman et al., 2016).

2.7.8 Summary

Factors determining the provision of quality education and conditions necessary for have been discussed. The provision of quality education is greatly determined by the factors discussed above and these factors are a prerequisite for effective enactment of instructional leadership. Therefore, the aim of this study was to identify these factors which affect effective implementation of instructional leadership roles by the school

principal and to come up with best possible solutions to assist principals to execute their duties more effectively.

2.8 FACTORS AFFECTING ENACTMENT OF INSTRUCTIONAL LEADERSHIP IN SOUTH AFRICAN SCHOOLS

2.8.1 Introduction

Factors affecting effective implementation of instructional leadership roles in the provision of quality education in many South African schools are discussed in this section. This section also presents initiatives put forward by the democratic government to improve the quality of teaching and learning and current challenges emanating from these initiatives and the legacy of the apartheid education system. These initiatives and the legacy of the apartheid education system are described and discussed to provide a deeper understanding of the root causes of the factors affecting effective implementation of instructional leadership roles by school leaders and the provision of quality education to township learners. The factors discussed below include the legacy of apartheid, the national policy framework, desegregation of schools, school funding, appointment to school leadership positions and teacher unions.

2.8.2 The legacy of apartheid

Prior to attainment of democracy in 1994, the apartheid education system introduced a racial and socially divided system of education in South Africa. The apartheid education laws were positively skewed towards the white learners in terms of access to quality education (World Bank, 2020). The apartheid education system provided more funding, world-class infrastructure, highly qualified educators and more learning resources to the white neighbourhoods while the non-white learners were deprived of all these learning opportunities (Bush, 2020; World Bank, 2020). This created wider social inequalities between the white and non-white population.

During the apartheid era, the concept of quality education and effective instructional leadership were non-existence in many township and rural schools. This resulted in the marginalisation of the majority of the black learners who were expected to be

“hewers of wood and drawers of water” (Sayed et al., 2013). The apartheid education system was fragmented, unequal, and there were 19 racially and ethnically divided departments of education which created substantial disparities in the provision of educational resources, facilities and funding (Sayed et al., 2013). The segregated departments of education had different curricula and assessment systems, unequal deployment of educators and unequal allocation of resources.

Current research findings indicate that the education system perpetuates inequalities created by apartheid system and further creates new gaps and barriers in the provision of education in schools (World Bank, 2020). The gap between the rich and the poor is widening as the learners from affluent societies continue to have access to better educational opportunities resulting in advanced life opportunities while learners from townships, informal settlements and rural areas have limited educational opportunities which keep them trapped in the survival economy (Maringe et al., 2015; World Bank, 2020). Unlike during the apartheid era, where disparities were according to racial lines, today they appear along socio-economic lines (Bush, 2020). The above problem is a result of the legacy created by the apartheid government which created deep racial division and social inequalities that the current government is finding difficult to redress (Maringe et al., 2016).

2.8.3 The national policy framework

The end of the apartheid in 1994 resulted in the birth of a democratic South Africa, which transformed the education system from a racially divided system to a unified non-racial system (Bush, 2020). The democratic government in South Africa introduced a new legislative framework in an attempt to redress the educational inequalities created by apartheid system (Bush 2020).

One of the initiatives put in place to redress blatant inequalities created by the apartheid government was to enact education policies that overhauled the entire education system. A number of education policies, education white papers, education acts and education bills were promulgated to transform the education system so that it could meet the demands of the new democratic society (Sayed et al., 2013; Bush, 2020). These policies related to school governance, school funding, teaching and learning, curriculum, the assessment system, examinations and educators.

The first White Paper on Education, the National Education Policy Act (NEPA), No. 27 of 1996 (RSA, 1996a) and The South African Schools Act (SASA) (RSA, 1996b) focused on altering the landscape of school governance to redress gross inequalities created by the apartheid government. These legislative frameworks outlined the basic principles for desegregation and transformation of the education system, establishment of the SGBs and corporate governance to determine instructional leadership functions such as planning, financing, staffing, management, monitoring and evaluation of the education system (Bush, 2020). The second White Paper on Education (RSA, 1996c) and the SASA (RSA, 1996a) focused on providing a unified system of education, outlined principles on school funding and promoted access to schooling by making schooling compulsory for learners aged between seven and fifteen years (Sayed et al., 2013).

The introduction of the School Governing Bodies (SGBs) was regarded as a major step towards promoting effective instructional leadership and democratization of the education system in South African schools (Bush, 2020). The inception of SGBs changed the shape of school leadership in the manner that instructional leadership functions were now shared between the school principal and members of the SGBs. The SASA (RSA, 1996b) clearly stipulates the instructional leadership functions of the SGBs which are clearly specified by the legislation to include, inter alia, implementation of the admission policy, recruiting and appointment of educators, collection and management of school resources, drafting the school budget and attending hearing procedures (RSA, 1996a). Although the introduction of SGBs faced challenges in establishing effective and functional SGBs in schools, the move was regarded as a step in the right direction in democratizing the education system (Bush, 2020).

Further to the above, the SASA (RSA, 1996b) recognised the role of the deputy principals and the HoDs in school leadership in South African schools (Bush, 2020). According to the SASA (RSA, 1996b), school leadership is a function shared between the school principal and other staff members. Deputy principals and HoDs are more engaged with educators as they carry out their daily instructional leadership functions than the school principal (Malinga & Jita, 2016). Most of the instructional leadership

functions in schools are carried out by the deputy principal and HoDs (Malinga et al., 2016; Bush, 2020). Among other instructional leadership functions, the school deputy principals and HoDs do class visits, book inspection, moderate learner's tasks, monitor curriculum coverage and analyse results. Thus, the current study is placed within this context to assist school leaders to execute instructional leadership functions more effectively to improve the teaching and learning process particularly in township schools.

The SASA (RSA, 1996b) mandated secondary schools to have learner representative councils in their leadership structure. This is a clear indication that the national framework aims at bringing democracy to the grassroots level in schools by involving learners in school leadership (Bush, 2020). The learner representative councils are constituted by the head boy and head girl at the top of the hierarchy followed by prefects and then class monitors.

Twenty-six years after the attainment of democracy and promulgation of a considerable number of educational policies, the current education system failed to yield the results intended by the legislative framework (Maringe et al., 2016; Bush, 2020). The current problems in the education system are a result of educational policies created by both apartheid government and the current government (Maringe et al., 2016). The broad-brush educational policies enacted by the democratic government which apply to all schools, to redress inequalities created by the apartheid government did not take into consideration the different specific context of each school (Maringe et al., 2016). The playing fields in schools are uneven in terms of resources and the application of context-fixed policies is needed to level the playing fields to prevent further inequalities created during the apartheid era, from developing further (Bush, 2020).

Despite stipulation by the Department of Education's guidelines for involvement of learners' representative council to form part of school governance, they are challenges facing learners in the school governing structures (Bush, 2020). In his research on the role of learners in school governance Mabovula (2009) found out that there are limitations on developing the potential of learner leadership and constrains which are embedded in the structures of school governance. Due to the traditional legacy of school leadership, many schools are failing to fully embrace democratic values

embedded in the system (RSA, 1996a), and by so doing hampering effective implementation of learners' representative councils in many schools. The current study will further explore school governance structures to find the best possible school governance structures which will enhance effective execution of instructional leadership at all levels of school leadership.

The recent educational policy which did not consider the specific contextual situation of each school is the Curriculum Assessment Policy Statement (CAPS) of 2014 (DoE, 2014) which replaced the Outcome-based Education (OBE) or the Curriculum 2005. The learning activities and assessments are designed in such a way that all schools must have well-resourced science laboratories, libraries and computer laboratories with internet access (Maringe et al., 2016). Many schools in townships, informal settlement and rural areas do not have these learning facilities to effectively implement their instructional roles as required by CAPS. As a result, schools from deprived communities do not have adequate resources to effectively implement the curriculum so that learners can be adequately prepared for final examinations (Bush, 2020). Many learners from townships, informal settlements and rural schools thus do not pass Grade 12 final examination convincingly, limiting their chances of furthering their education or having good employment prospects (Bloch, 2009). This creates disparities in learning opportunities between the poor and the rich further widening the gap of social inequalities between the two groups (World Bank, 2020).

2.8.4 Desegregation of schools

Recent research indicates that there are still challenges in effective execution of instructional leadership functions and the provision of quality education in South Africa today. One area of concern is the rate and patterns of desegregation in schools which make it difficult for school principals to effectively execute their instructional leadership roles. The University of Witwatersrand Education Policy Unit (Wits EPU) which followed the extent of desegregation of schools in South Africa, together with other studies conducted by Naidoo, (1996); Nkomo et al. (2004); Sayed et al. (2007) and Nkomo and Vandeyar (2008), indicates that desegregation has taken a one-way migration pattern of black learners enrolling at former Model C schools. The white learners remain in former Model C schools and they are not moving into former African

schools which are mostly located in townships. Even though, recent studies indicate that the number of black learners has significantly increased in former Model C schools, the culture of the host school dominates and there is overwhelming assimilation of the black learners into the culture of the former Model C schools (Sayed et al., 2013).

Further to the above, learners from townships who enrol at former Model C schools endure great travelling costs and high school fees and they sometimes experience racism which affects their performance at school (Sayed et al., 2013; Spaul et al., 2015). The dominate culture of former Model C schools perpetuates racism in some schools and this remains as one of the challenges faced by the South Africa education system in providing quality education to learners (Spaul et al., 2015). The establishment of a racism-free school environment is yet to be realised in South African schools after more than twenty-five years into a democratic South Africa (Sayed et al., 2013). The migration of learners from township areas to former Model C schools is premised on the assumption that these schools have always had better resources and facilities since the apartheid era and as a result learner from townships are prepared to endure the suffering and pain of racism as long as they receive the better-quality education provided by these schools (World Bank, 2020). Therefore, quality education in South Africa is determined by the extent to which racism-free school environments have been established and the extent to which all learners' rights and dignity are realised in all South African schools.

2.8.5 School funding

The differentiated school funding during the apartheid era resulted in world class schools in affluent communities while schools in deprived communities continued to experience inadequate teaching and learning facilities, resulting in low expectations and poor employment opportunities (Bush, 2020). The funding system enabled learners from affluent neighbourhoods to receive quality education resulting in them being admitted in institutions of higher learning furthering their prospects for employment opportunities (Maringe et al., 2016). On the other hand, learners from deprived neighbourhoods received less educational funding which compromised effective execution of instructional leadership functions by the school principals and

educators resulting in learners being unable to further their education at universities or get better employment opportunities (World Bank, 2020). This resulted in the white learners occupying a high level in the ladder of social mobility creating wider socio-economics gaps which are difficult to eradicate today (Bush, 2020).

Educational funding was also not spared when educational reforms were introduced by the South African democratic government to ensure effective delivery of instructions in the classroom. According to UNESCO Institute for Statistics, (2018), the South African government spent 18,9% of its total expenditure on funding education. Schools in South Africa are grouped into quintiles from 1 up to quintile 5 according to their socio-economic circumstances and the neighbourhood where they are located. An equitable system of funding is used, with more allocation given to quartile 1 schools with fewer resources. Payment of school fees is also staggered according to quintiles, with no-fee paying in poor-resourced schools and fee paying in well-resourced schools.

Despite being a noble idea, the educational funding system continues to create disparities in availing resources to schools. Well-resourced schools are allowed to levy high school fees which enable the schools to employ more educators in SGB posts and build state of the art libraries, computer and science laboratories to support effective teaching and learning (Bush, 2020). Poor-resourced schools rely only on government funding which is not enough to cater for basic resources needed by struggling schools resulting in poor execution of instructional leadership functions by school leaders and educators. This status quo further perpetuates inequalities in the provision of resources to schools. The best functioning schools in the country are getting more funding through charging high school fees while struggling schools continue to be trapped in the cycle of poverty (Bush, 2020).

2.8.6 Appointment to school leadership positions

Another area of challenge facing many South African schools in the enactment of instructional leadership and provision of quality education is the appointment process to principalship posts. As alluded earlier, there are no stringent criteria used to appoint principals to principalship positions beside having seven years of teaching experience and being a holder of a teaching diploma or a degree (GDE, 2012). Principals are not

appointed on the basis of their leadership capabilities but on the teaching capabilities of the aspiring candidates (Naidoo, 2019). This has led to the appointment of incompetent people to leadership positions compromising the effective delivery of quality education (Naidoo, 2019).

Realizing this situation, the Minister of Basic Education, Angie Motshekga, proposed a review to the policy on the appointment of principals to public schools in 2012 (Mkhwanazi, 2012). To ensure that the suitable candidates are selected and to enhance transparency and accountability in the appointment process, the Minister proposed that aspiring candidates should undergo competency tests before being appointed to principalship positions (Naidoo, 2019). This noble idea was deferred by the Minister after it was opposed by teacher unions.

Although the teacher unions shut down the competency test for the promotion to principalship posts the professional development initiatives for the practicing and prospective principals remained a top priority for the DoE. The National Department of Education's Task Team (1996) emphasised the need for school leaders to be equipped with appropriate leadership skills to enable them to effectively lead their schools so that learners can be helped to perform optimally in their examinations. The recommendation from the task team has generated a robust debate among scholars, educational leaders and all stakeholders for the past 20 years (Naidoo, 2019).

In pursuit of having an overarching principal certification programme, the DoE (2016) formulated the South African National Professional Qualification for Principalship (SANPQP). The policy identified fundamental principles to guide the qualification for appointment of principals. The aim of the SANPQP is to raise professional standards and competency for principals so that suitable people are appointed (Naidoo, 2019). Through SANPQP the DoE proposed to make ACESLM the minimum entry qualification for appointment to a principalship position (Naidoo, 2019). Further to this, the DoE is in a process of reviewing its decision to introduce the Advanced Diploma in Education: School Leadership and Management (ADESLM) as a minimum entry qualification for prospective principals. So far, the Higher Education Qualification Committee (HEQC) has approved the qualification and many institutions of higher learning are preparing for the implementation of this qualification (Naidoo, 2019).

The study by (Naidoo, 2019) made recommendations on the type of principals needed to solve the myriads of challenges faced by twenty-first century principals. One of the recommendations of the study is that the twenty-first century principals are regarded as the curators and custodians of their school's vision, mission and values and, thus they are required to possess multi-faceted leadership skills and qualities to provide inspiration for educators and learners to achieve high standards of performance. This type of leadership can only be achieved through exposing practising principals and aspiring principals to practical experience, informed knowledge and developing leadership skills by having a continued professional leadership development programme for all members of the School Managing Team (SMT) (Naidoo, 2019). The study further recommends that the DoBE should put in place a prerequisite qualification for prospective principals so that competent and skillful principals are appointed in order to develop and maintain functional schools. Lastly, the study underscores the need to build leadership capacity, a broad-based leadership structure which encompasses participation of all stakeholders in the management of the school in order to develop sound leadership practices to ensure that the core business of the school is effectively executed (Naidoo, 2019).

2.8.7 Teacher unions

Teacher unions are a major obstacle in the provision of quality instructional leadership and quality education in many South African schools (Bush, 2020). They always criticise any proposal from the Ministry without critically analysing the merits and demerits of the proposals, resulting in them organising unrests and protests which are uncalled for (Mestry, 2017). These protests and unrests disturb the instructional time resulting in learners losing contact time especially in township schools where these unrests and protests are common features (Bush, 2020). There is enough evidence that the teacher unions paralyse the management of many schools in South Africa due to their negative approach to proposals put forward to improve the quality of teaching and learning in schools (Msile, 2014). Their negative stance on all initiatives intended to improve the quality of teaching and learning contribute to under-performance in South African schools especially in township schools (Bush, 2020).

With all these current challenges facing the education system in South Africa, the current study argues that the education playing field should be levelled first before educational policies are nationally applied. Application of broad-brush policies before addressing inequalities in schools had a negative impact on learner performance in poorly resourced schools. The current study further argues that if the above is not possible, the provincial government and district departments should formulate and implement educational policies that are specific to their context. Although provincial government, district departments and schools are allowed to formulate their educational policies, they have to do so within the framework of the national policy, and even if they have their policies, they have to implement the national policies together with their policies. Thus, the central aim of this study is to identify context-specific instructional leadership roles which are relevant to township schools in Gauteng province and help school leaders to effectively execute their instructional leadership functions in order to solve current issues in the provision of education to improve the quality of teaching and learning in deprived schools.

2.9 SUMMARY

In order to satisfactorily answer the research question and the sub-questions thereafter, this chapter reviewed global literature on the instructional leadership construct, starting with its definition and its development since its inception in the United State of America early in the 1980s. The definition of instructional leadership was examined and reviewed starting with contemporary definitions provided by early researchers to current definitions in order to provide an understanding of what instructional leadership entails. This provided information rich background for this study to formulate a comprehensive instructional leadership definition relevant to the South African context in general and township schools in particular.

The historical development of instructional leadership is traced from early the 1980s when it was viewed as a task performed by the school principal only and in the 1990s during the paradigm wars. The introduction of new laws such as No Child Left Behind and other education laws in the USA placed more emphasis on the principal as the responsible person for learner performance resulting instructional leadership gaining prominence as a leadership construct.

The concepts of globalisation and socio-economic development which contributed to the increased number of international publications on instructional leadership in Europe and the call for contextualisation of instructional leadership research in Asia have been explored in this chapter in relation to how they influenced the development of instructional leadership world over. This information on historical development of instructional leadership is important to this study in so far as providing data on how the concept of instruction has been researched and to find out which instructional leadership principles worked in each different context and how far the research findings have been generalised to other contexts. This will help this study to identify instructional leadership research findings done by other scholars which are relevant to the South African context.

Early research on instructional leadership in South Africa indicated that many South African principals fail to effectively implement instructional leadership roles due to work overload and that they lack required knowledge and skills to execute their instructional leadership roles effectively due to lack of proper training before appointment to the position of principal. This information is vital to this study in providing the ground covered by other research on instructional leadership in South Africa, identifying areas which need more research and to identify research evidence that worked and that did not work in the township context. This was in line with the aim of the current study which was to identify factors hindering effective execution of instructional leadership in township schools and develop instructional leadership models which are relevant to the South African context.

The aim of assisting school leaders to effectively execute their instructional leadership functions is to provide quality education to all learners. In order to broadly understand the concept of quality education, the global definition of quality education and the South African context definition of quality education were provided in this chapter together with factors determining the provision of quality education.

The last section of this chapter dealt with current factors hindering effective enactment of instructional leadership in South African schools today, particularly township and rural schools. Discussion on these factors indicated that the apartheid government also contributed to the factors hindering effective execution of instructional leadership roles by the school principals. The legacy of apartheid is still a deterrent factor in the

provision of quality education in South African schools, especially in deprived areas such as townships, informal settlements and rural areas. Also, some of the initiatives proposed by the democratic government are further perpetuating inequalities in the provision of quality education to learners.

It is hoped that the literature study provided in this chapter will be vital in the following discussion on instructional leadership as a theoretical framework underpinning this study and the other subsequent chapters.

In the next chapter, the focus is on developing the theoretical framework which will guide the methodology to be used to collect, analyse, and interpret data. In the process of developing the theoretical framework, a number of instructional leadership models will be discussed and critically analysed in order to develop a comprehensive theoretical framework.

CHAPTER 3

THE THEORETICAL FRAMEWORK

3.1 INTRODUCTION

In chapter two a literature study was done on certain aspects and concepts related to this study. In this process, instructional leadership was defined as the principal's role that is strong, directive and predominantly focused on instructional delivery in the classroom in order to improve school effectiveness and learner achievement. The principal's role in the school relates to the creation of a focused school mission and vision, coordinating the school curriculum and creating an enabling school culture that can motivate both educators and learners to work to the best of their ability. Explicitly, effective instructional leadership is the act of achieving success and raising successful learners who would contribute meaningfully to society. It strives to provide conducive learning conditions that raise the motivational level of learners and staff in order to turn schools into productive organisations. Instructional leadership is a hands-on leadership approach that is focused on curriculum delivery and instruction as they take place in the school in order to improve the quality of teaching and learning in schools.

In addition to this, the concept of quality education was also discussed and defined as an inclusive education system that meets basic learning needs of the society and enriches the lives of learners so that they can fully develop their talents and reach their potential. Quality education is the provision of knowledge and skills that empower learners to overcome barriers of intolerance, discrimination and gender bias, so that they become economically viable citizens who could contribute meaningfully to the economic development of the society.

In chapter two, the factors that determine the enactment of instructional leadership and the provision of quality education in South African schools, particularly township schools, were explored. These factors include, leadership quality, educator quality, learning resources, the national policy framework, desegregation of schools, the school funding policy, appointment to school leadership positions and the role of teacher unions.

The literature chapter briefly referred to above cast a broader net to capture relevant theories to develop the theoretical framework to guide this study. Therefore, this current chapter pays attention to the development of the theoretical framework that will act as the compass point to provide the direction which this study took. The chapter starts by explaining the need for frameworks in a study. Next, the concepts of theory, theoretical framework and conceptual framework are explored and defined. This is followed by providing clarity and a distinction between a theoretical framework and a conceptual framework and justifies the selection of the theoretical framework as the framework used in this study. The role and purpose of the theoretical framework in research is also discussed. This follows a discussion on the 'Leadership-for-Learning' Model as the theoretical framework underpinning this study. Situating and applying this model to assist school leaders to effectively execute their leadership roles in order to improve learner performance in township schools, forms part of the discussion in this chapter.

3.2 THE NEED FOR FRAMEWORKS IN A STUDY

3.2.1 Introduction

The frameworks that are used to guide research are theoretical and conceptual frameworks. The reasons for the need for these frameworks in a study are brief discussed in this section. This is followed by defining what a theory is. Next, is the discussion on the theoretical framework and conceptual framework, as well as the distinction between them. The last section will focus on the purpose of the theoretical framework in this study.

The theoretical and conceptual frameworks provide the path the research will follow. The two frameworks serve the same purpose of guiding and giving direction to the research as that of the house plan which gives instructions and directions on how to build the house (Grant & Osanloo, 2014). In the light of the above, frameworks assist to explain the path the research will take. In other words, the theoretical and conceptual frameworks serve the same purpose as the compass point serves in a map, of giving directions and guidance to the travellers (Kivunji, 2018). In this vein, research without strong frameworks is like a traveller looking for directions without a compass point. Therefore, the main purpose of theoretical and conceptual frameworks

in a study is to guide and direct the researcher to the concepts and theories that will make the research valid and acceptable (Mensah, Frimpong, Acquah, Babah & Dontoh, 2020).

The second purpose of frameworks in a study is to give rigour and life to the research (Mensah et al., 2020). In the words of Imenda (2014) both conceptual and theoretical frameworks are important to research as water and blood are important to the human body. In this regard, frameworks define the purpose of the study and help readers to easily comprehend the research work (Mensah et al., 2020). Furthermore, conceptual and theoretical frameworks assist readers to understand the researcher's assumptions about the phenomenon under study and to help readers to ascertain the academic position of the researcher. It also helps readers to critically evaluate the importance and purpose of the research as well as evaluate the scholars the research is engaging in their research.

Regarding the importance of the theoretical framework to a study, its purpose is to provide a structure that assists the researcher to collect data, analyse data and make research findings more meaningful, and acceptable by expert scholars in the field. It assists the researcher to identify the data they want to collect in the field and what to look for in the data. The structure is like a house plan which shows the types of rooms, how the rooms will look like and the purpose of the rooms. In a like manner, the theoretical framework provides a structure that shows the researcher what to look for in the data, how to hang together the bits and pieces found in the data, and to help the researcher to present the research findings more clearly considering the theories advanced by experts in the field (Mensah et al., 2020). It helps the researcher to connect the abstract to the reality observed in the data collected (Kivunji, 2018).

Having said that, this discussion now focuses on what is the theoretical framework. Since the theoretical framework is developed from existing theory or theories, the following section commences by defining theory to provide a background to understand how the theoretical framework is linked to theory.

3.2.2 What is a theory?

According to Gabriel (2008) a theory is an abstract generalisation, or a set of ideas that offer systematic explanation and prediction of relationships between and among

phenomena. Embedded in this definition is the view that a theory serves the purpose of providing explanation and predictions of events, situations and phenomena by showing relationships among or between variables (Glanz, 2008). A clear definition of a theory is provided by Kivunji (2018:45) who asserts that, “*A theory is a set of interrelated constructs, definitions and propositions that present a systematic view of phenomena by specifying relations among variables, with the purpose of explaining and predicting the phenomena.*” Three things emerge from this definition.

Firstly, a theory is a set of interrelated and connected constructs that are well defined. Secondly, the related constructs provide a systematic view about the phenomena, events or situations to be studied. Lastly, a theory provides a systematic explanation about how phenomena are interrelated and connected by showing how variables are related. Simply put, a theory is a generalised statement or abstract generalisation that provide a systematic explanation and prediction about relationships among phenomena.

The definition of a theory above shows that a theory is central to research because research is aimed at discovery and development of knowledge guided by a chosen theoretical framework which is derived from a theory or theories. Therefore, it is important for this discussion to pay attention to what a theoretical framework is.

3.2.3 What is a theoretical framework?

According to Chikwuedo and Uko- Aviomoh (2015:99) a theoretical framework, “*...is the application of a theory or set of concepts drawn from the theory that offers an explanation of an event or shed some light on a particular phenomenon or research problem.*” Simply put, a theoretical framework is a specific theory or theories that the researcher borrows and applies to guide the study (Collins & Stocktons, 2018). A theoretical framework is constituted by theories of experts in the field of the researcher, which the researcher uses as a guide for analysing and interpreting data (Mensah et al., 2020).

In the same vein Kivunji (2018) adds on to say that a theoretical framework comprises the theories expressed by experts in the field in which the researcher plans to do the research and draws upon these theories to develop a theoretical framework which will guide data analysis and interpretation of results. Explicitly, a theoretical framework

provides the structure that enables the researcher to comprehensively and analytically define and link the study to the research problem or the phenomena under study.

A theoretical framework is also the blueprint that provides guidance to the researcher on how to select methods to measure variables, fine-tune the research questions and analyse and present results (Collins et al., 2018; Mensah et al., 2020). In this regard a theoretical framework is a road map or a compass point which shows the direction which the research will take. In simple terms, a theoretical framework shows the path on which the research will move, and it firmly grounds the research in the theoretical constructs (Kivunji, 2018; Mensah et al., 2020). Above all, a theoretical framework is the foundation upon which research is developed and constructed.

Kivunji (2018), in turn, views a theoretical framework as a special lens through which the researcher can examine research data, conduct data analysis, discuss and interpret data, and draw conclusions and make recommendations. It is a focal point from which the researcher's views about the problem under investigation is supported. In essence, a theoretical framework is the structure that holds and supports research findings and make them acceptable to the research field.

After defining theoretical the framework, it is important for this section to turn its focus on the conceptual framework which is closely related to theoretical framework. This is important in order to provide the distinction between them and to justify the selection of the theoretical framework as the framework used in this study.

3.2.4 What is a conceptual framework?

A conceptual framework is the sum of anything and everything that forms part of the entire research project which includes, the plan, the structure, the underlying thinking, the practices and the implementation process of the research (Marshall & Rossman, 2016; Ravitch & Reggan, 2017; Kivunji, 2018). According to Mensah et al. (2020) a conceptual framework is the over-all sound position and the underlying thinking about anything and everything that is associated with the entire research. Simply put the conceptual framework comprises all aspects and concepts that are related to the entire research project, starting from the research topic, the problem statement to the research question, literature review and methodology.

The conceptual framework comprises all concepts and ideas which are related to the problem under study (Ravitch et al., 2017). Chikwuedo et al. (2015) view the conceptual framework as the process of bringing together all related concepts to explain the phenomenon which is being investigated. The conceptual framework is the umbrella term relating to all concepts, ideas and constructs which are relevant to the problem under study.

According to Marshall et al. (2016) a conceptual framework is a visual or written representation of an expected relationship between variables. It is a systematic description of the relationship between variables as well as their causative mechanisms. It illustrates forms and processes of interactions between variables of the phenomenon under study as well as the concepts, ideas and constructs associated with the literature review of the current study (Ravitch et al., 2017; Mensah et al., 2020). A conceptual framework is developed from concepts and ideas that are based on a literature review of the existing study as well as theories related to the topic of the study (Masrshall et al., 2016).

Having discussed the two frameworks, the discussion now turns its focus to the difference between the two frameworks as a way of providing further clarity between the two frameworks. Therefore, the following section discusses the difference between the conceptual framework and the theoretical framework.

3.2.5 The difference between the theoretical and conceptual framework

One of the major differences between a theoretical framework and a conceptual framework is on how they are developed (Ravitch et al.,2017; Mensah et al., 2020). A theoretical framework is developed from existing theories or theories that have been developed by experts in the field of the study while a conceptual framework is developed by the researcher based on how the researcher understands the research problem and the relationship between different variables in the study (Collins et al., 2018). A conceptual framework is the researcher's own ideas or constructed model on how the research problem will be explored while a theoretical framework is developed from the existing theories in order for the researcher to further develop the theories or to test their relevance in a different context (Mensah et al., 2020).

While a conceptual framework is the end result of carefully putting together concepts that are related to the problem under study, a theory or theories validated by experts and considered to be acceptable in a scholarly manner may serve as a theoretical framework (Kivunji, 2018). In essence, a conceptual framework is derived from concepts while a theoretical framework is derived from a theory or theories (Ravitch et al., 2017; Collins et al., 2018).

A theoretical framework is developed from well designed, tested and accepted theories which provide a general representation of the relationship between variables of the phenomenon being investigated whereas the conceptual framework is a proposal of answers to the defined research problems that outline the input, processes and output of the whole investigation (Mensah et al., 2020).

3.2.6 Justification for selecting the theoretical framework

From the above discussions on the theoretical framework and conceptual framework it can be concluded that the conceptual framework is the master plan for the entire research project whereas the theoretical framework is only the sub-set of the conceptual framework (Ravitch et al., 2017; Collin et al., 2018; Kivunji, 2018; Mensah et al., 2020). Therefore, a theoretical framework was selected for this study because it is a sub-section of this study, thus fulfilling the requirement of this research project.

The problem statement of this study is based on instructional leadership theories which were developed by experts in the field of school leadership. The present study further tested the instructional leadership theories which were developed in the western societies in the South African context particularly in township schools. The framework based on testing existing theories is the theoretical framework as discussed above. Therefore, this study selected the theoretical framework to guide this study because it deals with the testing of existing theory or theories which is in line with this study. The purpose and importance of a theoretical framework is discussed in the following section.

3.2.7 The importance of the theoretical framework for this study

The fundamental purpose of a theoretical framework in this study is to provide direction or the path to be followed by the researcher in conducting the study. Mensah et al. (2020) compare the role of the theoretical framework to that of a travel plan which can be used by the researcher to conduct the research. In this study, the theoretical framework provides the parameters of the study and confines the researcher to the accepted theories in order to make the findings of the study more credible, valid, transferable, generalisable, conformable, dependable and scholarly.

A theoretical framework is vital to this study in so far as it deepens the relevance and essence of this study. It will help to convince the readers that this study is based on credible literature provided by experts in this field (Kivunji, 2018). In this regard the theoretical framework provides a common worldview from which the readers will support the research findings in relation to the problem being investigated.

The theoretical framework serves as a focal point of this study because it links the study to the research problem, which in this case is, how school principals can be assisted to effectively execute the instructional leadership roles. In this context the theoretical framework of this study is based on instructional leadership models which makes it relevant to the research question as the research question is based on improving school leadership through enactment of instructional leadership. In essence, the theoretical framework serves as the focus of the study because it resonates with the research problem investigated.

Chikwuedo et al. (2015) state the role of the theoretical framework in a study as that of determining the methodology to be adopted and to explain the research findings. In the same vein, Collins et al. (2018) state that a strong theoretical framework assists in data coding, synthesis, interpretation and presentation. The theoretical framework is important to this study because it guides the choices of the research designs used and it also helps in developing the data analysis plan used to discuss and present the findings of the study. In essence, the theoretical framework makes the data analysis and interpretation more focused by guiding and confining the process to the stipulated framework.

More importantly a theoretical framework serves the purpose of linking all aspect of the research which include the justification of relevant and specific theories that explains the purpose of the study, explanation of the problem statement and the related research questions, giving guidance to the literature review, determining the methodology to be used and guide data analysis and interpretation.

3.2.8 Summary

The theoretical framework comprises of theories expressed by experts in the field of the researcher which the researcher uses as a guide or a road map to conduct the research. The theoretical framework is a sub-section of the whole research project and is linked to all other sections of the research. On the other hand, the conceptual framework is constituted by a summary of all concepts, ideas and constructs which are related to the problem under study. After providing clarity on the two frameworks, it is important at this point to discuss the theory which was used as the framework in this study. The following section explores the Leadership-for-learning model as the theoretical framework underpinning this study.

3.3 THE LEADERSHIP-FOR-LEARNING MODEL CONCEPTUALFRAMEWORK

3.3.1 Introduction

The framework guiding this study is the 'Leadership-for-Learning' model developed by Hallinger (2011). This model had been selected as a framework to guide this study because it describes the strategies which principals employ to improve school leadership and learner achievement that are related to the problem under investigation. The model incorporates information that includes multiple perspectives of both school principals and educators that are vital for this study as it uses both principals and educators as participants in this study. This model encompasses a wider range of school leadership domains and dimensions that this study wanted to investigate in order to improve school effectiveness and learner performance in township schools. The model clearly and categorically defines school leadership dimensions making it easier for this study to apply these dimensions in the township context.

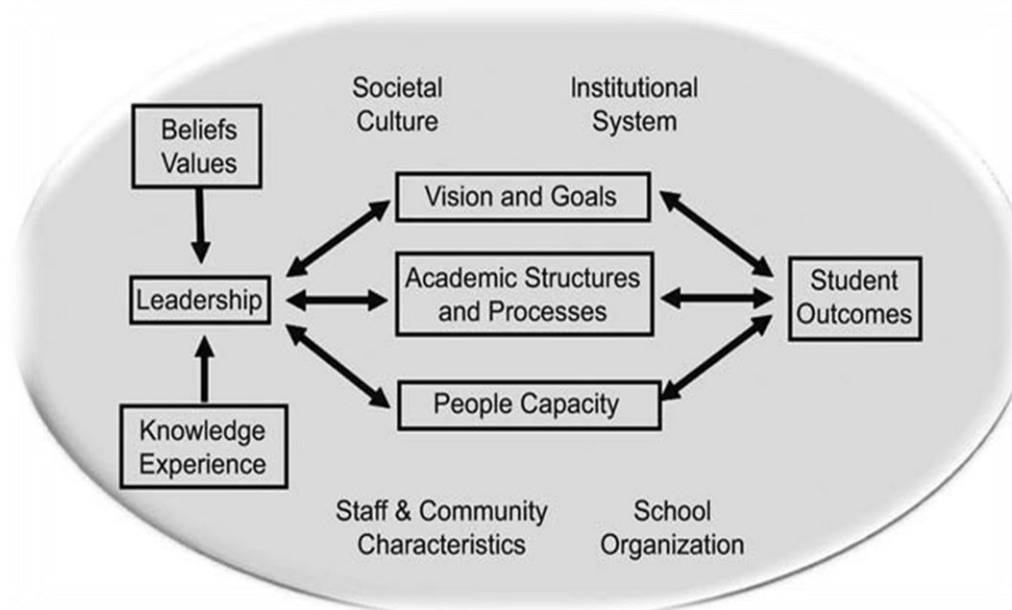


Figure1: Leadership-for-Learning model (Hallinger, 2011:127)

The Leadership-for-Learning model provides structured leadership roles that can be translated into specific leadership behaviour that can be tested qualitatively and quantitatively in township schools. This would enable the results of the present study to be generalised across different school settings and contexts.

The main domains of the Leadership-for-Learning model as illustrated in Figure 1 below are school context, beliefs and values, leadership knowledge and experience, school vision and goals, academic structures and processes, and people capacity. These domains are deeply explored and critically analysed in the following section to develop an understanding of how they affect enactment of school leadership roles. In addition, the domains were applied to township schools to determine how they assist school leaders to effectively execute their instructional leadership roles in township schools in order to improve the quality of teaching and learning. Therefore, the following section discusses the Leadership-for-Learning model illustrated in Figure 1.

3.3.2 School context

According to the Leadership-for-Learning model, the domain of school context emphasises the profound role of school context in the enactment of school leadership and learner achievement. This model states that school leadership is shaped by school context and at the same time the school context, is also shaped by school

leadership (Hallinger, 2011; Boyce et al., 2018). In this regard, the model supports the premise that school leadership is to a large extent influenced by school context (Alsaleh, 2018; Boyce et al., 2018) The domain of school context plays a pivotal role in shaping school leadership and improving learner performance because enactment of the principal's roles happens in the confinement of the school and all other dimensions are surrounded and influenced by the school context (Alsaleh, 2018). The domain of school context is delineated into four main dimensions, namely, societal culture, personal characteristics of the school community, school organisational culture and institutional system. These dimensions are discussed in detail in the following section.

According to the dimension of societal culture, the socio-economic status of the school environment is an important factor which moderates the enactment of school leadership and learner performance. The dimension of societal culture proposes that leadership effectiveness is dependent on the school's surrounding environment and the socio-economic status of the environment in which the school exist (Alsaleh, 2018; Hallinger et al., 2019).

The dimension of societal culture states that environmental factors play a significant role in the enactment of school leadership. This is based on the premise that each school exists in an environment and in most cases these environments are different. Thus, as a result, schools are categorised into former Model C schools, schools that are well-resourced, township schools which are in high poverty urban areas, and rural schools which are located in rural areas. In this regard the environmental factors of the school have a fundamental impact on the enactment of school leadership (Bush, 2020).

More so, each school operates in unique circumstances and to generalise, for example, that the findings from elementary schools would perfectly fit all schools throughout the world would be failing to consider school context. According to the dimension of societal culture exercise of school leadership should be based on the needs of the school rather than following predetermined prescriptions of good leadership (Alsaleh, 2018). The concept of one size fits all ignores the different societal culture of each school and research indicates that policy makers have also been

ignoring the impact of school context when framing new policies and curriculum (Hallinger, 2011; Hallinger et al., 2015).

All schools are on an improvement journey and are at different stages of the improvement journey. Therefore, each stage has different approaches, priorities and strategies assigned to, that are suitable for each school to move to the next level. In this layered leadership, schools work towards achieving immediate goals which are relevant to their needs rather than working with a predetermined list of leadership prescriptions. This enables principals to use different leadership styles such as contingent and situational leadership which calls for exercising of different leadership styles in different situations (Boyce et al., 2018). In short, what works perfectly in one school may not perfectly work in another school. Therefore, enactment of leadership is greatly determined by the environmental factors and the immediate needs of the school.

In short, this dimension of societal culture presents variation in enactment of school leadership as a result of differences in school context and the socio-economic status of the school. As a result of these variations schools cannot be treated the same since they operate in different contexts and in unique circumstances.

The second dimension of the domain of school context is staff and school community characteristics. This dimension proposes that staff and school community characteristics contribute to learner outcomes through their interaction with school leaders and as they interact among themselves (Southworth, 2002; Hallinger, 2011; Hallinger et al., 2015). According to the dimension of staff and school community characteristics, personal characteristics of the school community such as staff commitment, the quality of learners and the type of relationship the parents have with the school influence enactment of school leadership roles in schools (Hallinger, 2011). Leaders impact learner performance through manipulating these characteristics and by exercising leadership roles such as framing school values, vision and goals, monitoring and supervising the teaching and learning process and developing a positive relationship among and between school community (Boyce et al., 2018; Southworth, 2002).

The focus of the model is on improving school working conditions in order to improve staff capacity which results in improved learner performance. As school leaders

interact with staff members, learners and parent to improve school effectiveness, their leadership roles are also influenced by staff members, learners and the school community (Hallinger, et al., 2019). In addition, as the school moves on its journey towards achieving its vision, it changes the behaviour of educators, learners and parents, Therefore, this dimension proposes that educators, learners and parents' behaviours are influenced by leadership roles and at the same time school leadership roles are influenced by personal characteristic of the school community (Boyce et al., 2018). Regarding this aspect, the Leadership-for-Learning model emphasises that employment of leadership is influenced and moderated by personal values, experience, skills, knowledge and beliefs of the school community (Hallinger, 2011; Boyce et al., 2018; Naidoo, 2019).

Also, to be more specific on this point, as leaders interact with staff members to impact positive learner performance, their actions are influenced by the composition of the staff and staff behaviour and features such as personal characteristics of staff members, staff morale, staff commitment and the teaching experience of staff members (Southworth, 2002). This dimension of staff and school community characteristics proposes that as leaders interact with staff members of the school, they adapt to the behaviour of the staff members and school processes. As they adapt to these conditions over time, they change their thinking and behaviour to suit the demands of the organisation in which they work. (Alsaleh, 2018). In this regard, this dimension presents enactment of leadership as a symbiotic relationship between the school leaders and the staff members. The model proposes a two-way type of relationship between the staff members and school leadership. Explicitly, as school leaders exercise their leadership roles to effect positive change in the school performance, their actions are also moderated by the staff members and the parent community.

To sum up this section, the dimension of staff and community characteristics proposes that enactment of school leadership roles is influenced by personal characteristics of staff members and the school community. As school leaders interact with staff members and the school community to impact change, they also adapt to the demands of the staff members and community resulting in them changing their thinking about how they execute their leadership roles.

The third dimension of the domain of school context is the organisational culture of the school. The dimension of organisational culture states that each school has a different organisational culture such as the culture of effective teaching and learning, and continuous improvement that determines the enactment of leadership. Effective schools are marked by strong emphasis on effective teaching and learning and are result oriented. (Murphy, Elliott, Goldring & Porter, 2013; Naidoo, 2019; Maponya, 2020). In order to create a culture of effective teaching and learning, improvement-focused leaders clearly define school-wide academic standards, ensure that high expectations are translated into teaching and learning activities, create an environment of high expectations and model high risk-taking behaviour (Murphy et al., 2013).

According to the dimension of organisational culture continuous improvement determines the enactment of school leadership and learner improvement in the school. Continuous improvement is achieved by leaders who are a catalyst in school-based change, leaders who ensure that schools adopt productive strategies to achieve important goals and leaders who encourage risk-taking in order to achieve quality teaching and learning. These leaders fight school stagnation and the status quo because they promote decline rather than growth (Murphy et al., 2013).

Precisely, each school has its own organisational culture which is developed over time by setting high standards and expectations for both learners and educators, by the school leadership. Striving for continuous change results in school improvement which in turn result in improved learner performance.

The last dimension of school context is the institutional systems. This dimension focuses on aspects such as school structure, hierarchy of authority, school committees and formulation of school policies. This dimension contends that schools are different in terms of their size, and this influences the formation of the school structure such as school committees, leadership structures and formulation of school policies. As a result, these aspects determine the enactment of school leadership in schools since each school is different and this also influences the variation in learner achievement in schools.

Schools with effective school systems are also defined by safe and an orderly school learning environment. This is achieved by putting in place institutional systems that

create enabling school environments. This dimension entails drafting of context-fixed school policies and effective implementation of these policies in order to create and maintain a safe, clean, aesthetic and pleasing school environment. The code of conduct for learners is clearly defined, communicated and it is assumed to be understood by both learners and educators. School leaders work with parents to secure widespread acceptance of the code of conduct for learners. The role of the school principal is to ensure that school rules are constantly and fairly enforced to make learners accountable for their behaviour (Naidoo, 2019).

In short, schools have different structures, systems and policies which influence the enactment of school leadership roles. School policies such as the code of conduct provide a guideline of how learners should behave in school in order to maintain school discipline which is a vital factor in determining learner achievement.

To conclude this section, the domain of school context proposes that variation in exercise of school leadership is a result of societal culture, staff and school community characteristics, school organisational culture and institutional systems. These dimensions are important in the enactment of school leadership roles because all the other domains are influenced by the contextual factors of the school, and they take place in the school context. Environmental factors have a bearing on the exercise of school leadership roles because schools exist in different and unique environments. In the same vein, personal characteristics of staff members and the school community such as educators' experience, knowledge and skills as well as parents' attitude towards the school influence the enactment of school leadership in schools. Also, the organisational culture of the school such as the culture of continuous change and the culture of effective teaching and learning determine the exercise of school leadership roles by school leaders. Lastly institutional systems such as school committees, leadership structures and school policies have a bearing on the enactment of school leadership roles by the school principal and the school management team. Having discussed the domain of school context, this discussion turns its attention to the next domain which is, leadership beliefs and values.

3.3.3 Beliefs and values

The domain of beliefs and values focuses on the role played by school leadership beliefs and values in shaping the school's culture of teaching and learning and their impact on learner achievement. In the words of Hallinger (2011:128), "*values both shape the thinking and action of leaders and present a potentially useful tool for working with and strengthening the school's culture.*" Additionally, Naidoo (2019) states that school aims, objectives, goals and ethics ought to be firmly grounded in the personal and professional values and beliefs of school leadership. In other words, values and beliefs guide principals in decision making on what is important for the school in relation to budgeting, enrolment of learners, selection and appointment of educators, subject and class allocation and formulation of school policies. Explicitly, school leadership beliefs and values shape school leadership thinking and define the means through which principals achieve the school aspirations.

School leadership beliefs and values determine what the school regards as important, what the parents want from the school and what learners expect from the school. These terminal values or school's aspirations which include among others, learners' academic achievement, social development and learning growth are largely determined by the values of school leadership. The avenues which the school principal priorities to achieve the terminal values, which in this model are referred to as the instrumental values, include inter alia, goal setting, budgeting, monitoring the curriculum and creating a conducive learning environment (Hallinger, 2011). In sum, terminal values play a pivotal role in defining the ends through which school leaders aspire to achieve, and the means they use to achieve their aspirations are largely influenced by the instrumental values.

In short, the dimension of beliefs and values proposes that the decisions school leaders make for the school are largely influenced by sets of values and beliefs school leaders hold about the school, staff members, parents and learners. These sets of beliefs and values help leaders to make choices and define what is important for the school. In this regard, school leadership beliefs and values determine the enactment of school leadership roles in schools, and their impact on learner performance.

3.3.4 Leadership knowledge and experience

The domain of leadership knowledge and experience has three main dimensions, namely the principal self- efficacy, the principal's knowledge and skills, and the principal' previous experience and outstanding achievement. According to this domain, the exercise of school leadership roles by school leaders is to a large extent shaped by the type of personal characteristics leaders bring to the school (Uysal & Sarier., 2018; Naidoo, 2019). These dimensions are subsequently discussed in the following paragraphs.

The dimension of principal self-efficacy plays a major role in the enactment of school leadership roles in school. (Ozdemir et al., 2020). Principal self-efficacy is the belief by the principals that they can do better for the school and the belief that staff members can also improve their performance. As a result, principals set high standards and expectations for both learners and educators. Furthermore, the principal communicates and models high performance and expectations to motivate others to work towards achieving the set standards and expectations Overtime, these expectations of leaders will heavily shape and influence the collective school commitment of both educators and learners (Uysal et al., 2018).

This dimension of school leadership knowledge, skills and expertise plays a crucial role in determining learner achievement in schools. Also, Naidoo (2018) observed that principal's knowledge and skills have an impact on the exercise of school leadership by the school principal who should be appropriately trained and must possess appropriate skills before they are appointed to the position of principalship (Naidoo, 2019). A sound knowledge base and high skills enables principals to optimally execute their leadership duties and positively impact learner performance (Maponya, 2020).

The last dimension of this domain is the experience and prior achievement the principal brings to the schools. School leaders who have experience are in a better position to effectively execute their leadership functions than unexperienced leaders (Naidoo, 2019). More to this point, school leaders who had achieved a task are in a better position to improve the task when they do it for the second time than leaders who are doing it for the first time. Therefore, experience counts when it comes to exercise of school leadership and learner achievement.

To conclude this domain, enactment of school leadership is greatly determined by leadership characteristics such as principal self-efficacy, principal's knowledge and skills, and the principal's experience and prior outstanding achievement. As such, appropriately skilled and qualified personnel should be appointed to the position of principalship. Lastly outstanding performance and experience should be considered when making appointment to school leadership positions. Having said this, this discussion turns to the domain of vision and goals.

3.3.5 Vision and goals

The domain of school vision and goals focuses on three main dimensions, namely formulation of school vision and goals, convincingly articulating the school vision and goals to all stakeholders and the avenues through which vision and goals impacts on learner performance (Hallinger, 2011).

According to Hallinger et al. (2015:27), a vision refers to, “... *a broad picture of the direction in which the school seek to move.*” In this regard, a vision provides a wider focus on what the school wants to achieve and the direction the school will take to achieve its intended outcomes. Explicitly, a vision is a strategic plan with processes and procedures stipulating the steps through which the school will move from its current status to the desired status. A vision is like a compass point that shows the direction the school should take to reach its destination,

On the other hand, Hallinger (2011:129) asserts that, goals refer to, “*the specific aims and objectives that need to be achieved on the journey towards achieving the vision*”. In simple terms, goals refer to the processes, procedures and activities the school will undertake to achieve its predetermined vision. Goals comprise of specific aims and objectives to be achieved by the school in a specific given time in order to move the school to its visionary status. To further clarify the distinction between a vision and goals, a metaphor of a ladder can be used. The whole ladder and the steps used to climb to the top of the roof represent school goals and reaching the top of the roof represents the school vision. Therefore, the school vision represents a long-term plan that the school desire to achieve whereas goals are measurable activities which the schools would want to achieve in a given time frame.

The dimension of defining the school vision and goals incorporates the function of framing the school vision and goals (Hallinger, 2011; Hallinger et al., 2019; Ozdemir, Sahin & Ozturk, 2020). The function of framing the school vision and goals demands the principal and all stakeholders collaboratively formulate a clearly defined school vision and goals to ensure that the vision and goals are focused on improving the teaching and learning process (Boyce et al., 2018; Naidoo, 2019; Maponya, 2020). The school management team must ensure that the context-focused school vision, mission statement and goals are aligned to the needs of the school. School leadership plays an instrumental role in setting learning-focused vision and goals that are specific, measurable and achievable. Ozdemir et al. (2020) state that effective instructional leaders align school strategies and school activities with the school's academic vision.

The second dimension of school vision and goals is to effectively articulate the vision and goals to all stakeholders. Formulating specific and context-fixed school vision and goals without a proper strategy to disseminate and implement them is just like not having them at all (Naidoo, 2019; Ozdemir et al., 2020). In order to transform the school vision and goals into reality, the principal should extensively disseminate and convincingly articulate these to all stakeholders. The principal should use all communication channels such staff meetings, parents' meetings, staff development workshops, school assemblies, parent conferences, staff conferences and other platforms to discuss and review the purpose of the school vision and goals (Boyce et al., 2018; Alsaleh, 2018).

The last dimension of school vision and goals focuses on the avenues school leaders use to improve learner achievement. According to Ozdemir et al. (2020) school vision and goals are the second-best avenues through which school principals improve learner performance in schools. In other words, vision and goals are the most powerful indirect avenue through which school leadership impact learner achievement. According to this dimension leaders impact learner performance in two ways.

One of the means through which vision and goals impact learners' performance is clearly demonstrated by the transformational leadership theory which states that through collective effort to achieve their goals as a group, people are motivated to work to the best of their abilities in order to achieve common aspirations (Bush, 2019; Maponya, 2020). Boyce et al. (2018) point out that both principals and educators play

a part in forging a way to develop effective schools which become centres of excellent teaching and learning.

Secondly, vision and goals impact learner performance by guiding and clearly directing staff to specific job functions to be accomplished. In simple terms, vision and goals provide clarity on what is to be done, thereby directing staff's attention and effort on the most important aspect of teaching and learning. Well-formulated school vision and goals, provide a solid foundation upon which subsequent functions will rely (Maponya, 2020; Ozdemir et al., 2020).

Recent findings on comparing their influence and impact on learner performance, indicate that the vision had a strong influence on learner performance in schools with a history of success, and the impact of goals was more predominate in schools that had recently turned around their performance (Hallinger et al., 2015). In this regard, the influence of vision and goals on learner performance depends on the stage the school is at in its improvement journey.

To sum up this domain, it is the principal's duty and the school management team to formulate school-focused vision and goals that are aligned to day-to-day teaching and learning activities. Above all, the school management team should adequately and convincingly communicate the school vision and goals to all stakeholders. Lastly goals impact learner performance through indirect means.

3.3.6 Academic structures and processes

The domain of academic structures and processes comprises the dimensions of curriculum delivery, supervising and evaluating the curriculum, and monitoring learners' progress. This domain focuses on the core functions of the school, that is the main activities which take place in the school (Hallinger, 2011; Hallinger et al., 2015; Boyce et al., 2018; Naidoo, 2019; Ozdemir et al., 2020; Maponya, 2020). In simple terms the domain focuses on the core function of the school, that is, the teaching and learning process as it takes place in the classroom (Naidoo, 2019). This domain demands the school principal to focus their attention on the planning, implementation, supervision, monitoring and evaluation of the curriculum as it unfolds in the classroom (Hallinger et al., 2015). The principal accomplishes this task in collaboration with the school management team especially in large schools where time constraints may limit

the principal from doing the work alone (Hallinger, 2011; Hallinger et al., 2017). Over and above, this role requires the school principal to be an expert in the teaching and learning process for the principal to share their expertise with educators when monitoring learners' progress, supervising and evaluating the teaching and learning process (Naidoo, 2019). These dimensions are briefly discussed in the following section.

The dimension of curriculum delivery entails translating the planned school vision, goals, and targets into classroom activities and actions. This role demands the principal to ensure that classroom aims, objectives, learning activities, assessment activities, tests and examinations are aligned to the school vision and goals (Maponya, 2020). The main function is to effectively and correctly implement the curriculum by ensuring that all educators have annual teaching plans and daily lesson plans before they enter the classroom. This demands the principal to see to it that there is progression in curriculum implementation by ensuring that the correct content is taught at each grade level and relevant textbooks are used (Hallinger et al., 2015). To orderly coordinate and implement the curriculum, the principal and the school management team must formulate and distribute a school master timetable and ensure that class and subject timetables are drawn up from the school master timetable.

The domain of academic structures and processes encompasses the dimension of supervising and evaluating the curriculum. This dimension requires the school principal to be "hip-deep" in instructional delivery by conducting formal and informal class visits, book inspections, file inspections for both educators and learners and monitoring content coverage (Boyce et al., 2018). Ozdemir et al. (2020) wrote that over and above school leaders should regularly visit classes to check on how curriculum is delivered and by constantly walking around the school (management by walking about) and being present at school all the time. However, this role of supervising educators has been criticized over the past decade due to lack of empirical evidence to support its influence on learner performance (Hallinger et al., 2015). Nonetheless, according to this model, the aim of supervising and evaluating instructional delivery is not to find educator faults and mistakes per se but to provide constructive feedback and instructional support in order to develop educators' capacity (Boyce et al., 2018). By supervising and evaluating the curriculum instructions, the

principal can determine whether the intended objectives of the school are being achieved or not.

The last dimension of the academic structures and processes is monitoring learners' progress. This dimension focuses on identifying learners' progress in the teaching and learning process. To ensure that tests and assessment are aligned to the school vision and goals, and to ascertain that they are up to standard, school management team should moderate them before they are administered (Maponya, 2020; Ozdemir et al., 2020). The key role of the principal in this model is to make a detailed result analysis of the tests results and share them with educators in their staff meetings. The tests result analysis enables the principal with his team to identify areas of learners' weakness and map up strategies to mitigate these weaknesses. In turn, educators give feedback to learners and revise areas giving them challenges in order to consolidate their understanding (Hallinger et al., 2015).

In sum, the domain of academic structures and processes focuses on the main activities of the school, that is, the teaching and learning process. The main function of the school leadership is to monitor, supervise and evaluate the implementation of the curriculum as it takes place in the school.

3.3.7 People capacity

Building people's capacity is one of the most important domains of the Leadership-for-Learning model. This domain has received more attention from other leadership models such as transformational leadership, shared leadership and organizational learning. In Fullan's words cited in Hallinger (2011:133) "*It has become increasingly clear that leadership at all levels of system is the key lever for reforms, especially leaders who focus on capacity building and develop other leaders who can carry on.*" This domain of building people capacity the focus is on developing leadership capacity at all levels of school leadership in order to sustain the school's future capacity to improve the teaching and learning. This domain focuses on three main dimensions, namely professional development and the principal's participation in professional development, planned leadership change, and sharing leadership.

Professional development as a sub domain of building people capacity has a positive effect on learner performance (Naidoo, 2019). The main function of the principal is to identify areas which need improvement in the teaching and learning process and organise workshops to professionally develop educators' ability to execute their duties. The principal should make available opportunities and encourage educators to improve their professional and academic qualifications in order to develop educators' subject content, skills and knowledge so that they can improve their lesson delivery (Naidoo, 2019). Educators should be provided with opportunities to continuously develop their teaching qualifications and leadership skills. Naidoo (2019) argues that school leaders should be professionally trained for them to effectively execute their leadership roles. It is the duty of the school principal and the school management team to organise workshops for both educators and aspiring leaders.

In addition to the impact of professional development on learner performance, the principal's participation in staff development programmes impacts learner performance positively (Bush, 2019). In line with this dimension, Ozdemir et al. (2020) contend that the most powerful approach to achieve effective professional development is to participate and support the pedagogical development of educators. According to Boyce et al.'s (2018) meta- narrative study, the principal's participation in staff development produced the highest positive effect on learner performance followed by goal setting. These findings are very important in so far as directing the principal's attention to aspects that improve learner performance and, in this regard, the principal's participation in staff development. In sum, the principal's participation in staff development resulted in improved staff capacity to execute their duties more effectively and this in turn improve learner performance.

The second dimension of building people capacity is systematic planned leadership change. Systematic planned leadership change influences change in school improvement capacity, which will in turn impact on academic improvement. This dimension contends that schools should have a leadership transitional plan for them to sustain the culture of effective teaching and learning despite leadership change. Leaders come and go but schools should remain functioning effectively through a well-crafted leadership transition plan which focuses on building future leadership capacity. In line with this, Hallinger (2011:130) wrote, "*It should be noted that academic achievement was positively related to subsequent change in both school leadership*

and school capacity for improvement.” In other words, growth in school leadership resulted in subsequent growth in academic improvement capacity. More importantly, this dimension emphasises that change in academic achievement is a process, and it happens over time (Boyce et al., 2018). Schools need time to reach their desired future status, and this does not happen overnight, but it is a systematic process which unveils and unfolds as the school moves on in its journey towards its destination.

The last dimension of building people capacity focuses on how leadership is distributed among different leadership points in the school hierarchy and how leadership is developed throughout the school. The central question here is on why and how leadership is developed and distributed throughout the school. The why part of the question relates to democratic decision making by the school and that the principal is not the sole decision maker. Boyce et al. (2018) state that in distributed leadership, both principals and educators perform instructional leadership roles making both behaviours elements of school leadership practices. Furthermore, the principal does not exercise leadership alone but must share leadership roles with other school members such as the deputy principals, HoDs and the school management team in order to build leadership capacity (Bush, 2019).

The how part of the question focuses on developing leadership structures and leadership capacity in the school. How school leadership is exercised is also dependent on the stage at which the school is on the improvement journey. To be more specific, a school which needs to turn around its performance may require directive and more centralised leadership while a school experiencing success may be focusing on developing leadership capacity to achieve its succession plan (Hallinger, 2011). At this point the school will be increasing the density of leadership throughout the school by sharing and distributing leadership to various leadership points in the school. Shared leadership and distributed leadership influence learner performance through building leadership capacity and school’s capacity to improve learner performance (Boyce et al., 2018).

The domain of building people capacity has a bearing on improving school effectiveness and learner achievement. In order to improve staff capacity and leadership capacity, school leaders should make available opportunities for such development to take place and should fully participate in staff development

programmes. To improve leadership capacity, leaders should share their leadership roles with the school management team and other staff members.

3.3.8 Summary

This section discussed the domains of the Leadership-for-Learning model. The school context plays a fundamental role in the enactment of school leadership and learner performance in schools. The personal characteristics school leaders bring into the school have an influence on the decisions leaders make for the school. Similarly, the principal's beliefs and values influence decision making on what the principal, school management team and staff members regard as important aspects of the teaching and learning process. Beliefs and values help school leaders to align the school vision and goals to objectives and aims of the school. The fundamental role of the school principal is to effectively and widely articulate the school values, vision and goals to all stakeholders, for all members to pull in the same direction in their school improvement journey. Academic structures and processes focus on the core business of the school, which is the teaching and learning process. Building people capacity plays a fundamental role in determining the success or failure of the school. For the school to succeed in its improvement journey, leadership should focus on sharing leadership roles in order to develop the school's capacity for improvement. Sharing and distributing leadership are the corner stone for successful leadership. Having discussed these domains, the following section focuses on how these domains will be used in this study.

3.4. HOW THE LEADERSHIP-FOR-LEARNING MODEL WAS USED IN THIS STUDY?

The domains of Leadership-for-Learning model focused on the enactment of school leadership and how it impacts on learner performance. These domains were used in the township context to determine their influence on the enactment of school leadership roles and how they impact on learner performance. This study used the Leadership-for-Learning model to verify if the domains proposed by this model can be generalised to the South African context especially in the township context and to what extent they are impacting on learner achievement.

The domain of school context is vital to this study because it was used to confirm whether township factors have an influence in the enactment of school leadership

roles by school principal as well as determining their impact on learner achievement. Therefore, the present study focuses on how environmental factors and socio-economic status of the school influence the enactment of school leadership and learner performance in township schools. The grim conditions in townships were explored to determine their effect on the enactment of instructional leadership and how it impacts on learner performance. This study investigates how school culture and school systems such as school committees and leadership structures have an impact on learner performance in township schools. In short, the role of school context was explored in order to determine its impact on enactment of school leadership and learner achievement in township schools.

As discussed above, beliefs and values influence decision making on school matters by school leaders. Therefore, this study investigates the role played by the beliefs and values in influencing learner performance in township schools. As proposed by this domain which claims that leadership values have an influence on learner performance, this study investigates how beliefs and values of learners and parents in addition to personal beliefs and values of the school principals and the school management team contribute to improvement of learner achievement in township schools. The domain of beliefs and values guided this study to find out how learners and parents' perceptions on the importance of education in the society has an impact on learner performance at school. This study further investigates the role of education in the society or the role of role models coming from the education fraternity in motivating learners to work to the best of their ability. The present study is expected to answer questions such as, is education providing any significant value to township learners, is education producing role models in townships who can motivate learners to perform optimally in their schoolwork and, are learners and parents in township schools valuing education? The study further looks closely at the role of education in the development of the society and how it has a bearing in motivating learners to put more effort into their schoolwork. It is hoped that the information on beliefs and values will guide this study to thoroughly investigate the influence of beliefs and values on learner performance in township schools.

The domain of school leadership knowledge and experience emphasises that personal characteristics school leaders bring to the school play a pivotal role in influencing the enactment of school leadership and learner performance. This study explored

leadership training in schools and how it impacts on learner achievements in township schools. The appointment process to leadership positions was intensively investigated to determine the impact it had on learner achievement in township schools. The role of experience in enactment of leadership was also explored to determine its impact on the exercise of school leadership roles by school leaders.

In short, the present study investigated how the appointment of school leaders to the position of principalship influence effective teaching and learning in township schools. At a deeper level, the study aimed to establish how the principal's previous experience and achievement, together with the principal's self-efficacy influenced learner achievement and school improvement.

Using information on school vision and goals, the present study explores how school vision and goal are formulated in township schools. This study investigates whether school principals in township schools adequately, frequently and eloquently communicates the school vision, mission and goals to relevant stakeholders or are they only communicated the day they were put on the offices and classroom walls. This study wanted to find out which of these two aspects, school vision or school goals has more influence when it comes to learner achievement in township schools. The purpose of this study is to find out whether school principals in township schools clearly articulate the school's vision and goals to all stakeholders and by so doing, does this have any impact on learner performance? Does telling or discussing with parents about the school vision and goals, have an impact on learner performance? Will learners pass because their parents know the school vision? All these questions guided this study in data collection and data interpretation. Yes, some research findings indicated the importance of communicating the school vision to all stakeholders but is this relevant to township schools where the level of education for some parents is very low? This study further investigated who should know about the school vision and goals and how does this impact on learner performance. This study went further and compared the influence of both vision and goals in learner performance in township schools.

The domain of academic structures and processes places priority on curriculum delivery, supervision and evaluation of the curriculum and monitoring of learner performance as the most important factors that influence school improvement. This

study investigated whether school leadership roles of class visits and book and file inspections have any impact on improving learner performance or is just a routine that school leaders do. The principal's function of evaluating the curriculum by coordinating the pre-moderation and post-moderation of these assessment tools was examined to find its impact on learner performance and school improvement. The study investigated whether the purpose of assessment tools is to ensure that the assessments given are of the correct level to learners and that they are aligned to the school values, vision, goals and targets or is this just a daily routine that educators are required to undertake. This study aimed to certify whether school leadership functions of moderating learner's assessment influence learner performance in township schools.

Building people capacity plays a pivotal role in the exercise of school leadership roles by school leaders. Information presented on building people capacity was used to investigate the role of professional development in the enactment of school activities and how it impacts on learner performance. The current study further explored how principal's participation in professional development influences learner performance in schools. This study aimed to find out if schools have a transitional plan to develop leadership capacity.

The current study used the Leadership-for-Learning model to determine the research methodology and research design that were used in this study. The model guided and directed the collection of data in this study. The domains of the Leadership-for-Learning model were used to frame interview and questionnaire items which were used to collect data from the field. The domains of this model were used as a framework to guide the development of data analysis plan which was used to explain the research findings. The model was also used to compare the research findings of the current study with the findings of earlier researchers who used the same model.

In sum, the focus of the investigation was on the role of school contextual factors on moderating the exercise of school leadership in township schools. The study investigated the role of school vision, and goals in influencing learner performance in township schools. The role of beliefs and values were explored to determine their influence on school improvement and learner academic improvement. The school principal's functions of coordinating the curriculum, assessing curriculum

implementation and curriculum evaluation were the focus of this study in order to determine their influence on learner performance in township schools. Lastly, this study explored the influence of building educator capacity and leadership capacity as well as school capacity for improvement and how they impact on learner achievement.

3.5 SUMMARY

The focus of this chapter was on the theoretical framework which guided this study. As discussed, the theoretical framework is developed from theories expressed by experts in the field of the study. On the other hand, the conceptual framework is developed by bringing together all concepts and ideas that are related to the phenomenon under study. Theories used to develop the theoretical framework to guide this study are represented by the Leadership-for-Learning model.

The domains of model discussed are school context, belief and values, principal's knowledge and experience, vision and goals, academic structures and processes and building people capacity. The application of these domains in township contexts was also briefly discussed.

The Leadership-for-learning model guided and directed the research methodology used in this research. Armed with model, this study now turns its focus on the research methodology used for this study.

CHAPTER 4

RESEARCH METHODOLOGY

4.1 INTRODUCTION

This chapter presents the research methods, procedures and techniques used to collect empirical data for this study. This chapter commences by describing the purpose of engaging in an empirical study. This is followed by an overview of the research design used to guide the process of data collection and analysis for this study. The next section discusses the research paradigm adopted for the study as well as the research approach which emerged from the chosen paradigm. This is followed by describing the population of the study, the target population, the sample size and the sampling strategies used to select the participants for this study. The instruments, procedures and techniques used to collect data are consequently discussed in this chapter too. In addition, data processing and analysis techniques are presented in this section. The issues of validity, reliability, trustworthiness concluded this chapter together with ethical considerations.

4.2 THE PURPOSE OF AN EMPIRICAL STUDY

The purpose of conducting this empirical investigation was to collect data to answer the main research question which reads: **How can the principal be assisted to execute their instructional leadership task more effectively?** In order to fully answer the research question and subsequent sub-questions, the researcher decided to conduct an empirical study to collect evidence-based data that could be used to improve school effectiveness and learner performance in township schools. Before getting into details about the purpose of conducting the empirical study, it is important to first explain the term empirical research.

According to McMillan et al. (2010:9), “...*empirical means guided by evidence obtained from systematic research methods rather than by opinions or authorities.*”

An empirical research is a research method that is guided by systematically collected data and logically analysed data which is not based on individual assumptions, opinions, traditions, beliefs and experience. McMillan et al. (2010) further point out that an empirical study is an evidence-based inquiry which seeks to establish information

about the problem being investigated using systematically collected data. An empirical research is a study that is systematically organised with clearly defined research procedures and processes to be followed to collect data that can be logically analysed and presented.

To find solutions to the problem of principals failing to execute their instructional roles more effectively, the research engaged in an evidence-based inquiry that produced authentic, trustworthy, reliable and valid findings that could assist principal to perform their leadership functions optimally. It is the opinion of the researcher that the empirical investigation will help to identify ways of identifying and using positive factors to help principals to adequately prepare their leadership work so that learners in township schools can gain knowledge and skills required for them to pass their examinations convincingly.

McMillan et al. (2010) state that researchers conduct research to provide information that guides school leaders in decision making in order to improve classroom delivery and the quality of teaching and learning in schools. In line with the above statement, the researcher as an educator and school leader decided to conduct this evidence-based inquiry to provide detailed information about school leadership practices and their impact on learner performance in township schools. It was the researcher's assumption that the findings from this study would significantly contribute to the current body of evidence in search for answers on disparities in learner performance in South African schools.

McMillan et al. (2010:4) state that, "*Evidence-based inquiry provides valid information and knowledge about education that can be used to make informed decisions.*" Along these lines, this study intends to help educators and school leaders in schools to make informed decisions based on valid and credible data from evidence-based inquiry rather than individual experiences, beliefs, traditions or assumptions. It is assumed by the researcher that the information from this study will significantly contribute to the improvement of learner performance in township schools. In order to gather trustworthy, valid and reliable data, this study systematically organised and was guided by the research design. Therefore, the following section explains what a research design is.

4.3 THE RESEARCH DESIGN

The research design is the general path or the road map to be followed by the researcher to gather empirical data to convincingly answer the research question (Creswell, 2014). It is a systematic and planned process of setting up and unveiling the research methodology to be used in a study. In this regard, the research design includes the process of adopting the research paradigm in which the research is grounded, research approach, the population of the study, research instruments, research strategies, data analysis techniques and the presentation of research findings (McMillan et al., 2010). The research design connects the literature study findings to empirical findings so that authentic and reliable findings can be used to answer the research question (Creswell, 2014).

In the same vein Yin (2003) adds that a research design is a logical sequence that connects empirical data to a literature review, research questions, data analysis and research findings. A research design is a general plan that will be followed to collect data, analyse data and present the research findings (McMillan et al., 2010). Mouton (2001) concludes that a research design is a blueprint that explains how the research methodology will be conducted. Simply put, the research design describes the process of data collection, data analysis data interpretation and the presentation the findings.

4.4 THE RESEARCH PARADIGM

4.4.1 Introduction

In this section, the term paradigm is defined, and the philosophical assumptions associated with the paradigm are explained. Following the definition of paradigm is the discussion on the pragmatic paradigm which was adopted by this study.

Jourbish et al. (2011) state that the research paradigm represents the philosophical assumptions and fundamental beliefs that individuals hold about the nature of the social world and its relationship to social interactions. A research paradigm is the philosophical assumption that guides and shapes our understanding of the world around us and the interactions that take place in social contexts (Saunders, Lewis & Thornhill, 2009; Johnson & Christensen, 2014). Simply put, a paradigm is a framework of beliefs, values and norms in the context in which the research takes place.

The philosophical assumptions that shape our thinking are epistemology, ontology, methodology and methods (Cuba & Lincoln, 2000; Saunders et al., 2009; Johnson et al., 2014; Neumann, 2014). Epistemology represents philosophical assumptions about what constitutes reliable and valid knowledge, and what we accept as valid evidence from reality (Neumann, 2014). According to Saunders et al. (2009) ontology is what constitute social reality. The philosophical assumptions that constitute the means by which humans investigate the socio-cultural and historic contexts to gather evidence is the methodology (Cuba et al., 2000).

The main broad paradigm that is relevant to this study is pragmatism. Adopting pragmatism as the paradigm guiding this study has been influenced by the fact that the pragmatic paradigm is a combination of both the positivist and constructivist paradigm. Since this study adopted the mixed methods approach, it was important for it also to adopt the pragmatic paradigm because it uses both the positivist and constructivist paradigms, which represent qualitative and quantitative approaches respectively. Therefore, the following section discusses the pragmatic paradigm in detail.

4.4.2 The pragmatic paradigm

The proponents of pragmatism contend that authentic knowledge is generated by both mathematical statistics, scientific methods as well as people's own experiences and understanding of phenomena of the world (Cohen et al., 2011; McMillan et al., 2010; Neumann, 2014). They further contend that authentic knowledge and truth are not generated by scientific experiments and mathematical calculations alone, but that knowledge is also constructed through social interactions and attaching meanings to social actions (McMillan et al., 2010). The belief is that authentic and true knowledge is derived from scientific experimentations, hypothesis testing and inferential statistics as well as lived experiences and perception people bring in, to socially construct knowledge about the world around them (Creswell, 2014). The pragmatic paradigm forms the bases and justification for the use of both qualitative and quantitative research approach and research designs. Pragmatist advocate that human beings can also be studied the same way as the study of nature by using both quantitative and

qualitative methods, procedures and instruments for collecting, analysing, interpreting and reporting the findings (McMillan et al., 2010; Creswell, 2014; Neumann, 2014).

The pragmatist paradigm puts emphasis on context and values as well as scientific calculations and numbers to construct knowledge in order to comprehend the world around them (Terre Blanche, Durrheim & Painter, 2006).

The pragmatic paradigm emphasises that quantitative research alone is not sufficient enough to explain the phenomenon of the world adequately (Saunders et al., 2009; McMillan et al., 2010). Therefore, the world can be better understood if both quantitative and qualitative approaches are employed in a research. Creswell (2007) argues that positivism and constructivism do not exist independent of each other because there is a dialectical relationship between the two paradigms. If they are both used in the study, they argument each other, further strengthening the research findings (Cohen et al., 2011). In this case, positivism and constructivism complement each other in generating authentic and true knowledge. This paradigm puts emphasis on the fact that the world can be understood by using the scientific knowledge and the lived experiences human beings bring to the world (Creswell, 2014). This enables humans to interpret the world through complementing methodologies (Saunders et al., 2009; McMillan et al., 2010). These complementing methodologies will benefit the outcome of this research on improving instructional leadership roles in township schools in terms of more thorough findings, as a result of using the pragmatic paradigm. Using a pragmatic paradigm will enhance this study to be comprehensive.

From this discussion on the nature of pragmatism, it is clear that this study on understanding leadership effectiveness in township schools falls within the pragmatic paradigm because the intention of the study was to understand how leadership effectiveness can be improved in township schools in order to improve learner performance in schools. Creswell (2007) states that if the study uses both positivism and constructivism paradigms, to generate knowledge, the research falls within the pragmatic paradigm. As discussed earlier that this study used the mixed method approach and the concurrent triangulation research design, it therefore falls under the pragmatic paradigm. With this study exploring the perspective of participants through semi-structured interviews and questionnaires, it makes this study fall within the pragmatic paradigm. This study on assisting principals to execute their instructional

roles more effectively sought to understand this phenomenon through interpreting data collected during interviews and questionnaires, making this study to be within the pragmatic paradigm.

4.4.3 Summary

With reference to the discussed paradigm, it is clear that the main function of a research paradigm is to provide the foundation for choosing suitable research approaches, research designs, sampling strategies and techniques to be used to collect, analyse and interpret data (McMillan et al., 2010). The major research paradigm discussed above, that is, pragmatic, leads to the broad research design, which is aligned to the paradigm. The following section discusses the research approach.

4.5 RESEARCH APPROACH

4.5.1 Introduction

The next part of the research design which logically flows and adheres to the specific research paradigm is the research approach. The three major research approaches that are relevant to this study are qualitative, quantitative and mixed methods. Although mixed methods is the approach that logically flows and adheres to the pragmatic paradigm, qualitative and quantitative approaches are discussed first because they are the precursors of the mixed methods approach.

4.5.2 Quantitative research approach

The quantitative research approach has its roots in positivism and focuses on scientific and mathematical statistics as a method of collecting data (Rensburg et al., 2011). Mouton cited in Rensburg et al. (2011:85) defines the quantitative research approach as, *“A social science approach that is more formalised, controlled, well defined in scope and is relatively close to natural sciences approach.”* In line with this definition, McMillan et al. (2010:21) add by saying, *“Quantitative research approach emphasises objectivity by using numbers, statistics, structure and control.”* To further explore the above definitions, it can be said that the quantitative research approach is an inquiry

that seeks to investigate a phenomenon by using numerical measurements and scientific methods, and to analyse statistical data in order to generate authentic and true knowledge. Simply put, the quantitative research approach is an objective systematic approach that uses mathematical statistics and scientific methods to test an existing theory in order to determine the generalisability of the theory. Furthermore, the quantitative approach seeks to generate knowledge that is based on facts about things observed and measured by means of scientific methods and numerical values (McMillan et al., 2010). This approach is used to examine relationships amongst variables as a way of determining cause and effect between variables (Rensburg et al., 2011)

The research designs that are associated with the quantitative research approach are experimental and non-experimental designs. McMillan et al. (2010) state that a quantitative research approach uses experimental and non-experimental research designs. Examples of experimental designs are true experiments, quasi-experimental and single subjects (Creswell, 2014). Experimental designs are systematically planned so that the researcher may impose a control to participants or withdraws a control from participants. The designs that fall under non- experimental designs are descriptive, comparative, correlational, surveys and ex post facto (McMillan et al., 2010). Non-experimental design investigates and describes the phenomenon under study without the intention of imposing or withdrawal of the control to participants (Creswell, 2012). The approach uses a structured and controlled manner to provide a generally acceptable explanation of the phenomenon being investigated.

The most commonly used sampling strategy in the quantitative approach is probability sampling with experiments and questionnaires as the main instruments used to collect data (McMillan et al., 2010). Data is analysed using descriptive statistics, graphic portrayals, measures of central tendency, measure of variability and measures of relationship.

With this study focusing on assisting principals to execute their leadership function more effectively in township schools, its focus is on understanding the phenomenon of the study from the perspective and opinion of school leaders. As a result, this study represents a broad inspired data collection, analysis and interpretation of findings and results, which confirms that the quantitative research approach alone will not provide

data that can comprehensively answer the research question. Therefore, this study discusses the qualitative research approach as an alternative approach to the quantitative approach.

4.5.3 Qualitative research approach

Rensburg et al. (2011:86) views the qualitative research approach as, “*A social science that does not strictly adheres to formalised, explicated and defined way of conducting research, but the researcher does the investigation in a more detailed manner.*” In this context, the qualitative research approach is viewed as an enquiry that focuses on understanding social phenomena by exploring and interpreting the meanings attached to social interactions in order to understand the social world. The qualitative research approach is embedded in symbolic interaction which prioritises social aspects such as the lived experience, language and meanings attached to human actions (Mouton, 2001). McMillan et al. (2010:321) state that, “*The qualitative research approach involves the exploration and description of social or human problems in their natural setting.*” In this vein, the qualitative research approach investigates the phenomenon under study in its natural occurrence and attempt to establish why things occur the way they are (Rensburg et al., 2011). Qualitative research approach focuses on studying human behaviour and social interactions within unique and meaningful social and historic context.

Qualitative research approach gives preference to research designs that focus on investigating human interactions in natural context and attaching meaning to human actions such as ethnography, phenomenology, case study, grounded theory and critical studies (Creswell, 2012). The ethnographic research designs investigate and describe social groups and systems. In the same way, phenomenology describes the meanings of lived experiences (McMillan et al., 2010). A case study examines a single entity in depth by exploring multiple sources of data found in the setting (Creswell, 2007). Grounded theory examines the relationship between a theory and phenomenon. Lastly critical studies draw from critical theory, feminist theory, race theory and postmodern perspectives which hold assumptions that knowledge is subjective (McMillan et al., 2010).

This type of research approach gives preference to purposeful sampling methods and data collection techniques that focus on unstructured and semi-structured interviews, and a voice recording instrument to record participant's responses (Creswell, 2012). Data collected during interviews is analysed using inductive methods to formulate codes and main themes emerging from the data (McMillan et al., 2010).

One characteristic which distinguishes the qualitative research approach from the quantitative research approach is the study of behaviour as it occurs naturally in its social, cultural and historical context (McMillan et al., 2010; Rensburg et al., 2011; Terre Blanche et al., 2006). There is no intention of imposing or withdrawal of control on participants and also there is no manipulation of the context within which the study is conducted. The qualitative research approach contributes to better understanding of the problem being studied because it is rich in narrative descriptions and it uses words not the statistical values used in the quantitative approach. (McMillan et al., 2010).

This approach has its shortcomings which makes it insufficient to provide authentic and valid data in a research of this magnitude. It is difficult to cover a large population when using this research approach.

4.5.4 Summary

To comprehensively answer the research question, the researcher combined the two approaches discussed above. The approach which combines the qualitative and quantitative approaches is the mixed methods approach. Qualitative and quantitative approach were discussed to provide a background to understanding the mixed methods approach. Therefore, the following section now discusses in detail the mixed methods approach as the approach that was used in this study.

4.6 THE MIXED METHODS APPROACH

4.6.1 Introduction

This section presents a detailed description of mixed methods as the adopted approach in this study. The components of this section include definition of mixed methods, the rationale for adopting the mixed methods approach, how to plan mixed

methods research, mixed methods notations, types of mixed methods designs and finally the mixed methods design for this study.

4.6.2 Definition of mixed methods

Tashakkori et al. (2007) cited in McMillan et al. (2010:396) define the mixed-methods research approach as a, “*Research in which the investigator collects and analyses data, integrates the findings and draws inferences using both qualitative and quantitative approaches or methods in single study or a program of inquiry.*” Explicitly, the mixed methods approach uses both quantitative and qualitative approaches in the same study.

In turn, Johnson, Onwuegbuzie and Turner, (2007:4) define the mixed methods approach as an approach that, “*Combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purpose of breadth and depth of understanding and collaborations.*” This definition emphasises the integration of qualitative and quantitative approaches to enhance comprehension of the phenomenon under study through convergence of data and conclusions. Furthermore, the mixed-methods research approach provides more insight into the phenomenon being studied and clarity of results which cannot possibly be achieved when one of the approaches is used in isolation.

In addition to the above, McMillan et al. (2010) state that the mixed methods approach enables application of both quantitative and qualitative approaches at the same time leading to triangulation of both datasets so that the results and findings are comprehensive (Creswell, 2014). The approach provides complete and valid results (McMillan et al., 2010). Mixed methods approach uses a variety of approaches which contributes to more understanding of the problem being investigated. This is confirmed by Rensburg et al. (2011) when they state that the mixed methods approach is becoming increasingly used because many phenomena are best studied using a variety of designs. This approach will enhance the findings and results of this study on exploring principals’ strategies of instructional leadership in township schools due to its more comprehensive scope and sufficiency of findings.

4.6.3 The rationale for adopting the mixed methods approach

This study on assisting principals to perform their instructional roles more effectively in township schools is positioned within the mixed methods research approach because it carries the characteristics of both qualitative and quantitative research approaches discussed above (Wallen, 2004; Creswell 2012). This approach was selected because it is not limited to traditional approaches that is either qualitative or quantitative but uses both approaches to provide a more complete investigation (McMillan et al., 2010). The researcher's selection of mixed methods approach was informed by the pragmatic paradigm which is linked to this approach as well as the research design, research sample, data collecting methods and instruments. Through intensive investigating using questionnaires (quantitative) and semi-structured interviews (qualitative), this study collected sufficient data required to produce authentic and credible results. With this study, intending to provide a deeper understanding of assisting principals to perform their instructional roles more effectively in township schools, using a single approach would not have been adequate to completely answer the research question (Creswell, 2014). Through the mixed methods approach a phenomenon can be studied in a more detailed manner because this approach allows the researcher to use the strengths of each method to address the deficiencies of another method (McMillan et al., 2010).

With regard to this study, quantitative data gathered through questionnaires were used to compare the results with the findings from qualitative data collected through interviews. Through the mixed methods research approach, principals' traditional ways of performing their instructional roles can be improved in order to improve teaching and learning in township schools. Principals' instructional roles were investigated using the mixed methods approach in order to find a deeper understanding of why township schools are not performing optimally in the final examinations.

4.6.4 Planning mixed methods

The most important factors to consider when planning mixed methods procedures are timing, weighting, mixing and theorising (Creswell, 2014). These factors are important

because they influence the design of the procedure for mixed methods research (Creswell, 2014). These factors are briefly discussed below.

Timing in mixed methods research refers to whether data will be collected sequentially or concurrently (Creswell, 2014). When data are collected sequentially, it means that data will be collected in phases, either starting with qualitative followed by quantitative data or the opposite sequence (McMillan et al., 2010; Creswell, 2014). If the research intends to explore the topic in a context with fewer participants, qualitative data will be collected first and then followed by quantitative data which will expand the research to a large population sample in a different context (Creswell, 2014). Another factor to consider when timing data collection is how much time will be spent on each phase (McMillan et al., 2010).

When data are collected concurrently, it means both qualitative and quantitative data are collected at the same time (Creswell, 2014). In this regard, data are collected simultaneously and the researcher will not have to visit the research sites several times. The advantage with this method is that in some instances it is not workable and manageable for the researcher to revisit the research sites multiple times to collect data due to time and financial constraints.

The second factor to consider when using mixed methods designs is the weighting or priority given to qualitative or quantitative research when planning a mixed method design (McMillan et al., 2010; Creswell, 2014). Weighting is the emphasis given to either qualitative or quantitative research by the researcher in a study. When priority is given to qualitative research, qualitative data will be emphasised and when the weighting favours quantitative research, quantitative data will be prioritised (Creswell, 2014). In the words of Creswell (2014:207), "*Weighting is the extent of treatment of one type of data or the other in a project.*" In this instance, when qualitative data is prioritised, qualitative data will be the primary data for the study and quantitative data will play a supportive role. Likewise, when quantitative data is the primary data for the research, qualitative data will play a supportive role (Rogers et al., 2003). In most cases, when qualitative data is collected first it means qualitative data is prioritised and when quantitative data is collected first it means more weighting is given to quantitative data (Creswell, 2014).

When the weighting is equal, qualitative and quantitative methods are given the same priority and simultaneously implemented. In this case, data collection was done concurrently and both qualitative and quantitative data plays an equal role in the study (McMillan et al., 2010)

Mixing is the third factor to consider when planning mixed methods designs. Mixing is one of the challenging aspects when using mixed methods designs because qualitative data consists of images and texts while quantitative data uses numerical values (McMillan et al., 2010). The difficult aspect is when to mix qualitative and quantitative data in a research continuum and how does mixing occur. Mixing of data can be done in three stages, that is at data collection, data analysis and data interpretation (Creswell, 2014). Creswell (2014:207) states that, "*Mixing means either that the qualitative and quantitative data are actually merged on one end of the continuum, kept separate on the other end of the continuum, or combined in some way between these two extremes.*" In a research which uses two phases of data collection, data can be kept separated but connected. In such a case, qualitative data collected and analysed in the first phase might be used to further explore the topic using quantitative data in the second phase. This means that qualitative and quantitative data are connected between data analysis in the first phase (qualitative) and the data collection in the second phase (quantitative). Mixing in this regard means that data are connected between stages in the research continuum.

Mixing in a mixed methods design can occur concurrently. When qualitative and quantitative data are concurrently mixed, the two data sets are integrated and emerged (McMillan et al., 2010). Qualitative themes are transformed into counts and compared with the descriptive quantitative data (Creswell, 2014). In this regard mixing occur concurrently by integrating the two data sets through emerging qualitative and quantitative data.

Mixing in a mixed methods design can happen by embedding the secondary data set within a primary data set (Creswell, 2014). In this situation, the researcher collects primary (qualitative) data as the main data for the study and then collects (secondary) quantitative data as supportive data. There is no integrating nor connecting of data across phase, instead secondary data collected in the second phase is used to support primary data collected in the first phase (Creswell, 2014).

The last factor to consider when using mixed methods designs is theorising or transforming perspectives (Creswell, 2010). This means the researcher must consider the framework to be used to guide the study. The purpose of these frameworks is to provide the direction which the study will take. Therefore, it is important for the researcher to know the framework which will guide the study when using a mixed methods design. The framework assists the researcher to determine the research design, how data are to be collected, who are to be the participants and how data are to be analysed and presented (Creswell, 2014). Put simply, the framework shapes how the research process will take place.

In addition to four factors to be considered when planning mixed methods, the notation system used in mixed methods designs helps the researcher to determine and comprehend the mixed methods research designs. Therefore, the following section discusses the mixed methods notation systems,

4.6.5 Mixed methods notation system

It is very important to discuss the notation system before discussing the mixed methods research designs because mixed methods designs use notation system. McMillan et al. (2010) identify and describe the following notation system used to represent different mixed methods designs.

- (QUAL or QUAN) These upper letters indicate a priority given to the methods identified. They are the short form for qualitative and quantitative respectively
- (qual or quan) The lowercase letters show lower weighting given to the method.
- (A_“+”) This shows that qualitative and quantitative data are collected concurrently.
- (A “ → “) This indicates that data are collected sequentially either starting with qualitative data followed by quantitative data. Data are collected in phases.
- (QUAL → quan) This symbol indicates that priority is given to qualitative research.
- (QUAN → qual) This symbol indicates that weighting is given to quantitative research.
- (QUAL + QUAN) This indicate that equal weighting is given to both qualitative and quantitative research.

The notation system is used to indicate the weight or priority given to either qualitative or quantitative data and might also show that equal emphasis is given to both qualitative and quantitative data. The notation system also shows how data are to be collected, that is whether in phases or concurrently. It shows the sequence in which qualitative and quantitative methods are used in a study as well as the emphasis given to each method.

4.6.6 Summary

Having discussed the rationale for mixed methods and how to plan the mixed methods research as well as the notation system, it is important for this discussion to turn its focus to type of mixed methods research designs. The following section discusses the types of mixed methods designs.

4.7 MIXED METHODS RESEARCH DESIGNS

4.7.1 Introduction

This section focuses on the mixed methods research design as the design for this study, and it presents justification for choosing the design. The types of mixed method research designs are briefly discussed first to provide a background to the concurrent triangulation research designs.

The sequential explanatory design emphasises and give more weighting to quantitative methods (Creswell, 2014). Quantitative data are collected first, followed by qualitative data. It is characterised by collection of data in two phases with priority given to quantitative data collection (McMillan et al., 2010). The second type of mixed methods research design is the sequential exploratory design. Unlike in the sequential explanatory design, data collection in sequential exploratory design is done in two phases but starting with qualitative data collection followed by quantitative collection data (McMillan et al., 2010). The third type of mixed methods design is the sequential transformative design. In the sequential transformative design, the researcher may use either of the approaches in each phase and the weighting can be evenly distributed or can be given to either of the phases (Creswell, 2007). The fourth type of mixed methods research design is the concurrent embedded design (Creswell, 2014).

In the concurrent embedded design both qualitative and quantitative data are collected at the same time (Tashakkori & Teddlie, 1998). However, priority is given to one of the database as the primary data to guide the study (McMillan et al., 2014). The secondary data plays a supportive role. Concurrent transformative design is one of the types of mixed methods research designs (Creswell, 2014). Like the sequential transformative design, the concurrent transformative design uses a specific theoretical or conceptual framework to guide the study.

4.7.2 The mixed methods research design for the study

The concurrent triangulation design is discussed in more detail in this section because it is the design adopted by this study (McMillan et al., 2010). As illustrated in figure 2, quantitative data and qualitative data are collected simultaneously. With regard to this study, quantitative data were collected through a questionnaire which was administered to principals and deputy principals. At the same time, focus group interviews were conducted with HoDs and subject heads as well as face-to-face interviews with selected principals and deputy principals.

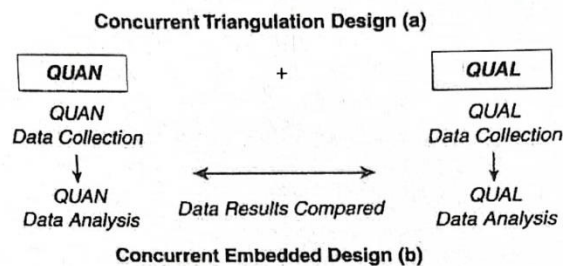


Figure 2: Concurrent triangulation design (Creswell, 2014:110)

As shown in figure 2, the weighting in concurrent triangulation is evenly distributed between the quantitative and qualitative datasets. The researcher gave equal priority to both the quantitative data that were gathered through questionnaires and the qualitative data collected through interviews. Both data were treated equally through data collection, data analysis and presentation of data.

Mixing in the concurrent triangulation design is usually done during data presentation or discussion. Qualitative and quantitative data were emerged by transforming one type of data to the other type so that they could be compared in order to determine if there were differences, convergences or some combinations. Creswell (2014) states that some authors refer to the process of comparing the two datasets as confirmation, disconfirmation, cross-validation or corroboration. In this study, the quantitative data gathered through questionnaires were analysed statistically and kept separate and the qualitative data gathered through interviews were analysed and kept side-by-side with the quantitative data. In the discussion section statistical results were presented first followed by qualitative quotations to confirm or disconfirm the statistical data. This side-by-side integration approach was adopted in this study. Quantitative results were compared with the qualitative findings in order to determine whether the quantitative results were confirmed by the qualitative findings. Furthermore, the two databases were compared to determine whether the results of the quantitative data converge or contradicts with the findings of the qualitative findings. In this regard, the quantitative results were triangulated with the qualitative findings to cross-validate the evidence from both databases.

The rationale for using the concurrent triangulation in this study is based on a number of advantages. One of the advantages is that triangulation of the two databases results in the strength of one database offsetting the weaknesses of the other database. This results in much stronger evidence that make the conclusions more credible, well validated, substantiated and acceptable.

Secondly, the researcher favoured the concurrent triangulation designs because the qualitative and quantitative data were collected simultaneously resulting in a shorter period of data collection when compared to the sequential designs (McMillan et al., 2010). This lessened the number of times the researcher had to visit the research sites and by so doing reduced the cost and time spent on the field. The concurrent triangulation design minimises disturbances at the research sites because the qualitative and quantitative data are gathered at the same time without having the researcher visiting the research sites several times (Creswell, 2014).

The other advantage of the concurrent triangulation design is that it is easy to be followed by the researcher because it is intuitive making it one of the designs that is

easily understood by researchers. McMillan et al. (2010) state that the concurrent triangulation is often the choice for researcher new to mixed methods research. This also applied to the researcher of this study because it was for the first time using the mixed methods approach.

The use of concurrent triangulation design allows generalisability of results and detailed explanation of context (McMillan et al., 2010). The benefit of the concurrent triangulation design is that it allows detailed explanation of the phenomenon under study in its context through qualitative data collection methods (interviews). This design enables the researcher to investigate the elements of individual units in detail, and in this case, the principals, deputy principals, HoDs and subject heads were investigated intensively as individual groups. The design allowed the researcher to probe and analyse multiple characteristics that constitute the life of the school. Rensburg et al. (2011) add by saying a qualitative phase allows in-depth study of various characteristics of an entity over a specific period of time. This will enable the data collected to be more detailed, comprehensive and varied in nature.

The expansion of qualitative findings to other contexts through quantitative data collection methods (questionnaires) allows generalisations of findings (Creswell, 2012). In order to get detailed evidence from a wider scope on how to assist principals to perform their instructional roles more effectively in township schools, the researcher used the questionnaire to capture participants' views. The questionnaire allowed the researcher to expand the research to other settings and to cover a larger population than covered by interviews (McMillan et al., 2010).

Like any other mixed methods design, the concurrent triangulation design has its own limitations. One of the limitations is that additional expertise is needed because two data collection approaches are used at the same time (Creswell, 2014). To mitigate this challenge, the researcher used the knowledge of the qualitative research he gained during his first research and the experience of quantitative research gained at work through conducting surveys for educators.

Another challenge that might be faced by researchers when using the concurrent triangulation design is that the findings from the qualitative data may diverge from the quantitative results. If such a situation happened in this study the researcher would have revisited the databases and deeply studied them to determine and clarify the

disparities. If this failed to clarify the divergences, the researcher would have revisited the research sites to find clarity on areas of disconfirmation.

4.7.3 Summary

This section discussed among other issues the types of mixed methods designs. After careful consideration of the advantages and disadvantages of mixed methods designs, the researcher decided to use the concurrent triangulation design to collect data for this study. Therefore, the following sections describe the data collection methods used in this study.

4.8 THE RESEARCH POPULATION, SAMPLE, SAMPLE SIZE AND SAMPLING PROCEDURES

4.8.1 Introduction

This section focuses on the participants and respondents of this study. It commences by discussing the population of the study, followed by sampling procedures and samples for both quantitative and qualitative phase. The last section deals with the sample for this study as well as the quantitative and qualitative sample size.

4.8.2 The study population

Population of the study is the entire group of persons or objects that the researcher wants to study (Rensburg et al. (2011). McMillan et al. (2010:129) define population as “...a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria to which we intend to generalize the results of the research.” According to Welman and Kruger (2002) population refers to the study elements which could be either individual human beings, groups of people or organisations that the researcher wants to investigate in order to gather evidence. With reference to the above definitions, it can be said that a population is a group of elements such as human beings, organisations or objects that possess the information that the researcher wants to investigate. Also, it is noted from the above definitions that the elements to be studied possess the same characteristics. Therefore, the population of

a study is the entire group of people the researcher wants to investigate in order to generate data to solve the problem under investigation.

With regard to this study, on assisting principals to perform their instructional roles more effectively, the population of this study consisted of all 109 township schools in the Tshwane South education district of Gauteng province. It included all principals, deputy principals, HoDs, subject heads, educators and learners in all these schools. However, due to the large number of schools in Tshwane South education district and difficulty in accessing all schools, the researcher identified a target population for the study.

The target population refers to the actual elements from which the sample is selected (McMillan et al., 2010). It is the sample frame or the survey population from which the sample will be drawn. With this study on exploring principals' strategies of instructional leadership the target population of the study comprised all 22 secondary schools in circuit five of Tshwane South education district. The target population for this study included all principals, deputy principals, HoDs and subject heads of all the schools in Tshwane South district. Due to financial constraints, time limits and difficulty in accessing all participants in the target population a sample was drawn from the target population to represent the entire population. In line with this, Cohen et al. (2011) states that a sample is chosen when the entire population is not able to contribute to generation of data due to financial and time constraints related to conducting the study with the entire population.

Rensburg et al. (2011:151) refer to a sample as “...*a subset of the defined population which the researcher is interested in.*” McMillan et al. (2010) define a sample as group of people from whom the data are collected. With reference to the above definitions, a sample is a group of people selected from the population whom the researcher wants to investigate in order to gather data to answer the research question.

4.8.3. Sampling procedures and sample for quantitative phase

Probability sampling is used to determine the sample for the quantitative phase and is the convenient strategy when the sample size is larger, and the aim is to generalise the findings to other contexts (Creswell, 2012). In probability sampling, members of the population or subgroups of the population have equal chances of being selected

(Cohen et al., 2011; Creswell, 2012). It involves random sampling in such a way that participants or subjects drawn from the sample frame have the same chances or opportunity to be selected (McMillan et al., 2010). If the correct procedures are followed in probability sampling, bias is avoided because there is high probability that the sample will be a true reflection of the population (McMillan et al., 2010). Due to the nature of probability sampling being random, there is a degree of error which should be considered when interpreting the results (McMillan et al., 2010). The types of probability sampling are simple random sampling, systematic random sampling, stratified random sampling and cluster sampling (Cohen et al., 2011; Weathington et al., 2012).

Simple random sampling is when subjects or participants are selected from the population so that each member of the population has the same chance of being selected (Cohen et al., 2011; McMillan et al., 2010). Each member of the population has to be assigned a number and the numbers are picked randomly. The only disadvantage of simple random sampling is that each member of the population has to be numbered and this demands time, energy and resources especially if the population is large.

In systematic random sampling, an element is randomly selected first and then every element is selected at an interval identified by the researcher (Cohen et al., 2007). For example, the number 4 from 1 to 10 can be selected as the starting point and then every 10th number will be selected from the population. The only disadvantage is that the researcher has to make a sequential list of all subjects in the population.

In stratified random sampling, the population is divided into groups, subgroups or strata according to gender, race, location, level of education or age in relation to the researcher's variation (McMillan et al., 2010; Creswell, 2012). After dividing the population, two types of samples can be drawn, that is proportional and non-proportional (Weathington et al., 2012).

The last type of probability sampling is cluster sampling. Cluster sampling is similar to stratified sampling in that samples are drawn from groups (Johnson et al., 2014). However, in cluster sampling the researcher uses naturally occurring groups such as schools, churches, neighbourhoods, districts and region to randomly select the

subjects (Cohen et al., 2011). In cluster sampling groups might be according to levels, for example the class, school, district, province and nation.

4.8.4 Sampling procedures and sample for qualitative phase

The above section discussed types of probability sampling. In contrast to probability sampling, non-probability sampling is used to determine the sample for the qualitative phase. It is a suitable sampling strategy when the sample size is small and the intention is not to generalise the findings to other contexts (Weathington, Cunningham & Pittenger, 2012). The types of non-probability sampling are convenience sampling, purposeful sampling, quota sampling, stratified purposeful sampling and purposive random sampling (Cohen et al., 2011).

With regards to convenience sampling, subjects are selected on the basis of being accessible, available or expedient. It is sometimes referred to as available sampling because the sample is determined by the availability of the subjects (Weathington et al., 2012). Convenience sampling is used by researchers whose primary purpose is not to generalise to other context but to get a deep understanding of the problem under investigation (Creswell, 2012). It is easy to accomplish due to availability and accessibility of the participants.

The second type of non-probability sampling is purposeful sampling. In purposeful sampling participants are selected based on the knowledge they have on the topic being investigated (McMillan et al., 2010). Particular subjects are selected from the population based on the researcher's judgement that they can provide the best information to adequately answer the research question (Patton, 2002). The selected participants are information rich about the phenomenon under investigation. Patton, (2002) cited in McMillan (2010:325) state that purposeful sampling is "*selecting information-rich cases for study in-depth.*" In this regard the researcher draws the participants from information-rich population, groups, places or events.

Quota sampling is the selection of participants based on the characteristics of the population (Creswell, 2012; Weathington et al., 2012). Groups with different characteristics are identified from the population and participants are selected non-randomly to represent each group (McMillan et al., 2010). The population may be

profiled into major groups such as gender, race, ethnicity, age, grade level, position and geographical location (Johnson et al., 2014).

In stratified purposeful sampling, the selection of participants commences by stratifying the population into subgroups or strata according to the researcher's variation (McMillan et al., 2010). This is followed by purposeful sampling of participants from each stratum to be deeply studied. In this regard the population is profiled into groups created by the researcher and then information-rich cases are drawn from each group and investigated intensively (Cohen et al., 2011).

Purposive random sampling involves selection of a small number of participants to be deeply investigated (Creswell, 2012). Then this is followed by randomly selecting a large group of participants (McMillan et al., 2010). This method is used to provide qualitative results that can augment the quantitative findings.

8.5 The study sample

The study sample was selected from naturally occurring groups randomly and participants were purposively selected from the natural occurring levels or groups (Weathington et al., 2012). These levels were represented by schools, subject heads, HoDs, deputy principals and principals. The population of this study consisted of all township schools in Tshwane south district of Gauteng province. A sample of schools were drawn to represent the entire population of the study. Cluster sampling was used to identify and select township schools from all schools in Tshwane south district of Gauteng. Convenience sampling was used to select circuit five schools of Tshwane south district because the schools were easily accessible. With the mixed-research approach adopted by this study, two sample sizes were identified to represent each approach.

4.8.5 The sample size for the quantitative phase

Probability sampling was used to select the quantitative sample for the study. Twenty-two (22) secondary schools were randomly selected from circuit five of Tshwane south district. Purposive sampling was used to select 21 principals of the schools and 40 deputy principals of these schools. The selection of the participant was informed by the fact that the participants would provide information-rich data about the topic under

study because they were directly involved in school leadership. A questionnaire was administered to 21 school principal and 40 deputy principals, giving a total of (n=21+40=61) participants who constituted the quantitative sample. The following section explain how these sample sizes were reached at.

There are other factors which were considered to determine the quantitative sample for this study. One such factor was the sample size. The number of participants who take part in a study constitute the sample size (McMillan et al., 2010). The sample size has a bearing on choosing participants and the following paragraphs illustrate how the sample size of this study was determined. The sample size for this study was determined using Slovin Formula by Umar, (2000). The formula is illustrated below:

$$n = \frac{N}{1+N(e)^2}$$

N= Total target population size

n = Total sample size for the study

e = Represent 5% as the level of precision

To determine the number of principals who would take part in the study from 22 secondary schools, the Slovin formula was used as illustrated below. Considering that the target population of principals was 22, the sample size for principals was 21

$$n = \frac{22}{1+22(0,05)^2} = 20,85 = 21 \text{ principals}$$

The number of deputy principals who took part in the study from a target population of 44 deputy principals was 40. This was calculated as follows

$$n = \frac{44}{1+44(0,05)^2} = 39,64 = 40 \text{ deputy principals}$$

Therefore, a total of (21+40=61) principals and deputy principals constituted the sample size for the quantitative approach.

4.8.6 The sample size for the qualitative phase

With Leadership-for-Learning as the theoretical framework underpinning this study on assisting principals to perform their instructional roles more effectively in township

schools, principals and deputy principals provided information-rich data on how enactment of school leadership affects learner performance in township schools. Principal and deputy principals are at the heart of curriculum delivery, therefore, they are well versed in how leadership determine learner performance. These school leaders will generate data that is rich in enactment of school leadership and how it influences learner performance in township schools.

Purposive sampling was used to draw a qualitative sample for the study. Two secondary schools were purposively selected from circuit five of Tshwane south district to be investigated intensively to corroborate, confirm, disconfirm and cross-validate data collected through the quantitative approach. The schools were selected on the basis that one was performing extremely well in the Grade 12 final examinations and the other school was identified as underperforming. Purposive sampling was used to select two school principals (2), two deputy school principals (2), five heads of department ($5 \times 2 = 10$) from each school and five subject heads ($5 \times 2 = 10$) from each school. A total of 24 ($n = 2 + 2 + 10 + 10 = 24$) participants constituted the qualitative research sample for the study.

Principals, deputy principals, HoDs and subject heads were purposively sampled in order to select participants who were information-rich about the topic under study. In this study respondents were deliberately selected based on their knowledge about the phenomenon being investigated in order to gather meaningful information to adequately answer the research question. Evidence from knowledgeable respondents enabled in-depth analysis of the problem under study and provided realistic reasons for any disparities in learner performance between the two schools.

The selection of these schools was not only informed by the fact that they were township schools but their results which show two parallel education systems, one doing extremely well and the other one underperforming. The schools were chosen as the research sites because their statistics on percentage pass rate resembled situations in many townships schools and Model C schools. The school classified as underperforming has been obtaining matric percentage pass rate of below 50% for the past ten years and the well performing school has been obtaining matric percentage pass rate of over 95% for the last ten years.

The underperforming school represents many township schools who fail to produce convincing matric results. As a result, learners from township schools are being marginalised and systematically excluded from enrolling at universities or entering the labour market. On the other hand, the well performing school represents learners from Model C schools who are enjoying these opportunities resulting in them getting better employment opportunities.

The reason behind the selection of two extreme schools in terms of learner performance was to investigate the selected schools intensively in order to comprehend why learner disparities in academic performance still remain a problem after twenty-seven years of massive reforms in education.

The selection of an underperforming township school as the research site does not in any way suggest that all township schools are underperforming but the percentage pass rate in many township schools is lower when compared to former Model C schools. The selection of an extremely well performing school suggests that there are township schools that are getting it right and the researcher wanted to understand how these schools are doing it.

4.8.7 Summary

This section dealt with how the quantitative and the qualitative sample were selected from the population of the study. Specifically, the section focused on how quantitative and qualitative sample size were determined. With the sample being selected, the researcher now discusses how data was collected from participants.

4.9 DATA COLLECTION INSTRUMENTS

4.9.1 Introduction

This section focuses on the quantitative and qualitative data collection instruments that used to collect data for this study. The choice of the methods and data collection instruments was informed by the fact that this study adopted the pragmatic research paradigm and mixed methods research approach. The quantitative and qualitative data collection instruments are discussed below.

4.9.2 Data collection instruments for quantitative phase

A questionnaire is a widely used data collection instrument in quantitative research and is designed in a specific format consisting of a number of questions focusing on the phenomenon being investigated (Kothari, 2004; Maclean, 2006). Johnson et al. (2014) define a questionnaire as set of questions designed in a specific format, used to gather important information from participants about their thoughts, feelings, perceptions and values on the phenomenon being investigated. McMillan et al. (2010) state that a questionnaire is a set of questions written for a specific purpose and is the most widely used techniques for collecting data from subjects. Maclean (2006) adds that a questionnaire is a set of questions administered to collect quantitative data from a larger sample size. All the above definitions point to the fact that a questionnaire is a useful and widely used data collection instrument commonly used in quantitative studies to collect data to measure variables that are being investigated. Simply put, a questionnaire is a set of questions formulated by the researcher in a specific format that are administered to participants to gather data that will assist to adequately answer the research question.

Authors such as Babbie (2007), Colton and Covert (2007) and Johnson et al. (2008) provide useful guidelines on how to design a questionnaire and some of the guidelines are used by the researcher to formulate the questions. The questions items were clear such that all the respondents would interpret them in the same way. Double-barrelled questions were avoided so that the respondents gave only one answer rather than answering each part differently. The items of the questions are relevant to the topic under study and the questionnaire was administered to competent respondents who would provide reliable information. Negative and biased questions were avoided because they were easily misinterpreted and they encouraged particular responses more than others (McMillan et al., 2010).

Closed-form questions were used in the questionnaire. In closed-form questions, the respondents have to choose from predetermined responses unlike in open-form items where the respondent has an opportunity to write their own responses (McMillan et al., 2010). Closed-form questions are the best when obtaining data that can be easily categorised. Furthermore, it is much easier and quicker to answer closed-form items

than open-form items. Closed-form questions were used in this study because the researcher wanted to ask many questions to a large number of participants.

The Likert-scale is used to guide the development of questions, statements and responses. Scales provide fair assessments of beliefs and opinion (McMillan et al., 2010). The stem of the statements or questions included a value or direction. The response items were developed to provide different scaled responses such as the level of agreement or disagreement.

The questionnaire was divided into three sections. Section A provided background information. Section B questions or statements focused on collecting demographic data and Section C items focused on the enactment of instructional leadership by school leaders.

A pre-test of the items was conducted by my personal editor and one of the school principals who had recently acquired his doctoral degree. They checked whether the items were clearly worded, the meaning of items was clear, spellings and grammar were correct and that the scales were appropriate. After receiving the comments from the pre-test, the items were revised based on the comments provided. Following the pre-test, a pilot test which was conducted at one selected secondary school. The participants were the principal, two deputy principals, five HoDs and five subject heads. These participants were selected because they had the similar characteristics with the sample of the study. The respondents were given an opportunity at the end of the questionnaire to write comments about the whole questionnaire. The pilot test was conducted to determine whether the instruments used to collect data were reliable and accurate.

Once the pilot tests were done and the questionnaire was reliable, the researcher visited the school sites to personally distribute the questionnaire (Appendix H). The questionnaire was distributed to 21 school principals and 40 deputy principals. In total, 61 participants received the questionnaire. Personally distributing the questionnaire ensured that every participant received the questionnaire and provided an opportunity for the researcher to explain the importance of the research to participants. The researcher also agreed with the participants on the timeframe needed to complete the questionnaire. Upon completion, the researcher revisited the research sites to collect the completed questionnaires.

A quantitative systematic review of literature on instructional leadership was extensively conducted to gain an insight into how the area has been researched before. The historical development of instructional leadership was traced from its inception in the early 1960s in the United State of America to its current state in South Africa. Quantitative instructional leadership models were extensively reviewed to develop the theoretical framework underpinning this study on assisting principals to perform their instructional roles more effectively in township schools. Quantitative literature on the provision of quality education in township schools was extensively reviewed to gain insight on conditions and leadership qualities affecting effective implementation of quality education in township schools. The data collected during quantitative literature review was triangulated with data collected from questionnaires. This helped in strengthening the research findings.

While the researcher was visiting the schools, he simultaneously conducted interviews to the two selected secondary schools. Therefore, the following section discusses how qualitative data were collected.

4.9.3 Data collection instruments for qualitative phase

Despite the advantages of the questionnaire stated above, closed-form items used in the questionnaire do not allow respondents to fully express their thoughts because they are limited to the given responses (Johnson et al., 2008). To overcome this limitation, the researcher used open-form items in the interviews. Open-ended items do not confine the respondents to given responses but allow respondents to generate their own specific responses (McMillan et al., 2010). Therefore, open-ended items were used in interviews to augment the closed-form items used in the questionnaire so that relevant general and individual specific data were gathered.

With the mixed methods research approach adopted in this study, interviews formed part of data collect instruments in the qualitative phase. McMillan et al. (2010) define interview as face-to-face interaction between the interviewer and the interviewee. Rensburg et al. (2011:179) adds that, “...interviews allow the interviewer and the interviewee to personally interact through telephone or face-to-face communication.” Johnson et al. (2014) further elaborate that the interview allows the interviewer to ask oral questions to the interviewee in a face-to-face situation. In this regard the interview

is a data collection method in which the researcher as the interviewer is afforded an opportunity to ask oral questions to the interviewee in a face-to-face interaction.

The researcher used the interview to collect qualitative data because the interview was the most commonly used data collection methods in qualitative studies (Cohen et al., 2011). McMillan et al. (2010) confirm that qualitative studies are dominated by interviews as data collection methods.

The interview allows the researcher to be directly involved with the respondents which provides an opportunity for the researcher to motivate the respondents (McMillan et al., 2010). The interview technique is flexible and adaptable which makes it easy to be used in different situations with different types of respondents such as the illiterate or young (Creswell, 2014). The interview was used in this study because it offered the researcher an opportunity to further probe, ask follow-up questions and make clarifications and elaborations to achieve specific and accurate responses (McMillan et al., 2010).

Interviews can be classified as structured, semi-structured and unstructured. Structured interviews use a schedule with questions that are strictly followed during the interview without any deviation from the interview schedule (Cohen et al., 2007). On the other hand, unstructured interviews allow the researcher to ask question as the interview unfolds. The researcher's questions are guided by participants' responses. In the middle of the continuum between structured and unstructured interview lies semi-structured interviews (McMillan et al., 2010). Semi-structured interviews were guided interviews which allows the researcher to use guiding questions and follow-up questions as the interview progresses (Creswell, 2014). Semi-structured interviews will be used in this study because they are appropriate for in-depth study and focus group interviews. As this study used face-to-face and focus group interviews, it was deemed that semi-structured interviews would be appropriate to generate data on how to assist principals to perform the instructional roles more effectively in township schools.

With interview schedules being the instrument used to collect data, they were prepared well ahead of the interview dates to guide the interview process and maintain the focus of the interview. De Vos, Strydom, Fouche and Delpont (2005:292) state that, "*when conducting semi-structured interviews, the researcher needs to be armed with an*

interview schedule.” Two interview schedules were prepared for collecting qualitative data. The first interview schedule was used to collect data from principals and deputy principals and the second schedule was used to collect data during focus group interviews with HoDs and subject heads. Each interview schedule had its own list of specific questions directed to specific participants’ (Appendix F; G). The interview schedules were shared with participants beforehand in order to allow participants to choose the order in which they wanted to answer the questions. Interview schedules were shared with participants before the commencement of the interview in order for participants to have a strong say in organising the interview process. These enabled participants to express their experiences and ideas spontaneously and adequately (De Vos et al., 2005).

The questions on the interview schedule were clear and open-ended to allow participants space to air their views and express their opinions freely during the interviews. The items of questions avoided leading, and ambiguous questions to eliminate confusion and prejudice during the process of interviewing (De Vos et al., 2005). The interview schedule for principals and deputy principals focused on questions dealing with how the enactment of leadership and leadership styles determine learner performance in township schools. (Appendix F). The questions also focused on school leadership’s opinions on the factors that contributed to poor learner performance in township schools when compared to former white schools. Also, socio-economic factors were probed to determine how they affected learner performance in many township schools.

The interview schedule for HODs and subject heads probed issues such as challenges faced by educators in the teaching and learning process in township schools (Appendix G). It focused on factors determining the teaching and learning as it took place in the classroom.

A total of four face-to-face interviews were conducted with two principals and two deputy principals of two selected secondary schools. The school principal’s offices were be used as venues for the interviews in the afternoon to avoid disturbances during the teaching time. The interviews for the principals were conducted on separate days with the deputy principals.

A total of four focused group interviews were conducted with HoDs and subject heads of the two selected secondary schools. Two focus group interviews were conducted in each school, one for HoDs and the other one for subject heads. The focus group interviews with HoDs and subject heads were conducted on the agreed venues and time, preferable in staffroom after lessons. Extra care was exercised to create a conducive atmosphere that motivated participants to express themselves freely in a relaxed atmosphere.

As the researcher was conducting interviews, the National Educational Policies and Acts promulgated by the government since the attainment of democracy in 1994 were reviewed to determine their impact on the provision of quality education in township schools. Educational policy documents of participating schools were analysed in order to determine their impact on learner performance in township schools. Also, district memoranda, circulars and policy documents were analysed to determine how policy implementation in schools was a determining factor in the provision for quality education to all learners in schools. Educational policies were analysed to generate useful data that would be used to augment data collected through interviews.

4.9.4 Summary

This section focused on data collection instruments used to collect both quantitative and qualitative data for this study. After the process of data collection was done, data were analysed using both quantitative and qualitative data analysis procedures. The section below focuses on quantitative and qualitative data analysis procedures and techniques.

4.10 DATA ANALYSIS AND PRESENTATION

4.10.1 Introduction

Considering that this study on assisting principals to perform their instructional roles more effectively used a mixed-research approach with a concurrent triangulation research design, both the qualitative and quantitative data analysis and data presentation techniques were used in this study. In line with the concurrent triangulation research design, data were concurrently analysed and compared to

determine if there was convergence, confirmation, disconfirmation, cross-validation or collaboration (McMillan et al., 2010). The qualitative and quantitative datasets were analysed concurrently but kept separate, side-by-side and were mixed in the discussion section (Creswell, 2014). Therefore, the following section discusses how each dataset were analysed before the mixing took place in the discussion section.

4.10.2 Quantitative data analysis and presentation

Data obtained from the questionnaires and quantitative literature review were analysed using descriptive and inferential statistics (McMillan et al., 2010). Participants' responses were analysed and organised using the graphic portrayals such as frequency distribution, stem-and-leaf displays, histograms and bar charts. Organising and grouping data helped the researcher to easily and correctly interpret the results (Creswell, 2012). The researcher used graphs to determine whether the responses from participants were normally distributed, positively skewed or negatively skewed towards the variable being investigated. In addition to using central tendency to describe the distribution of scores, measures of variability were used to provide a full description of how scores were distributed (McMillan et al., 2010). These measures of variability helped the researcher to show how responses were spread away from the variable or how much responses were different from each other. The graphs helped the researcher to show relationship between variables and the nature of distribution of responses (Creswell., 2012). From the inferential statistics the researcher drew conclusions on how to assist principals to perform their instructional roles more effectively in township schools (McMillan et al., 2010).

The analysis of quantitative data was done at the same time with the qualitative data analysis as recommended by the concurrent triangulation research design. While quantitative data analysis was taking place as described above, qualitative data was also taking place as described below.

4.10.3 Qualitative data analysis and presentation

With this study adopting a concurrent triangulation design, data was also analysed using qualitative methods of data analysis. According Rensburg et al. (2011:139) "*Qualitative data analysis is organising, dividing and synthesising non-numerical data*

into categories, themes and patterns.” McMillan et al. (2010) also state that qualitative data analysis is an inductive process of organising data into categories and patterns in order to identify relationships. Simply put, qualitative data analysis is a process of transcribing audio-taped data, organising, coding, forming categories and pattern using data recorded during interviews.

The first step to be followed by the researcher in qualitative data analysis was to organise data into manageable units. Data collected during qualitative literature review, interviews and document analysis were separated and divided into workable and manageable units (McMillan et al., 2010). The researcher used research questions and the subsequent sub-questions to divide the data. Also, the research instruments such as the interview helped the researcher to put data into manageable units (McMillan et al., 2010).

After organising data into manageable units, the next step was to transcribe the data. Data collected from interviews were transcribed using a word processor to facilitate the analysis of data (Cohen et al., 2011). The audio-taped data were transcribed into Word format to prepare data for visual review.

Transcribed data were then coded by identifying small pieces of data that stood alone as data segments (Creswell et al., 2012). The data segments represented one comprehensible idea, episode or piece of relevant information (McMillan et al., 2010). A segment may be in form of words, phrases, sentences or paragraphs that could be analysed to come up with codes. The codes were used to provide meanings to segments and *in vivo* codes were used to represent participants’ voices (McMillan et al., 2010).

Codes were grouped to form categories and the categories were used to give meaning to combined codes. Similar codes were grouped together to form categories. However, McMillan et al. (2010) state that a code may belong to more than one category. Categories were classified as primary, minor or outliers depending on what they represent.

The next step after forming categories was to discover patterns from categories. The researcher sought patterns from categories by making general statements about relationship among categories (McMillan et al., 2010). The researcher formed patterns by examining links among various categories. Discovering patterns helped the

researcher to gain a deeper understanding of participants' perception about the phenomenon under study (Cohen et al., 2011). Formation of patterns enabled the researcher to make sense of the complex links among different aspects of participants' view of the problem under study. Rule and John (2011) confirm that the discovery of patterns from categories provides a thick description of the phenomenon under investigation and captures participants' views, thoughts and beliefs as they occur in the context. In order to achieve anonymity and participants' privacy, participant's responses were coded and labelled. The above labels were used to represent participants.

PARTICIPANTS	LABEL
School number one	SN1
School number two	SN2
Principal of school number one	PSN1
Principal of school number two	PSN2
Deputy principal of school number one	DPSN1
Deputy principal of school number two	DPSN2
HOD of school number one	HOD1-5SN1
HOD of school number two	HOD2-5SN2
Subject head one school number one	5BH1-5SN1
Subject head two school number two	5BH1-5SN2

. **Table 1:** Labels for participants

4.10.4 Triangulation of data from the two phases

Data obtained from both qualitative and quantitative analysis were mixed in the discussion section to compare the findings and results to identify common patterns and distinctions among patterns (McMillan et al., 2010). Mixing in concurrent triangulation design emerged the two datasets by transforming one type of data set to the other type so that the datasets can be compared (Creswell, 2014). In this regard, qualitative data were quantified by counting the number of codes and themes that

occurred in the text data. The quantification of qualitative data enabled the researcher to triangulate the two datasets. Braun and Clark (2013) state that triangulation is the comparing of participant's perspectives and views of from different datasets. Triangulation of data from the two datasets helped the researcher to identifying weakness and shortfalls from each dataset and how datasets complemented and compensated for each other (Gray, 2014). Cohen et al (2011) refers to triangulation as a process of using multiple sources of data to support and compare research findings and research results. Triangulation reduces inaccuracy and strengthens the validity and reliability of the conclusions (Rensburg, 2011).

4.10.5 Summary

This section discussed how data were analysed using the quantitative and qualitative data analysis methods. In order for the analysed data to be accurate and acceptable, data were tested through measures of reliability, validity and trustworthiness. These principles are discussed in the section below.

4.11 TRUSTWORTHINESS, RELIABILITY AND VALIDITY OF THE DATA

4.11.1 Introduction

This section discusses the trustworthiness, validity and reliability of data. The components of trustworthiness are discussed in relation to qualitative data. This is followed by a discussion on how quantitative data were subjected to measures of reliability and validity.

4.11.2 Trustworthiness of qualitative data

In qualitative research, credibility, transferability, dependability and conformability are interpreted as trustworthiness of the research findings (Lincoln; Lynham & Gube. 2011). According to Rule and John (2011) trustworthiness is when values such as credibility, transferability, dependability, conformability, transparency and research ethics are promoted in order to gain trustworthiness of data. Qualitative data should be trustworthy in order to be classified as authentic data (McMillan et al., 2010). Trustworthiness of data was first achieved through establishing a good relationship

with participants so that they could freely and genuinely express themselves. To enhance trustworthiness with this study, procedures, methods and techniques were carefully and thoroughly followed throughout the research process. This was achieved by subjecting and testing data through the major components of trustworthiness which are credibility, transferability, dependability and conformability (Rule et al., 2011). These components are briefly described below.

As stated earlier in paragraph 1.6.1, credibility of qualitative data refers to research findings that are judged to be accurate, trustworthy and reasonable (McMillan et al., 2010). Credibility was achieved by making sure that the research results approximate reality. In order to enhance credibility, the research design was carefully developed and was closely followed to eliminate potential sources of error. The research design was planned in such a way that potential sources of error were taken into account by constantly referring to the research design so that they would not undermine the results of the study (McMillan et al., 2010). Advanced technological instruments were used to record and transcribe data to ensure accuracy of participants' views in order to enhance the credibility of the research findings (Cohen et al., 2011).

Creswell (2014) defines transferability as the act of applying research findings from a specific research site to a similar situation in order for researchers to understand how to solve problems found in similar situations. In addition, McMillan et al. (2010) state that transferability enables human beings to understand similar situations by applying research findings to other similar situations. With regard to transferability of this study on assisting principals to perform their instructional roles more effectively in order to provide quality education to township schools, the concurrent triangulation design was adopted. This research design allowed the researcher to generalise the research findings through quantitative data collection which forms part of the concurrent triangulation design. Furthermore, this study explored multiple sources of data collection methods such as literature review, document analysis, questionnaires and interviews (McMillan et al., 2010). This enabled triangulation of findings from different research sources to strengthen research findings so that the findings could be applied to different settings (Cohen et al., 2011; Rensburg et al., 2011). To ensure transferability of the study findings, a questionnaire was distributed to 22 secondary schools with different contexts. This enabled the results to be generalised to other

situations. Debriefing and a field log as research strategies were explored to enhance transferability and trustworthiness of the research findings.

To ensure conformability of the research findings, the researcher followed the stipulated guidelines and procedures on how to conduct the research. Furthermore, the researcher ensured that the research conformed to ethical issues by applying for an ethical clearance certificate from the UNISA ethics committee. The member checking strategy was also applied so as to achieve credible and trustworthy of research findings (McMillan et al., 2010). Member checking allowed the researcher to give back themes from the audio-tapes to participants to check whether the researcher had conformed to the research ethics agreed with the participants such as anonymity and confidentiality. All requirements concerning ethical considerations and seeking permission were adhered to at each and every stage of the research process.

The principle of dependability of the study was addressed by emphasising methodological rigour and coherence to obtain trustworthy and acceptable data (Creswell et al., 2014). The entire research process was subjected to internal and external auditing to check for appropriateness of data and to maintain the highest level of quality of data in order to address the principle of dependability in this study (Cohen et al., 2011). In order to achieve dependability of data, the researcher revisited the datasets several times to ensure consistence in datasets. The data collection instruments used in this study such as the questionnaire and interviews were tried and tested such that the data collected were dependable. The participants were purposefully selected to provide rich information about the topic under study and by so doing made the data collected dependable.

With this study using the concurrent triangulation design, both qualitative and quantitative data were collected. For quantitative data to be trustworthy and authentic, they were subjected to measures of validity and reliability. Therefore, the following section focuses on validity and reliability of quantitative data.

4.11.3 Validity and reliability of quantitative data

In quantitative research trustworthiness of data is measured through validity and reliability (Creswell, 2014). Quantitative data were subjected and tested through

measures of validity and reliability in order to determine accuracy and quality of data. These measures are briefly described in the following paragraphs.

4.11.3.1 Validity of data

As stated in paragraph 1.6.2, validity in quantitative research refers to appropriateness of the instruments used to capture data and whether the instrument is capturing the data it intends to capture (Jackson, 2015). Bertram and Christensen, (2011) state that the validity of a study is achieved when the findings of the study are a true reflection of the phenomenon under study and when the findings have the same meaning to both the researcher and the research participants. In simple terms validity is when the findings of the study are accurate and approximate the reality of the phenomenon under study.

There are two types of validity: internal and external (Jackson, 2015). Internal validity refers to internal threats that might affect the independent and dependent variables (Bertram et al., 2011). The threats that were relevant to this study included history threats, selection threats, pretesting threats and instrumentation threats (McMillan et al., 2010). History threats are naturally occurring events or uncontrolled events such as death in the school, covid-19 pandemic and, unrest and protests. The researcher delayed to visit such sites if the schools site were affected because such events might affect the results of the study. The selection of participants might also have threat to the validity of the results (McMillan et al., 2010). In order to overcome this threat, the researcher used the multilevel mixed methods sampling which involved both random and purposeful sampling. This avoided sampling bias because all participants had equal chances of being selected during random sampling of naturally occurring groups and then purposeful sampling was employed to select information-rich participants (Weathington et al., 2012). In order to enhance validity in this study a pre-test and pilot test for the questionnaire were conducted to ensure that pre-test threats were eliminated (Johnson et al., 2014). During pre-testing question items were modified according to recommendations from the pre-testing results. This eliminated instrumentation threats. Besides these internal validity threats, there are also external validity threats. The following paragraph discusses the external validity threats.

External validity refers to generalisability of the research results. McMillan et al. (2010) state that external validity is when the research findings and conclusions can be generalised to other people in different contexts. There are two categories of external validity which might have posed a threat to this study. These are population validity and ecological validity (Jackson, 2015). Population validity refers to the extent to which the study results can be generalised to other settings (McMillan et al., 2010). To mitigate this threat, the concurrent triangulation research design which allowed generalisation of results to other setting was adopted by this study. Furthermore, random sampling was employed to allow each and every characteristic of the population such as age, sex, race or ability to have equal chances of being selected. This enhanced external validity because the sample was a true reflection of different characteristics found among the population in the different contexts.

On the other hand, ecological validity refers to the conditions of the research sites in which the research was conducted and how these conditions limited generalisation of the results (McMillan et al., 2010). These conditions included physical conditions, time of conducting the research and the Hawthorne effect. To create conducive conditions for conducting interviews, the researcher agreed with the participants on venues to be used and suitable time to conduct the interviews. The researcher explained the importance of being honest with responses in order to cater for the Hawthorn effect.

4.11.3.2 Reliability of data

Another element which measures accuracy and truthfulness of research findings is reliability. McMillan et al. (2010) conceptualise reliability as the extent to which research instruments or measures are free of error. They further elaborate that reliability refers to the extent to which research methods, procedures and techniques are consistently and accurately applied throughout the research process. Creswell (2007) confirms that reliability focuses on accuracy, consistency and repeatability of data collection methods. In this regard, reliability is concerned with accuracy and consistency of the research methods, procedures and techniques as they are applied throughout the research process. To ensure reliability of findings in this study, the questionnaire and the interview were selected as data collecting methods. These methods were tried and tested in several studies and they had produced reliable

results (McMillan et al., 2010). Pre-test and pilot test were conducted to ensure that the instruments were accurate and collected the data which it intended to collect. The data collection procedures and techniques were carefully and thoroughly followed throughout the research process to enhance reliability of research findings. According to Neumann (2014) reliability of the study depends on the researcher's insight and questions. Therefore, questions items on the questionnaire were subjected to thorough checking so that the questions were clear, relevant and straightforward in order to capture reliable data. The researcher developed and keep a reflective dairy of events during the research process and an audit trial were applied to track the research methods used, procedures followed and techniques applied to conclude the research findings.

4.11.4 Summary

This section discussed how data collected can be trustworthy, reliable and valid. The components of trustworthiness have been explored in this section. The measures of validity and reliability have also been explored. In addition to measures of trustworthiness, validity and reliability of data the researcher has to take into consideration ethical issues when collecting data. The following section discusses ethical issues in research.

4.12 ETHICAL CONSIDERATIONS

4.12.1 Introduction

In this last section of this chapter, ethical standards followed by the researcher were discussed. Ethical issues included full disclosure, voluntary participation, informed consent, confidentiality, no harm or risk to participants and institutional review board. Before getting into details about these ethical issues this section commences by explaining what ethics is in research.

4.12.2 Definition of ethics

McMillan et al. (2010:117) state that, "*Ethics generally are concerned with the beliefs about what is right or wrong from a moral perspective.*" Ethics in research are

concerned with issues of morality when human beings are involved in data collection. It focuses on what is morally right or wrong with regard to the integrity of the research and well-being of participants. Rensburg et al. (2011:108) state that, “*Research ethics represent research standards and guidelines agreed upon by the institutional review board to regulate the behaviour of researchers so that the well-being of participants is protected.*” Research ethics are fundamentally concerned with what is socially and morally proper and improper when conducting a research where human beings are involved. In order to achieve the integrity of the research and ensure that the research was done ethically, the researcher followed and adhered to ethical principles discussed below.

4.12.3 Full disclosure

The principle of full disclosure demands the researcher to be honest and open with participants by fully discussing all aspects of the research with the participants (McMillan et al., 2010). To fully disclose all aspect of the research, the research sites were visited prior to conducting the research to discuss the purpose of the research and the benefits of undertaking the research. During the discussions, the researcher made participants aware of any potential risks of taking part in this study, if there were any. There was no deception of participants in this study because the researcher fully disclosed all information to participants and assured them that engaging in this study would not cause any harm or risk to their lives.

4.12.4 Voluntary participation

The principle of voluntary participation states that no one should be forced to take part in a research. In McMillan et al.’s (2010:118) words, “*Voluntary participation means that participants cannot be compelled, coerced or required to participate.*” In simple terms, participation in a study should be a voluntary action without any pressure being exerted to participants. The researcher explained the purpose and benefits of the study to participants before commencement of the study. The researcher made it clear to participants that they could withdraw from the study at any time without any repercussions. If participants were willing to take part in the study after discussing with the researcher, they would give consent by signing the consent form. Even though

participants had signed the consent form, they still had the right to withdraw from the study without any consequences. The issue of consent was very important in this study and it incorporated the issue of informed consent. This leads to the discussion on the principle of informed consent.

4.12.5 Informed consent

Another principle that was considered for this study to be ethically justifiable was seeking participants' consent (De Vos et al., 2012). McMillan et al. (2010) state that consent in research is about getting permission from participants who will voluntarily take part in the study. Permission was not only sought from participants but also from participating schools and the Gauteng Department of Education. The researcher sent letters to Gauteng Department of Education and participating schools asking for permission to conduct the research in sampled schools. Consent letters were sent to all participants with a covering letter detailing the purpose of the study, description of the research procedures and duration of time. The covering letter also included aspects such as participants' role in the study, detailed description of how confidentiality, anonymity and privacy would be maintained. Lastly the covering letter provided a statement of free voluntary participation and a guarantee of free withdrawal without consequences as well as contact details of the researcher. The participants were given the consent form (annexure E) to sign to indicate their consent to take part in the study and that they really understood the purpose of the research.

4.12.6 No harm to participants

The principle of no harm to participants was taken into consideration to ensure that this research fully complied with ethical requirements. McMillan et al. (2010) state that participation in a study should not result in physical or mental harm as well as injury to participants. When obtaining information from human beings there is a possibility of causing harm or discomfort to them. To ensure that the principle of do no harm was achieved, the researcher ensured that the participants were not subjected to emotional stress, humiliation and embarrassment by participating in the study. To avoid causing any harm or discomfort to participants the researcher revealed in detail to participants any anticipated risks, including procedures followed and the research demands. The

researcher avoided sensitive questions which might invoke bad memories or experiences. Furthermore, the participants were not compelled to answer all questions but to answer questions they felt comfortable with.

4.12.7 Privacy of participants

With this study using human beings as participants, the privacy of participants was a top priority. To protect the privacy of participants, the researcher ensured anonymity of participants and confidentiality of data by not disclosing the names of participants in the study. To maintain anonymity of all participants, no names or any information leading to identification of participants was used or published in this study. To maintain confidentiality of participants and data collected, participants were not required to write their names on questionnaires. Interviews were conducted at venues agreed upon by participants and at their convenient time to ensure participants' privacy.

4.12.8 Institutional Review Board

To meet the moral obligation of being ethical with regard to the requirements of the Institutional Review Board, the researcher complied with all recommendations from the UNISA committee for ethics and fully complied with all recommendations on fully reporting the findings. To ensure that this research was morally justifiable, the researcher applied for ethical clearance from the research ethics committee of the College of Education at UNISA. Following the approval by the UNISA ethics committee, the researcher applied for permission to carry out the research from the Gauteng Department of Education, Tshwane South district and all sample schools.

In summary, it can be said that research ethics are concerned with what is wrong or right with regard to participants' integrity and well-being when conducting a research. The integrity of the research depends on how the research process adheres to ethical standards stipulated by the research principles of full disclosure, voluntary participation, informed consent, no harm to participants, maintaining privacy and meeting the requirements of the Institutional Review Board.

4. 13 SUMMARY

The research design which plays a guiding role in this study, positioned this study in the pragmatic research paradigm. To sufficiently justify the researcher's selection of the research paradigm, three relevant research paradigm were discussed. In the same vein, the research approach that was informed by the type of research paradigm was discussed. Among the three approaches discussed, that is qualitative, quantitative and the mixed methods, the mixed methods research approach was selected in line with the pragmatic research paradigm. Along the same lines the concurrent triangulation research design was adopted in this study.

It is clear from the discussion of different research designs that this study used the mixed methods sampling strategies which use both probability and nonprobability sampling. It is further clear that these sampling strategies resulted in this study having a qualitative research sample and a quantitative research sample. This study used face-to-face and focus group interviews and the completion of a questionnaire as data collection methods. Data were analysed qualitatively and quantitatively.

It is also clear from the discussions that for the results and findings of the study to be acceptable and authentic, data should be trustworthy, reliable and valid. Trustworthiness of data was achieved through promoting the principles of dependability, transferability, conformability and credibility. Finally, for this study to be ethically justifiable, the principles of full disclosure, voluntary participation, informed consent, no harm to participants, maintaining privacy and meeting the requirements of Institutional Review Board was taken into consideration.

The next chapter focuses on analysis and presentation of qualitative and quantitative data that were gathered during interviews and from the questionnaire. The last section of the chapter focuses on triangulation of qualitative and quantitative data as well as data collected during literature review.

CHAPTER 5

DATA ANALYSIS AND PRESENTATION

5.1 INTRODUCTION

Chapter four laid the foundation for data presentation and analysis by presenting the methodology used in this study and discussed the research design that guided the selection of the pragmatic research paradigm. Three research approaches were discussed, that is the qualitative, quantitative and mixed methods. The mixed methods research approach and the concurrent triangulation research design were selected and adopted in line with the pragmatic research paradigm.

This chapter focuses on presentation and analysis of the research data obtained from the qualitative and quantitative phases of the study. Qualitative data were gathered via interviews, while quantitative data were gathered via closed-ended questionnaires. This chapter commences by analysing and presenting results from the quantitative phase followed by analysis and presentation of findings from the qualitative phase. The last section of this chapter focuses on triangulation of qualitative and quantitative data as well as data collected during the literature review.

5.2 QUANTITATIVE DATA ANALYSIS AND PRESENTATION

5.2.1 Introduction

The first part of this section deals with the biographical data of participants. This is followed by the analysis of data obtained from the closed-ended questionnaires. Participants' responses were analysed and organised using frequency tables, pie-charts, line graphs, histogram graphs and bar graphs. In addition to frequency distribution, the researcher used the measures of central tendency to determine how scores were distributed. The measure of central tendency used by the researcher is the mean.

Sixty-one (61) questionnaires were distributed to (21) principals and (40) deputy principals of selected schools in Circuit 5 of Tshwane South district. Out of forty (40) questionnaires distributed to deputy school principals thirty-eight (38) questionnaires were completed and returned. Twenty (20) principals completed and returned the

questionnaire out of 21. Therefore, the total number of questionnaires completed and returned was 58 (n=58) out of 61. Three questionnaires were not returned. Therefore, the analysis is based on 58 questionnaires.

5.2.2 Presentation and analysis of biographical data

Among 20 principals who responded to the questionnaire, only seven are females and 13 are males. Twenty-three (23) out of thirty-eight (38) deputy principals who responded to the questionnaire are males and fifteen (15) are females. This means that twenty-two (22) females and thirty-six (36) males took part in the quantitative phase of this study. This indicates that leadership positions in the participating schools are still dominated by males as shown in Figure 3. A total of 62% of leadership positions are held by males and only 38% by females.

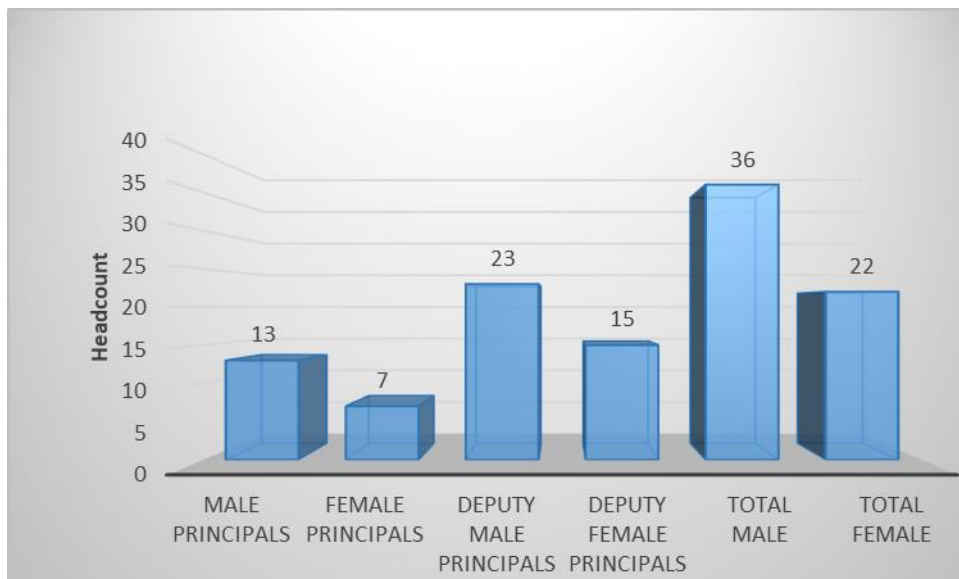


Figure 3: Gender analysis

The biographical data indicates that most of the respondents are aged between 50 and 59 years as illustrated in Figure 4 below. Figure 4 shows that 5 (9%) of respondents are aged between 31 and 40. The majority of the respondents. 26 (45%)

are aged between 41 and 50, while 24 (41%) are aged between 51 and 60. Only 3 (5%) of the respondents are aged 61 years and older.

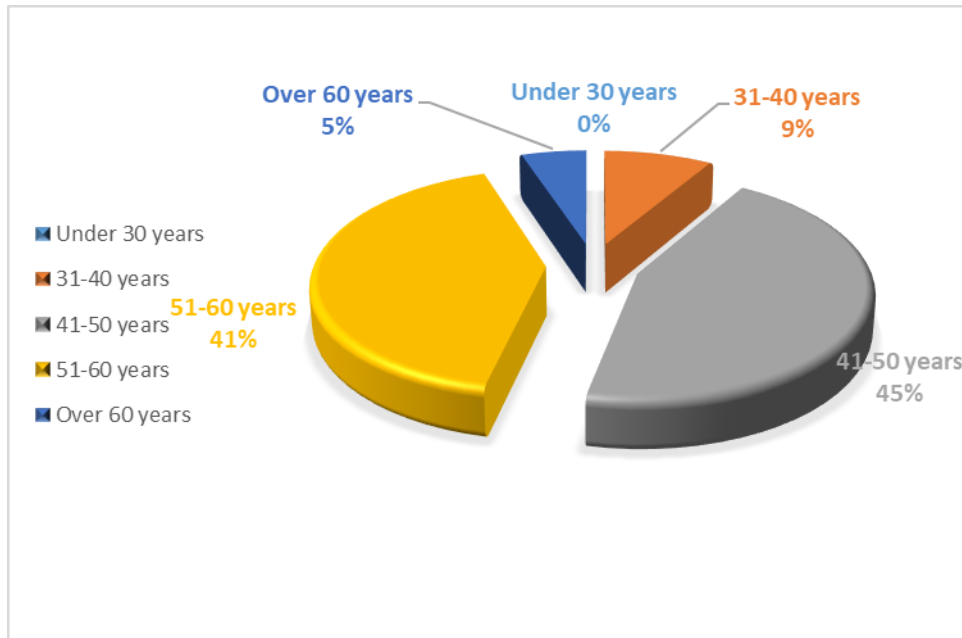


Figure 4: Age analysis

Figure 5 below illustrates data gathered on qualifications of respondents. Data revealed that 30 (52%), which constitute the majority of the respondents hold an honour's degree, while 15 (26%) hold a master's degree, 11 (19%) hold a bachelor's degree while 2 (3%) hold a doctoral degree.

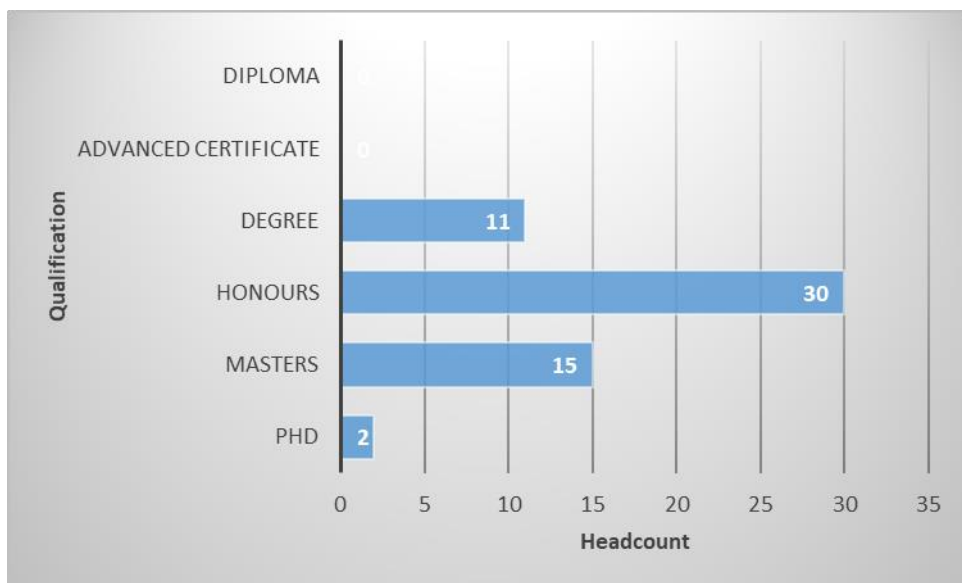


Figure 5: Professional qualifications

Therefore, it can be concluded that most of the principals and deputy principals have post graduate qualifications which are higher than minimum requirements for leadership positions.

The leadership experience is dominated by the age group between 11 and 15 years with 22 (38%). The age groups 5 to 10 and 16 to 20 are almost evenly distributed with 15 (26%) and 17 (29%) respectively. The age group of above 20 years is represented by 4 (7%). The data show that most of the respondents have vast experience as school leaders because more than 3 age groups are above the mean percentage of the pie chart which is 20%. Therefore, they are in a better position to lead schools more effectively.

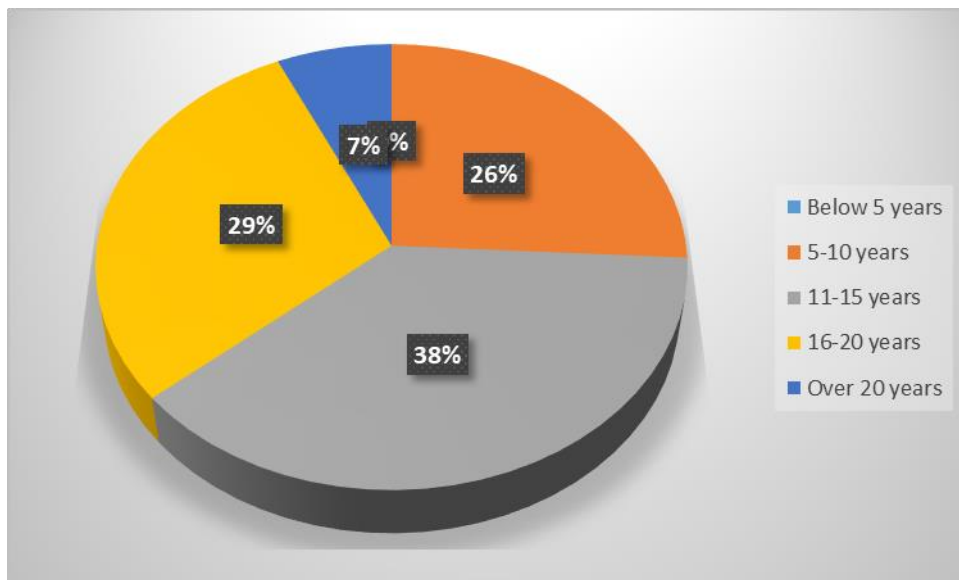


Figure 6: Leadership experience

The last section on demographic data represents the teaching experience of the respondents. As illustrated in Figure 7, most of the respondents 33 (57%) have teaching experience of between 21 and 30 years. 19 (33%) of the respondents have teaching experience of between 11 and 20 years and 6 (10%) have teaching experience of above 30 years. No participant has teaching experience of below ten years. The respondents thus have vast teaching experience which will enable them to be effective instructional leaders.

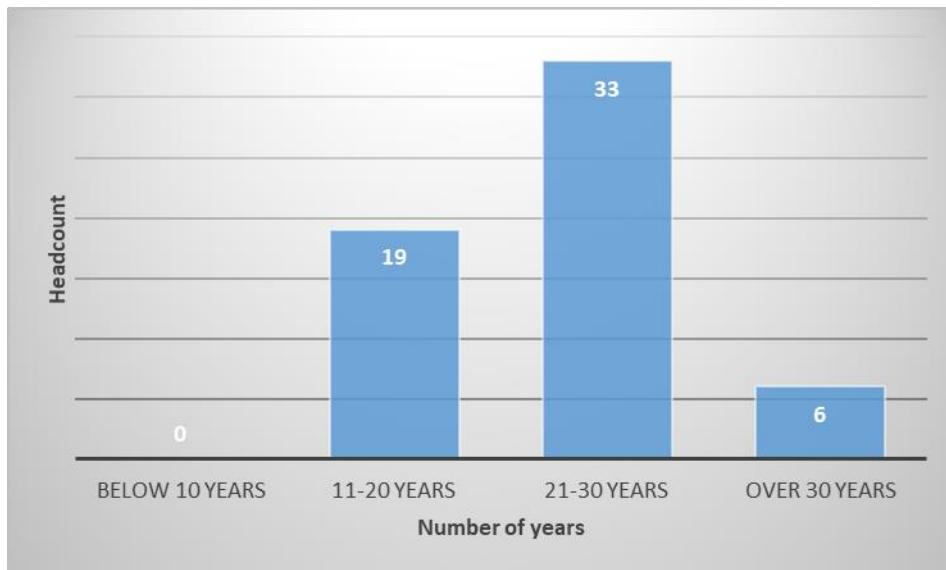


Figure 7: Teaching experience

5.2.3 Reporting on how quantitative data were analysed

Quantitative data were analysed following the four objectives of the study stated in chapter one. The first objective focused on what instructional leadership entails. The second objective focused on what quality education entails in the school context. The third objective deals with factors hindering effective execution of instructional leadership roles in township schools. The last objective focuses on guidelines on how principals can be empowered to improve teaching and learning in township schools.

All questions were grouped according to the above objectives and responses from participants were organised on Excel as cleaned data in the form of tables. Graphs were derived from tables on Excel. Participants' responses were analysed and organised using frequency tables, pie-charts, line graphs, histogram graphs and bar graphs. In addition to frequency distribution, the researcher used the measures of central tendency to determine how scores are distributed. The measure of central tendency used by the researcher is the mean. The researcher used inferential statistics to describe relationship between variables and the nature of distribution of responses. From inferential statistics the research drew conclusions on how principals can be assisted to perform their instructional leadership role more effectively. The respondents' views were presented in the form of graphs and charts in the following section.

5.2.4 Presentation and analysis of quantitative data

Quantitative data were presented and analysed using the objectives of the study that are stated in chapter one.

5.2.4.1 First objective: To describe the concept and purpose of instructional leadership

Instructional leadership is defined as a construct that focuses on framing the school vision and goals (cf. Hallinger, 2011; Hallinger et al., 2019; Ozdemir, Sahin & Ozturk, 2020). Instructional leadership is also viewed as focusing on frequently and adequately articulating the school vision and goals to all stakeholders (cf. Boyce et al., 2018; Naidoo, 2019; Maponya, 2020). In line with the above findings, quantitative data revealed that instructional leadership in Gauteng township schools entails discussing and articulating the school vision, goals and targets with educators as well as parents of learners.

Quantitative data gathered via questionnaires as illustrated in Figure 8 revealed that principals attend staff meetings to discuss school vision and goals with educators. The data in Figure 8 indicate that most principals discuss school vision and goals with educators on a termly basis 31 (53%) followed by monthly with 11 (19%), weekly with 10 (17%) and yearly with 6 (10%). On the question of how often principals articulate the vision and goals to educators, weekly had 2 (3%) responses, monthly had 24 (41%), termly had 25 (43%) and yearly had 6 (10%). It can also be concluded that most principals articulate school vision and goals to educators on a termly basis.

The respondents indicated that principals discuss school vision and goals with parents termly and yearly, with yearly having 14 (24%) and termly standing at 44 (76%). None of the respondents indicated that principals discuss school vision and goals either weekly or monthly. The data reveals that most principals discuss school vision and goals with parents on a yearly basis.

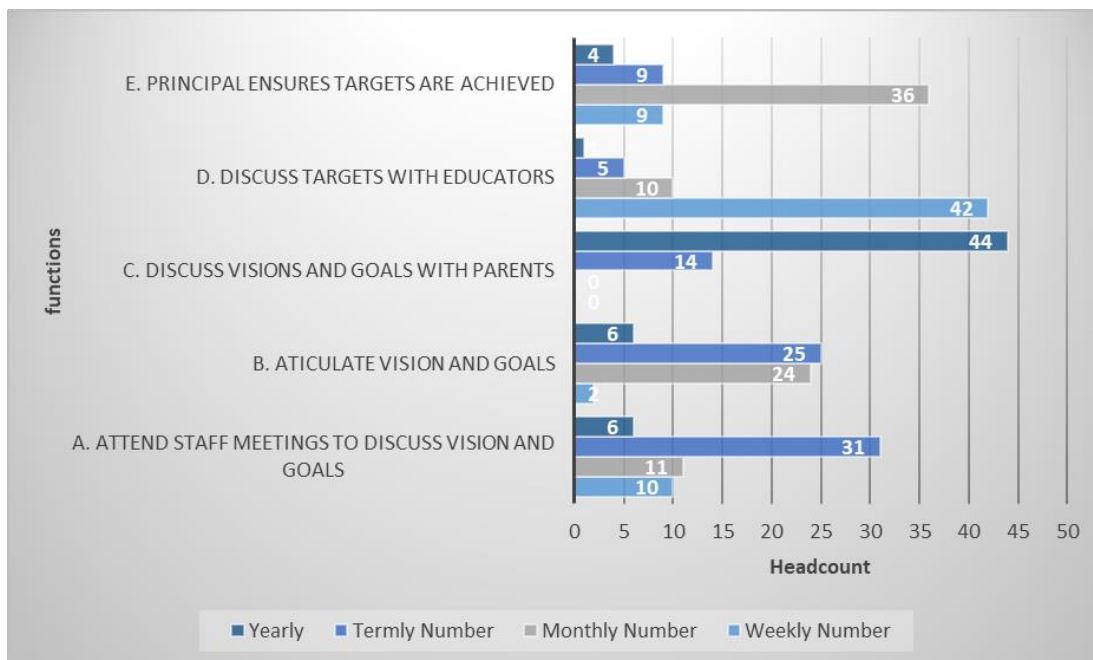


Figure 8: Instructional leadership functions

The responses to the questions how often principals discuss school targets with educators are as follows, weekly 42 (72%), monthly 10 (17%), termly 5 (9%) and yearly 1 (2 %). The conclusion which can be drawn from this data is that most principals discuss targets with educators every week. On the question of how often principals monitor educators to ensure that targets are achieved, the following was revealed weekly 9 (16%), monthly 36 (62%), termly 9 (16%) and yearly 4 (7%). From the data provided, it shows that principals ensure that targets are achieved monthly.

The summary of data in figure 8 indicates that principals discuss school vision and goals with educators every term and they also articulate school vision and goals to educators on a termly basis. Furthermore, principals discuss and articulate school vision and goals with parents once every year. Lastly principals monitor to ensure that targets are achieved every month.

In addition to the fact that data gathered via questionnaires revealed that focused school vision and goals influence learner performance, it was also established by this study that targets play a crucial role in improving learner performance in township schools. This study further investigated which aspects among the school vision, goals

and targets have more influence when it comes to learner achievement in township schools.

It is clear from the data provided in Figure 9 that school targets 26 (45%) has a greater impact on positively influencing learner performance in township school, followed by school goals 22 (38%) and final school vision with 9 (16%). Therefore, this study revealed that instructional leadership in township schools involves drafting of departmental and educators' targets that are focused on improving effective teaching and learning in schools. This study concurs with earlier research findings that framing of focused school vision and goals positively influence learner performance.

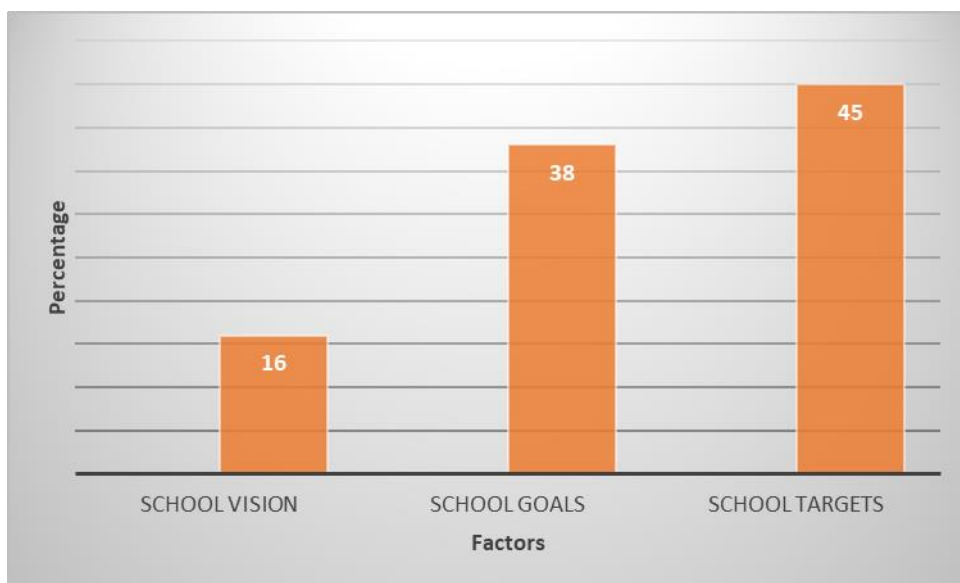


Figure 9: Factor with greatest impact on influencing learner performance

However, this study added the framing of focused school target as another factor that positively influenced learner performance which was not explored by previous researchers. It was revealed by this study that school targets play a more significant role in positively influencing learner performance than school vision and goals.

Besides framing focused school vision, goals and targets, instructional leadership in Gauteng township schools encompasses developing school curriculum, conducting class visits, book inspection, school assembly and inspecting educators' files as shown in Figure 10. These instructional roles performed by school principals in township schools are in line with what Hallinger, (2003; 2005; 2011) revealed in the

Leadership-for-Learning model as the major functions performed by school principals. However, the Leadership-for-Learning model by Hallinger, (2011) did not specify how often do principal perform these instructional roles. This study went a step further and investigated how often do principals perform their instructional roles. With regard to curriculum development the responses were 0 (0%) weekly, 1 (2%) monthly, 8 (14%) termly and 49 (84%) yearly. Therefore, according to data provided in Figure 10 the development of the school curriculum is done yearly.

Data gathered via questionnaires revealed that discussing the school budget and deciding on allocation of resources is one of the roles performed by school principals. When asked how often the principal performs this role, the responses were 0(0%) weekly, 4(17%) monthly, 10(17%) termly and 44(76%). yearly. The data indicate that school budgeting and allocation of resources is done once a year in many schools.

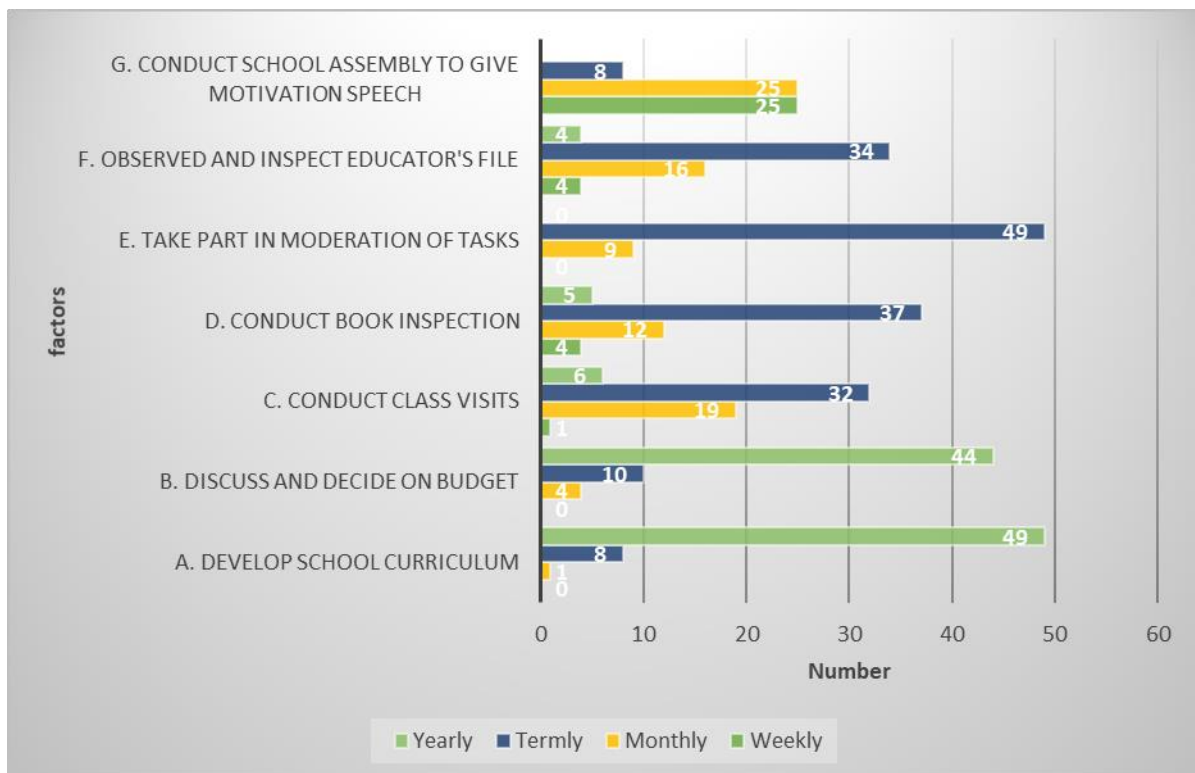


Figure 10: Instructional leadership roles

Analysis of questionnaires revealed that conducting class visits is one of the most important instructional roles performed by school leaders. As indicated in figure 10, the number of those who indicate that principals perform these duties weekly are 1

(2%), monthly 19 (33%), termly 32 (55%) and yearly 6 (10%). The data indicate that school principals conduct class visits mostly on a termly basis.

According to Figure 10 none of the respondents indicated that principals take part in moderation of learners' tasks weekly. However, 9 (16%) indicated that the principal takes part in moderation of learners' tasks monthly. 49 (84%) indicated termly and none of the respondents indicated that principals perform the role yearly. From this data, it can be concluded that principals take part in moderation of learners' tasks termly.

Quantitative data revealed that inspecting educators' files is one of the instructional roles performed by the principal. Most of the respondents 34 (57%) indicated that school principals inspect educators' files every term, followed by 16 (28%) who indicated monthly. 4 (7%) indicated yearly and 4 (7%) indicated weekly. Therefore, principals inspect educators' files mostly on a termly basis.

On how often principals conduct school assemblies to give motivational speeches, the responses were that 25 (16%) of the respondents indicated that principal does it weekly, 25 (61%) monthly, 8 (23%) termly and none of the respondents indicated yearly. The data indicate that many schools conduct assemblies on a monthly and weekly basis.

It emerged from analysing data from questionnaires that principals' instructional roles of developing the school curriculum and discussing the budget are performed on yearly basis. Every term the principal conducts class visits, book inspection, takes part in moderation of learners' tasks and inspects educators' files. The task of conducting school assembly to motivate learners was done on monthly intervals.

The above principals' functions adopted from the Leadership-for-Learning were further explored to determine their impact on learner performance in township schools. Figure 11 indicates the extent to which respondents agreed or disagreed that the listed factors influence learner performance in schools. Thirty-two (55%) strongly agreed that class visits positively influence learner performance, while 14 (24%) agreed. On the other hand, 8 (14%) disagreed that conducting of class visits by principals influenced learner performance, while 4 (7%) strongly disagreed. The number with the highest frequency

is 32 (55%) representing those who strongly agreed. Therefore, principals' role of conducting class visit positively influence learner performance.

With regard to the role of book inspection on learner performance, 19 (23%) strongly agreed, 33 (57%) agreed, 6 (10%) disagreed and 0 (0%) strongly disagreed. The number with the highest frequency is 33 (57%) agree. In this case the data indicate that most of the respondents agree that book inspection positively influences learner performance.

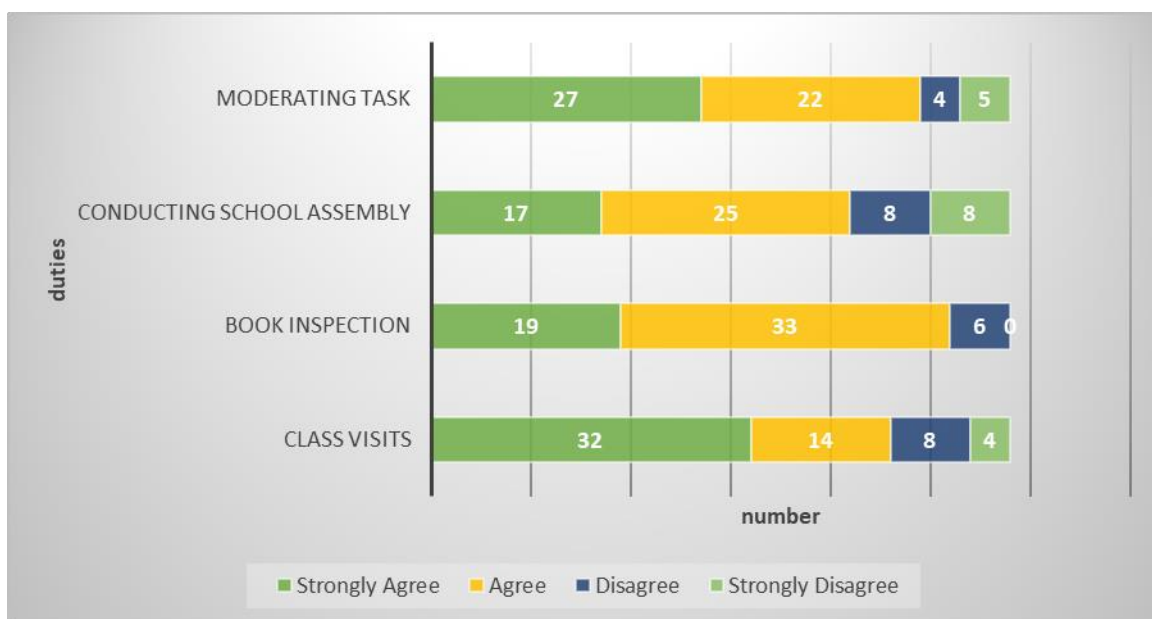


Figure 11: Factors with greatest influence on learner performance

Turning to moderation of learners' tasks, 27(47%) strongly agreed, 22 (38%) agreed, 4 (7%) disagreed and 5(9%) strongly disagreed that principals' participation in moderating learners' tasks influence learner performance. Data show that most respondents agreed that moderation of tasks influences learner performance in many township schools.

To sum up, according to the data provided in Figure 11 most of the respondents strongly agree that principals' instructional role of class visits positively influences learner performance. Also, most of the respondents agree that principals' instructional

roles of conducting book inspection, and moderation of learner's tasks positively influence learner performance in many township schools.

5.2.4.2 Second objective: To determine what quality education (teaching and learning) entails in the school context

Quality education is globally defined as the provision of inclusive education that empowers learners to overcome the barriers of learning so that they become economically independent citizens (cf. Honeyman et al, 2016). The factors revealed by analysing data collected via questionnaires as determining the provision of quality education to all learners are the quality of school facilities, educator quality, leadership quality, learner quality and technological developments. The responses from participants on how these factor determine the provision of quality education in Gauteng township schools are illustrated in Figure 10.

As illustrated in Figure 12, 27 (47%) of the respondents strongly agreed, 22 (38%) agreed, 7 (12%) disagreed and 2 (3%) strongly disagreed that the quality of school facilities determine the provision of quality education in township schools. Considering the fact that the total number of those who strongly agreed 27 (47%) and those who agreed 22 (38%) is 49 (84%) is higher than those who disagreed 7 (12%) and strongly disagreed 2 (3%) which 9 (16%), it can be concluded that the quality of school facilities positively influence learner performance.

The quality of educators was also deeply analysed to determine its impact on the provision of quality education in township schools. The responses indicate that 38 (66%) strongly agreed, 13 (22%) agreed, 5(9%) disagreed and 2 (3%) strongly disagreed. The number with the highest frequency is 38 (66%) representing those who strongly agreed, followed by those who agreed which is 13 (22%).

The total of those who strongly agreed and those who agreed is 51(88%) and is far much higher than those who disagreed and strongly disagreed which is 7 (12%). The data show that the quality of educators positively influences learner performance.

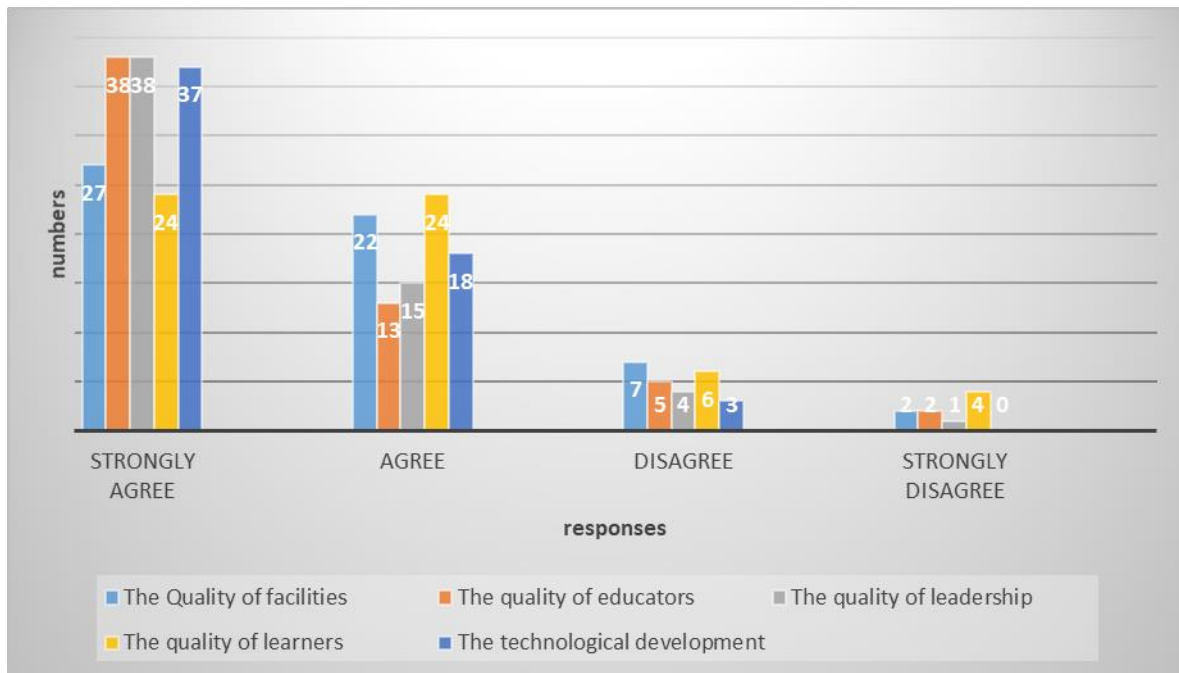


Figure 12: Factors determining quality education

Analysis of questionnaires revealed that the quality of school leadership plays a pivotal role in determining the provision of quality educations in schools. The quality of leadership was examined to establish whether it influences learner performance in township schools. The responses were 38 (66%) strongly agreed and 15 (26%) agreed, giving a total of 53 (91%). On the other hand, 4 (7%) disagreed and 1 (2%) strongly disagreed giving a total of 5 (9%). Therefore, the quality of school leadership has a bearing on how learners perform in schools.

It emerged from analysing data collected via questionnaires that the quality of learners determines how schools perform in their final examinations. The responses on how learner quality determines school performance in township schools were 24 (41%) strongly agreed, 24 (41%) agreed, 6 (10%) and 4 (7%). The total for those who strongly agreed and agreed is 48 (82%) which is an indication that learner quality determine the provision of quality education to learners.

On technological development the responses were 37 (64%) strongly agreed, 18 (31%) agreed, 3 (5%) disagreed and none of the respondents strongly disagreed that technological developments determine school performance in the final examination. The number with the highest frequency is 37 (64%) representing those who strongly

agreed. Therefore, the conclusion is that technological development impacts how township schools perform in final examinations.

According to data provided in figure 12, quality education in township schools entails provision of quality leadership, quality educators, quality school facilities, quality learners and advanced technological equipment. Since all the responses on the factors discussed above concur with the findings of Honeyman et a., (2016) and UNESCO, (2014) that they determine the provision of quality education in township, this study probed further to identify the factor with the greatest influence in determining the provision of quality education in township schools. The responses are illustrated in Figure 13.

Figure 13 clearly shows that the quality of leadership has the greatest influence on how schools perform in townships. Second to leadership quality is the quality of educators followed by technological development.

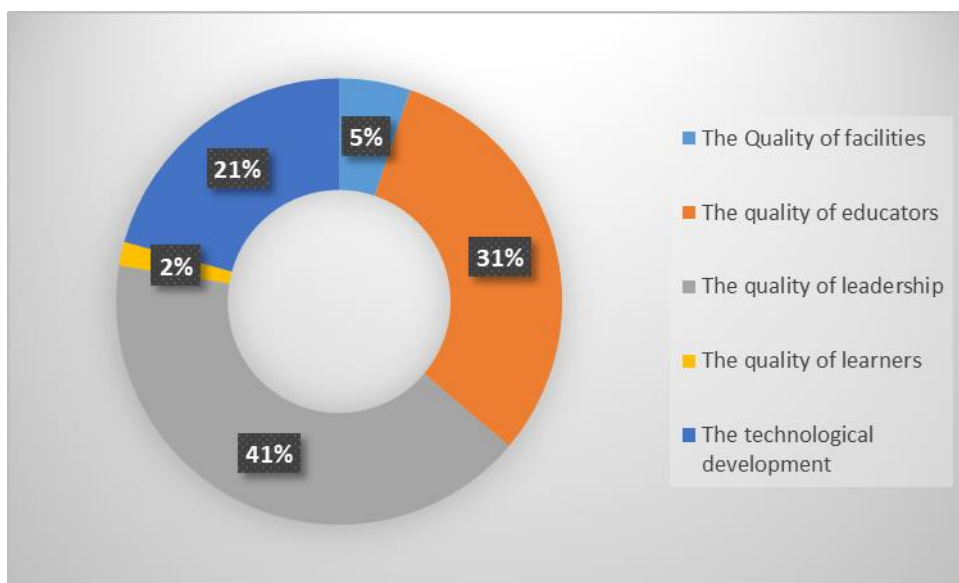


Figure 13: Factors with great influence on learner performance

In line with the findings of the study conducted by Bush, (2020), this study revealed that the definition of quality education in the South African context is greatly influence by the legacy of apartheid. Quantitative data revealed that quality education in South Africa entails desegregation of schools, eradication of racism and creation of violent-free schools. The factors identified by this study to be determining the provision of

quality education in township schools are desegregation of schools, racism, legacy of apartheid, school policies, school funding and appointment to leadership positions.

The responses to how these factors determine the provision of quality in schools are shown in Figure 14. Responding to whether they agree or disagree that school funding determines the provision of quality education in schools, 28 (48%) strongly agreed, 29 (50%) agreed, only 1 (2%) disagreed and no one strongly disagreed. Therefore, most of the respondents agree that school funding is a determinant factor in the provision of quality education in schools.

School policies is one of the factors identified as affecting the provision of quality education and responding to this factor, 15 (26%) strongly agreed, 31 (53%) agreed, 12 (21%) disagreed and none strongly disagreed. The data indicate that most of the respondents agree that school policies have an impact on the provision of quality education in township schools.

On how segregation of school determines the provision of quality education, 15 (26%) strongly agreed, 29 (50%) agreed, 14 (24%) disagreed and none strongly agreed that segregation of schools affect the provision of quality education in schools. From data provided it can be said that most respondents agreed that segregation of schools affects the provision of quality education in schools.

The legacy of apartheid is one of the factors identified to be influencing the provision of quality education in schools and responding to this, 32 (55%) strongly agreed, 14 (24%) agreed, 9 (16%) disagreed and 3 (5%) strongly disagreed. Those who strongly agreed have the highest frequency of 32 (55%). Therefore, it can be concluded that the legacy of apartheid has an impact on the provision of quality education in township schools.

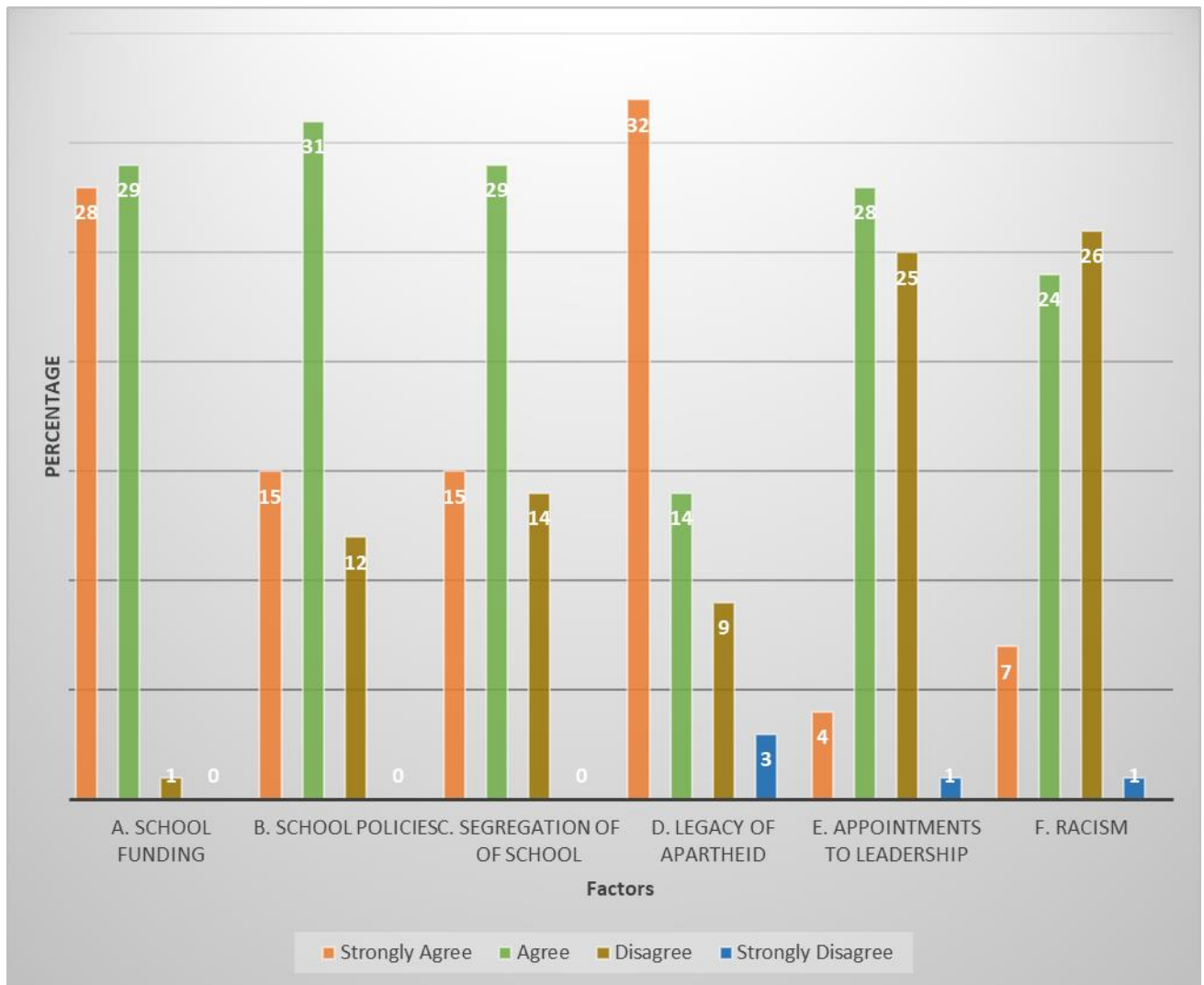


Figure 14: Factors affecting provision of quality education

On appointment to school leadership positions 4 (7%) strongly agreed, 28 (48%) agreed, 25 (43%) disagreed and only 1 (2%) strongly disagreed that appointment to school leadership positions determines the provision of quality education. The respondents are almost evenly divided on this factor because the numbers with the highest frequency are almost the same, that is 28 (48%) agreed and 25 (43%) disagreed. Therefore, there is no agreement that this factor affects the provision of quality education to schools.

Racism was also explored to determine its effect on the provision of quality education to township schools. The responses were that 7 (6%) strongly agreed, 24 (41%) agreed, 26 (45%) disagreed and 1 (2%) strongly disagreed. The number with the

highest frequency 26 (45%) disagree is almost the same with the number of the agreed 24 (41%). Therefore, the respondents are not sure whether racism affects the provision of quality education to learners in township schools.

To sum up data provided in Figure 14, the respondents agree that school funding, school policies, segregation of schools, and legacy of apartheid influence the provision of quality education in township schools. Further explored, the legacy of apartheid has the highest frequency on those who strongly agreed, making it the most influential factor which determines the provision of quality education in township schools. On appointment to school leadership positions and racism, the respondents are almost evenly shared between those who agreed and disagreed. However, those who disagreed are slightly more than those who agreed. This might be attributed to the fact that most of the learner attending township schools are black with few or without white and Indian learners. As a result, township learners do not experience racism which is experienced by black learners attending former Model C schools.

5.2.4.3 Third objective: To establish what the various factors are that hinder effective execution of instructional leadership by principals in Gauteng township schools

One of the objectives of this study was to identify factors that hinder effective execution of instructional leadership roles by school leaders. The factors that were explored to determine how they hinder effective execution of instructional roles are school context, principal's belief and values, principal's knowledge and experience, school vision and goals, coordinating the curriculum, development of staff capacity (Leadership-for-Learning model), Covid-19 pandemic and learner discipline. Data collected from questionnaires regarding participant's views on how these factors hinder execution of instructional leadership are presented in Figure 15.

School context was identified in the Leadership-for-Learning model as one of the factors which determines the execution of school leadership roles (Hallinger, 2011). When this question was presented in the questionnaire, 38 (66%) strongly agreed, 18 (31%) agreed, 2 (3%) disagreed and none of the respondents strongly disagreed that contextual factors determine execution of school leadership roles in schools. Further explored, the total of those who strongly agreed and agreed was 56 (97%) and those

on the negative side was 2 (3%). Therefore, the respondents overwhelmingly agreed that school context determines the execution of school leadership roles in township schools.

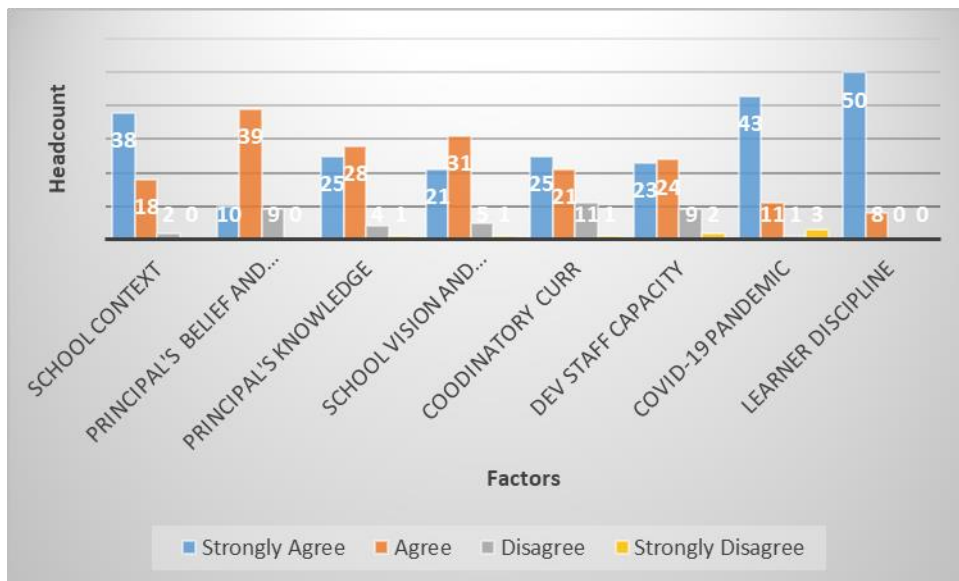


Figure 15: Factors affecting effective execution of instructional leadership

On the question on how the principal’s belief and values moderate the execution of school leadership roles, 10 (17%) strongly agreed while 39 (67%) agreed. On the other hand, 9 (16%) disagreed with the statement while none of the respondents strongly disagreed with the statement. Most of the respondents agree that the principal’s beliefs and values determine enactment of school leadership roles in township schools.

The next question was on how the principal’s knowledge and experience influence the execution of instructional leadership roles in schools. 25 (43%) of the respondents strongly agree that the principal’s knowledge and experience have a bearing on how principals execute their leadership roles. Also 28 (48%) of the respondents agreed that principal’s knowledge and experience influences enactment of school leadership roles. Only 4 (7%) disagreed with the statement and 1 (2%) of the respondents strongly disagreed.

On school vision and goals, 21 (36%) strongly agreed that they influence the exercise of school leadership roles and 31 (53%) also agreed. On the other hand, 5 (9%) disagreed and 1 (2%) strongly disagreed that school vision and goals influence the

exercise of school leadership roles. In this regard, most participants agreed that school vision and goals determine the enactment of school leadership roles in school.

Coordinating the curriculum influences how principals execute their leadership roles. Most of the respondents, that is 25 (43%) strongly agreed and 21 (36%) agreed. The respondents who disagreed were 11 (19%) and 1 (2%) of the respondents strongly disagreed that coordinating the curriculum influences learner performance. Therefore, coordinating the curriculum determines the exercise of school leadership roles.

Development of staff capacity determine how school leaders execute their leadership roles because 23 (40%) strongly agreed, 24 (41%) agreed and 9 (16%) disagreed. 2 (3%) of the respondents strongly disagreed that developing staff capacity determines the enactment of school leadership roles by school principals. Therefore, it can be concluded that development of staff capacity determines the exercise of school leadership roles in schools.

The effect of the Covid-19 pandemic influenced how principals executed their leadership roles in schools because 43 (74%) of the respondents strongly agreed with the statement, while 11 (19%) agreed. Only 1 (2%) respondent disagreed that that Covid-19 pandemic determined the exercise of school leadership roles while 3 (5%) of the respondents strongly disagreed. From data provided above, it can be concluded that the Covid-19 pandemic had an impact on how school leaders execute their leadership roles in schools.

The last factor explored regarding how principals execute their leadership roles was learner discipline. 50 (86%) strongly agreed that learner discipline determines the execution of school leadership roles by school principals while 8 (14%) agreed. None of the respondents neither disagreed nor strongly disagreed that learner discipline has an impact on how school leaders exercise their leadership roles.

Further explored, the factors with the highest frequency on strongly agree was learner discipline 50 (86%), followed by Covid-19 43 (74%) and the third one was school context.38 (66%). According to data provided in Figure 15, this study concludes that the factors that strongly determine the exercise of school leadership roles by school leaders are learner discipline, Covid-19 pandemic and school context.

School contextual factors as a domain is broad and is further delineated into the following dimensions organisational culture of the school, school systems and processes, staff and school community characteristics, societal culture of the school, and Covid-19 regulations and protocols. All these factors are linked, and they influence the contextual conditions of the school as shown in Figure 16. The enactment of school leadership roles is influenced by these contextual conditions of the school (Hallinger,2011). This study further explored the extent to which these factors moderate the enactment of school leadership roles in township schools.

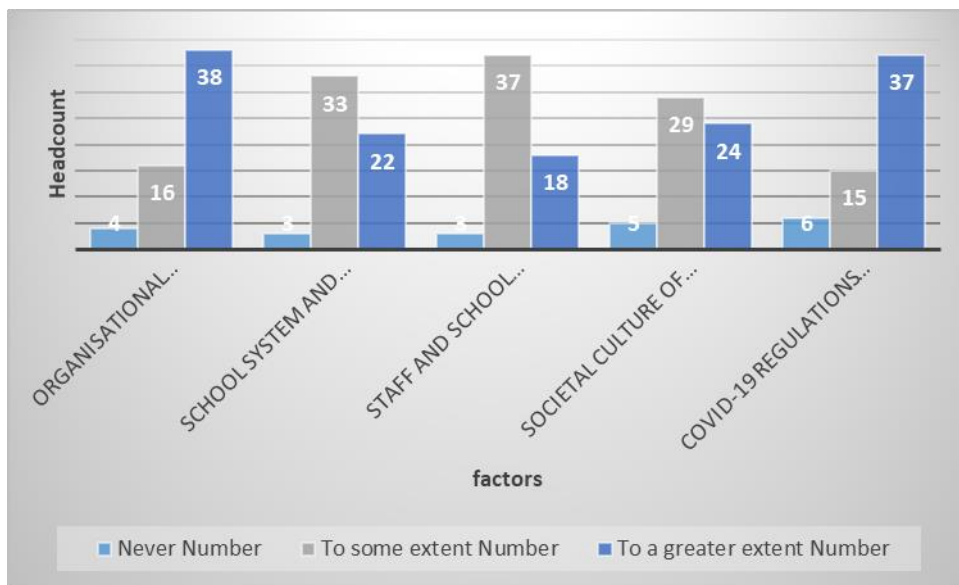


Figure 16: Contextual factors moderating execution of instructional leadership

When asked the extent to which the organisational culture of the school influences the exercise of school leadership roles 4 (7%) responded never, while 16 (28%) responded to some extent and 38 (66%) responded to a greater extent. Therefore, the majority of the responses indicate that organisational culture of the school influences enactment of school leadership roles in township schools.

The responses on the extent to which the school system and processes determine the enactment of school leadership roles 3 (5%) responded never, 33 (57%) responded to some extent and 22 (38%) responded to a greater extent. The majority of the respondents are not quite sure about the influence of school systems and processes on the enactment of school leadership roles by school principals.

The next question was on the extent to which staff and school community characteristics influences the exercise of school leadership roles. The responses were 3 (5%) never, 37 (64%) to some extent and 18 (31%) to a greater extent. Again, the majority of the respondents were not decided about the influence of this factor on the exercise of school leadership roles.

Coming to the influence of the Covid-19 pandemic on the execution of school leadership roles in township schools, only 6 (10%) responded never, 15 (26%) responded to some extent and 37 (64%) responded to a greater extent. Therefore, it can be concluded that the Covid-19 pandemic had an impact on how school principals executed their leadership roles in township schools.

A deeper analysis of the above data indicates that Covid-19 pandemic and organisational culture of the school had a greater influence on how principals executed their instructional leadership roles in township schools. These factors we further analysed to find the extent of their impact on how they determine the execution of leadership roles in schools and Figure 17 below indicates the responses. The factors were ranked as follows Covid-19 regulations and protocols 22 (38%), organisational culture of the school 14 (29%), school system and processes 9 (16%), staff and school community characteristics 8 (14%) and societal culture of the school 5 (10%). Therefore, data provided revealed that the Covid-19 pandemic greatly influence the execution of instructional leadership roles in township schools.

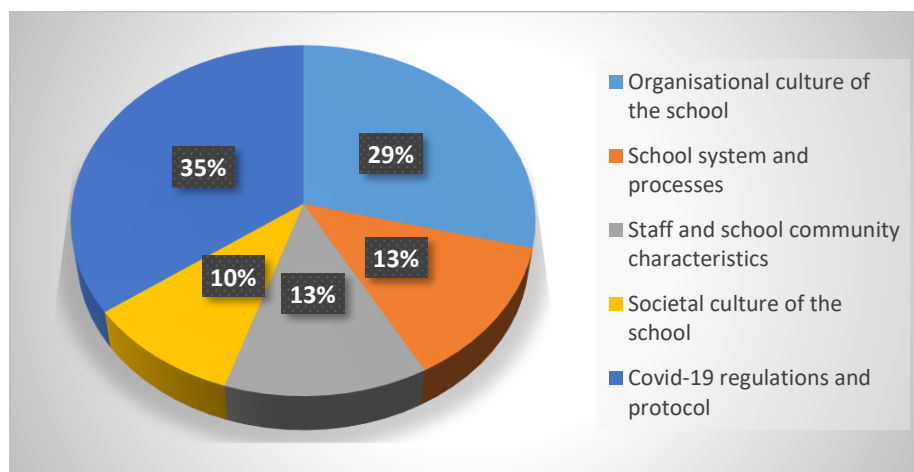


Figure 17: Factors influencing learner performance

5.2.4.4 Fourth objective: Guidelines on how principals of Gauteng township schools can assist educators via instruction leadership to teach more effectively in order to improve the quality of education

As indicated in Figure 15 that staff development influences the provision of quality education, educators should be empowered through well-organised staff development programmes. Opportunities should be made available for educators to improve their academic and professional qualifications so that they are abreast of any development in the education system. Educators should be appropriately qualified since educator quality is cited as one of the factors determining the provision of quality education in township schools. Schools should be empowered through staffing appropriately qualified educators who are well versed in their subject content.

It is illustrated in Figure 12 that most respondent strongly agreed that technological development positively influences the provision of quality education. In order to empower educators to effectively execute their work, schools should be build computer and science laboratories that are furnished with advanced technological equipment. State of the art school libraries with modern technology should be built in township schools.

5.2.5 Summary

According to data collected via questionnaires, instructional leadership involves the principal discussing and articulating the school vision and goals with educators every term. Furthermore, principals discuss and articulate school vision and goals with parents once every year. Instructional leadership also entails discussing and articulating school targets with educators weekly and monitoring to ensure that targets are achieved every month. On the impact of school vision, goals and targets on learner performance, school targets had a greater impact on positively influencing learner performance in township school, followed by school goals and finally school vision.

Instructional leadership demands the principal to be involved in conducting class visits, book inspection and moderation of learners' tasks, inspecting files for both educators and learners and conducting assembly. Class visits, and moderation of learners' tasks

were identified as the most important principals' roles that had a greater impact on learner performance in township schools.

The major factors that have been identified by this study to be hindering effective execution of instructional leadership roles in township schools are learner discipline, school context and Covid-19 pandemic. Notwithstanding the fact that there are other factors that determine the exercise of school leadership roles in township schools, this study concludes that the factors that have a strong impact on the exercise of school leadership roles by school leaders are learner discipline, school context and covid-19 Pandemic.

A deeper analysis of the school context indicates that organizational culture of the school and covid-19 regulations and protocols had a greater influence on how principals executed their instructional leadership roles in township schools. Since this study was carried during the advent of covid-19 Pandemic which resulted in promulgation of covid-19 regulations and protocols, data gathered via questionnaires indicate that Covid-19 pandemic greatly influenced the execution of instructional leadership roles in township schools.

In order to get more details on how best principals can be assisted to perform their instructional roles effectively, I conducted interviews with principals, deputy principals, head of departments and subject heads of two selected schools. The following section now focuses on data analysis gathered via interviews.

5.3 QUALITATIVE DATA ANALYSIS AND PRESENTATION

5.3.1 Introduction

This section presents how qualitative data gathered during interviews, qualitative literature review, field notes, school document analysis and field observations were analysed. The first part of this section commences with presenting the biographical data of the two selected secondary school where interviews were conducted. This is followed by a detailed description of how qualitative data were analysed.

5.3.2 Presentation of biographical data of participants and schools

I interviewed two (n=2) principals, two(n=2) deputy principals, ten (n=10) HODs and ten (n=10) subject heads as shown in table 2 below. Both principals are male and one is aged between 51 and 60 years while the other is above 60 years. They are holders of masters' degree. One of the principals has leadership experience of between 11 and 15 years while the other has between 16 and 20 years.

The researcher interviewed one male deputy principal and one female deputy principal. The male deputy principal is aged between 41 and 50 years while the female deputy principal is within the age group 51 and 60 years. The deputy principals are holders of honours and master's degrees. They have leadership experience of between 6 and 10 years and 11 and 15 years.

Variable	Categories	Principals (n=2)		Deputy Principals (n=2)		HOD (n=5)		Subject Heads (n=5)	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
Gender	Male	2	100	1	50	6	60	4	40
	Female			1	50	4	40	6	60
	Total	2	100	2	100	10	100	10	100
Age	Below 30 years							1	10
	31-40 years					3	30	5	50
	41-50 years			1	50	4	40	3	30
	51-60 years	1	50	1	50	3	30	1	10
	Above 60 years	1	50						
	TOTAL	2	100	2	100	10	100	10	100
Qualification	Diploma							3	30
	Degree					4	40	4	40
	Honors			1	50	3	30	2	20
	Masters	2	100	1	50	3	30	1	10
	PhD								
	TOTAL	2	100	2	100	10	100	10	100
Leadership Experience	Below 5 years					4	40	3	30
	6-10 years			1	50	3	30	4	40
	11-15 years	1	50	1	50	3	30	2	20
	16-20 years	1	50					1	10
	Above 20 years								
	TOTAL	2	100	2	100	10	100	10	100

Table 2: Biographical data for participants

Six of the HoDs are male and four are female. Three HoDs fall within the 31 and 40 years age group, four between 41 and 50 age group and three are in between 51 and 60 age group. Four HoDs are holders of a bachelor's degree, three hold honours degrees and three are holders of a master's degree. Their leadership experience ranges from below 5 years four, between 6 and 10 years three and between 11 and 15 years three.

Four of the subject heads are male and six are female. The majority (five) of the subject heads are within the age group 31 and 40 years, three are between 41 and 50 years, one is between 51 and 60 years while one is below 30 years. Four subject heads are holders of a bachelor's degree, three hold diplomas and two are holders of an honours degree while one has a master's degree. Three of the subject heads have leadership experience of less than five years, four fall between 6 and 10 years, two are between 11 and 15 years and one is between 16 and 20 years as shown in table 2.

5.3.2.1 School A

The school is located in one of the oldest townships in Pretoria and it was established more than 50 years ago. There are over 1 700 learners with 42 educators. The school is a no-fee paying school and the learners who attend the school come from the old suburb and informal settlements.

The condition of the infrastructure is old but looks relatively good. However, the school lacks enough infrastructure to adequately accommodate all learners. There are mobile classrooms that were acquired to mitigate the shortage of classrooms. The school has a functioning science laboratory and a library. The state of the sports fields leaves a lot to be desired because they are in a state of neglect and dilapidation.

5.3.2.2 School B

School B is located in a relatively new suburb which is an extension of the old township where school A is situated. This is one of the schools that was built after the attainment of democracy in 1994. The school is a no-fee paying school. The enrolment stands at 1 200 learners and it has 34 educators. Learners attending this school come from the Reconstruction and Development Programme (RDP) houses built by the government for the less privileged and a nearby suburb whereby the owners acquired the house through bond financing from banks.

The school buildings are relatively good. The school has a functioning computer laboratory, science laboratory and a library. Similar to school A, the sports field are in a deplorable state needing immediate attention.

5.3.3 Reporting on how qualitative data were analysed

Qualitative data obtained from interviews, literature review, observations and document analysis were analysed according to the data analysis approach developed by McMillan et al. (2010). The researcher used this approach to organise, divide and synthesise non-numerical data into segments, codes, categories, patterns and themes. Following this approach data collected from interviews were transcribed using a word processor to facilitate the analysis of data. The audio-taped data were transcribed into Word format to prepare data for visual review. Transcribed data from interviews were organised and divided into workable and manageable units. The researcher used the main categories and themes that emerged from data analysis.

Transcribed data were then organised into segments by identifying and putting together small pieces of data that stood alone. These data segments represent comprehensible ideas, episodes as well as pieces of relevant information. The segments are in the form of words, phrases, sentences or paragraphs that were further analysed to come up with codes. The codes were used to provide meanings to segments and *in vivo* codes were used to represent participants' voices. Similar codes were then grouped to form categories and the categories were further classified as primary, minor or outliers depending on what they represented. The researcher sought patterns from categories by making general statements about relationship among categories. The patterns were formed by examining links among various categories. Patterns were discovered from categories by trying to make sense of the complex links among different aspects of participants' view of the problem under study.

Analysis of qualitative data resulted in some codes and categories being labelled as major, important and minor. Major codes and categories appeared in all datasets and important codes and categories featured in most datasets and minor codes and categories have less frequency in the datasets. In order to achieve anonymity and participants' privacy, participant's responses were coded and labelled. (cf. see table 1).

5.3.4 Analysis and presentation of qualitative data

Qualitative data were analysed and presented according to major categories and themes that emerged from analysing data collected via interviewing the principals, deputy principals, HoDs and subject heads. Five major themes emerged from analysing interview data and each of the themes is briefly discussed below.

5.3.4.1 Theme 1: Conceptualising instructional leadership and the purpose of instructional leadership in township schools

One of the objectives of this study is to describe what instructional leadership entails and the purpose of instructional leadership. When asked about what instructional leadership entails, many of the participants mentioned planning as the most salient principal's instruction role. The deputy principal participant mentioned that, "*As the vice principal of the school I do the planning... I have to prepare year plans;* (DPSN1). Also, the principal participant confirmed that, "*Early in the year we formulate focused vision goals and targets...*" (PSN1). This study established that before schools open for a new year, the school management teams of the selected schools ensured that context-focused school vision, school goals and targets were formulated and were aligned to the needs of the school. Furthermore, it emerged that the principal's role is to communicate the school vision, goals and school targets to relevant stakeholders. In the same vein the principal participant said, "*...convene meetings with school governing body where we discuss and communicate the vision, goals and targets of the school to parents*" (PSN2).

It was clear from data obtained from interviewing the school principals and deputy principals of the schools under study that framing of school targets and incorporation of the district targets into the school targets is one of the core functions of the school principals. The principal participant mentioned that, "*We receive targets from the district yearly and we make school targets*" (PSN1). According to interview data, schools set targets to be achieved by each department and individual subjects in order to achieve the district targets. One of the HoDs confirmed that, "*...we set departmental targets to help us achieve our results*" (HoD3SN1) Therefore, this study established that instructional leadership entails formulating school targets that are focused on improving learner performance in schools especially underperforming schools.

As proposed by the Leadership-for-Learning model that values are framed based on the principal's values, this study established that principals of the selected schools framed school values by including values of learners and parents in addition to personal values of the school principals and the school management team. It was revealed that at one of the schools, values were inclusive of all the values of stakeholders. This study established that at one school, the perception learners and parents had on the importance of education in the society had an impact on learner performance at the school. The deputy principal participant confirmed that, "*In a society that values education, learners are encouraged to attend school and the society has higher demands on the quality of teaching and learning in schools*" (DPSN2). Principals framed school values by including the values of the community. In this regard instructional leadership entails formulating school values based on the values of all stakeholders.

It emerged from interviewing one of the school principals that drafting the school budget is one of the most salient instructional roles performed by the principal in order for the school to run effectively and have a sound financial background. One of the principals had this to say, "*We also draft budgets, this one is very important in improving learner performance*" (PSN1). In this regard, instructional leadership entails drafting a comprehensive budget which priorities key resources that are directly linked to the development of the school. The deputy principal participant cited that, "*I am also part and parcel of the team that is involved in the budgeting*" (DPSN1). The school management team together with the school principal have a responsibility to convincingly articulate their budget to the parents in order for parents to endorse the budget during the budget vote.

Data collected from interviewing the two principals point to the fact that curriculum planning as a core function of the school principal's instructional role, focuses on the planning of fundamental school activities, which are teaching and learning. One of the subject heads pointed out "*We start our year preparing our plans, which is year plans, assessment plans, management plans and lessons plans*" (SH3SN1) This role is concerned with the planning of how curriculum is to be delivered in the classroom by choosing and aligning the curriculum, and drafting a school master timetable and individual class timetables. An HoD participant affirmed that, "*We also formulate school timetables...*" (HoD4SN1).

According to data collected via interviews, recruiting and staffing are instructional roles performed by the school principals. It came to light during interviews with principals that their role was to identify the number of posts in the school according to the number of learners enrolled in the school, and to ensure that the number of learners matched the number of classrooms to avoid overcrowding in classrooms. One of the deputy principals said, *"I am also involved in staffing and appointment of new educators"* (DPSN1). Principals are involved in conducting placement interviews and making recommendation for suitable candidates. One deputy principal participant further confirmed that *"I am also involved in the interviews and of course in the final recommendation of suitable candidates"* (DPSN1). Therefore, instructional leadership focuses on appointing appropriately qualified educators.

It was discovered during interviews that planning of sporting and excursion activities is one of the neglected principal's roles in schools under study. The school management team is involved in drafting a sports and excursion budget to support these activities. One of the HoDs confirmed that *"...we also organise budgets for sporting activities..."* (HoD3SN1). The principal and the school management team established sport committees, allocated time to these activities and planned the sporting calendar. Interview data revealed that sports prepare learners' physical and mental capacity to learn. An HoD participant confirmed that, *"Sports help us a lot. We have learners who are not talented in academically and sports will help when it comes to learners who are gifted in sports"* (DPSN1). According to my observation and discussions during my visits to these schools it emerged that this instructional role has been neglected by the schools under study. The state of the sport fields bare testimony that they are not being used for any sporting activities and are covered by long grass posing an unhealthy environment for learners.

It was clear from interviews that instructional leadership entails drafting of school policies and adapting the national education policies to the school context. In line with this a principal participant said, *"We draft policies to suit our needs as the school and to guide us"* (PSN1). Interviews revealed that contextual school policies had an impact on school improvement because policies guided and moderated behaviours of both educators and learners. The principal confirmed that, *"It informs how things should be done"* (PSN2). The role of school leadership was to draft school policies that are

relevant to the school's needs in relation to the teaching and learning processes and the school environment conditions.

Instructional leadership encompasses monitoring and supervising curriculum implementation in the classroom. These sentiments were echoed by the principal. *"...the main one being to ensure that the teaching and learning process is done well in the school"* (PSN1). It emerged from interviews with deputy principals that they monitored to check whether educators were correctly delivering their lesson plans, were following their timetables and that the subject content being delivered to learners was aligned to the school vision, values, goals and school targets. The deputy principal participant emphasised, *"I also need to monitor educators to see that they are teaching in line with the curriculum"* (DPSN1). School leaders supervised the teaching and learning process by conducting class visits, book inspection and file inspection to ensure that educators were correctly implementing the curriculum.

It was clear from interviews with HoDs that school leaders evaluated the curriculum by coordinating the setting of assessment tasks, tests and examinations, monitoring the pre-moderation and post-moderation of these assessment tools. The HoD participant affirmed, *"We do pre and post moderation of tasks, analyse results and plan remedial work"* (HoD5SN2). These assessment tools were moderated in order to ensure that the assessment tools were of the correct level to learners and that they were aligned to the school values, vision, goals and targets. This was echoed by one of the subject heads. *"We also make sure that all teachers are correctly following the syllabus"* (SH4SN1).

This study revealed that monitoring and reviewing of the school budget frequently is one of the principal's instructional roles that has a bearing on learner performance. According to data obtained from interviews with school principals the role of the school principal was to monitor the implementation of the school budget to ensure that every procurement was according to budget. The budgets were frequently reviewed to accommodate costs which could arise from unseen or unplanned activities. The deputy principal confirmed that, *"We reviewed the budget to accommodate cost caused by Covid-19 pandemic"* (DPSN2).

According to data collected via interviewing the two deputy principals on conducting and monitoring of final examinations, it emerged that conducting of examination is one

of the major functions of the principals in the schools. The deputy principal participant affirmed that, *“We need leaders who are in a position to conduct examinations effectively. Leaders who know rules and regulation when it comes to writing of examinations”* (DPSN1). Data obtained from interviewing principals indicated that principals played a major role in the conduct of examinations because they collected question papers from the nodal points, safe kept the examination papers at school, monitored the invigilation of examinations and submitted the answer scripts to the nodal points. In doing all this, the principal followed the examination guidelines and regulation and any deviation from the guidelines would result in serious consequence for both the school and the principal.

Coordinating and monitoring of sporting and excursion events formed part of the school management team. The main task was to organise these events so that all learners were afforded the opportunity to participate in the events in order to develop team spirit and competition among learners. Above all, it emerged from interviewing that it was the duty of the school management team to organise resources and equipment needed to facilitate the smooth running of the events. One of the HoD confirmed that, *“We organise sporting activities and we also organise school trips”* (HoD3SN1) However, this study established that both schools do not participate in sporting activities due to lack of time allocation for sports on timetables and financial constraints.

The instructional role of creating a safe school environment incorporated aspects such as maintaining school discipline and eradicating violence and bullying in schools. It emerged from interviews that maintaining discipline was a prerequisite for effective teaching and learning at one of the research sites. The principal participant confirmed that, *“We need a well-disciplined class, a well-disciplined school population to effectively teach”* (PSN2). It was the principal’s duty and the school disciplinary committee to implement the school’s code of conduct effectively and fairly for both learners and staff. The HoD participant affirmed this by saying, *“We use the code of conduct for learners that we have for our school”* (HoD4SN1).

Instructional leadership entails the creation of a positive parent– school relationship. It was clear from interviews with school principals that it was the principal’s duty to strengthen positive relationships by involving parents in school activities to promote

interactions between educators and parents. Educator-parent interactions were promoted through parents' meetings, consultation days, open days and parent-educator conferences. This study revealed that parental involvement in learner education played a fundamental role in improving learner achievement at one of the schools. The principal participant confirmed that, "*Parental involvement also played a very important role in improving learner performance*" (PSN1).

5.3.4.2 Theme 2: Quality education and factors affecting the provision of quality education in schools

It emerged from interviews that quality education is the provision of adequate teaching and learning resources as well as adequate infrastructure. Quality education is provided when a school has adequate classrooms, well equipped science laboratories, computer laboratories and libraries. The HoD participant emphasised that, "*I think quality education is achieved through provision of adequate infrastructure to schools as well as the provision of clean water, clean classrooms, electricity and reducing class size*" (HoD3SN1).

It emerged from interviewing deputy principals that quality education is achieved when schools are staffed with appropriately qualified and well- experienced educators who have mastered their subject content very well and have knowledge of their subject at their fingertips. Educators who are well-experienced, who knows what they are supposed to do without any doubt. The deputy principal participant commented that, "*Schools need educators who have been exposed to a variety of situations in the schools, so much that they know better ways of dealing with any kind of situation that may crop up within the day to day running of the school*" (DPSN2).

Interviews revealed that school principals should have a pool of knowledge and vast experience to lead schools in the provision of quality education. The principal participant confirmed that, "*As a leader, one must have a pool of knowledge from classroom experience and from being a deputy principal*" (PSN2). The provision of quality education depends on the ability of the principal to lead the school towards attainment of its objectives and goals. The principal participant confirmed that, "*The whole thing begins with me as a leader. I must be someone who is good, strong, and informed*" (PSN2).

Interview data revealed that there are a number of factors that affect the provision of quality education in many township schools. Lack of proper and adequate infrastructure was cited by many interviewees as one of the major factors affecting the provision of quality education in township schools. One HoD participant noted, *“There is a problem when it comes to infrastructure. There is lack of infrastructure”* (HoD1SN1). The subject head participant added, *“Okay and again poor infrastructure causes too much overcrowding in township schools so that teachers are not able to provide personalised assistance to the learners”* (SH4SN2). It emerged during interviewing subject heads that many schools in townships do not have science laboratories, computer laboratories and libraries. This was confirmed by one subject head participant, *“Most schools do not have science lab even textbooks. (SH5SN2).*

Another factor that was cited during interviews as affecting the provision of quality education in township schools is lack of resources both human and material resources. The HoD participant confirmed that, *“One of the things affecting township schools is lack of resources. They lack resources because in most cases the Department of Education is not taking care of township schools as much as it takes care of the former Model C schools”* (HoD3SN2). As a result, many learners in township schools share resources such as textbook. The subject head participant confirmed that, *“Some of the issues is that we have inadequate resources. Again, most teachers say they don't have enough textbooks. So, learners are sharing and when they share some start making noise”* (SH3SN2).

This study revealed that improper allocation of resources during budgeting resulted in differentiated learner performance among the two schools. This study revealed that school budgeting is to a large extent dependent on government funding which impacted negatively on the provision of quality education in one of the schools due to insufficient allocation of funds. The HoD participant confirmed that, *“So the way they actually support that school from what I've seen is totally different from how they support this other sister school”* (HoD3SN2). This further affected timely procurement of the resources to facilitate effective teaching and learning in the school. The HoD participant confirmed that, *“Teaching resources such as learner textbooks, teacher' guides and relevant police documents were not always available at school on time”* (HoD2SN1).

It emerged from interviewing the deputy principal that many township schools do not have enough properly qualified and highly experienced educators as compared to formal Model C schools. The deputy principal commented this about Model C schools. *“And in terms of the teaching personnel they have qualified and competent teaching personnel. They tend to attract the most qualified and the most motivated because of the incentives, which they have”* The school principal participant added that, *“There is a massive shortage of educators in township. You find a class having sixty learners all squashed in there, it’s terrible”* (PSN1). This creates overcrowding in many township schools. This was confirmed by the HoD participant, *“The teacher-learner ratio should be considered and reduced in most township schools. These schools are overcrowded”* (HoD3SN1).

5.3.4.3 Theme 3: Factors that hinder effective execution of instructional roles in township schools

It emerged from data collected during interviews that principals face many challenges as they execute their instructional roles in schools. The major challenges faced by principals in the execution of their leadership roles at research sites were caused by the Covid-19 pandemic, learner indiscipline, lack of resources, poor school infrastructure, the school environment and township conditions.

One of the recent challenges faced by school leaders at the research sites is the management of natural disasters and the outbreak of a pandemic such as the Covid-19. The principal participant observed that, *“Covid-19 brought in a lot of inconveniences in terms of schooling”* (PSN2). The outbreak of covid-19 changed the landscape of teaching and learning in schools where interviews were conducted. Subject head participant noted that, *“Covid-19 disrupted a lot of things”* (SH1SN1). Given this current situation, the school leaders changed leadership styles and strategies to meet the educational demands posed by the Covid-19 pandemic.

The lockdown effected in March 2020 resulted in loss of contact time as schools had to shut down in line with lockdown regulation as announced by the President of the Republic of South Africa. The deputy principal noted that, *“During Covid-19 all schools were closed for a period of time”* (DPSN1) This affected effective execution of instructional leadership roles in the selected schools. This resulted in all learners from

both schools being out of school during the entire lockdown period. One of the principal participants pointed out, “...well, I think a lot of contact time was wasted during the Pandemic---”. (PSN1) The teaching and learning was brought to a halt by the Covid-19 pandemic because no one was prepared for it and no one saw it coming.

As lockdown regulations continued and there were no signs of Covid-19 ending as anticipated when lockdown was introduced both schools had to resort to online teaching in order to bring back some form of schooling to learners. Principal participant confirmed that, “*On this one the main thing we did was to introduce online teaching*” (PSN1) The online teaching helped to some extent for those learners whose parents could afford to buy the hardware and software to use. The majority of learners from one of the schools who come from the poor communities such as townships had no access to online teaching because they could not afford the hardware and software required to conduct online teaching. This was confirmed by the deputy principal, “*We had online teaching introduced at our school, but some schools did not manage online teaching because they did not have the much-needed resources*” (DPSN1).

It was revealed from interviewing subject heads that online teaching further exposed the learning inequalities between the rich and the poor. It was noted by the deputy principal participant that, “*Some parents did not even have the resources to help their children when online teaching and learning was introduced*” (DPSN1). It was cited that the problem of online teaching was further compounded by the fact that both educators and learners were not familiar with it. The deputy principal participant confirmed that, “*Educators and learners had to do online teaching and learning which they were ill-equipped for*” (DPSN2). Although online teaching helped to some extent, many learners from one of the selected schools did not benefit enough from it. This was confirmed by the principal participant when he explained that, “*It helped to some extent although it had its disadvantages*” (PSN1). It was revealed from interviewing HODs that it was also difficult for educators to monitor online teaching because some learners did not do their work in time, and some did not even submit their work at all.

As the levels of lockdown were being reviewed and reduced, the Department of Basic Education was forced to stagger the return of learners to schools to cater for social distance restrictions which were still in place. This was confirmed by the deputy principal who said, “*When schools were opened rotational learning was introduced*”

(DPSN1). The subject head participant revealed that some grades came to school first, before other grades could come especially the Grade 12 and Grade 7. At one of the schools, learners had to alternate days as the infrastructure could not cater for all learners. HoDs participants confirmed that, *“More learners could not be accommodated in the classrooms, so rotational learning needed to be done”* (HOD3SN1). Rotational learning resulted in learners losing contact time because they would spend a week at home and a week at school. The deputy principal participant also confirmed that, *“Rotational learning meant learners had to stay at home for a week or two and they had to come to school having forgotten the concepts learnt”* (DPSN2).

Schools had to adjust the curriculum to accommodate alternating learning so that learners could pass. Interviews with deputy principals revealed that the teaching timetables had to be adjusted by schools to meet the health and safety requirements of Covid-19 regulations and protocols. As confirmed by deputy principal participant *“Content was trimmed in all subjects meaning learners passed a grade without having all the requisite knowledge and skills”* (DPSN2). The loss of teaching and learning time as well as the trimming of the curriculum resulted in the selected schools producing half-baked learners. It was further confirmed during interviews with the deputy principal participant that, *“... learners in 2020 had to be promoted to the next grade without writing end of year examinations and this compromised quality and affected learners’ ability to tackle the Grade 12 examination”* (DPSN2). The subject head participant further confirmed that, *“It also affected their marks in terms of assessments because other assessments could not be done because of covid-19 pandemic and learners were given marks”* (SH1SN1).

It was revealed that the school budgets meant for teaching and learning resources and infrastructure development at both schools were diverted to fight the pandemic as the schools were to be disinfected and sanitized. The deputy principal participant confirmed, *“So when covid-19 came in, we had to set aside what we had planned for that particular year and most of the resources especially money was channelled towards Covid-19”* (DPSN1). Some of the school projects were suspended so that the schools could cater for Covid-19 requirements resulting in shortage of teaching and learning resources. This was pointed out by the principal participant when he stated, *“Remember a lot of money had to be used to buy sanitisers and the like”* (PSN1)

The coming of Covid-19 saw a number of health and safety regulations being put in place to regulate educators and learners' behaviour in order to contain the spread of Covid-19 at schools. It emerged from focus group interviews that all staff members and learners were mandated by Covid-19 regulations to wear face mask all the time at school. The deputy principal pointed out that, "*New regulations came in place, learners had to wear masks for the first time...even educators were forced to wear face masks*" (DPSN1).

It was further revealed that Covid-19 regulations required learners to be screened for Covid-19 symptoms at the entry points every morning before accessing the classroom. This resulted in many members of staff and learners being returned home or forced to quarantine during the screening process. This led to loss of contact time as confirmed by the principal participant, "*Most of teaching and learning time was lost to observing Covid-19 protocols such as screening and sanitizing*" (DPSN2). Many learners at the research sites missed out on learning time when sick or forced to quarantine. The principal participant confirmed that, "*When the learner was sick, he or she had to quarantine for 10 to 14 days. The same applied to educators and management personnel*" (PSN2).

The focus group interview at one of the schools revealed that some learners had to drop out of school or transferred because their parents lost their jobs and those who relied on informal trading also lost income due to Covid-19, thereby affecting their education. The HoD participant had this to say "*It had a negative impact because most parents lost their jobs. So those learners who were going to private schools from the location stopped going there*" (HoD4SN2). Worse some learners lost their parents due to Covid-19 and this resulted in their academic performance being affected. One of the HoD added that "*Yeah, also on another note some of learners lost their parents due to covid-19 and such learners are now failing to come to terms with the way their parents died*" (HoD2SN2). This was further confirmed by the deputy principal participant when he explained that "*Many learners dropped out of school or transferred because some of the parents succumbed to Covid-19 and some of their parents lost their jobs due to Covid-19 regulations and protocols*". (DPSN2).

It emerged during interviews that some senior and more experienced educators had to stay at home due to underlining diseases and because of age. One of the subject

heads noted *“Absenteeism was too high when it comes to educator, especially those who were above fifties”* (SH1SN2). During focus group Interview with HoDs it emerged that many principals, deputy principals and HoDs fell within the cohort of 50 years and above, and they had to stay home as required by Covid-19 regulations. This affected effective execution of instructional roles as many of the school management team were at home during the Covid-19 pandemic. It was also sad to learn from data collected during interviews that more senior and experienced educators passed on during covid-19 pandemic. The HoD participant revealed that, *“During Covid-19 pandemic many schools were affected. because most of the senior educators died”* (HoD2SN2).

Another factor which affected proper execution of instructional roles by school leaders at research sites that emerged from data collected during interviews is learner indiscipline. It was clear from interviewing HoDs that lack of discipline amongst learners had far reaching consequences in the learning and teaching process in schools. The subject head participant commented that *“I think the primary, the major one is really indiscipline because discipline impacts a lot on performance”* (Sh1SN2). Acts of indiscipline by learners which were mentioned by HoDs include among others, disruption of contact time, destruction of school property, absenteeism, lack of respect for teachers, bullying, late coming, gambling and practising gangsterism.

At one of the research sites, it emerged that poor performance by the school was a culmination of poor performance of individual learners within the school. According to one HoD participant poor performance of learners in the school was caused by learners' indiscipline. The HoD participant noted that, *“I think one other factor that affected learner performance is the indiscipline”* (HoD3SN2). It emerged from interviewing subject heads that ill-disciplined learners tend not to take instruction from educators easily, make a noise, don't complete their work and are always unsettled. As a result of these acts of misconduct by learners, much of contact time was lost while educators were trying to discipline learners. One of the HoD participant confirmed that, *“Contact time is lost trying to discipline learners”* (HoD2SN1). This was further confirmed by deputy the principal participant that, *“We lose a lot of teaching time conducting disciplinary hearings”* (DPSN1). The principal participant further confirmed that, *“When you are dealing with an ill-disciplined class, hundred percent*

cannot be achieved because you spend three quarters of your time trying to call learners to order” (PSN2).

Deliberate damage to school property or vandalism was cited as one of the major forms of indiscipline at one of the research sites. Destruction and theft of school property by learners is a major concern at this school. One HoD participant confirmed that, *“Four new toilet doors were vandalized, and two benches were stolen last week by learners”* (HoD3SN1). The principal participant further confirmed that, *“Windowpanes are broken daily and this costs the school a lot of money to replace them”*. It also emerged from the principal participant that funds which were meant to be used to source resources for schools ended up being used to repair the damaged property or to replace the stolen property. The deputy principal participant explained that, *“This affects the school achievement of its performance targets because of the opportunity costs caused by the unbudgeted costs”* (DPSN2).

It was clear from interviewing HoDs that ill-disciplined learners at one of the schools were also the same anti-social elements within the community that engaged in criminal activities, they belonged to gang and were drug addicts. One of the HoDs commented that, *“There are some psychological issues from home that then also spill over to school in the form of indiscipline”* (HoD3SN2). The subject head participant confirmed that *“I think these learners are exposed to a lot of bad things in the communities they live in and they bring them to school”* (SH1SN1). It emerged that these were the same people who targeted schools during protests and the lockdown brought about by the Covid-19 pandemic. It emerged that some learners were involved in drug abuse and gambling in the school. It resulted in learners losing out on contact time as they were attending rehabilitation centres. Some learners ended up dropping out school as a result of drug abuse.

It emerged from focus group interviews with HoDs that bullying is one of the indiscipline practices that is difficult to handle as it comes in different forms and victims are often afraid to come forward to report it. The HoD participant confirmed that, *“bullying is taking place in our school and many learners are afraid to report it”* (HOD2SN2). It emerged from interviews with HoDs that there are many forms of bullying which include, physical, social and emotional, and it does not only happen among learners but also among staff members. It was revealed at one school that

bullying as a form of violence is now a common feature at the school and hardly a day passes without a report on bullying. The deputy principal participant confirmed that, *“Cases of bullying are reported daily in the school”* (DPSN2). It further emerged that bullying had reached an alarming level at the school such that effective teaching and learning is being affected. The HoD participant confirmed that, *“Now, the issue of discipline of our learners, that's number one, then bullying. There's a lot of bullying that is happening across”* (HoD1SN2)

According to the HoD participant lack of discipline sometimes resulted in violence between the educator and learners as a result of defiant and resentfulness of authority. It was established during interviewing HoDs that some learners hate being reprimanded and feel picked on. The principal participant confirmed that, *“It start in the classroom during lesson execution when chaos breaks in leading into disruption of learning” This leads them to be disruptive of classes causing the whole class to lose out.* (PSN2). This sometimes results in physical altercations between the learners and educators leading to chaotic classroom situations. This study revealed that violence has become the order of the day in the schools because hardly a day passes by without reports on fighting, stabbing and bullying of either learner or educators. It was clear from data collected during interviewing HoDs and subject heads that educators are now afraid of their lives and are calling upon the school principal and the School Governing Body (SGB) to create violence-free schools which respect people's dignity and human life. One of the HoDs stated, *“Teachers are now afraid of their lives because violence in schools have reached a very bad level”* (HoD4SN2). Educators felt that schools are places where learners, educators and school leaders should have protection so that they can effectively engage in the teaching and learning process.

Belonging to gangs is another act of indiscipline which has become rampant in schools where interviews were conducted. One of the HoDs confirmed that *“We have seen the escalation of gangsterism in schools”* (HoD3SN1). It emerged from interviews with school principals that some learners belong to organised gangs of criminals that are involved in gang violence in townships and this gang violence has now spread into schools. One of the deputy principals stated, *“As the principal and vice principal they have to be pulled out of their activities in order to deal with issues to do with indiscipline, especially issues to do with gangsterism that is now creeping in our*

schools” (DPSN2). It was reported that victims of gangsterism fail to concentrate on their schoolwork and often absent themselves for fear of being attacked at school or on their way to and from school. Some learners ended up dropping out of school because of gangsterism.

It emerged from focus group interviews that educators are also victims of gangsterism and feel that the school, the Department of Basic Education and the government are not providing enough protection for them. The HoD participant confirmed that, *“We as educators we feel unprotected and we feel that the Department of Basic Education and the government is not doing enough to protect educators at schools”* (HoD2SN2). It emerged that some learners report educators to their respective gangsters when being reprimanded at school. Some educators felt vulnerable and were requesting to be allowed to carry firearms to school to protect themselves.

It emerged from interviewing the deputy principal that the environment in which the school exists plays a pivotal role in moderating the exercise of school leadership. The school contextual conditions such as the perception of the school community towards education was cited as the major factors determining the execution of principals’ roles in township schools. The deputy principal participant stated that *“Alright, so what I think is that if a school is situated in a community that values education, it means that they value quality education”* (DPSN2).

It emerged from interviews that schools that are existing in well-developed communities where parents have high regard towards education and motivate their children to have higher aspiration for education. On the other hand, some parents from the survivalist economy in townships have no time to help their children to do homework resulting in them not doing well at school. One of the subject heads noted that, *“You see most of the parents from townships go to work early in the morning around five and come back around seven in the evening. So, I find that they don’t have time to help their children with homework”* (SH3SN1). Some parents from townships lack commitment to help their children with schoolwork. The subject head participant confirmed that, *“Mostly, I would say it’s parents lack of commitment towards their children education. In many townships parents are not that involved in their children’s education. They don’t check their books”* (SH1SN2).

It emerged from interviewing HoDs that township conditions expose learners to social ills such as drugs, violence, rape, gangsterism, tavern life, street life and gambling. This was confirmed by one subject head who said, “*Sometimes learners come across traumatic situations such as people being shot, raped and having encountered gang violence*” (SH2SN1) At one of the schools the subject head participant further confirmed “*There's a lot of alcohol and drug abuse in the townships due to other socio-economic hardships*” (SH2SN2) There is lack of good role models in townships such that learners are not properly socialised and developed for them to fit well into the school environment. The subject head participant noted “*It impacts very badly on role modelling child to aspire to be better people. So bad environment plays a very negative impact on the learner performance at school.*” (SH3SN2). It was revealed by HoDs that some taverns are built near the school and that some learners come from homes running these taverns. One HoD commented “*You find that a tavern is near school. Some learners come from homes with taverns and after school, learners help in the taverns*” (HoD1SN2). These are the learners who are involved in disciplinary problems in schools resulting in them being expelled or transferred from school.

5.3.4.4 Theme 4: Enhancing the provision of quality education in township schools.

According to data collected during interviews, developing a culture of effective teaching, providing adequate resources, building state of the art schools, and recruiting highly qualified educators promotes the provision of quality education in township schools. These factors are elaborated in the following section.

It emerged from interviewing the principal and deputy principal that for schools to provide quality education in townships they must develop a culture of effective teaching and learning where both educators and learners are dedicated to work towards achieving excellence in everything they do. The principal participant confirmed that, “*...one way we can possibly achieve quality education is to encourage township school personnel to develop and practice a culture of high achievement among learners*” (PSN2). It emerged from interviews that if schools develop a culture of effective teaching and learning they work like oiled machines with all parts pulling in the same direction. In these schools that developed the culture of effective teaching

and learning, educators and learners follow the code of conduct closely such that there is no unnecessary noise, violence, bullying, drug abuse and gambling. The deputy principal noted that, “... *we find that where a school has got a culture of excellence there is order. To all the learners it becomes a culture in the school, it becomes the norm that’s how things are done in the school and then excellence also becomes the norm*” (DPSN2).

Data collected during interviews revealed that the government should build adequate infrastructure to be in a better position to provide quality education to learners. This study established that it’s not only provision of ordinary infrastructure that promotes provision of quality education but state of the art infrastructure that makes learners to be proud to be associated with the school. One of the HoDs stated “*The government should build state of the art schools and should also time after time renovate existing schools*” (HoD1SN1). Schools should have advanced technological infrastructure, with well-equipped science laboratories, computer laboratories and libraries for them to provide quality education to township schools.

It emerged from interviewing HoDs that that government should provide adequate and modern sports facilities to township schools so that township learners are exposed to a variety of sporting activities. This was confirmed by the HoD participant, “*We also need state of the art sports fields so that our learners can also do sports like other learners in former Model C schools*” (HoD1SN1).

Highly qualified, experienced, competent, motivated and dedicated educators were cited as educator quality that determined the provision of quality education in township schools. One of the principals stated that, “... *looking at educator quality, the school should have highly qualified educators with relevant teaching qualification. Such educators always have a greater input towards the school academic performance.* (PSN2). It also emerged during interviewing the deputy principal that teaching experience plays a pivotal role in positively influencing learner performance. The deputy principal commented, “*Experience is the best teacher, without experience I doubt that we will be in a position to achieve our goals at the school. The staff need to be experienced as well as the principal*” (DPSN1).

5.3.4.5 Theme 5: Empowering principals and educators to perform their instructional roles more effectively

School should organise staff development programmes and expose educators to a variety of in-service training. Data collected from interviews revealed that staff development is crucial in improving learner performance in township schools. The subject head participant confirmed that, “*Educators need to have constant training every time so that educators are equipped with current information*” (SH2SN2). Also, it emerged that educators need to be encouraged to improve their qualifications so that they can keep abreast with the demand of the current situation. With the introduction of advanced technological development in some schools, educators need to be competent when it comes to computer knowledge. The HoD participant confirmed that, “*Because of this technology that we are now using if not properly trained will not fit to teach in schools with advanced technology*” (HoD3SN2).

It emerged from interviews that schools should introduce advanced technological learning such as smart classroom. It emerged that schools should have libraries, computer and science laboratories furnished with advanced technological equipment to be in a position to provide quality education to learners. It was revealed that schools with advanced technological equipment easily adopted and adapted to online teaching during covid-19 pandemic. Therefore, the government should build adequate libraries, computer and science laboratories to empower schools to the provide quality education to township learners.

It was clear from data the collected during interviews from both schools that although the Covid-19 pandemic brought the execution of instructional roles in schools to its knees, there are some good lessons to learn from it with regard to provision of quality education. School must maintain some of the good practices that were brought to light by Covid-19 in order to improve execution of instructional roles and the provision of quality education.

Principals and educators should be empowered by decongesting classrooms and maintaining small class sizes as evidenced during Covid-19. Social distancing of one metre between learners decongested overcrowding in the schools and class size of 20 to 25 learners that emerged during Covid-19 pandemic should be the normal class size in schools. The subject head participant confirmed that, “*The classes were very*

small which made it easy for teaching and learning" (SH5SN2). It also emerged during interviews with subject heads that it was easier to maintain discipline in the class, pay individual attention to learners and promote independent learning. To achieve this, the government should focus on massive infrastructure development in township schools in order to decongest classrooms.

Schools should explore a variety of teaching methods and should discover new teaching methods as those that were revealed during Covid-19 pandemic. Data collected from interviews revealed that Covid-19 pandemic gave rise to alternative and new methods of teaching and learning such as online teaching and learning. The HOD participant revealed that, " *So it actually brought in another method of teaching and learning. It also made us to be aware of the virtual classroom and as a result we are now teaching online* (HoD3SN2). As a result of its effectiveness, educators are now helping learners do their homework and moderate learners' tasks online. School leadership meetings such as principals' meetings, school management team meetings and HoDs' meetings are now held online. The government must ensure that all schools have adequate equipment to introduce online teaching and learning to argument face-to-face classroom teaching and learning.

Schools must practice and maintain high hygienic standards that were learnt during the Covid-19 pandemic. It was clear from interviews with deputy principals that Covid-19 regulations and protocols promoted high hygienic standards in schools. The subject head participant made this comment "*Covid-19 brought in good hygienic practices by way of washing hands every time, sanitizing hands and surfaces. So, I think even if covid-19 goes away or whatever transpires people will remain with something positive*" (SH1SN2). Educators and learners frequently washed and sanitized their hands, and classrooms as well as toilets were thoroughly sanitized and deep cleaned. This was supported by a deputy principal participant when he stated that, "*...Covid-19 made both educators and learners aware of the importance of proper hygiene*" (DPSN2). Good hygienic standard should be maintained in schools to prevent the spread of diseases and avoid a repeat of what happened during the Covid-19 pandemic.

5.3.5 Summary

Instructional leadership in township schools entail planning the curriculum, school budget, sport activities, drafting the school vision, goals, targets and policies. Instructional leadership is concerned with curriculum delivery, supervision of the curriculum, monitoring the curriculum, monitoring the school budget and evaluating the curriculum. Lastly, instructional leadership focuses on maintaining discipline, creating a culture of effective teaching managing diseases and pandemics, and promoting parent-educator interaction.

The major factors that affect effective implementation of instructional roles in townships were cited as the Covid-19 pandemic, learner indiscipline, lack of adequate infrastructure, lack of teaching and learning resources, the school environment and the township conditions. Factors that promote provision of quality education in township schools are developing a culture of effective teaching and learning, building state of the art schools, providing enough resources on time, recruiting appropriately qualified and experienced educators, and providing advanced technological learning equipment.

School principals and educators should be empowered through staff development programmes, building modern and well-equipped infrastructure, appointing appropriately qualified educators, decongesting classrooms, exposing educators to a variety of teaching methods and maintaining high hygienic standards.

5.4. TRIANGULATION OF QUANTITATIVE AND QUALITATIVE DATA

5.4.1 Introduction

This section focuses on triangulation of the quantitative dataset and qualitative dataset. The numerical data obtained from the questionnaire is merged with qualitative data obtained from interviews, school document analysis and field observations. In doing so, I was guided by the objectives of this study stated in chapter one. Qualitative data will be compared and contrasted with quantitative data to find similarities and differences in participants' views and opinions about how principals can be assisted to perform their instructional leadership roles more effectively.

5.4.2 First objective: To describe the concept and purpose of instructional leadership

Data collected during the literature review in chapter two viewed instructional leadership as the principal's instructional roles that focus on defining the school mission, managing the instructional programme and promoting the school climate. These are further delineated into specific roles, namely defining the school mission, framing school goals, communicating school goals, coordinating the curriculum, supervising and evaluating instruction, monitoring student progress, protecting instructional time, providing incentives for educators and learners, promoting professional development and maintaining high visibility.

In line with the findings from literature reviewed, quantitative data revealed that instructional leadership entails framing focused school vision, goals and targets. Qualitative data also revealed that instructional leadership focuses on conducting class visits, book inspection, file inspection, moderation of learners' tasks and drafting the school budget.

Qualitative data concur with what was revealed by quantitative data. However qualitative data went on to add that instructional leadership entails curriculum planning, recruiting and staffing planning extra mural activities, drafting school policies, reviewing the school budget, conducting of examinations, coordinating sports and excursions, creating a safe school environment, staff development, developing the culture of effective teaching and learning, building positive school-parent relationships, managing diseases and pandemics, and maintaining school discipline.

Therefore, qualitative data and quantitative data revealed that instructional leadership in township schools entails defining school values, drafting the school budget, curriculum planning, recruiting and staffing, planning mural activities, drafting school policies, monitoring and supervising the curriculum, evaluating the curriculum, reviewing the school budget, conducting of examinations, coordinating sports and excursions, creating safe school environment, capacity building, developing the culture of effective teaching and learning, building a positive school-parent relationship managing diseases and pandemics, and maintaining school discipline.

Also, what was revealed by the quantitative data which was not revealed by the qualitative data is how often principals perform their instructional role. Principals

develop the school curriculum and discuss the budget on a yearly basis. Every term the principal conducts class visits and book inspection, takes part in moderation of learners' task and inspect educators' files. The task of conducting school assembly to motivate learners was done at monthly intervals.

5.4.3 Second objective: To determine what quality education (teaching and learning) entails in the school context

According to quantitative data quality education in township schools entail provision of quality leadership, quality educators, quality school facilities, quality learners and advanced technological equipment. The qualitative data also revealed that quality education in township schools entails provision of adequate resources both human and material resources.

Quantitative data concurs with data collected via the literature review that the provision of quality education in township schools is determined by the level of racism in schools, desegregation of schools, the legacy of apartheid, school policies, school funding and appointment to leadership positions.

It emerged from both qualitative and quantitative data analysis that leadership quality, educator quality and advanced technological development are the leading factors that determine the provision of quality education in township schools. Also, quantitative data revealed that the legacy of apartheid and school funding are the major factors that determine the provision of quality education in township schools.

5.4.4 Third objective: To establish what various factors are that hinder effective execution of instructional leadership by principals in Gauteng township schools.

Data from literature reviewed point to the fact that application of broad-brush policies to all schools regardless of their different contexts and unsuccessful desegregation of schools hinder effective execution of leadership roles by school leaders in township schools. It also emerged from literature reviewed that lack of training for principals, lack of adequate funding and protest and unrest called by teacher unions affect proper execution of instructional leadership roles by principals in township schools.

It emerged from data collected during interviews and from questionnaires that principals face many challenges as they execute their instructional roles in schools. Factors that emerged from qualitative data analysis as hindering effective execution of instructional leadership roles are the Covid-19 pandemic, learner discipline, lack of resources and poor infrastructure, school context and township conditions. In addition to these factors, quantitative data revealed the following factors as hindering effective execution of instructional leadership, school context, principal's beliefs and values, principal's knowledge, school vision and goals, coordinating the curriculum, capacity development.

Both qualitative and quantitative data concur that the Covid-19 pandemic, learner discipline and school context are the major factors that affected effective execution of instructional leadership roles by school principals. Also, data obtained from qualitative and quantitative analysis concur with the Leadership-for-Learning model that the factors listed above hinder effective execution of instructional leadership roles. However, data from this study identified Covid-19 pandemic and learner discipline as factors influencing execution of instructional leadership roles that are not mentioned in the Leadership-for-Learning model.

5.4.5 Fourth objective: Guidelines on how principals of Gauteng township schools can assist educators via instruction leadership to teach more effectively in order to improve the quality of education

According to data collected during interviews schools should be empowered through decongesting classrooms/schools, exposing educators to a variety of teaching methods, promoting high hygienic standards, developing a culture of effective teaching, providing adequate resources, building state of the art schools and sports fields, and recruiting highly qualified educators. Staff development and advanced technological development were cited by both qualitative and quantitative data as factors that empower schools to promote the provision of quality education in township schools.

Data collected via interviews and questionnaire view instructional leadership as planning the curriculum, planning sporting activities, drafting the school vision, goals and targets, drafting the school budget, drafting school policies. monitoring, supervising, evaluating, conducting examinations and conducting sporting activities, creating a culture of effective teaching, promoting parents-educator interaction, managing diseases and pandemics, staff development and maintaining school discipline.

Factors that determine the provision of quality education in township schools were cited as the quality of leadership, the quality of educators, the quality of infrastructure, advanced technological development, school funding, the legacy of apartheid, and segregation of schools. Quality of leadership was cited as a leading factor determining the provision of quality education in township schools.

The major factors that affect effective execution of instructional leadership roles by principals in township schools were cited as the Covid-19 pandemic, learner indiscipline, lack of adequate state of the art infrastructure, shortage of teaching and learning resources, legacy of apartheid, insufficient funding from government, the school context and the grim township conditions.

Factors that empower and promote effective teaching and learning in township schools were cited as creating the culture of effective teaching and learning, recruiting and maintaining highly and appropriately qualified personnel, building adequate state of the art infrastructure, providing enough teaching and learning resources and equipping schools with advanced technological development.

5.5 SUMMARY

This study used both quantitative and qualitative methods of collecting data. Sixty-one questionnaires were distributed to the principals and deputy principals of circuit five of Tshwane South district. Two schools were selected to conduct interviews with the school principals, deputy principals, HODs and subject heads.

Data collected from interviews and questionnaires revealed that principals perform a myriad of instructional roles in township schools. The specific instructional roles

performed by school principals in township schools include drafting the school vision, goals and targets, planning the curriculum, planning sporting activities, drafting school budget, drafting school policies, monitoring the curriculum, supervising the curriculum, evaluating the curriculum, conducting examinations, conducting sporting activities, creating the culture of effective teaching and learning, managing diseases and pandemics, maintaining school discipline and promoting parent-educator interaction.

Quality education is determined by the quality of leadership, educators, facilities, legacy of apartheid, school funding, township conditions and lack of resources. Among these, the major factors determining the provision of quality education are leadership quality, educator, legacy of apartheid and school funding.

It emerged that effective execution of instructional leadership roles by school leaders is affected by lack of adequate state of the art schools with advanced technological development as well as shortage of teaching and learning materials in township areas. In addition to shortage of infrastructure, Covid-19 pandemic and learner indiscipline immensely affect effective execution of instructional roles in township schools. It also emerged that school context, and township conditions affected proper execution of instruction roles by principals in township schools.

It was revealed that some township schools are getting it right and are performing optimally in the final examinations. These schools that are getting it right have developed the culture of effective teaching and learning, have highly qualified and experienced educators, and have computer and science laboratories with advanced technological equipment.

A detailed discussion of the findings and results of this study are going to be presented in the following chapter. The summary of findings and the results of the study will also be presented. The chapter also present the recommendations arising from the study.

CHAPTER 6

SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

6.1 INTRODUCTION

Many township schools are not performing convincingly in the National Senior Certificate examinations when compared to former Model C schools (cf. par 1.1). One of the reasons put forward as contributing to this status quo is failure by principals to execute their instructional leadership tasks effectively (cf. par 1.1). Proper execution of the instructional leadership tasks by school leaders is the key factor that determines the provision of quality education in township schools (cf. par 1.1). To explore the role of instructional leadership and other related factors in determining learner performance in Gauteng township schools, the researcher formulated the following research question to guide this study: How can principals in Gauteng township schools be assisted to perform their instructional leadership task more effectively in order to improve the quality of education? (cf. par 1.3).

6.2 SUMMARY OF THE STUDY

The research question guided the development of this study into six chapters. Chapter one presented the overview of the study while chapter two focused on the literature review on instructional leadership and the concept of quality education. The theoretical framework underpinning this study was discussed in chapter three. Chapter four presented the methodology used to gather empirical data. Presentation and analysis of data was dealt with in chapter five. Chapter six as the concluding chapter focused on presenting a brief summary of each chapter as well as the summary of the main findings of the study. Recommendations and concluding remarks wrapped up this chapter. A brief summary of the major issues covered in each chapters are presented below.

Chapter one presents an overview of the study by stating the background of the study (cf. par 1.1), motivation for the study (cf. par 1.2), the research problem (cf. par 1.3) and the main research question (cf. par1.3) as well as the subsequent research aims and objectives (cf. par 1.4). The research methodology (cf. par 1.5) highlights what is the research design (cf. par1.5.1), the research paradigm (cf. par 1.5.3 and the

research approach (cf. par 1.5.2). The research instruments (cf. par 1.5.4), population and sampling (cf. par 1.5.5), and data presentation and analysis (cf. par 1.5.6) are discussed as part of methodology. Chapter one also provides an overview of trustworthiness, reliability and validity of data (cf. par 1.6). Ethical considerations (cf. par 1.7), delimitation and limitation of the study (cf. par 1.8) as well as contribution of the study (cf. par 1.9) are highlighted in chapter one. Definition of key concepts (cf. par 1.10) and how the study is planned (cf. par 1.11) conclude the discussions in this chapter.

Chapter two commences by presenting an elaborate discussion on the definition of the concept of instructional leadership (cf. par 2.2). The definition of instructional leadership is examined and reviewed starting with contemporary definitions provided by early researchers to current definitions (cf. par 2.2). A detailed discussion on the development of instructional leadership (cf. 2.3) is provided starting from its inception in the United State of America in the early 1980s (cf. par 2.3.2) and in Europe (cf. par 2.3.3) and Asia (cf. par 2.3.4) until its current state in Africa (cf. par 2.3.5). The historical development of instructional leadership in South Africa is presented (cf. par 2.4). The current issues affecting effective implementation of instructional leadership in developing countries is discussed (cf. par 2.5).

The concept of quality education (cf. par 2.6.1) is discussed and an elaborate global definition of quality education is presented (cf. par 2.6.2). Quality education in the South African context is discussed and a definition of quality education in the South African context is provided (cf. par 2.6.3). Factors determining the provision of quality education in township schools are described (cf. par 2.7). The last section of this chapter deals with current factors hindering effective enactment of instructional leadership in South African schools today, particularly township schools (cf. par 2.8).

The focus of chapter three is on the theoretical framework which guided this study. The purpose of having a theoretical framework is discussed (cf. par 3.2.1). A brief discussion on what theory entails is provided (cf. par 3.2.2). The concept of theoretical framework and conceptual framework are defined and a critical analysis of the difference between the two concepts is presented (cf. par 3.2.3; 3.2.4; 3,2,5). A discussion on justification for selecting the theoretical framework over the conceptual

framework is provided (cf. par 3.2.6). This is followed by a discussion on the importance of the theoretical framework to this study (cf. par 3,2. 7).

Theories used to develop the theoretical framework to guide this study are represented by the 'Leadership-for-Learning' model (cf. par 3.3). The domains of the Leadership-for-Learning model were explored in relation to how they affect execution of instructional leadership roles (cf. par 3.3.2; 3.3.3; 3.3.4; 3.3.5; 3.3.6; 3.3.7). A discussion on how the Leadership-for-Learning model was applied in the township context concludes this chapter (cf. par 3.4).

Chapter four presents the research methods, procedures and techniques that were used to collect empirical data for this study. The chapter commences by describing why the researcher engaged in an empirical study (cf. par 4.2). An overview of the research design which guided the adoption of the pragmatic research paradigm, and the mixed methods research approach is presented (cf. par 4.3). The pragmatic research design is discussed and justification for selecting the pragmatic research design is presented (cf. par 4.4.2). Quantitative and qualitative research approaches are discussed to give a background to understanding the mixed methods approach (cf. par 4.5.2; 4.5.3). The definition of the mixed methods approach and the rationale for adopting the mixed methods approach, how to plan mixed methods and mixed methods notation are discussed (cf. par 4.6.2; 4.6.3; 4.6.4' 4.6.5)). The types of mixed methods research designs are discussed together with the concurrent triangulation design as the adopted design for the study (cf. par 4.7.1; 4.7.2).

The population of the study is discussed (cf. par 4.8.2). Probability sampling procedures used to determine the sample for the quantitative phase as well as the non-probability sampling procedures used to determine the sample for qualitative phase are presented (cf. par 4.8.3; 4,8,4). The sample size for quantitative phase and qualitative phase are determined (cf. par 4.8.6; 4.8.7). The questionnaire and interview as data collection instruments for quantitative phase and qualitative phase respectively are discussed (cf. par 4.92; 4.8.3). Quantitative and qualitative data analysis and presentation were discussed (cf. par 4.10.2; 4.10.3). The issues of validity, reliability, trustworthiness, ethical considerations together with the contribution of the study conclude chapter four (cf. par 4.11.2; 4.11.3; 4.12; 4.13)

Presentation and analysis of qualitative and quantitative data are done in chapter five. The presentation and analysis of quantitative data are guided by the objectives of the study (cf. par 1.4; 5.2.4). Qualitative data is analysed and presented according to the major themes that emerged from the analysis of data (cf. par 5.3.4). Qualitative and quantitative data are triangulated to identify the similarities and differences between the two data sets (cf. par 5.4).

Chapter six as the last chapter of the study provides a wrap up of the study. A brief summary of each chapter is provided. The main research findings and results are presented. Recommendations are also presented in this Chapter as well as recommendations for future studies. The contribution of the study towards theory and practice are discussed. Concluding remarks ends this study.

6.3 DISCUSSING THE FINDINGS FROM THE STUDY

6.3.1 Introduction

This study was guided by the research question paraphrased in chapter one as: How can principals in Gauteng township schools be assisted to perform their instructional leadership task more effectively in order to improve the quality of education? (cf. par 1.3.). Four sub-questions were derived from the main research question and four research objectives were subsequently derived from the corresponding four sub-questions (cf. par 1.3; 1.4). The findings of the study are discussed according to the four objectives of the study.

6.3.2 Findings regarding the first research objective: To describe the concept and purpose of instructional leadership.

The first objective of this study was to describe the concept and purpose of instructional leadership in Gauteng township schools. According to literature reviewed, instructional leadership was viewed as a task performed by the school principal that focused on the teaching and learning as it takes place in the classroom (cf. par 2.2). Instructional leadership was considered as a narrow construct that focused on supervising and monitoring the teaching and learning and was performed by the school principal alone.

The findings of this study view instructional leadership as a broad concept that encompasses all leadership tasks performed by school leaders at all levels of school leadership (cf. par 2.2). This study revealed that instructional leadership is now an elaborate construct that is performed by principals, deputy principals, HoDs and subject heads. It is no longer conceived as a role played by principals only but it now takes into consideration the role played by other school leader at all levels of school leadership. The definition of Instructional leadership has evolved to encompass detailed planning of school priorities before effective implementation of instructional roles in the classroom and it now considers the context-fixed conditions of each society.

A broader and elaborate definition of instructional leadership encompasses all the instructional, managerial, and administrative tasks performed by the principal, deputy principal, HoDs, subject heads and learner leaders in order to improve the quality of teaching and learning. Instructional leadership is an imperative construct that focuses on three broad functions, namely detailed planning of school priorities, implementing school priorities and effective management of the school environment. In this regard instructional leadership entails determining a focused school vision, goals and targets, drafting school budget, drafting school policies, planning the curriculum, planning extra mural activities, and recruiting and staffing. Instructional leadership also entails implementing the school priorities which encompasses monitoring and supervising the curriculum, evaluating the curriculum, reviewing the school budget, conducting of examinations, and coordinating sports and excursions. Instructional leadership is viewed as focusing on effective management of the school environment by maintaining school discipline, building staff capacity, developing the culture of effective teaching and learning, managing pandemics and diseases, and building a positive school-parent relationship (cf. 2.2; 5.2.4.1; 5.3.4.1; 5.3.5; 5.4.2).

Instructional leadership as a broader construct is now a shared responsibility among instructional leaders who possess effective leadership skills that inspire action and optimism. Instructional leaders always lead by example and their integrity and honesty leave a lasting impression on those around them to work towards achieving individual and collective school targets and goals. These leaders motivate and inspire their subordinates by treating them fairly and providing the support they need to effectively execute the teaching and learning process. They possess excellent communication

skills that they use to consult others in order for them to make informed decisions regarding teaching and learning in schools.

Comprehensively considered instructional leadership is the act of achieving success in school examinations and producing knowledgeable, skilled, and successful learners who will contribute meaningfully to the society. It encompasses the function of detailed planning, effective implementation of school activities and providing conducive learning conditions that raise the motivational level of educators and learners to engage in effective teaching and learning.

Finding 1: Instructional leadership entails detailed planning of school priorities prior to the effective execution of instruction in the classroom and effective management of learning environment by skilled, knowledgeable, and trained school leaders.

6.3.3 Findings regarding the second research objective: To determine what quality education (teaching and learning) entails in the school context.

Literature reviewed revealed that quality education is achieved when all learners have equal access to education regardless of their ethnic origin, colour, race, gender and socio-economic status (cf. par 2.6.2). Quality education entails a system of education-for-all that eradicates all factors that hinder effective teaching and learning and enable learners to become economically active citizens in the society (cf. par 2.6.2; 5.2.4.2). In line with the findings from literature reviewed, this study revealed that quality education is a system of education that is non-discriminatory and allows all learners to have equal access to education in modern teaching and sporting facilities. Quality education entails provision of professional qualified educators, school leaders, adequate infrastructure and sports facilities to all schools including modern science laboratories, computer laboratories and libraries with advanced software and hardware (cf. par 5.2.4.2; 5.2.4.4; 5.3.4.3; 5.3.4.4). Above all, quality education entails providing quality curriculum to all learners that is inclusive, diverse, is taught in the first language of the learner and allows learners to access digital learning. (cf. par 2.7.5).

Quality education in the South African context entails eradication of inequalities that exist in the education system (cf. par 2.6.3). The findings of this study revealed that quality education means overcoming the barriers of learning in the education system

by desegregating schools, ending racism in schools, creating violent-free schools and making all learners access digital learning (cf. par2.6.3; 5.2.4.2).

The findings of this study revealed that the provision of quality education relates to democratisation of the education system (cf. par 2.6.1). The democratisation of the education system in 1994 which resulted in the introduction of a unified education system (curriculum) was the step in the right direction which was never completed (cf. par 2.8.2). This study argues that the Government should have gone a step ahead to address the issue of inadequate infrastructure, unbalanced recruitment and staffing of educators and unequal provision of teaching and learning materials. So, it was a matter of providing universal curriculum to unequal schools with unequal teaching staff in terms of qualifications and experience and unequal schools in terms of infrastructure with one extreme end having state of the art schools while the other extreme end with dilapidated infrastructure. Equal education was provided to schools with unequal teaching and learning resources (cf. par 5.2.4.2; 2.6.2). This is the reason inequalities are still perpetuated in the South African education system 28 years after democratisation of the education system (cf. par 2.8.2). The intended results of unifying the education system did not materialise because of the application of broad-brush policies to all schools without considering different context within which schools exist (cf. par 2.8.2). The introduction of universal education system before levelling the playing field in the education system widens and perpetuates inequalities in the provision of quality education in schools.

Finding 2: Quality education is when all learners can access education in modern learning and sporting facilities as well as accessing digital learning without any learning barriers.

6.3.4 Findings regarding the third research objective: To establish what various factors are that hinder effective execution of instructional leadership by principals in Gauteng township schools.

Findings from literature reviewed indicate that the application of the same national policies to all school regardless of their different contexts, unsuccessful desegregation of schools, lack of adequate funding, lack of a national framework guiding appointment to school leadership positions and unrest organised by teacher unions hinder effective

execution of instructional roles (cf. par 283; 284;285;286;287). Findings from this study indicate that Covid-19 pandemic, learner indiscipline, school environment and township conditions were the major challenges faced by school leaders when executing their instructional roles.

According to the findings of this study Covid-19 pandemic resulted in loss of contact time as schools were closed in line with lockdown regulations put in place by the Department of Health. The entire education system was brought to its knees by the Covid-19 pandemic (cf. par 5.3.4.2; 5.3.5). Online teaching and learning were introduced as an alternative form of learning to formal schooling. However online teaching only helped learners from rich families who could afford to buy the hardware and software to use (cf. par 5.3.4.2; 5.3.4.5). Rotational learning was introduced to allow learners to return to school, alternating days as infrastructure in many schools could only accommodate half of registered learners due to social distancing (cf. par 5.3.4.2; 5,3,4,5). Schools adjusted the teaching and learning curriculum to accommodate alternating teaching and learning resulting in schools producing half-baked learners (cf. par 5.3.4.2; 5.3.4.5). School budgets meant for teaching and learning resources and infrastructure development were diverted to fight the pandemic as schools were to be disinfected and sanitized. This resulted in short supply of teaching and learning resources (cf. par 5.3.4.2).

The study findings revealed that a number of health and safety regulations were promulgated to regulate the behaviour of both educators and learners in order to contain the spread of Covid-19 at schools (cf. par 5.3.4.2). The regulations included screening of Covid-19 symptoms, wearing of face masks and sanitising hands. Contact time was lost during screening, and when forced to quarantine. Many principals, deputy principals, HODs, and some more senior and experienced educators of ages 60 or above, and those with comorbidities had to stay home as required by Covid-19 regulations compromising effective execution of instructional roles. Some of the experienced educators passed on due to Covid-19 complications. Also, some learners had to drop out of school because they lost their parents (cf. par 5.3.4.2; 5.3.4.5; 5.4.4).

Learner discipline was cited as one of the factors that affected proper execution of instructional leadership roles in township schools. This study cited vandalism of school

property as one of the major forms of learner indiscipline in schools. It emerged that learners vandalize school doors, break windowpanes and steal tables and chairs. (cf. par 5.3.4.2). Absenteeism was cited as an act of misconduct which is affecting effective execution of instructional roles by school leaders. Some educators and learners absent themselves from school due illness, service delivery protests, missing school transport, or fear of being bullied by other learners or educators. (cf. par 5.3.4.2).

It emerged from the findings of this study that violence in schools affect learner performance, and it has become the order of the day because hardly a day passes without an incident of violence being reported. It emerged that violence in schools has reached an alarming level such that schools are no longer safe places for both educators and learners. (5.2.4.3; 5.3.4.5; 5.4.4). This study revealed that there are many learners belonging to gangsters and that the act of gangsterism has become rampant in many township schools. This study revealed that learners who belong to organised gangs are involved in violence both in townships and schools. It emerged that victims of violence absent themselves or end up dropping out school for fear of being attacked by gangsters. It emerged that some learners report educators to their respective gangsters after being reprimanded by educators. As a result, gangsters are now targeting educators and educators are calling upon the Department of Basic Education and the government to provide enough protection for them (5.3.4.2; 5.4.4).

The findings of this study indicate that the environment in which the school exists plays a pivotal role in moderating the exercise of school leadership (5,3,4,2). The school contextual conditions such as the perception of the school community towards education, the level of community development, the school culture, the school infrastructure, commitment of educators and learner characteristic were cited as the major factors determining the execution of principals' roles in township schools (5.2.4.3; 5.3.4.2).

It emerged from the quantitative data that learners from townships are exposed to social ills such as drugs, violence, rape, gangsterism, tavern life, street life and gambling such that their characteristics are not properly developed for them to fit well into the school environment. These are the learners who are involved in disciplinary

problems in schools resulting in them being expelled or transferred from school (5.3.4.2).

Finding 3: Effective execution of instructional leadership was hindered by closure of schools due to the Covid-19 pandemic, high level of learner indiscipline due to spread of gangsterism in schools as well as grim conditions in townships and school environments.

6.3.5 Findings regarding the fourth research objective: Guidelines on how principals of Gauteng township schools can assist educators via instructional leadership to teach more effectively in order to improve the quality of education.

This section provides guidelines on how schools principals can assist educators via instructional leadership to execute their tasks more effectively to improve teaching and learning in schools. This study revealed that creating a culture of excellence, decongesting schools and maintaining hygienic standards promotes the provision of quality education in township schools. These factors are briefly discussed in the following section.

This study revealed that cultivating a culture of excellence is one of the instructional leadership tasks that improve learner performance in many township schools. Schools that have developed the culture of effective teaching and learning are getting it right in terms of learner performance. Both learners and staff are motivated to work to the best of their ability by leaders who are inspirational, knowledgeable and exceptionally skilled.

The findings of this study revealed that decongesting classrooms and maintaining small class sizes as evidenced during Covid-19 empowered educators to perform their duties more effectively. (cf. par 5.3.4.5). Social distancing of one meter between learners during the Covid-19 pandemic decongested overcrowding in schools by creating normal class size of 20 to 25 learners in a class. It also emerged from the findings of this study that during Covid-19 it was easier to maintain discipline in the class, pay individual attention to learners and promote independent learning.

The findings of this study revealed that maintaining high hygienic standards controlled the spread of the Covid-19 pandemic. It was clear from study findings that Covid-19 regulations and protocols promoted high hygienic standards in schools that helped in containing the spread of Covid-19. Educators and learners frequently washed and sanitized their hands, and classrooms as well as toilets were thoroughly sanitized and deep cleaned. Maintaining good hygienic standards in schools prevents the spread of diseases (cf. par 5.3.4.5).

Finding 4: Instructional leadership task of cultivating a culture of excellence, managing class size and maintaining high hygienic standards empower educators to effectively improve teaching and learning in schools.

6.4 RECOMMENDATIONS FROM THE STUDY

6.4.1 Introduction

This section presents the recommendations from the study on how principals and school management teams can be assisted to perform their instructional leadership task more effectively to improve the provision of quality education in schools. The recommendations are derived from the findings of the study and are presented according to the objectives of the study stated in chapter one (cf. par 1.4).

6.4.2 Recommendation for the first objective: To describe the concept and purpose of instructional leadership

The findings of this study point to the fact that instructional leadership focuses on detailed planning of school priorities prior to effective execution of instructional roles in the classroom. With this in mind, this study recommends that schools leaders should collectively engage in proper and detailed planning of school priorities before schools open every year by determining focused school vision, goals and targets, planning the school curriculum and sports activities, drafting the school budget and school policies. Additionally, school leaders should formulate detailed year plans, assessment plans, management plans and a school master timetable as well as do class allocation and subject allocation. School principals should also ensure that educators have detailed

lesson plans and up to date educators' files before schools are opened in January for the year.

The findings of this study revealed that when school principals are defining the school vision and goals they should also define the school targets. This study revealed that school targets play a crucial role in determining learner performance in schools more than school vision and goals (cf. par 5.2.4.3). In this regard, this study recommends that schools leaders should put more attention on school targets as they form part of their immediate needs. Schools should formulate focused school targets, frequently articulate the targets, and display the targets in school offices and classrooms the same way they display school vision and goals.

School leaders should closely monitor the teaching and learning by frequently checking if school targets are being achieved and if educators' lesson plans are aligned to the school curriculum. Class visits, book inspection, file inspection and moderation of learners' tasks should be conducted on a termly basis to ensure that effective teaching and learning is taking place in schools. This study recommends that school leaders should effectively manage the learning environment by controlling the spread of diseases and violence to allow educators and learners to freely engage in teaching and learning without any hindering factors.

The findings of this study revealed that instructional leaders are school leaders who possess the requisite skills and the knowledge to effectively lead schools. Therefore, it is important for all school leaders to have knowledge and skills needed for them to effectively execute their instructional roles. This study recommends that appointment to school leadership positions should consider leadership qualifications. For those who are already in leadership positions the Gauteng Department of Education should conduct coordinated in-service courses for all school leaders to develop required leadership knowledge and skills to effectively execute their instructional leadership roles.

Recommendation 1: School leaders should conduct detailed planning of school priorities before instructional delivery, and they should possess exceptional leadership knowledge and skills acquired through leadership training to effectively manage the learning environment.

6.4.3 Recommendations for the second objective: To determine what quality education (teaching and learning) entails in the school context.

The findings of this study revealed that quality education is when all learners have access to education in modern facilities and can access digital learning without any learning barriers. In order for all learners to have access to education the government via the Gauteng Department Education must build adequate modern school infrastructure and sports facilities and upgrade the existing ones so that they are comparable to infrastructure in former Model C schools.

To provide equal teaching and learning opportunities to all learners, this study recommends that the government should improve the working conditions in township schools and provide incentives for educators in township schools in order to retain qualified, dedicated and experienced educators. This study recommends that government must provide equal teaching and learning opportunities by building more facilities and upgrading existing computer laboratories, science laboratories and libraries in all township schools and equip them with advanced technological software and hardware in order for all learners to access digital learning. Despite its challenges this study recommend that the government must continue with the project of providing tablets to school because they became handy during the Covid-19 pandemic and is a step in the right direction in providing digital learning to township learners.

The provision of quality education to all learners can be achieved when inequalities in the education are addressed (cf. par 2.6.1; 2.8.2; 5.3.4.3). The online teaching and learning introduced during the Covid-19 pandemic exposed how deep the levels of inequalities are in the education system (cf. par 5.3.4.2). To address inequalities in the education system this study recommends that the government must go back and complete the process of democratisation of the education system by levelling the playing field. Introducing a unified system of education before levelling the playing field in education promotes and perpetuates inequalities in education. The recommendation is that the government must level the playing field by providing adequate modern infrastructure, learning and teaching resources, human resources and sports facilities in township schools that are comparable to Model C schools. If all school are almost on par in terms of infrastructure and teaching and learning resources, introducing universal education will promote the provision of quality education to all learners.

Recommendation 2: The Gauteng Department of Education should promote the provision of digital literacy to all learners by providing modern learning and sporting facilities that are equipped with advanced technological software and hardware in order to provide quality education for all learners.

6.4.4 Recommendation for the third objective: To establish what various factors are that hinder effective execution of instructional leadership by principals in Gauteng township schools.

The findings of this study revealed that maintaining high hygienic standards helped to reduce the spread of Covid-19 in schools (cf. par 5.3.4.5). Therefore, the recommendation of this study is for government to introduce health education in the curriculum to help schools to maintain high hygienic standards to contain the spread of diseases. Health education will make schools conscious of how diseases are spread and how to prevent and control the spread of diseases. This will help schools to maintain high hygienic standards by frequently cleaning classrooms and toilets as well as encouraging learners and staff to frequently wash their hands. Health education will develop good health habits among learners and members of staff. Development of good health habits will result in prevention and control of not only Covid-19 but all other diseases as well so that the teaching and learning is not disturbed by closing schools.

The government should put in place proactive measures to prevent the spread of diseases by enabling early detection of diseases, availing disaster funds timeously, ensuring a swift supply of vaccines and medication, and conducting massive vaccination campaigns. This might help in avoiding closure of schools which have a devastating effect on teaching and learning.

The findings of this study revealed that the level of learner indiscipline in schools has reached an alarming rate that is beyond the control of school leaders and educators (cf. par 5.3.4.2). Schools are now the hunting grounds for gangsters and criminals because hardly a day passes without reports of violence, stabbing of either learners or educators and bullying and vandalism of school property (cf. par 5.3.4.2). Schools are no longer a safe place for both educators and learners. This crisis calls for concerted efforts from all stakeholders to fight this deadly pandemic which is now crippling many township schools.

This study recommends that the Gauteng Department of Education should review policies dealing with learner discipline, especially the code of conduct for learners to empower school leaders and educators to effectively deal with learner discipline. As it stands, it's very difficult for schools to expel learners using the code of conduct for learners. Therefore, this study recommends that the code of conduct should be reviewed to empower schools to effectively and decisively deal with learner discipline. School should also review their code of conduct for learners especially with regards to which cases should be handled by the school principals, deputy principals, HODs, subject heads and educators. Also, the national government should allow provincial government and districts to formulate their context-fixed policies with regard to desegregation of schools, school funding and appointment to school leadership positions that will suit the needs of their schools.

Educators are trained to deal with learner indiscipline not criminal cases that are taking place in schools. Therefore, this study recommends that the government should promulgate regulations that will allow law experts to be hired in schools to deal with criminal cases which have become the order of the day in many township schools. Attaching schools to police stations is not enough. The police should frequently visit schools and conduct random searching for weapons and drugs. Police visibility is now a requirement in schools to maintain discipline. This study further recommends that parents should also play their role at home by instilling good manners in their children and should cooperate when called to school to deal with disciplinary issues concerning their children.

The living conditions in township exposes learners to social-ill resulting in their performance at school being affected. This study recommends that the government should improve the living conditions in township by providing decent accommodation to people living in townships especially in informal settlement. The government should generate more electricity to improve the electricity supply in townships and reduce load shedding. Sanitation should also be improved in township schools.

Recommendation 3: The government should introduce health education in schools and should take proactive measures to contain the spread of pandemics to avoid loss of contact time as well as hiring law experts and reviewing policies regarding school discipline to curb learner indiscipline.

6.4.5 Recommendations for the fourth objective: Guidelines on how principals of Gauteng township schools can assist educators via instruction leadership to teach more effectively to improve the quality of education.

It emerged from the findings of this study that for schools to provide quality education in townships the principal has to cultivate a culture of excellence (cf. par 5.3.4.5). This study recommends that the principal should inspire both educators and learners to dedicate their work towards achieving excellence in everything they do. The principal should inspire and motivate others through their dedication, integrity and honesty to work like oiled machines with all parts pulling in the same direction. Educators and learners should observe the code of conduct closely so that there is no unnecessary noise, violence, bullying, drug abuse and gambling in the school (5.3.4.4).

The results of this study indicate that many township schools in Gauteng are overcrowded resulting in educators failing to execute their roles more effectively (cf. par 5.3.4.2; 5.3.4.5). Therefore, principals should empower educators by decongesting classrooms and maintaining small class sizes of 25 to 30 learners per class. Normal class size will make it easier for educators to maintain discipline in the class, pay individual attention to learners and promote independent learning resulting in effective teaching and learning in schools.

The findings of this study revealed that maintaining high hygienic standards during the Covid-19 pandemic reduced the spread of the Covid-19 virus. Therefore, this study recommends that schools must practise and maintain high hygienic standards that were learnt during the Covid-19 pandemic in order to control the spread of diseases and pandemics. The study recommends that educators and learners should frequently wash and sanitize their hands, and classrooms and toilets should be thoroughly sanitized and deep cleaned. Good hygienic standards should be maintained in schools to prevent the spread of diseases and avoid a repeat of what happened during the Covid-19 pandemic (cf. par 5.3.4.5).

Recommendation 4: School principals should cultivate a culture of excellence in schools, decongest classrooms and promote high hygienic standards in schools to empower educators to effectively execute their teaching roles.

6.5 CONTRIBUTION OF THE STUDY

The contributions of this study to theory, to policy formulation and to practising school leaders and educators are presented in this section. The contribution of the study to knowledge focuses on the new knowledge this study adds to existing knowledge on instructional leadership. Contribution to policy formulation focuses on how this study guides policy makers to review school policies. The findings of this study provide vital information to help practising school leaders to improve the way they execute their instructional roles.

6.5.1 Contribution to knowledge

This section focuses on the contribution of this study to theory and knowledge. The major contribution of this study to theory and knowledge is through the development of the Township School Performance Model by the researcher. The Township School Performance Model was developed from the results and findings of this study. This model specifically represents instructional roles performed by school leaders in schools as shown in Figure 18.

Since the Township School Performance Model was developed from the findings of the study carried out in the township context it provides a sound knowledge base that takes into account the township context in South Africa which is different from the western context. Although the so-called Western societies have covered much ground on instructional leadership model, little is known about which domains or dimensions are universally applicable and relevant to different contexts across the world. Therefore, the Township School Performance Model covers this knowledge gap by providing instructional roles that are specific, relevant and context-fixed to South African schools in general and to township schools in particular.

The Township School Performance Model contributes to the existing knowledge base on instructional leadership by adding more domains to instructional leadership models developed by earlier researchers. For example, the instructional leadership model developed by Hallinger, (2000) has only two dimensions under the domain of determining the school mission, while the Township School Performance Model has six dimensions. The domain of managing the instructional programme in Hallinger's

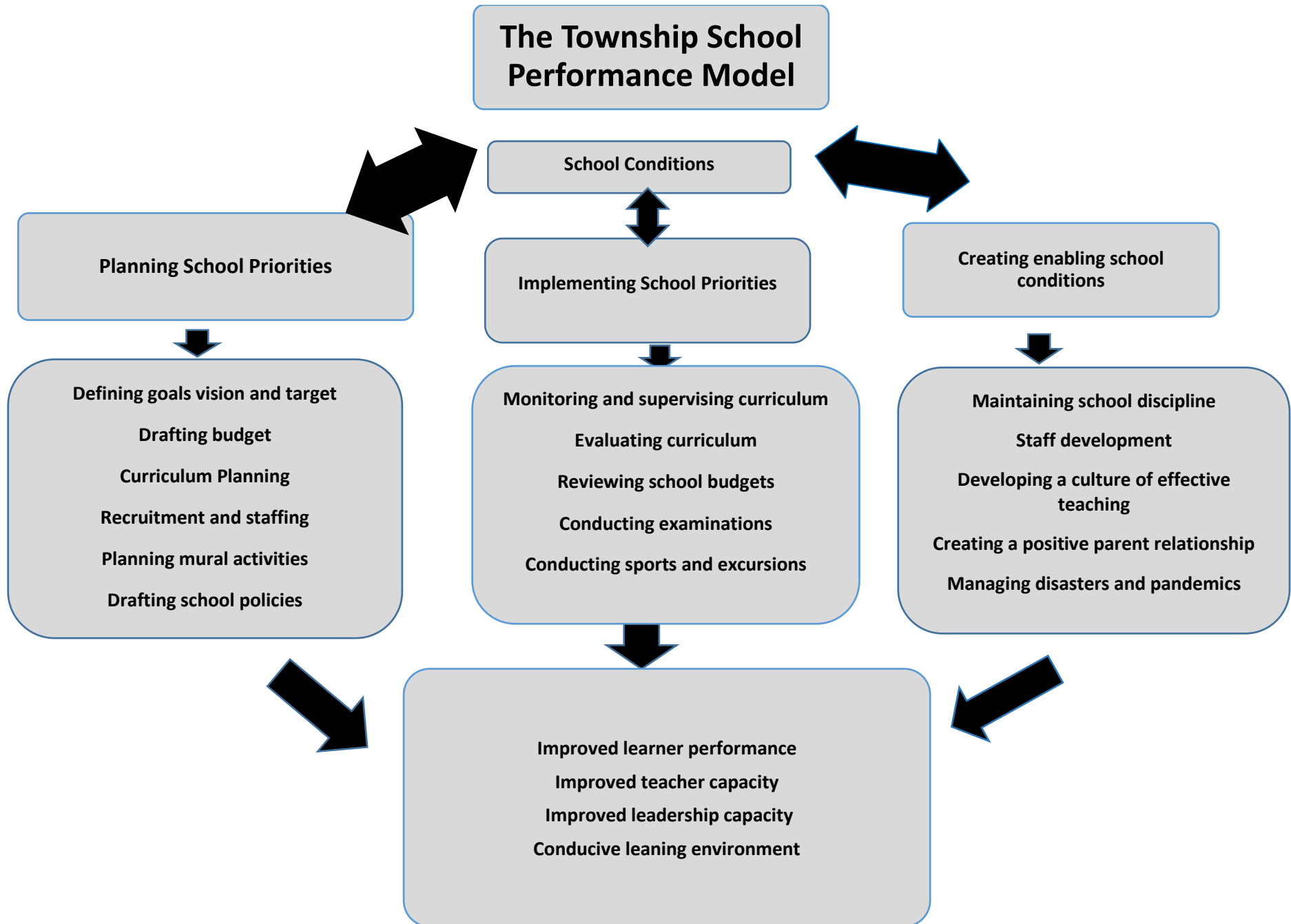


Figure. 18. The Township School Performance Model (The researcher)

model has three dimensions while the Township School Performance Model has five dimensions. On the last domain they both have five dimensions.

The Township School Performance Model has more sub domains that give a broader picture of what instructional leadership entails. The model provides an understanding that instructional leadership puts more emphasis on detailed planning of school activities before instructional delivery in the classroom.

Unlike earlier models which viewed instructional leadership as focusing on teaching and learning, the Township School Performance Model provides an understanding that instructional leadership focuses on a myriad of planning activities which take place before the actual teaching.

Very little ground has been covered on the impact of Covid-19 on teaching and learning in schools. The findings of this study provide a knowledge base on how Covid-19 impacted on teaching and learning in schools. Additionally, the findings of this study provide good lessons that were learnt during Covid-19 and these lessons bring in new knowledge on how to improve learner performance in schools.

6.5.2 Contribution to policy formulation

The findings of this study will contribute to policy formulation in many ways. This study recommends some changes in the education system and these changes are guided by policy review and formulation of new policies. This section presents the findings of this study that will contribute towards policy review and formulation.

The outbreak of Covid-19 changed the landscape of teaching and learning in schools (cf. par 5.3.4.2). This resulted in sudden promulgation of Covid-19 regulations and protocols to regulate teaching and learning in schools. The findings by this study that there was a sudden promulgation of Covid-19 regulation and protocols is an indication that there is need to promulgate policies that regulate the teaching and learning during natural

disasters and the outbreak of diseases such as the Covid-19. This study provides detailed findings on the negative and positive impact of Covid-19 that is beneficial to policy review and formulation regarding teaching and learning in schools during disasters and outbreak of diseases.

The findings that schools can only accommodate half of the registered learners if normal class sizes are implemented is crucial knowledge to the Government, the Department of Basic Education, school leaders and all stakeholders (cf. par 5.3.4.5). The findings provide knowledge on the extent of the shortage of infrastructure in many township schools. The knowledge is vital for planning infrastructure development in township schools, recruiting and staffing and procurement of teaching and learning resources.

This study highlighted the level of learner indiscipline and violence in schools which is an indicator to the Department of Basic Education that new policies are needed to regulate the behaviours of learners at school. The escalation of learner indiscipline and the escalation of violence and gangsterism in schools is an indication that the present policies are no longer relevant to deal with learner discipline in schools especially the code of conduct for learners. The findings on learner indiscipline give the Department of Basic Education a clear picture of what is happening in schools which is vital for policy review and promulgation of new policies in the education system.

6.5.3 Contribution to practice

The findings of this study contribute to practicing school leaders and educators in a number of ways. They are of great benefit to school leaders because this research focused on helping school leaders to effectively execute their instructional roles. Therefore, the findings of this study directly speak to school leaders.

The Township Leadership Model, Figure 18 above clearly indicates instructional roles performed by school principals. In this regard the model will make school leaders to become aware of their leadership roles and what they are expected to do. Although the earlier models specified the instructional roles of school leaders, this model added more dimensions that are specific and relevant to the South African context in general and to

the township context in particular. The domains and dimensions of the Township Leadership Model represent what is practically happening in schools and this will enable school leaders to easily interpret it.

This domain of planning the school priorities clearly stipulates what planning entails in the school context. This will guide principals on what to plan prior to the actual teaching and learning. Planning is a crucial component of teaching and learning and if not properly done it will subsequently affect the teaching and learning process. The Township School Performance Model clearly outlines what is involved in planning and it gives guidance on planning school priorities.

As schools were dealing with Covid-19 a number of lessons and good practices were learnt by schools that are vital for the practising school leaders and educators. The findings of this study revealed that Covid-19 pandemic gave rise to alternative and new methods of teaching and learning such as online teaching and learning. These findings will help schools to introduce online teaching to augment face-to-face teaching and conduct homework and weekend classes resulting in improved learner performance. The findings of this study that school leadership meetings such as principals' meetings, school management team meetings and HODs' meetings are now held online is vital information that will improve leadership practice in schools.

The finding of this study that Covid-19 regulations and protocols promoted high hygienic standards in schools will enable schools to practise good hygienic standards by way of encouraging the washing and sanitizing of hands every time, as well as deep cleaning toilets thoroughly. The findings of this study will make both educators and learners aware of the importance of proper hygiene in schools. Maintaining good hygienic standards will prevent the spread of diseases, avoid closure of schools and will result in improved learner performance.

6.6 RECOMMENDATION FOR FURTHER RESEARCH.

This research focused on how to assist school leaders to perform their instructional role in order to improve learner performance in schools. The findings of this study indicated that apart from school leaders, educators constitute the second important factor that determine learner performance in schools (cf. par 5.2.4.3). Therefore, this study recommends further research on assisting educators to effectively execute the teaching and learning process.

Another area which needs further researching is on the impact of the Covid-19 pandemic in the teaching and learning process in schools. Although this study covered this area it was covered as one of the many factors that affected proper execution of instructional roles by school principals. This study recommends a fully fleshed research on the impact of Covid-19 because it had dire consequences for teaching and learning in schools.

6.7 LIMITATIONS OF THE STUDY

Like many studies this study has its own limitations. The limitations of this study are with regard to participants. Notwithstanding the findings of this study, this study could have included the district officials as participants in the study. Their participation could have brought more insight into leadership issues because there are directly involved in school leadership. These participants were excluded due to Covid-19 restrictions, accessibility and availability of participants.

Although Covid-19 restrictions were lifted many participants were reluctant and hesitant to participate in the study. Some participants were also hesitant to provide more information about the status of their school especial negative aspects about their schools. Some felt that by asking them questions you were measuring their level of understanding about school leadership. Despite all these challenges the main objective of this study was achieved.

6.8 CONCLUDING REMARKS

The definition of instructional leadership has evolved to include all actions performed by school leaders occupying different leadership positions in the school hierarchy that are related to teaching and learning. Instructional leadership encompasses all school leadership functions that are performed in classroom or outside the classroom, directly or indirectly that are focused on improving learner performance in schools.

In line with the definition of instructional leadership this study developed the Township Leadership Model. This model specifically summarises the instructional roles performed by school principals in South African schools in general and in township schools in particular. This model will contribute to the existing knowledge on instructional leadership models.

The level of inequalities in the education system in South African remains a thorny issue. The introduction of a unified system of education without levelling the playing field in schools in terms of resources perpetuates the inequalities in education. There is an acute shortage of infrastructure in townships as evidenced by the mushrooming of mobile classrooms and overcrowding in classes. The provision of quality education can only be achieved if these imbalances are addressed. The situation is so dire that it needs dedication, commitment and sacrifice from the government and the private sector, not political rhetoric, to save the township learners from being denied their basic right to quality education.

Learner indiscipline in schools is now out of control. School leaders and educators need immediate help to save the situation. Learners, educators and school leaders are being killed and bullied on a daily basis. This is a matter of death and life. People's lives are at stake here and immediate remedial actions are needed from all stakeholders to stop the loss of lives.

The outbreak of Covid-19 brought the entire education system to a standstill. This had far reaching consequence in the teaching and learning process in schools. Proactive actions must be taken to prevent such disasters. The disaster management teams must always be ready to act swiftly when such disasters strike.

To assist principals to perform their instructional roles more effectively, schools must have adequate modern infrastructure and sports facilities, and dedicated and appropriately qualified and experienced school leaders and educators. School violence and learner indiscipline must be addressed in order for educators and school leaders to effectively execute their duties. To achieve the provision of quality education for all learners in South Africa inequalities in education must be eradicated completely.

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APPENDIX A: ETHICS LETTER



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2022/02/09

Ref: **2022/02/09/48291609/11/AM**

Dear Mr M Mbuisa

Name: Mr M Mbuisa

Student No.: 48291609

Decision: Ethics Approval from
2022/02/09 to 2027/02/09

Researcher(s): Name: Mr M Mbuisa
E-mail address: 48291601@mylife.unisa.ac.za
Telephone: 0710804464

Supervisor(s): Name: Prof N Botha
E-mail address: Botharj@unisa.ac.za
Telephone: 0824116361

Title of research:

ASSISTING PRINCIPALS TO PERFORM THEIR INSTRUCTIONAL ROLES MORE EFFECTIVELY.CASE STUDY OF GAUTENG TOWNSHIP SCHOOLS

Qualification: PhD Philosophy of Education

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2022/02/09 to 2027/02/09.

*The **medium risk** application was reviewed by the Ethics Review Committee on 2022/02/09 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.



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3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
6. 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. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
8. No field work activities may continue after the expiry date **2027/02/09**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

*The reference number **2022/02/09/48291609/11/AM** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Kind regards,

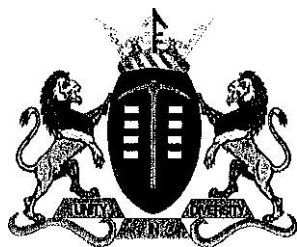


Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
motlhat@unisa.ac.za



Prof PL Mabunda
DEPUTY EXECUTIVE DEAN
mabunpl@unisa.ac.za

APPENDIX B: GDE RESEARCH APPROVAL LETTER



GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

814141112

GDE RESEARCH APPROVAL LETTER

Date:	13 April 2022
Validity of Research Approval:	08 February 2022-30 September 2022 2022/140
Name of Researcher:	Mbuisa M
Address of Researcher:	677 Ella Street Rietfontein Pretoria
Telephone Number:	071 0804464
Email address:	<u>morganmbuisa</u> mail.com
Research Topic:	Assisting principals to perform their instructional roles more effectively: A case study of Gauteng township schools
Type of qualification	PHD EDUCATION
Number and type of schools:	22 Secondary Schools
District[s]/HO	Tshwane South

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 to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to research. The researcher may proceed with the above study subject to the condition listed below are met. Approval may be withdrawn should any of the conditions listed below be flouted:

1

[REDACTED] Making education a societal priority
[REDACTED]

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

1. The letter would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. Because of the relaxation of COVID 19 regulations researchers can collect data online, telephonically, physically access schools, or may make arrangements for Zoom with the school Principal. Requests for such arrangements should be submitted to the GDE Education Research and Knowledge Management directorate.

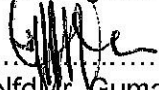
4. The Researchers are advised to wear a mask at all times, Social distance at all times, Provide a vaccination certificate or negative COVID-19 test, not older than 72 hours, and Sanitise frequently.
5. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s has been granted permission from the Gauteng Department of Education to conduct the research study.
6. A letter/document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs, and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
7. The Researcher will make every effort to obtain the goodwill and cooperation of all/ the GDE officials, principals, and chairpersons of the SGBs, teachers, and learners involved. Persons who offer their cooperation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
8. Research may only be conducted after school hours so that the normal school program is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
9. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
10. 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.
11. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
12. The researcher is responsible for supplying and utilising his/her research resources, such as stationery, photocopies, transport, faxes, and telephones, and should not

depend on the goodwill of the institutions and/or the offices visited for supplying such resources.

13. The names of the GDE officials, schools, principals, parents, teachers, and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
14. On completion of the study, the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
15. 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.
16. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a 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



.....
Nfd Nfd Mr. Gumani Mukatuni

.....
r. umani Mukatuni

Acting CES: Education Research and Knowledge Management

DATE: . 19/04/2022

2

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

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Website: www.education.gpg.gov.za

APPENDIX C: CONSENT LETTER



CONSENT LETTER

PERMISSION LETTER TO DISTRICT DIRECTOR: TSHWANE SOUTH

Office of the District Director

Private bag x198

Pretoria 0001

Fax: (012)4016318

Tel: (012)4016317

10/05/2022

Dear Director

Request for permission to conduct research in schools in the Tshwane South District, entitle:

Assisting principals to perform their instructional roles more effectively: A case of Gauteng township schools

I, Mahlatini Mbuisa am doing research with Professor R. J. Botha in the Department of Education Leadership and Management towards a PhD Philosophy of Education (Education Management) degree at the University of South Africa. I am asking for permission to conduct a study entitled: **Assisting principals to perform their instructional roles more effectively**, at your schools in the district. Permission for the

study has been given by Gauteng Department of Education (see the attached approval letter).

The aim of the study is to investigate how school principals can be assisted to perform their instructional roles satisfactorily in order to improve the quality of education. Related aims also include identifying factors inhibiting and assisting principals to perform their leadership tasks more convincingly.

To achieve the above aim, a questionnaire will be administered to 21 school principals and 40 deputy school principals of the selected schools. The questionnaires will be hand delivered by the researcher to participating schools or alternatively via email.

In addition to the questionnaire, focus group interviews will be conducted at two selected secondary school in the second quarter of this year 2022. A total of four focus group interviews, involving ten HoDs and ten Subject Heads in the selected schools. Face-to-face interviews will be conducted with two principals and two deputy principals. Each interview will take 20 to 30 minutes and will be conducted after 2:30 pm to avoid disturbing lessons.

When conducting the interview and distributing the questionnaire, the researcher will observe all covid-19 regulations and protocol as pronounced by the department of education and the schools to be visited. The safety of participating schools and participants will take top priority in this study to ensure that all participants are protected from covid-19.

This research seeks solutions to many challenges facing township schools in the matric examinations. It is anticipated that this study will make a meaningful contribution towards understanding factors inhibiting many township school leaders to perform their instructional roles optimally in order to improve the quality of education.

We would like to thank you in advance for your cooperation and support in this important adventure.

Yours sincerely

Mahlatini Mbuisa

UNISA Student 48291609

Cell: 0710804464

Email: 48291609@life.unisa.ac.za

APPENDIX D: PERMISSION LETTER TO SCHOOLS



PERMISSION LETTER TO SCHOOLS

----- Secondary School

10/05/2022

Dear Principal

Request for permission to conduct research in one of the schools in your school, entitle:

Assisting principals to perform their instructional roles more effectively: A case of Gauteng township schools

I, Mahlatini Mbuisa am doing research with Professor R. J. Botha in the Department of Education Leadership and Management towards a PHD Philosophy of Education (Education Management) degree at the University of South Africa. I am asking for permission to conduct a study entitled: **Assisting principals to perform their instructional roles more effectively**, at your school. Permission for the study has been given by Gauteng Department of Education.

The aim of the study is to investigate how school principals can be assisted to perform their leadership task satisfactorily in order to improve the quality of education. Related aims also include identifying factors inhibiting and assisting principals to perform their leadership tasks more convincingly.

In order to achieve the above aim, a questionnaire will be administered to school principals and the deputy school principal, and it will be distributed to your school by the researcher. In addition to the questionnaire, focus group interviews will be conducted at

your school in the second third quarter of this year 2022. A total of two focus group interviews, involving five HODs and five Subject Heads will be conducted at the schools. Face-to-face interviews will be conducted with the principal and the deputy principal. Each interview will take 20 to 30 minutes and will be conducted after 2:30 pm to avoid disturbing lessons. In doing all this, the researcher will adhere to covid-19 regulations and protocols pronounced by the school and the department of education.

This research seeks solutions to many challenges facing township schools in the matric examinations. It is anticipated that this study will make a meaningful contribution towards understanding factors inhibiting many township school leaders to perform their instructional roles optimally in order to improve the quality of education.

We would like to thank you in advance for your cooperation and support in this important adventure.

Yours sincerely

Mahlatini Mbuisa

UNISA Student 48291609

Cell: 0710804464, Email: 48291609@life.unisa.ac.za

APPENDIX E: INVITATION LETTER

INVITATION TO PRINCIPALS, SGB, DEPUTY PRINCIPALS, HODS AND SUBJECT HEADES

10/05/2022

Dear

This letter is an invitation to consider participating in a study I, Mahlatini Mbuisa am conducting as part of my research as a PHD student at the University of South Africa, entitled: Assisting principals to perform their instructional roles more effectively. Permission for the study has been given by Gauteng Department of Education and the school. I have purposefully identified you as a possible participant because of your valuable experience and expertise related to my research topic.

I would like to provide you with more information about this project and what your involvement would entail should you agree to take part. The importance of improving learner performance in township schools is substantial and well documented. The aim of this study is to identify ways of assisting school leaders to perform their leadership task more effectively in order for learners to perform optimally in the matric examinations. In this study I would like to have your views and opinions on this topic. This information can be used to improve learner performance in township schools.

Your participation in this study is voluntary. It will involve completing a questionnaire and an interview of approximately 30 minutes in length to take place in a mutually agreed upon venue, at a time convenient to you. The researcher will follow all regulations and protocols relating to covid-19 to ensure your safety during the visit to your school. You may decline to answer any of the questionnaire and interview questions if you so wish. Furthermore, you may decide to withdraw from this study at any time without any negative consequences.

With your kind permission, the interview will be audio-recorded to facilitate collection of accurate information and later transcribed for analysis. Shortly after the transcription has been completed, I will send you a copy of the transcript to give you an opportunity to

confirm the accuracy of our conversation and to add or to clarify any points. All information you provide is considered completely confidential. Your name will not appear in any publication resulting from this study and any identifying information will be omitted from the report. However, with your permission, anonymous quotations may be used. Data collected during this study will be kept on a password protected computer for 12 months in my locked office. There are no known or anticipated risks to you as a participant in this study.

If you have any questions regarding this study or would like additional information to assist you in reaching a decision about participation, please contact me at 0710804464 or by e-mail 48291609@mylife.unisa.ac.za /morganmbisa@gmail.com

I look forward to speaking with you and thank you in advance for your assistance in this project. If you accept my invitation to participate, I will request you to sign the consent form below.

Yours sincerely

Mahlatini Mbuisa

UNISA Student 48291609

Cell: 0710804464

Email: 48291609@life.unisa.ac.za

APPENDIX F: CONSENT FORM

I have read the information presented in the information letter about the study on assisting principals to perform their instructional roles more effectively in order to improve learner performance in township schools. I have had the opportunity to ask any questions related to this study, to receive satisfactory answers to my questions, and add any additional details I wanted. I am aware that I have the option of allowing my interview to be audio recorded to ensure an accurate recording of my responses. I am also aware that excerpts from the interview may be included in publications to come from this research, with the understanding that the quotations will be anonymous. I was informed that I may withdraw my consent at any time without penalty by advising the researcher. With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Participant's Name: -----

Participant's Signature: -----

Researcher's Name: Mahlatini Mbuisa

Researcher's Signature: -----

Date: -----

APPENDIX G: INTERVIEW SCHEDULE FOR PRINCIPALS AND DEPUTY PRINCIPALS



Interview instrument for the school principal and deputy school principal

1. What school leadership roles do school principal perform?
2. Which roles are important in improving learner performance in township schools?
3. How do school context, learner discipline, covid-19 regulations, school processes and the school culture affects the teaching and learning process in schools?
4. How did your school perform in the last five years and what factors contributed to this performance?
5. What types of leadership structures exist in your school?
6. How do these structures assist school leaders to perform their leadership task more effectively?
7. How do class visits, book inspections, file control and moderation of learners' tasks help in improving learner performance and how often do you conduct them?

8. What are some of the factors you think are responsible for learner performance disparities between the former Model C schools and township schools?
9. How do the principal's beliefs and values, school vision, goals, school targets, school policies, educational laws, circulars and district memorandums determine school performance.?
10. How do leadership knowledge and experience and personal characteristics of staff determine the enactment of school leadership in schools?
11. How do the quality of school facilities, the quality of educators, the quality of school leadership, technological development and the legacy of apartheid impact on the provision of quality education in township schools?
12. What do you think could be done to improve the provision of quality education in township schools?
13. What intervention programme can be put in place to improve enactment of school leadership roles and assist township schools to perform convincingly in their matric examinations?
14. Learner discipline is a crucial aspect of effective teaching and learning and how does it affect effective teaching and learning?
15. Explain how Covid-19 affected teaching and learning in the schools?
16. How did your school deal with the impact of Covid-19 protocols and regulations?
17. What leadership roles/model do you think can transform township schools to become centres of effective teaching and learning?

APPENDIX H: INTERVIEW SCHEDULE FOR HODs AND SUBJECT HEADS

1. What are your school leadership roles as HODs and subject heads?
2. How do your leadership roles affect learner performance?
3. Name factors which you think affect learner performance in township schools?
4. What impact did Covid-19 have on the teaching and learning the school?
5. How do your instructional roles improve learner performance in the school?
6. What affects effective implementation and enactment of instructional leadership roles in the schools?
7. State the problems educators encounter in the teaching and learner process that affect effective teaching and learning in the school?
8. What do you think can be done to improve the provision of quality education in township schools?
9. What is the school doing to assist learners to perform convincingly in the final examinations?
10. What intervention plans did your school put in place to mitigate the impact of Covid-19 regulations and protocols?

APPENDIX I: QUESTIONNAIRE

About the study

The aim of this study is to assist principals to perform their instructional leadership roles more effectively in order to improve the quality of education. It is hoped that school principals and school management teams will provide useful information about school leadership roles, teaching beliefs and practices and workplace issues. It is anticipated that research findings from this study will help many township schools to improve the teaching and learning process. Being a study carried over many schools, it is possible that some questions do not fit very well within your school context. In these cases, please answer as best as you can.

Confidentiality

Data that is collected in this study will remain confidential. While results will be made public, you are guaranteed that neither you, your school nor any of the participants will be identified in any report of the results of the study. Participation in this study is voluntary and participants are allowed to withdraw at any time.

About the Questionnaire

This questionnaire asks questions on school leadership roles and school management functions. This questionnaire should take approximately 30 minutes to complete. Guidelines for answering the questions are typed in italics. Most questions can be answered by marking the one most appropriate answer. When you have completed this questionnaire, please email it to 48291609@mylife.unisa.ac.za. When in doubt about any aspect of the questionnaire, or if you would like more information about it or the study, you can phone me at 0710804464.

Background information

These questions are about you, your education and the time you have spent in a leadership position. In responding to the questions, please mark the appropriate box.

1. Indicate your gender?

female

male

2. Indicate your age group?

Under 30

30–39

40-49

50-59

60+

3. What is your leadership position?

Principal

Deputy principal

HOD

Subject head

4. Do you also teach?

Yes

no

5. If 'Yes' in the previous question, please indicate how many hours you teach per day

6. What is the highest level of qualification that you have completed?

Please mark one choice.

- PhD
- Masters
- Honors
- Degree
- Advanced certificate in Education
- Diploma

7. How long have you been working as an educator?

- Below 10 years
- 11-20 years

8. How long have you been working in school leadership position?

- Below five years
- 5-10 years
- 11-15 years
- 16 -20 years
- Over 20 years

INSTRUCTION LEADERSHIP

The following questions are based on school leadership functions. Try to answer all questions as much as possible.

9. How strongly do you agree or disagree that the following factors hinder effective execution of leadership functions in the school?

	Strongly agree	Agree	Disagree	Strongly disagree
A) School environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B) Principal's beliefs and values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C) principal's knowledge experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D) School vision and goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E) Coordinating the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F) Developing staff capacity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G) Covid-19 pandemic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H) Learner discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10 To what extent do the following contextual factors affect the enactment of leadership roles in the school?

	Never	to some extent	to a greater extent
A) organizational culture of the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B) school systems and processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C) staff and school community characteristics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D) societal culture of the school

E) covid-19 regulations and protocols

11. In number 10 above which factor has a great influence on the exercise of school leadership roles by school principals.

A)

B)

C)

D)

E)

12 How strongly do you agree or disagree that the principal's beliefs and values impact learner performance?

Agree

Strongly agree

Disagree

Strongly disagree

13 Whose belief and values do you think influences decision making in the school?

- Principal
- Deputy principal
- Parents
- Learners
- All the above

14 Who is responsible for drafting the school vision and goals in your school?

- School principal
- Deputy principal
- School management team
- All the above

15. How often do principals perform the following leadership functions?

	Weekly	monthly	termly	
yearly				
A) Attend staff meetings to discuss the vision and mission of the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B) Articulate the school vision and goals to staff members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C) Discuss the school vision and goals with parents

D) The principal discusses school targets with teachers

E) The principal ensure that target are achieved

16 Which has a stronger influence on learner performance?

School vision

School goals

School targets

17 Are your school vision and goals aligned to classroom activities?

Yes

No

18 Who is responsible for making appointments to leadership positions

The District officials

Head office

The school principal

The SGB and principal

19. How strong do you agree or disagree that the following affect the provision of quality education in school?

	Strongly agree	Agree	Disagree	Strongly disagree
A) School funding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B) School policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C) Segregation of schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D) The legacy of Apartheid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E) Appointment to school Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F) Racism in schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. How often do school leaders perform the following functions?

	Weekly	Monthly	Termly	Yearly
A) Develop a school curriculum or part of it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B) Discuss and decide on school budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C) Conduct class visits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D) Conduct book inspection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E) Take part in moderations of tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- F) Observe and inspect educators' files
-
- G) Conduct school assembly
-
- H) Inspect homework
-
- I) Organizes awards for learners and educators
-

21 How strongly do you agree or disagree that the following factors improve learner performance

Strongly agree Agree Disagree Strongly disagree

- A) Class visits
-
- B) Book inspection
-
- C) Conducting school assembly
-
- D) Moderation of tasks
-

22 How strongly do you agree or disagree that the following factors affect learner performance

Strongly agree Agree Disagree wrongly disagree

- A) The quality of school facilities
- B) The quality of educators

- | | | | | |
|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| C) The quality of leadership | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D) The quality of learners | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E) Technological development | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

23. Which of the above factor in number 25 has a greater impact on influencing learner performance

- A)
- B)
- C)
- D)
- E)

24. How strongly do you agree or disagree that the following factors positively influence learner performance?

	Strongly agree	Agree	Disagree	
Strongly disagree				
A) Staff development programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B) Leadership transitional plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C) School violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D) Covid-19 Pandemic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E) Demonstrations and unrests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. How often do school leaders perform the following functions?

	Monthly	Termly	Yearly
A) The principal inspects school facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- B) Inspect compliance to covid-19 protocols
- C) Report learner performance to parents

THANK YOU