

**THE INSTRUCTIONAL LEADERSHIP ROLE OF THE
SCHOOL PRINCIPAL IN THOHOYANDOU**

by

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DECLARATION

I declare that

The instructional leadership role of the school principal in Thohoyandou 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.

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DEDICATION

This dissertation is dedicated to my brother, Avhaphani Mudau and my mother, Felecia Mudau for the inspiration which they instilled in me to achieve in the field of education.

ABBREVIATIONS

OBE	Outcomes Based Education
HoD	Head of Department
DoE	Department of Education
SMT	School Management Team
SADTU	South African Democratic Teachers' Union

ABSTRACT

This research focuses on the role of the school principal as instructional leader in primary schools in Thoyandou area, Limpopo Province. It was motivated by a marked decline in the fulfilment of the instructional leadership role of principals in certain schools in the Limpopo Province. A literature study was undertaken to determine the role of a instructional leader, approaches to this role as well as the relationship between the principal's instructional leadership role and staff development and staff appraisal respectively. A qualitative inquiry was conducted using a focus group and personal interviews with a small sample of participants selected by judgement sampling. The findings suggest that understanding of the instructional leadership is fragmented; principals often fail to develop staff adequately; and the Department of Education's new approach to staff and development appraisals is not adequately implemented in schools. Finally guidelines are provided to assist principals in fulfilling their role as effective instructional leaders.

Leadership; Instructional leadership; Staff development; Staff appraisal; Developmental appraisal; Professional Development; Goals-promoting approach; Visibility approach; Supportive approach; In-service training

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CHAPTER 1

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

Instructional leadership in a new era in South Africa, which includes the establishment of a single, non-racial and non-discriminatory education system is about guiding and inspiring. The school principals are instructional leaders because they must develop a deep and broad knowledge base with respect to curriculum as well as take the lead in putting the school curriculum into practice and improving it. At all times school principals should ensure that there is a culture of learning and teaching in their schools. Sound instructional leadership is the path to effective learning and teaching.

According to Sacred Heart College (2000:11), the successful running of the school is the responsibility of the school principal and other members of the school. The instructional leader is always called on to carry out different tasks, such as:

- *setting up a staff programme;*
- *participating on an appraisal panel;*
- *visiting classes and conducting follow ups;*
- *inducting and orienting beginner and new educators about their work.*

Some tasks might be directly related to the implementation of the curriculum. Many other tasks broadly contribute to making a school a learning organisation where instruction takes place and which provides a dynamic learning and teaching environment.

There is a concern among role players as to what skills an instructional leader should have in the classroom situation in the post apartheid era. In the apartheid era,

Van der Horst and McDonald (1997:27) state that education was rigid and non-negotiable. According to Van der Horst and McDonald (1997.27), the syllabus was content-based and broken down into subjects. The above statement shows that the emphasis was on what the educator hoped to achieve.

Van der Horst and McDonald (1997: 27) maintain that the present education system is challenged to meet the needs of the new paradigm. Learners are active in class. Critical thinking, reasoning, reflection and action are emphasised. The school principal as instructional leader is called on to ensure that all the aspects pertaining to the new education system are implemented.

Policies with regard to the old system of education have been scrapped. Everybody involved with education has to come to terms with new education policies and particularly, Curriculum 2005. In the school context, educators are responsible for the implementation of these policies. The instructional leadership role of the school principal is regarded as very important in ensuring that new policies with regard to instruction are implemented.

In this chapter the aim is to provide a framework wherein aspects such as the motivation for the research, problem statement, the aims, the demarcation, definition of concepts, research methodology and the programme of research will be discussed.

1.2 MOTIVATION FOR THE RESEARCH

There seems some confusion today about what the role of instructional leadership entails or whether its functions ought to or can extend beyond supervision to the development of educators.

Van der Horst and McDonald (1997:28) say that in the traditional model, the role of

the school principal was seen mainly as that of a manager/administrator. As the manager ascended in the school hierarchy, the administrative duties increased to the same extent that the functional or teaching duties decreased. In other words, the school principal undertook more management and administrative work and less actual teaching. In the new dispensation, Pretorius (1998:105) argues that the responsibility of the school principal moves back to instructional activities and to effective accomplishment of the desired outcomes. This does not mean that principals will now assume responsibility for a group of learners or a learning programme, but rather that their active involvement with the instructional programme of the school is needed as instructional leaders (Pretorius 1998:106).

1.2.1 Staff development workshops

When a new policy like a new curriculum is introduced in a school, the school principal and educators have to become familiar with it and be trained in the new system. The most important way to provide this orientation is through a staff development programme (Sacred Heart College 2000:14).

The school principal should be acquainted with what educators are learning during workshops so that they can work effectively with their educators (Sacred Heart College 2000:15). Educators attending workshops are required to share with other educators what they have learnt during workshops which encourages teamwork. The school principal as instructional leader should ensure that educators attend workshops and should also attend themselves when required to do so. Attendance of workshops by the school principals helps them to discover whether the educators are preparing, assessing and implementing the new curriculum correctly in the classroom. It will also help the school principal to determine whether the educators still require additional training or not.

1.2.2 Educator's appraisal

The Department of Education (1999:58) states that appraisal implies making judgements and decisions on the quality or effectiveness of a programme. In the past, classroom visits were conducted by inspectors. Very few school principals conducted these. When classroom visits took place, they were conducted with a negative purpose of fault-finding rather than to develop educators.

The post-apartheid education system has a policy which requires official developmental appraisal of educators. This is done to assess the practice of educators and to decide the forms of help the school principal can provide if required by educators (Department of Education: 1999:58).

According to Sacred Heart College (2000:17), the school principal as instructional leader has a role to play in improving the work done by the educators in the classroom. Through this new developmental appraisal system, a school principal can determine if support is needed mainly in training educators with regard to Curriculum 2005 or developing management and administration skills among them. It is therefore crucial to identify the instructional role of the school principal as it plays a part in appraisal of educators.

After the appraisal process the instructional leader together with the educator should have an open discussion at which a personal development plan and evaluation can be discussed (Steyn 1996:73).

1.2.3 An outcomes-based approach to education

According to Van der Horst and McDonald (1997:29) in the previous education system, learners were dependent on the educators for being rewarded or praised for their effort. Educators were regarded as a source of knowledge. Learners were

passive in the classroom and had to do as they were told. The school principal was mainly concerned with the completion of the school syllabus by educators.

Currently the new outcomes-based approach (OBE) to teaching challenges the educators with regard to effective teaching. The instructional leadership role of the principal requires that he/she should have a sound grasp of OBE.

1.2.4 The school principal and in-service training

According to Landsberg (1999:38), the training of educators should prepare them to educate a diversity of learners in an inclusive school. Educators should be trained to assess learners informally in a variety of ways, not only by means of tests and examinations. Educators should also be trained to support a diversity of learners in an inclusive setting. This means that in-service training should be provided by the school principal or be facilitated together with the educator so that the principal understands how the educators have been trained. This will help the school principal when visiting classes and assessing the educator's competence. School principals should see to it that educators acquire positive attitudes in order to be able to deal with new challenges (Landsberg 1999:16). To fulfil this duty the school principal requires skills to evaluate the improvement of the educator's teaching in OBE.

Duffy (1998:11) states that the former Minister of Education, S Bengu, put aside R200 million to train educators and school principals for the new curriculum in South Africa. Researchers should monitor the progress of the training of educators and school principal in order for the school to be effective.

The above discussion highlights the motivation of the study. The school principal as an instructional leader should be well acquainted with this role so that effective teaching and learning takes place.

In the light of these introductory remarks regarding the motivation for the study a statement of the research problem follows.

1.3 PROBLEM STATEMENT

The problem of this research can be formulated by means of the following questions, namely:

- What is instructional leadership?
- What is the relationship between instructional leadership and staff development?
- What is the relationship between instructional leadership and staff appraisal?
- How can school principals as instructional leaders enhance effective staff development and staff appraisal?

The above-mentioned research questions will be investigated in a scientific and objective way to address the research problem. Therefore it is necessary to state the aims of the research clearly.

1.4 AIMS OF THE RESEARCH

The aims of the research are to:

- provide a theoretical explanation of the nature of and approaches to the instructional leadership role of a principal;
- investigate what instructional leadership involves with regard to staff development and staff appraisal;
- investigate how school principals as instructional leaders can enhance effective staff development and staff appraisal.

Having discussed the aims of the research it is now necessary to explain the demarcation of the research.

1.5 DEMARCATION OF THE RESEARCH

The research was conducted in Thohoyandou, Limpopo Province. In this research, the researcher focused on the learners of Grade 0 to Grade 6. The researcher also focused on the role of the school principal as an instructional leader of a primary school. The researcher concentrated on the skills needed by an instructional leader of a primary school. The primary phase is divided into two phases. The foundation phase is from Grade 0 to Grade 3. Intermediate phase is from Grade 4 to Grade 6. The researcher's demarcation will focus on the educators in Grade 0 to Grade 6.

In the view of the problem formulated and the aims and demarcation discussed above, the researcher deems it imperative to define some of the concepts which will be used in this research.

1.6 CLARIFICATION OF CONCEPTS

In order to avoid misconceptions which may arise due to the use of terminology employed in this research, it is necessary to clarify key concepts in order that the correct meaning be attached to the following:

- Leader
- Leadership
- Instructional leadership

1.6.1 Leader

Lambert, Collay, Dietz, Kent and Rickert (1996:98) define a leader as a “catalyst, guide interpreter and facilitator for process”. Lambert et al (1996:20) further state that a leader is anyone in the school community who facilitates the process among us. This can be an educator or an administrator, a parent, a community member or a student.

According to Richardson, Short and Prickett (1993:7), a leader is someone who articulates a vision and sets a course that others end up following. The effective school principal, for example, seem to have a clear vision that focuses on learners and their needs and he/she establishes a climate that nurtures this vision.

Furthermore, Donmoyer and Wagstaff (1990:21) say that an instructional leader is someone who has a significant impact, for better or worse, on student opportunities to learn in the classroom. In this respect, all school principals are already instructional leaders.

In short, instructional leader implies that principals should take on the task of developing learners to a better citizens and developing educators to be responsible, caring and independent educators.

1.6.2 Leadership

According to the Sacred Heart College (2000:1), leadership is about guiding and inspiring. The members of school management teams are instructional leaders and they are responsible for taking and putting the school curriculum into practice and improving it. Good instructional leadership is the path to good learning and teaching.

Lambert et al (1996:21) say leadership is not a person or a role. It is the process that makes up the relationship among people. In other words, leadership comprises the participatory learning opportunities that exist among people in a school.

Keith and Girling (1991:57) emphasise that leadership refers to a relationship between a leader and followers involving power, vision and influence central to managers' success in daily work roles.

In an educational context, Bush and West-Burnham (1994:67) define leadership in a school situation as consistently recognised and a vital factor in school effectiveness. School principals put their planning and organization into practice through their ability to lead.

Leadership therefore is the ability to take initiative and to act decisively. It involves the degree of influence on colleagues in making decisions, the extent to which a leader acts in terms of priorities and opportunities and the degree to which others rely on the insight, point of view, judgment and will of other educators.

1.6.3 Instructional leadership

According to Blase & Blase (1999:350) instructional leadership is often defined as a blend of several tasks, such as supervision of classroom instruction, staff development and curriculum development.

According to Tice (1992:41), instructional leadership means enhancement of staff abilities. It may mean educators helping educators and includes involvement of staff members. An instructional leader understands and makes decisions which improve instruction and curriculum.

Van der Westhuizen (1996:91) further says that instructional leadership is the ability of the school principal to carry out developmental supervision and provide for the curriculum in the school.

According to these authors, the instructional leadership role is an aspect of the principal's roles that aims to bring about effective teaching and learning in a school.

1.7 METHODOLOGY

1.7.1 Research method

The researcher made use of the qualitative research method. According to MacMillan and Schumacher (1993:372), qualitative research is a naturalistic inquiry which uses non-interfering data collection strategies to discover the natural flow of events and how participants interpret them. It is concerned with understanding social phenomena from the participants' perspectives. Hoberg (1999:51) states that qualitative research is useful when the researcher intends to gain an understanding of human phenomena as well as to investigate the meaning given to events that people experience.

Furthermore, De Vos, Strydom, Fouche, Poggenpoel & Schurink (1998:77) view qualitative research as a blue print or detailed plan which guides the manner in which the research is to be conducted. Qualitative research is appropriate for this study because the focus is on understanding the role of the instructional leader.

Due to sensitive nature

The literature study is now discussed in the ensuing paragraph.

1.7.2 Literature study

A literature study has been undertaken to provide the theoretical framework for the

study. De Vos et al (1998:64) maintain that a literature study is aimed at contributing towards a clear understanding of the nature and meaning of the problem that has been identified. Leedy (1997:71) emphasises that the purpose of literature review is to assist the researcher in attacking the problem for research. Available literature on research methods and instructional leadership roles is used to obtain an objective view of the problem stated. Primary as well as secondary sources were used.

1.7.3 Interviews

McMillan & Schumacher (1993:25) explain that an interview is essentially a vocal questionnaire. The major steps in constructing an interview are the same as in preparing a questionnaire-justification, defining objectives, writing questions, deciding general and item format and pretesting. The obvious difference is that the interview involves direct interaction between individuals. With a skillful interviewer, the interview is often superior to other data-gathering devices. In this research use was made of focus group and personal interviews.

1.7.3.1 Focus group interview

A focus group interview was conducted with school principals and educators in the Luvuvhu Circuit of Thohoyandou district in the Limpopo Province.

According to De Vos et al (1998:314) a focus group interview is described as a positive discussion of a specific topic or related topics taking place between eight to ten individuals with a similar background and common interests.

For the sake of this study a panel consisting of five participants was selected using convenience sampling in Region Three. In the interview, five questions which focus on the role of instructional leadership in the school were asked. All interviews

were audio-taped and transcribed verbatim. The questions are included in this research as Appendix A. A transcription of the tape-recorded interview is included as Appendix B.

1.7.3.2 Personal interviews

McMillan & Schumacher (1993:427) stated that a personal interview is suitable when individuals have special knowledge, status or communication skills and are willing to share that knowledge and skill with the researcher. The personal interviews focus on school principals. The rationale of this interview is that the individual has access to observations of what is happening in the school. Five principals were selected using non-probability (convenience) sampling in Region Three who did not form part of the focus group interview. A transcription of a tape-recorded personal interview is kept as Appendix C.

The programme of the research now follows.

1.8 PROGRAMME

The research has been structured as follows.

Chapter 1 is an orientation with regard to the motivation of the research. The research problem, the aims, clarification of concepts and methodology have been highlighted.

In Chapter 2 the instructional leadership of the principal will be explained, the relationship between the principal's instructional leadership task and staff development will be discussed and the relation between the principal's instructional leadership role and the educator's appraisal will be indicated.

Chapter 3 concentrates on research strategy and method.

In Chapter 4 the data collection will be investigated.

Chapter 5, which is the final chapter of this dissertation focuses on interpretations of the findings as well as recommendations. Suggestions for further research are also included in the last chapter.

1.9 SUMMARY

In this first chapter the motivation for the research, the problem statement, aims of the research, concept clarification, research methodology and programme were discussed.

In the following chapter the instructional leadership role of the principal will be explained, the relation between the principal's instructional leadership role and staff development will be discussed and the relation between the principal's instructional leadership role and the educator's appraisal will be indicated.

CHAPTER 2

CONCEPTUAL AND THEORETICAL FRAMEWORK WITH REGARD TO INSTRUCTIONAL LEADERSHIP

2.1 INTRODUCTION

The purpose of this chapter is to critically review the views of various researchers about the instructional leadership role of the school principal. In this chapter the researcher will emphasis the important roles that a school principal fulfills in leading the instructional programme. Van der Vyver (1998:207) says the role of the school principal is not to be the best educator or an expert but to be a facilitator and to empower. In this chapter the researcher will focus on the different approaches to the principal's instructional leadership role, the relationship between the principal's instructional leadership role and staff development, the relationship between the principal's instructional leadership role and staff appraisal and lastly, developmental appraisal.

Instructional leadership of school principals means enhancement of staff abilities. The school principal understands and makes decisions which improve instruction and the curriculum.

2.2 INSTRUCTIONAL LEADERSHIP

Instructional leadership has already been defined in paragraph 1.5.3 however, this definition will be highlighted here in order to arrive at the instructional leadership role. According to De Bevoise 1984 (in Kruger & Mahlase 1999:4), instructional leadership encompasses those actions that a principal takes or delegates to others to promote growth in student learning. Glickman 1985 (in Blase & Blase 2000:131) also indicated that instructional leadership is the integration of the tasks of direct assistance to inter alia educator, group development, staff development and curriculum development. Matsei (1990:2) maintains that instructional leadership is aimed at the welfare of the staff. The instructional leader guides and directs the education occurrence, regulates and organises the educational matters, such as creates the educational infrastructure

and plans staff development programmes and staff appraisal programmes, implements it, manages it, controls it and evaluates the education programme.

From the above definitions, instructional leadership is one of many tasks of the principal's management activity. It is the process where principals immerse themselves in the actual teaching and learning programme of the school. Through this immersion, principals would be able to identify both problems with regard to staff development and staff appraisal and most important of all to offer guidance and support to ensure effective learning and teaching.

2.2.1 Different approaches to the principals' instructional leadership role

Kruger (1999:17) says that instruction is the core activity in school and, as the professional leader of the school, the principal is directly involved in ensuring that high quality teaching and learning take place. According to Badenhorst (1993:343), the school principal plays a cardinal role in the management of any school. He/she is the most important and influential individual in the school. McEwan (1998:10) indicated that instructional leadership is a developmental process. One cannot be trained to be an instructional leader. Through course work and on-the-job learning experiences one can develop into an instructional leader. McEwan further stated that to be an instructional leader, you must be a person who eats and sleeps teaching and learning. Instructional leaders must constantly think about how to organise a school with regard to instruction so all children can learn.

There are several approaches to the principal's instructional leadership role. For the purpose of this dissertation, only a few will be emphasised.

2.2.1.1 Goals-promoting approach

An approach is a framework, an instrument which the researcher uses. It can be compared to putting on spectacles. This approach entails the promoting of staff

development and staff appraisal. It is a way a researcher approaches a phenomenon.

Weber 1986 (in McEwan 1998:20) says defining goals in a school is a process of balancing clear academic ideals with community and internal school needs. A leader provides staff development and staff appraisal as the guidance and central themes for this orchestration of goals, which form the unit of objectives on which the general understanding of a school's philosophy is based.

McEwan (1998:18 -19) maintains that the instructional leader is ultimately responsible for guiding the development and implementation of staff development and staff appraisal of educators as a set of clear instructional goals for his or her school. Broad general outcomes define what students should know and be able to do when they exit the school. McEwan further stated that focusing the attention of educators on staff development and staff appraisal will empower educators to choose the most effective instructional strategies and programmes from among many.

Seyfarth (1999:82) indicated that lack of clear goals in school has been called the "special problem" of educational leaders. Goals are the means by which a mission or vision is realized. Effective school principals project a vision for the school by articulating the purposes and expected outcomes of the instructional programme (Seyfarth 1999:82). Without the presence of clear goals and objectives, it is difficult, if not impossible, to measure effectiveness and efficiency of school operations. For this reason, framing goals and objectives with regard to staff development and staff appraisal is the primary instructional leadership function.

2.2.1.2 Resource-provider approach

Smith & Andrews (1989:9) indicated that strong instructional leaders have the capacity to mobilize available resources to implement policies that lead to desired outcomes like promoting staff development and staff appraisal at school.

Effective school principals view provision in terms of maximizing instructional effectiveness with regard to staff development and staff appraisal in order to enhance student achievement. Smith & Andrews (1989:11) further stated that effective school principals have the capacity and energy to closely monitor all aspects of a school programme as well as staff development and staff appraisal. The instructional leader demonstrates effective use of time and resource by:

- *planning, organising, scheduling and prioritizing work to be done;*
- *delegating work as appropriate;*
- *assigning staff members according to their strengths.*

Therefore the instructional leader demonstrates the ability to motivate staff members. The instructional leader knows the strength and weakness of staff members and knows about instructional resources that may be helpful to them. The instructional leader also matches staff members' needs to staff development and staff appraisal opportunities.

2.2.1.3 Visibility approach

This approach entails the visibility of the school principal with regard to staff development and staff appraisal. Glatthorn (1990:36) stated that as strong instructional leaders, principals are seen as *visionaries who are out and around*. Their presence is created by day-to-day behaviour that is consistent with their values. According to Whitaker (1997:156), creating a visible presence in the school, implies that school principal must model behaviour to educators, parents and other staff members with regard to staff development and staff appraisal. School principal cannot effectively do this without becoming an integral part of the daily operations of their schools.

Andrews, Basom & Basom (1991:99) has suggested that 80 percent of success is "showing up". The school principal's presence must be felt in every area of the school's activities and therefore he/she must be part of the staff development and staff appraisal programmes.

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

- *to motivate educators;*
- *to monitor instructions;*
- *to be accessible and provide support;*
- *to have knowledge of what actually going on in the school.*

According to Smith & Andrews (1989:18), the visible school principal constantly displays behaviour that reinforces school values. The school principal knows on a first hand basis what is going on daily in the school. Foran (1990:5) maintains that the leader is also a team builder, recognises the values of symbolic leadership and remains a constant visible force throughout the organization.

From the above explanation, it is clear that when a school principal is visible, he gains information which helps him to plan, organise, lead and control all staff developments and staff appraisal programmes.

2.2.1.4 Supportive approach

The supportive approach explains (aims at) supporting collaboration or team building among educators. Teams are any group of people who need each other to accomplish result. According to Dean (1996:6), a team is a group of people who feel energized by their ability to work together. Senge, Kleiner, Roberts, Ross & Smith (1996:352) stated that team working transforms skills into capabilities. They become collective vehicles for building shared understanding. Blase & Blase (2000:135) indicated that effective school principals recognised that collaborative networks among educators were essential for successful teaching and learning. They modeled teamwork, provided time for collaborative work and actively advocated sharing and peer observation. They

further stated that collaboration resulted in increased educator motivation, self-esteem, efficacy and reflective behaviour such as risk taking, instructional variety and innovation.

School principals should facilitate team building during staff development and staff appraisal. According to Cunningham & Gresso (1993:101), the team can work together, trusting the culture and the process to help sort out the different interests and lead the group to a very effective solution. Creese (1995:22-23) indicated that a good team has the following characteristic:

Members look ahead and share their vision, goals and values, members of a team support and encourage each other in the sharing of ideas, effective teams have sound procedures, which are known to and understood by all members, effective teams regularly review their operation and it becomes routine in the same way as the work of the school is reviewed. School principal must upgrade their members in knowledge and skills with regard to staff development and staff appraisal for the school to operate effectively.

From the above explanations, it can be deduced that collaboration is the critical element in the role and tasks of the school principal regarding staff development and staff appraisal. The school principal should establish the importance of working together in a cooperative manner, should establish conditions that support collaboration, should model collaboration and should reward educators who cooperate.

2.3 THE RELATIONSHIP BETWEEN THE PRINCIPAL'S INSTRUCTIONAL LEADERSHIP ROLE AND STAFF DEVELOPMENT

Staff development is an ongoing process, due to the fact that, if the principal lacks interest in the development of staff, there is almost no chance that staff will be motivated to undertake their own development (Steyn 1996:40). Historically staff

development has been a reactive programme (Webb, Montello & Norton 1994:234). The inadequacies in the preparation of educators before 1900 and for many years subsequently necessitated major remediation programmes.

2.3.1 Staff development

According to Short & Jones (1991:1), staff development is an important component of instructional leadership. Principals who are judged as instructional leaders value their role as staff developers and consistently view their key function as facilitator, driven by a clear vision for the school. Sparks (1997:2) maintains that because staff development is embedded in systems that profoundly affect its effectiveness, a school principal must address structural issues as well as learning needs of individual educators. Dufour & Berkey (1995:2) also indicated that school principals can create conditions which ensure that professional growth is part of school culture.

From the above it would appear that the fundamental role of the school principal is to help create the conditions and focus on programmes which enable staff to develop so that the school can achieve its goals more effectively.

2.3.2 Aims of staff development

Although staff development programmes vary widely in context and format they generally share a common purpose. They are designed to alter the professional practices, beliefs and understanding of educators toward the improvement of student learning (Fullan & Hargreaves 1996:158). According to Steyn (1996:38), the following are regarded as the principal goals of staff development:

- *to improve employees' performance in their present positions;*
- *to create opportunities for personal fulfillment and institutional effectiveness in order to enhance creativity and facilitate changes to the system;*
- *to serve the primary aims of the education system namely the promotion and*

- *attainment of quality teaching and learning (educative teaching);*
- *the institution of acceptable, meaningful programmes to enable staff members to cooperate in order to achieve their personal aims and those of the system;*
- *to develop the skills of important selected staff members so that anticipated vacancies can be filled;*
- *to provide a meaningful programme in which the strengths and talents of each individual in the system can be utilised.*

Fullan & Hargreaves (1996:158) further stated that the aims of staff development are to:

- *make changes to solve a specific school problem;*
- *change a specific educators's behaviour because of perceived ineffectiveness;*
- *solve an individual problem;*
- *gain promotion to another position.*

In all of the above-mentioned discussion the school principal must provide the staff development within the school.

2.3.3 Staff development within the school

The school principal is an instructional leader when it comes to staff development. Steyn (1996:39) stated that although staff development is sometimes considered to be the responsibility of the departments of education, the schools play an important part in its implementation. A principal is one of the key people in staff development. Steyn further cited that staff development needs to come from within the school; courses should be school-based and preferably school-focused.

Fullan & Hargreaves (1996:95) stated that the instructional roles of the school principal in staff development are to:

- *treat the educator as a whole person;*
- *establish a school culture based on norms of technical collaboration and professional inquiry;*
carefully diagnose the starting points for educator development;
- *recast routine administrative activities into powerful educator development strategies.*

Staff development efforts are most successful where a norm of collegiality and experimentation exist. Fullan & Hargreaves (1996:96) stated that principals' educator development strategies seem most likely to be successful within a school culture in which educators are encouraged consciously to reflect on their own practices, to share ideas about their instructions and try out new techniques in the classroom. School principals need to develop norms of reflection through the substance of their own communication with educators and the example of their own teaching. School principals also need to take specific actions to foster norms of collaboration.

2.3.4 In-service training

Guthrie & Reed (1991:346) stated that in-service training relates to the acquisition of knowledge or a particular skill and is a component of staff development. According to Kruger & van Schalkwyk (1997:16), in-service training should be provided or facilitated by the school principal or any other capable educators on the staff of a school. He further stated that in-service training at a school should be done by the school principal and this in-service training should be supported by continuous follow-up sessions, class visits or scheduled meetings.

Kruger & van Schalkwyk (1997:16) said that in the light of the current changes and innovations in education, for example new curricula, new systems for assessment and the new teaching methods associated with Curriculum 2005, it is also important to change and improve the attitudes of educators. School principals should see to it that educators acquire positive attitudes in order to be able to deal with these and other

challenges in the new education system.

2.3.5 Professional development

Professional development relates to life-long development programmes that focus on a wide range of knowledge, skills and attitudes in order to educate learners more effectively (O'Neill 1994:285; Dunlap 1995:149).

Steyn 1999 (in Hugo & Woodbridge 1999:12) stated that to be effective, professional development must be driven by a strategic plan for each individual and should include a focus on student needs and learning outcomes.

Dufour & Berkey (1995:2) indicated that efforts to improve schools frequently focus on and search for quick fixes, which include new programmes and procedures, new curriculum materials and approaches, new methods of student assessment and reporting student achievement which, it is hoped, will transform educational institutions. From the above it would appear that the fundamental role of the school principal is to help create the conditions which enable staff to develop so that the school can achieve its goals more effectively.

Furthermore, Dufour & Berkey (1995:5) indicated that to ensure that sustained professional growth becomes an organisational norms, the following should take place:

- *the staff shares their ideas with colleagues and the profession at large through writings and presentations;*
- *clinical supervision is used as a form of one-on-one staff development;*
- *personnel collaborate in small teams to identify and address school problems;*
- *personnel routinely conduct action research and share their findings;*
- *educators work together in teams to design curriculum, instruction and assessment.*

Blase & Blase (2000:134) stated that the effective school principal enhanced educator reflective behaviour by distributing professional literature, encouraging educators to attend workshops and conferences and encouraging reflective discussion and collaboration with others.

In addition to what have been stated above, Blase & Blase (2000:135) indicated that school principals used strategies to promote educators' professional development by

- *emphasizing the study of teaching and learning;*
- *supporting collaboration efforts among educators;*
- *encouraging and supporting redesign of programmes;*
- *applying the principles of adult learning, growth and development to all phases of staff development;*
- *implementing action research to inform instructional decision making.*

To emphasise the study of teaching and learning, the effective school principal provides staff development opportunities which meet the needs of educators. In summary, talking with educators to promote reflection and promoting professional growth are the two major dimensions of effective instructional leadership. Staff development is an incremental process that builds on educators' existing stock of attitudes. An effective school principal uses energy and momentum created naturally by the demands of educators' work for their development.

2.4 THE RELATIONSHIP BETWEEN THE PRINCIPAL'S INSTRUCTIONAL LEADERSHIP ROLE AND STAFF APPRAISAL

There are some fundamental issues in education which underpin collaborative discussions and decisions about educator training, policy, curricula, structures, and educator appraisal. The concept *educators appraisal* is now in current use in South Africa. According to in the South African Democratic Teacher's Union (SADTU), as indicated in a report on the new appraisal procedures published in 1994.

2.4.1 Appraisal

According to the Department of Education (1999:58), the term *appraisal* implies making judgements and decisions on the quality or effectiveness of a programme, project, thing or set of actions. Mortimore & Mortimore (1991:126) say that appraisal is a continuous and systematic process to help individual educators with their professional development and career planning and to ensure that the in-service training and deployment of educators match the complementary needs of individual educators and schools. Sacred Heart College (1998:55) maintains that appraisal refers to the process of evaluating or judging the strength and weaknesses of a person's performance on the job.

Sacred Heart College (1998:82) stated that appraisal is not only for teachers. All educators must be appraised, including principal, HoD's and district officials. Each person will be appraised in terms of their own job definition, that is the tasks they should be doing.

From the above definitions, appraisal is the process that allows educators to acquire or refine knowledge, skills and attitudes.

2.4.2 Aims of appraisal

SADTU (1994:1) says the aims of appraisal are to

- *bring about the optimal personal development of educators and thereby enhance the quality of the education system as a whole;*
- *serve as a point of departure from which the development of educators can be undertaken in order to realise their optimum potential;*
- *improve the educative and teaching ability of educators through support and developmental programmes;*

- *determine the success of educator training and development programmes and, where necessary, to make recommendations;*
- *maintain maximum accountability to all stakeholders;*
- *establish a nationally recognised appraisal system;*
- *involve a colleague in assisting the appraisee to review his/her performance with a view to prioritise professional development needs.*

In short, the aim of appraisal is to improve the quality of learning, to improve educators' classroom skills and to determine what further professional training is needed for educators.

2.4.3 Types of appraisal

There are two types of appraisal, namely judgemental (summative) and developmental (formative) appraisal. Judgemental appraisal refers to those decisions that make judgements and do not necessarily help to improve things. Developmental appraisal is an appraisal process which will result in development in both the skills and career prospects of the individual educator and lead to improvement at school or on institutional level (Department of Education 1999:58). In this research, the researcher will focus on developmental appraisal.

2.4.4 Criteria for appraisal

According to the Department of Education (1999:59), criteria are the basis on which judgements of good or acceptable practice are made or targets are judged to have been met. Valentine (1994:8) indicated that criteria are the job-related expectations for educators, based on effective teaching and schooling. The following are the criteria indicated by SADTU (1995:13) curriculum assessment; professional involvement; in-service assessment; personal factors; approach and commitment and lastly administrative and organisation.

Jantjies (1996:55) maintains that each educator decides upon a criterion for either professional development or professional enrichment, such as developing professional skills to provide for individual differences in learners. To ensure that the process of appraisal is in line with key job functions, Jantjies draws up the following criteria:

- *demonstrates appropriate preparation for classroom instruction;*
- *implements a variety of effective techniques;*
- *uses instructional time effectively;*
- *implements instructional objectives effectively.*

These criteria are used in order to reduce bias and subjectivity by linking it to appraisal.

There are many examples where educators need to be given support, but for the purpose of this dissertation the researcher will only focus on the importance of developmental appraisal.

2.5 DEVELOPMENTAL APPRAISAL

Developmental appraisal is an appraisal process which will result in development in both the skills and career prospects of the individual educator and lead to improvement at school or institutional level. The most important aim of developmental appraisal is to facilitate the personal and professional development of educators in order to improve the quality of teaching practice and educational management. (Department of Education 1999:53,58).

2.5.1 Methods of developmental appraisal

In order to understand the terms *developmental appraisal*, the researcher will focus on self-appraisal, peer-appraisal and the collaboration method. Self-appraisal is when an educator undertakes self-analysis and introspection in terms of his/her own performance. Peer-appraisal is the involvement of a colleague in assisting the

appraisee to review his/her performance with a view to prioritise professional development needs. Collaboration is when educators are working together to assist in problem solving (Department of Education 1999:53).

2.5.2 Importance of developmental appraisal

Jantjies (1996:51) says the importance of developmental appraisal is to provide guidelines which the school principal can use to assess the strengths and weaknesses of an educator. Van der Vyver (1998:9) indicated that through the developmental appraisal system, a school principal will be able to know by the feedback of the appraisal panel whether support is needed mainly in training educators with regard to OBE or developing management and administration skills.

Squelch & Lemmer (1994:113) concur that developmental appraisal is a very important managerial task of a school principal. Sacred Heart College (1998:82) stated all staff need is to be offered the opportunity for developmental appraisal. Appraisal helps educators to develop as professionals and it makes the school more effective. It is the school principal's task to ensure that developmental appraisal is carried out regularly, fairly and thoroughly.

Sacred Heart College (1998:85) indicated that appraisal procedures are used to promote co-operation and collaboration between and among staff, including management, administration and maintenance staff. A school principal makes imaginative and constructive use of the developmental procedures. Appraisal evaluation procedures should be conducted as part of the whole school change, school development and for the benefit of the staff.

From the above explanation, developmental appraisal system is part of the whole school and should be viewed in relation to other initiatives that are underway in the school. The developmental appraisal system is a useful way in which school principals and departments of education can determine the actual needs among educators.

Developmental appraisal identifies where educators need to be given support in order to improve their professional performances.

2.6 SUMMARY

The present chapter involved a literature study focusing on the different approaches towards the instructional leadership role of the school principal, the relationship between the principal's instructional leadership role and staff development, the relationship between the principal's instructional leadership role and staff appraisal and developmental appraisal. Much attention was paid to the relationship of these concepts. It became evident that a close relationship exists between the instructional leadership role and staff development as well as staff appraisal.

The following chapter concentrates on the research methodology.

CHAPTER 3

RESEARCH DESIGN

3.1 INTRODUCTION

The theoretical exposition presented in the previous chapter provides a clarification of the instructional leadership role of the school principal in general which paves the way for the main purpose of this research, namely the investigation of the instructional leadership role of school principals in primary schools in Thohoyandou.

Three important themes will be addressed in this chapter. Firstly the method and the technique will be discussed. Secondly the selection of participants for the qualitative research will be discussed and lastly the focus will be on administering the research, getting permission from education authorities and collecting data by means of interviews as a research technique.

3.2 RESEARCH METHOD AND TECHNIQUE

The Concise Oxford Dictionary defines the term *method* as a special form of procedure in any branch of mental activity, or scheme of classification (Concise Oxford Dictionary 1990:s.v."method").

According to the Concise Oxford Dictionary (1990: s.v. "techniques"), the term *technique* is a means of achieving one's purpose, especially skillfully.

3.2.1 The qualitative research method

Du Toit (1992:92) stated that qualitative or ideographic research frequently requires information of a sensitive and personal nature. According to Vulliamy (1990:7), qualitative research involves participant observation and in-depth interviewing. Vulliamy also indicated that in educational research, the qualitative method is useful when

focusing on teachers and principals and on classroom and school interaction.

The use of qualitative research is essential in this research in order to gain a better understanding of the teachers' and principals' attitudes towards and views of the instructional leadership role of the school principal. Only five teachers and five principals were selected for the purpose of this qualitative investigation.

3.2.2 The interview as research technique

Interviewing is a powerful way to gain insight into educational issues through understanding the experience of those individuals whose lives constitute education. As a technique of inquiry, interviewing is most consistent with people's ability to make meaning through language. It is deeply satisfying to researchers who are interested in others' views.

According to Du Toit (1992:83), research interviews are divided into two broad categories, namely structured and unstructured interviews. In the structured interview the interviewer usually takes the lead and definite guidelines are followed because the interviewee requires specific information. This type of interview is invaluable for collecting information from a group of interviewees.

In unstructured interviews the interviewer usually does not take the lead but conducts the interview without any preconceived ideas. The questions should appear to arise spontaneously from the conversation. This type of interviewing requires three important aspects, namely active listening by the interviewer, open questions and keeping accurate record of the data (Du Toit 1992:92).

There are guided and unguided interviews. Other alternative titles sometimes used are *directed* and *nondirected*, and *patterned* and *unpatterned* interviews. In the guided interview, a list of questions is prepared based on an analysis of the job specification. The unguided interview is more often used in situations such as counseling process of

grievances and exit interviews. This type of interview is largely unplanned, and the interviewee does most of the talking (Flippo 1984:154 -156).

De Vos et al (1998:199) indicate that interviews are another form of data collection in qualitative research. The richness of the responses in both breadth and depth can add markedly to the understanding of the classroom of school. According to Eisner (1998:81), an interview is a powerful resource for learning how people perceive the situations in which they work. An interview is a personal conversation through which research information is obtained.

In qualitative data collection, the informal interview essentially has no structure. These interviews resemble ordinary conversations, except that the participant observer often makes a point of ensuring that the conversations take place and continue. Notes are afterwards made of the informal interviews' contents based on the memory of the conversation. The informal interview is used to explore interesting phenomena in the cultural scene and to establish rapport. Cohen, Manion & Morrison (2000:267) indicate that an interview is not exclusively either subjective or objective, it is intersubjective.

Interviews enable participants – be they interviewers or interviewees – to discuss their interpretations of the world in which they live and to express how they regard situations from their own point of view. An interview is . . . *a two-person conversation initiated by the interviewer for the specific purpose of obtaining research – relevant information, and focused by him/her on content specified by research objectives or systematic description, prediction, or explanation* (Cohen & Manion 1994:271). It involves the gathering of data through direct verbal interaction between individuals (Cohen & Manion 1994:271).

De Vos et al (1998:449) indicate that an interview is a data collection format in which a person (the interviewer) questions the participants and records their answers.

Cohen et al (2000:268) define the purpose of interview as follows:

- *to evaluate or assess a person in some respect;*
- *to select or promote an employee;*
- *to effect therapeutic change, as in the psychiatric interview;*
- *to test or develop hypotheses;*
- *to gather data; as in surveys or experimental situations;*
- *to sample respondents' opinions, as in doorstep interviews.*

De Vos et al (1998:133) indicate that interviews are designed to enable participants to supply information to the researcher. The interview differs from the ordinary questionnaire because of the personal presence of the interviewer while the participants supply their answers. According to De Vos et al (1998:133), a disadvantage of the interview is that the one-to-one approach takes much longer than an ordinary questionnaire. Another disadvantage is that the personal presence of the interviewer may reduce the participants' spontaneity. The major advantage of an interview over an ordinary questionnaire lies in its flexibility and wide range of data that can be collected. For example it is possible to combine both open-ended and structured formats in a single interview.

For the purpose of this research, the unguided interview was used. Furthermore, in this investigation a focus group interview and personal interviews were necessary since they assisted the researcher in obtaining a better understanding of the instructional leadership role of the school principal.

3.2.2.1 The focus group interview

McMillan & Schumacher (1993:432) indicate that a focus group interview is a strategy for obtaining a better understanding of a problem or an assessment of a problem, concerns, a new product, programme, or idea by interviewing a purposefully sampled group of people rather than each person individually.

Patton 1990 (in Flick 1998:115) indicates that a focus group interview is an interview with a small group of people on a specific topic. Groups are typically six to eight people who participate in the interview for one and a half to two hours. Krueger (1994:18) defines a focus group interview as ... *a carefully planned discussion designed to obtain perceptions and defined areas of interest in a permissive, non-threatening environment.* Careful planning with respect to participants, the environment and questions to be asked are vital to conducting effective focus groups. De Vos et al (1998:314) describe a focus group interview as a purposive discussion of a specific topic or related topics taking place between eight to ten individuals with a similar background and common interests.

Focus group interviews have a number of advantages and disadvantages which will only be discussed briefly.

(a) Advantages of focus group interviews

Frey & Fontana 1993 (In Morgan 1993:32) suggest that focus group interviews provide a number of advantages relative to other types of research. Focus group interviews:

- *can be conducted at a relatively modest cost and in a relatively brief time;*
- *expose the researcher to the participants' world-views, permit considerable probing and shed light on the nature or relationships in the field;*
- *shed light on phenomem and social processes that we know very little about;*
- *are a socially orientated research procedure; they facilitate interaction between subjects and enhance the capturing of data generated by group interaction;*
- *allow participants to react and build upon the responses of other participants. This may result in the generation of opinions and information which might have remained undiscovered in individual interviewing;*
- *add to the understanding and interpretation of a specific phenomenon and can be a source of validation for data gained by means of the qualitative research methods;*
- *can provide speedy results. In fact, they have a considerable advantage over other*

data-gathering methods in that they can be conducted, their results analysed and the report written in a very short time.

Stewart & Shamdasani (1990:16) also supported Frey & Fontana by indicating the following advantages:

- *Focus group interviews allow the researcher to interact directly with respondents.*
- *Focus group interviews provide data from a group of people much more quickly and at less cost than would the case if each individual were interviewed separately.*
- *The open response format of a focus group interview provides an opportunity to obtain large and rich amounts of data in the respondents' own words.*
- *Focus group interviews are very flexible. They can be used to examine a wide range of topics with a variety of individuals and in a variety of settings.*
- *The results of a focus group interview are easy to understand.*

(b) Disadvantages of focus group interviews

According to De Vos et al (1998:325), a focus group interview has also some disadvantages. The main disadvantages are the following:

- *Recruiting the right people to participate in the interview poses many difficulties.*
- *Researchers should be able to match the topic for discussion with the participants' ability to discuss that topic.*
- *The moderator has less control than the interviewer who conducts individual interviews. A focus group interview allows the participants to influence and interact with one another and they are able to influence the course of the interview.*
- *Data generated by focus group interviews are relatively difficult to analyse because the comments of the participants must be interpreted within a constructed social setting.*
- *Information acquired by using focus group interviews is not generalisable.*
- *Focus group interviews require moderators who are trained to understand group*

dynamics and to conduct interviews.

- *Focus groups are difficult to assemble because the participants have to spend time going to a designated place at a stipulated time to share their views with others for a few hours.*
- *Finally, the interview must be conducted in an environment which optimally facilitates conversation.*

The focus group interview with regard to this research focused on HOD's in the Limpopo Province.

3.2.2.2 Personal interviews

Personal interviews are face to face interviews (Davis & Werther 1989:118). It is an effective way to collect job information. Although the process is slow and expensive, it allows the interviewer to explain unclear questions and probe into uncertain answers.

McMillan & Schumacher (1993:427) define a personal interview as an in-depth interview of an individual who has special knowledge and communication skills who is willing to share that knowledge and skills with the researcher. The person is chosen because he/she has access to observations unavailable to the ethnographer.

In this study the personal interviews focus on interviews with school principals. The reason for this is that the individual principal has access in what is happening in the school.

3.2.2.3 Selecting the participants

(a) The focus group interview

A focus group interview was conducted with HOD's in the Luvuvhu Circuit of Thohoyandou district in the Limpopo Province. A panel consisting of five participants

was selected using convenience sampling in Region 3. In the interview five questions, which address the role of instructional leadership in the school were asked. All interviews were audio taped and transcribed verbatim. The questions are included in this research as Appendix A and a transcription of the tape-recorded interview with regard to the focus group interview is included as Appendix B.

(b) Personal interviews

The personal interviews focus on interviews with school principals of primary schools in the Luvuvhu Circuit of Thohoyandou district in the Limpopo Province. The reason for this is that a principal has access to what is happening in the school. Five principals who were not part of the focus group interview were selected using non-probability sampling (convenience sampling). One transcription of a tape-recorded interview with regard to the personal interviews is included as Appendix C. For the sake of confidentiality and anonymity participants were given code names.

3.3 ADMINISTERING THE RESEARCH

As indicated in the introduction of this research the method and the techniques of research methodology were discussed firstly. Secondly, the sampling procedure received attention. The persons involved were described followed by an explanation of the selection of the persons for the qualitative research.

Lastly the focus is on administering the research by getting permission from education authorities and collecting data by means of interviews as a research technique.

3.3.1 Permission from the Department of Education

A written request was sent to the Department of Education of the Limpopo Province requesting permission for the research to be undertaken. A synopsis of the research was presented under the following headings:

- the importance of the research
- the aim of the research
- involvement of HoD's and school principals in the research

After permission had been granted by the Limpopo Department of Education, another letter was sent to the selected principals and educators informing them about the response from the Limpopo Department of Education regarding their participation.

3.3.2 Arrangements with the HoD's regarding the focus group interview

Each participant was approached individually. After sending out the letters, preliminary arrangements were made telephonically with the HoD's for the focus group interview regarding time and accommodation. On the day of the interview the researcher visited the school at the time set for the interview.

3.3.3 Arrangements with school principals regarding the personal interviews

Each school principal was approached individually after permission had been granted by the Limpopo Department of Education for their participation. Then letters were sent to the selected school principals informing them about the response from the Limpopo Department of Education. Then they were contacted telephonically before the day of the interview and a convenient time and venue for the interviews were arranged.

3.3.4 Administering the interviews

On the days of the interviews the researcher arrived at the school. During the interviews a tape recorder was used so all the information could be made available for interpretation at a later stage and for future reference.

3.3.5 Confidentiality

The identity and any information that the interviewees provided were treated as confidential. Confidentiality is necessary for the effectiveness of any data-gathering technique. According to De Vos et al (1998:306), the principles of confidentiality imply that the dignity of interviewees should be respected. Confidentiality of the focus group interview contributes enormously to the objectivity, as well as the insight of the researcher.

3.4 DATA COLLECTION

This section deals with how data were assembled. In order to obtain information underlying the instructional leadership role of the school principal, the research study adopted the qualitative method in the form of a focus group interview and personal interviews.

3.4.1 Data collection with regard to the focus group interview

On the day that the interview was scheduled, the researcher arrived at the school. Information was obtained from people in a natural setting using their own words, expressions and giving their own perspectives. Thus a focus group interview was conducted. Five HoD's, three males and two females participated. The interview of the focus group was tape recorded and transcribed (see Appendix B). All the information was made available for interpretation at a later stage and for future reference.

3.4.2 Data collection with regard to the personal interviews

As with the focus group interview the researcher interviewed the participants on the day as scheduled. The views of and perspectives on as well as the expressions of school principals with regard to the leadership role of the school principal were collected via personal interviews. With regard to the personal interviews four male school principals

and one female school principal were interviewed. One of these transcripts is included as an example in Appendix C.

The transcriptions of the tape-recorded interviews were analysed one by one. The themes which were similar were grouped together. During analysis quotations from the transcriptions were quoted verbatim.

3.5 SUMMARY

The main objective of this chapter was to describe the means and methods of research planned in order to identify the instructional leadership role of the school principal with special reference to staff development and appraisal.

Sampling was discussed in the context of the anticipated qualitative research. A brief description of the way in which the research was to be administered, permission from the Limpopo Department of Education and the arrangements with all participants collecting the data, was also given.

The following chapter will focus on the qualitative investigation, analysis and interpretation of the data obtained.

CHAPTER 4

DATA ANALYSIS AND DATA INTERPRETATION

4.1 INTRODUCTION

In the previous chapter the research method and research technique to be used in this study were discussed. This has led to the qualitative investigation, analysis and interpretation of data to be discussed in this chapter. Data was collected during the focus group interview with HoD's and personal interviews with principal of schools. An important aspect to be borne in mind is that the qualitative method will indicate the practical perceptions and feelings of the target groups on the concept of the instructional leadership role of the school principal.

This chapter will also discuss the relationship between the instructional leadership role of school principals and staff development, the relationship between the instructional leadership role of school principals and staff appraisal and developmental appraisal (see chapter 2, section 2.1).

The following is a detailed discussion on research findings from collected data. The collected data can be referred to in Appendix B for the focus group interview and in Appendix C for an example of a personal interview.

Certain written documents were scrutinized for sections which relate to the research under discussion. This discussion will reflect on data collection, problems encountered during data processing and finally interpretation.

4.2 DATA ANALYSIS

The following discussion concentrates on an analysis of the data collected by means of interviews.

4.2.1 Summary of data collected through a focus group interview

A focus group interview was conducted and the transcription of the tape-recorded interview is kept as Appendix B. Here follows the summary of the findings.

4.2.1.1 Instructional leadership

Question 1:

What, according to your view, is instructional leadership?

In the focus group, four of the participants were related and only one comment could not be related to what the other four had said. The majority of participants agree that instructional leadership is guiding and inspiring subordinates to do their work satisfactorily except for one participant.

For example, a participant remarked:

Instructional leadership is a one man's voice leadership. Such kind of a principal entertains his/her only (sic) interests and this always deprives the teachers to exercise their knowledge (see Appendix B page 2).

This shows that this participant had no idea of what instructional leadership is. She had a view directly opposed to the other four. From her response it became evident that she had a misconception of the idea of instructional leadership as she equated it to autocracy. This misconception arose from the lack of knowledge as the participant only has a diploma in education.

The other participants agreed that for a principal to be regarded as an instructional leader he had to be exemplary in his/her day to day dealing with subordinates. Every

aspect of the attributes of the principal were consistency, trustworthy, dedication, politeness and fairness.

4.2.1.2 The role of the school principal as instructional leader

Question 2:

What are the roles of school principals which make them effective instructional leaders?

When responding to the question the participants gave different but related opinions. For example, a participant mentioned that *The roles of school principals will be to see that the instruction given is followed and that he will consult members of the SMT in developing the school* (see Appendix B page 3).

Another participant said that the school principal . . . *sticks to his own words to see that the school is functional* (see Appendix B page 3). Another participant added, *He guides and supervises the work and performance of all staff in the school. He also provides professional leadership within the school* (see Appendix B page 3).

Another added that she enhanced effective teaching through class visits, work control, monitoring of learners' work and workshops on staff development.

Some participants did not say anything in that regard due to lack of knowledge. This suggests that in these schools there are no clearly defined instructional role of the school principal. The principals are either non-existent or they tend to be office-bound.

With regard to effectiveness, only one participant addressed this issue. Others did not respond to it. This may be a result of lack of knowledge and understanding.

4.2.1.3 Relationship between the instructional leadership role of the school principal and staff development

Question 3:

What is the relationship between the instructional leadership role of a school principal and staff development?

Only three participants agreed that staff development is related to the leadership role of the school principal. Two participants said that staff development is an effort to facilitate the personal and professional development of educators in order to improve the quality of teaching practice.

They felt that the principals should make regular inspections of the school to ensure that the school premises and equipment are being properly maintained and that good discipline is being maintained in the school (see Appendix B pages 4 and 5).

A participant remarked, *The relationship is unhealthy and strenuous and best satisfy the principal's ideals*. However, this participant contradicted herself when she said, *The role of the principal is to encourage and motivate the staff academically by finding the latest skills and attending workshops* (see Appendix B page 5). This shows that she does not have knowledge of what she is saying.

Another participant felt the relationship between the instructional leadership role of school principals and staff development cannot be very good as it may challenge the principals' autocratic rule (see Appendix B page 6).

4.2.1.4 Relationship between the instructional leadership role of the school principal and staff appraisal

Question 4:

What is the relationship between the instructional leadership role of principals and

staff appraisal?

Three participants had the same view on appraisal but have inadequate knowledge of the relationship between the instructional leadership role of principals and staff appraisal. This became evident when the researcher repeated the question. Thereafter all participants shifted the attention to the aims, types, nature and criteria of appraisal used when doing staff appraisal. All mentioned different types of appraisal (see Appendix B page 7 and 8).

Only one participant responded by saying, *Appraisal may lead to favouritism, stereotypes and may divide the staff* (see Appendix B page 9). Due to lack of sufficient knowledge and information the others tended to agree with the first participant. This has been made worse by the fact that the appraisal issue had been halted by the Department of Education since 1996. Hence the majority of educators including the principals have little or no knowledge of the appraisal system.

4.2.1.5 Developmental appraisal

Question 5:

What is the importance of developmental appraisal for principals as instructional leaders and for educators?

One participant maintained, *Staff development is important for the principal in that it empowers, develops and equip his staff so that they will execute their duties with efficiency* (see Appendix B page 10).

Another participant remarked, *Developmental appraisal aimed at helping the appraisee to improve as an educator and to be informed as a teacher. It is not fault finding but acknowledgement of good work rather than finding faults* (see Appendix B page 11).

The participants could easily distinguish between the previous appraisal system (inspectorate) and what ought to be now (developmental). They said the previous appraisal system was judgemental yet the opposite should be the case now. The problem here is that only two participants were trained on how to conduct developmental appraisal. However, the rest of the participants were not informed about the process.

4.2.2 Summary of data collected through personal interviews

The personal interviews were conducted and one transcription of the tape-recorded interview is included as Appendix C. Here follows the summary of the findings.

4.2.2.1 Instructional leadership

Question 1:

What, according to your view, is instructional leadership?

Information gathered from school A and E suggest that principals as instructional leaders should create and promote the culture and climate for effective and efficient teaching and learning. The participants from School A described instructional leadership as inspirational, motivational, encouraging and developmental. The roles of principals, according to those schools included, among others, selecting a good staff team, organizing and instructing them and helping them to improve in all areas of work.

Furthermore, this participant said the instructional leader needs to model and exemplify what the community expects from the teacher and learners. He also interacts and collaborates with his staff and also applies time management. An instructional leader is also a resource provider (see Appendix C page 1-4).

No significant and meaningful contribution worth noting was obtained from participants from School B, C and D due to lack of understanding of concepts. The equated instructional leadership to autocracy. For example the participant from School C said, *Instructional leadership is a type of leadership whereby the leader leads by giving instructions to his/her subordinates*. The participants from School D found, *Instructional leadership refers to leadership in which the leader have to instruct his subordinates*.

4.2.2.2 Relationship between the instructional leadership role of the school principal and staff development

Question 2:

What is the relationship between the instructional leadership role of school principals and staff development?

In all schools no clear evidence on staff development emerged except for school C where there was some clarity on this issue. The participant from school C said the instructional leadership role of the school principal regarding staff development is that the principal must guide and motivate educators to improve and sharpen their skills. This participant showed a clear understanding of this concept. He understood how to go about the whole process, however, the school was not implementing what was being said.

He highlighted the various forms in which the staff development can take place. Participant in school A was knowledgeable. He is committed to the development of his peers and evidenced by his assistance in their assignments and referral to the library for furthering their studies. The principal here tenders a support service.

4.2.2.3 Relationship between the instructional leadership role of the school principal and staff appraisal

Question 3:

What is the relationship between the instructional leadership role of school principals and staff appraisal?

Participants failed to define appraisal yet they knew much about appraisal procedures, nature of appraisal, types of appraisal, aims and criteria for appraisal. They could not relate instructional leadership to staff appraisal. The participant from school B was clearly confused about the issue of appraisal. He could not clearly distinguish between criteria, types of appraisal as well as nature of appraisal as evidenced by his mixing of facts.

4.2.2.4 Developmental appraisal

Question 4:

What is the importance of developmental appraisal for principals as instructional leaders and for educators?

Regarding this aspect, participants did not have adequate information so they resorted to giving answers given already in prior questions. For example the participant from school A said the importance of staff development is ... *to sharpen the teachers' knowledge which he has already mentioned on staff appraisal* (see Appendix C page 12). It became evident that they were just responding for the sake of responding to the interviews questions. The answers given tended to be a repetition.

4.3 DATA INTERPRETATION

The main findings that can be extracted from this study are interpreted below.

4.3.1 Findings from the empirical study with regard to the instructional leadership role of the school principal

The following information focuses on the findings from the empirical study with regard to the instructional leadership role of the school principal.

4.3.1.1 Instructional leadership

Regarding instructional leadership the majority of participants were conversant with what instructional leadership entails as well as the necessary qualities that an instructional leader should have. However, to some participants it was evident that they have very little knowledge of what this concept is about. They had fragmented information and it became impossible to detect the depth of understanding of this concept especially during the focus group interview where participants would respond to a question in exactly the same way the first had expressed his/her opinions. Nonetheless, focus and personal interviews showed that an instructional leader should guide and inspire subordinates for the sole purpose of improving the efficiency and effectiveness of the teaching and learning in particular as well as the smooth running of the school in general.

The Department of Education cannot be blamed for this. Workshops are conducted from time to time wherein principals are trained how to run these programmes, but due to lack of motivation the materials, for example, handouts, pamphlets, journals tend to be stored in the cupboard in the principals' office and do not reach staff. However, the Department of Education (DoE) does not provide adequate training and fails to monitor the implementation of what it offers in training. The past dispensation is also at fault because it failed to produce people with innovative minds. It produced implementors and not designers and planners. It is a known fact

that if you fail to plan, you plan to fail. Similarly, if principals as instructional leaders fail to implement the plan of action, the whole plan will fail, hence no steps are taken towards the betterment of educational provision. The more new programmes are phased in to replace old familiar ones, the more the implementers of reform become more confused.

To remedy what was said above, the Department of Education should provide sufficient training and support services. This can be done through frequent workshops, bursaries, inspection and clustering of schools.

4.3.1.2 The role and responsibilities of school principals

On the role of the principal as an instructional leader it was found that principals have to create and promote the culture of effective teaching and learning at schools. This can only be achieved if there are clearly defined roles for all stakeholders. There are schools whose staff do not have a job description and job specification. Lack of knowledge of these aspects discourages principals in their duties, they do not understand their roles and it impacts on their leadership at school level. One cannot be expected to implement competently something one is not conversant with. Due to a lack of motivation and incentives, principals feel disinterested in this regard.

To curb this, the Department of Education must recognize any achievement and progress, no matter how small, made by educators towards realization of roles. This can be done through awards, cash bonuses or notch increments. The sooner the Department of Education does this, the speedier the whole process will be driven.

4.3.1.3 Staff development

The failure of principals to involve themselves to be trained in instructional leadership leads to their failure to instruct, support and inspire subordinate as they tend to lack knowledge thereof.

Staff development is a process that enables people to achieve things which could not be done before. It is made difficult by educators because they feel it is not their responsibility. They feel that they are victims of the past and are hampered by a lack of funding etc. For this to be effectively achieved, staff was found to satisfy some conditions such as the willingness to develop; commitment and dedication; preparedness to be lifelong learners; the ability to develop as well as a positive attitude to self development. Schools that fail to provide staff development frequently have problems of attracting and retaining highly talented personnel.

4.3.1.4 Staff appraisal

This research found that appraisal implies making judgements and decisions on the quality or effectiveness of a programme, project or set of actions. The effectiveness of an appraisal programme is lacking in the present set up. The Department of Education devised appraisal strategies in 1996, but until now no sign of its implementation is in sight. Educators are divided on appraisal issues. Opponents to appraisal see it as part of a system to control and punish educators due to past experiences. Supporters of appraisal say it can help all educators to develop as professionals and it makes the school more effective. The main problem which seems to be affecting educators is that they lack training in this regard. Lack of training in the end causes numerous problems such as lack of objectivity, lack of clarity of the appraisal standards, the halo effect as well as appraisal based on insufficient information, differences among evaluators, strictness and the leniency error. The Department of Education must address all these before appraisal is commenced in earnest.

4.3.1.5 Developmental appraisal

During interviews it became clear that principals and SMT's did not have a clear understanding of what developmental appraisal is all about, hence it was hotly debated. Principals and educators agreed that appraisal is an important part of

teacher development, but they sometimes disagreed on the methods and content of appraisal process. Developmental appraisal is formative and is aimed at helping the appraisee to improve as a teacher and to be properly developed as an educator.

Closer scrutiny revealed that the success of developmental appraisal is impeded by past appraisal approaches which were judgemental in nature. These approaches were characterized by the fact that they were negative, fault finding, excluded and blamed the educators, policing, summative, quantitative and product oriented. The new developmental approaches stress positivity, acknowledges good work, find ways to improve educators' performances by including them, supportive, formative and process oriented. The failure of implementing developmental appraisal can be attributed to the Department of Education, because it tried to have many programmes implemented simultaneously and it has led to confusion, for example, OBE, appraisal, clustering; rationalization and redeployment; pilot projects. CASS, etc. This could be avoided by prioritization. Change is indeed undisputedly a necessity, but it should not lead to disruptions and demoralisation of educators. The Department of Education must prioritise its programmes accordingly. It must also equip principals with all the information, knowledge, skills and attitudes necessary to implement developmental appraisal successfully.

4.4 Summary

In this chapter data analysis and data interpretation of the interviews was done. A report was written on what the focus group and the individuals during the personal interviews had to say about instructional leadership, the relationship between instructional leadership role and staff development and staff appraisal and developmental appraisal.

The next chapter will provide conclusions and recommendations.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The aims of this research were to:

- provide a theoretical explanation of the nature of and approaches to the instructional leadership role of a principal;
- investigate what instructional leadership involves with regard to staff development and staff appraisal;
- investigate how school principals as instructional leaders can enhance effective staff development and staff appraisal.

To achieve these aims, findings from the qualitative research had to be carefully examined before any conclusions and recommendations could be drawn.

5.2 SUMMARY

In the light of the literature review and the qualitative focus group interviews and personal interviews, the following findings were obtained:

5.2.1 Findings from literature study in respect of instructional leadership

Findings from the literature study in respect of the instructional leadership role of the school principal were as follows:

Glickman 1985 (in Blase & Blase 2000:131) says that instructional leadership is the integration of the roles of direct assistance to inter alia educators, group development, staff development and curriculum development. Glickman's definition indicates that it is an empowering mechanism to educators. This was also supported by Matsei (1990:2)

when he says instructional leadership is aimed at the welfare of the staff (see section 2.2).

The two definitions were extended by Kruger (1999:17) when he added another important point which is “high quality teaching and learning” (see section 2.2.1).

De Bevoise 1984 (in Kruger & Mahlase 1999:4) objects to this definitions as he says instructional leadership encompasses those actions that a principal takes or delegates to others to promote growth in student learning (see section 2.2).

He sees instructional leadership as delegation and not development, though delegation could be seen as a developmental activity as the focus was more on the corporate outcome.

According to McEwan (1998:10), instructional leadership is a development process. His definition emphasises the application of instructional leadership by saying it is a process and not a activity. This was also supported by Weber 1986 (in McEwan 1998:2). According to him, goals-promoting in a school is a process of balancing clear academic ideals with community and internal school needs (see section 2.2.1).

De Bevoise 1984 (in Kruger & Mahlase 1999:4) emphasises goals or objectives of a school. Seyfarth (1999:82) elaborated on De Bevoise when he says a lack in clear goals in school has been called the “special problem” of educational leaders. Goals are the means by which a mission or vision is realised (see section 2.1.1.1).

Smith & Andrews (1989:9) indicated that strong instructional leaders have the capacity to mobilise available resources to implement policies that lead to desired outcomes like promoting staff development and staff appraisal at school (see section 2.2.1.2).

Glatthorn (1990:36) on the other hand stated that leaders who provide strong instructional leadership are seen as “visionaries who are out and around”. Their

presence is created by day-to-day behaviour that is consistent with their values (see section 2.2.1.3).

Whitaker (1997:156) says creating a visible presence in school implies that the school principal must model behaviour to educators, parents and other staff members with regard to staff development and staff appraisal.

Short & Jones (1991:1) indicated that staff development is an important component of instructional leadership. Principals who are judged as instructional leaders value their role as staff developers. They consistently view their key function as facilitator, driven by a clear vision for the school (see section 2.3.1).

Steyn (1996:38) indicates that the goals of school principal in staff development are:

- *to serve the primary aims of the education system the promotion and attainment of quality teaching and learning (educative teaching);*
- *To improve employees' performance in their present positions;*
- *to provide a meaningful programme in which the strengths and talents of each individual in the system can be utilised (see section 2.3.2).*

Steyn (1996:39) also stated that although staff development is sometimes considered to be the responsibility of the departments of education, the schools play an important part in its implementation. The principal is one of the key people in staff development (see section 2.3.3).

Fullan & Hargreaves (1996:95) stated that the instructional roles of the school principal in staff development are to:

- *treat the educator as a whole person;*
- *establish a school culture based on norms of technical collaboration and professional inquiry;*

- *carefully diagnose the starting points for educator development;*
- *recast routine administrative activities into powerful educator development strategies.*

The Department of Education (1999:58) states that appraisal implies making judgements and decisions on the quality or effectiveness of a programme, project or set of actions (see section 2.4.1).

Mortimore & Mortimore (1991:126) indicated that appraisal is a continuous and systematic process to help individual educators with their professional development and career planning and to ensure that the in-service training and deployment of educators match the complementary needs of individual educators and schools (see section 2.4.1).

SADTU (1994:1) indicated that the aims of appraisal are:

- *to bring about the optimal person development of educators and thereby enhance the quality of the education system as a whole;*
- *to improve the educative and teaching ability of educators through support and developmental programmes;*
- *to determine the success of educator training and development programmes and where necessary to make recommendations (see section 2.5.2).*

The Department of Education (1999:58) indicated that developmental appraisal is an appraisal process, which will result in development in both the skills and career prospects of the individual educator and lead to improvement at school or institutional level (see section 2.5.1).

5.2.2 Findings from the empirical study

The following discussion focuses on the findings from the empirical study.

5.2.2.1 Instructional leadership

The majority of participants were conversant with the term *instructional leadership* and the necessary qualities that an instructional leader should have. However, some participants had very little knowledge of what this concept is all about. This was particularly noticeable during the focus group interview where participants would respond to questions in exactly the same way. Nonetheless focus group and personal interviews showed that an instructional leader should guide and inspire subordinates for the sole purpose of improving the efficiency and effectiveness of the teaching and learning in particular as well as the smooth running the school in general (see Appendix B page 2).

5.2.2.2 Role and responsibility of the principal

Participants agreed that they have to create and promote a culture of effective teaching and learning at schools which could only be achieved if there are clearly defined roles for each stakeholder. As identified in the interviews participants indicated that they cannot implement completely something they are not conversant with and due to lack of motivation and incentives principals lack interest in this regard (see Appendix B page 3 & 4).

5.2.2.3 Staff development

Staff development is a process that enables educators to achieve knowledge they did not have before. This is made difficult by educators as they feel that developmental appraisal is not their responsibility. On the other hand, failure by principals to involve themselves in instructional leadership training leads to their failure to instruct, support and inspire subordinates. Educators feel that they are victims of the past and experience lack of funding (see Appendix B page 4 & 5).

5.2.2.4 Staff appraisal

According to the participants, appraisal implies making judgements and decisions on the quality or effectiveness of a programme, project or set of actions. As a result, presently there is not an effective appraisal system used by educators in Thohoyandou. The Department of Education devised with appraisal strategies in 1998, but until now no sign of its implementation in place yet. Educators have different ideas with regard to appraisal.

Some see appraisal as part of a system to control and punish educators due to past experiences while others indicate that it promotes the development of educators as professionals and that it makes the school more effective. The main problem effecting educators is that they lack training in this regard which in the end causes numerous problems, such as lack of objectivity, lack of clarity of the appraisal standards, the halo effect, differences among evaluators, strictness and the leniency error (see Appendix B page 7 & 8).

5.2.2.5 Developmental appraisal

During interviews it became clear that principals and SMT's did not have a clear understanding of what developmental appraisal is all about, hence it was most hotly debated. Principals and teachers agreed that appraisal is an important part of teacher development, but they disagreed on the methods and content of the appraisal process. Developmental appraisal is formative and is aimed at helping the appraisee improve and to be properly developed as an educator.

5.3 CONCLUSIONS

The focus of this research was to investigate the questions with regard to the four questions set out under section 1.3 with regard to the instructional leadership role of school principals in Thohoyandou schools in the Limpopo Province.

The participants in the empirical investigation said that instructional leadership is guiding and inspiring subordinates to do their work satisfactorily (see Appendix B page 2). The researcher also supports this view by saying that instructional leadership is one of many tasks of the principal's management activity. It is the process where principals immerse themselves in the actual teaching and learning programme of the school (see section 2.2).

The participants also added that the principal as instructional leader should make regular inspections of the school to ensure that the school premisses and equipment are being properly maintained and that good discipline is being maintained in the school (see Appendix B pages 4 & 5).

Regarding the relationship between instructional leadership and staff development, the majority of the participants concluded by saying that staff development is an effort to facilitate the personal and professional development of educators in order to improve the quality of teaching practice.

According to the relationship between instructional leadership and staff appraisal, the researcher concluded that appraisal is the process that allows educators to acquire or refine knowledge, skills and attitudes (see section 2.4.1). The aim of appraisal is to improve the quality of pupil learning, to improve educators' classroom skills and to determine what further professional training is needed for educators.

Appraisal is necessary for staff development, but this must be developmental and not judgemental in nature. The school principal as an instructional leader should make regular classroom visits to check whether educators and learners are experiencing any problems.

The research was also aimed at probing the essence of staff development and staff appraisal in schools, establishing effective ways in which the school principal and the school development team can function for the support and development of educators

and to make recommendations on the basics of the findings about the instructional leadership role of the school principal.

School principals as instructional leaders can enhance effective staff development and staff appraisal by involving all stakeholders when doing whole school evaluation.

The aim of the staff development is to facilitate personal and professional development of educators in order to improve the quality of teaching and learning. Staff appraisal does not deal with winners and losers, but concerns improving the performance of everyone in the school. Staff development involves establishing a plan for improving the educators' performance.

5.4 RECOMMENDATIONS

For possible improvements regarding the instructional leadership role of the school principal in Thohoyandou, the following recommendations are made:

RECOMMENDATION 1

The Department of Education, as the custodian, should start with the training of principals and HoD's in instructional leadership not only in Thohoyandou, but nationwide. This should also include School Management Teams.

RECOMMENDATION 2

Workshops should be conducted by the provincial department on instructional leadership, the developmental appraisal system and these workshops must be practical and handouts, pamphlets and journals supplied during those workshops should be fully utilised. These workshops should be conducted at least twice a year. These workshops are necessary since principals have never received training in instructional leadership with regard to developmental appraisal.

RECOMMENDATION 3

The National and Provincial Departments of Education must ensure that principals attend workshops that are conducted. Principals as instructional leaders must avail themselves of the opportunity as it will not be possible for workshops to be effective if they are not fully attended.

RECOMMENDATION 4

The local office of the provincial Department of Education must ensure that a developmental appraisal system be implemented in Thohoyandou school as elaborated in the developmental appraisal manual of SADTU. The implementation should address the following:

(a) Self-evaluation

The school principal and educator analyses his/her instructional and professional performance and determines priorities for personal and professional growth.

(b) Appraisal by a colleague

The school principal is assisted by a colleague during the analyses of instructional and professional performance and the determination of work priorities.

(c) Cooperation

School principals from different schools or training institutions work together to find solutions to problems in practice. They also involve the auxiliary services of the provincial Department of Education.

(d) Retrospection

The school principal has to analyse his/her performance in terms of goal achievement on a continuous basis. This ensures effective replanning, if necessary.

(e) Interaction with appraisal panels

Appraisal panels cooperate to assist the school principal with the following with regard to developmental appraisal as instructional leadership role of the school principal:

- determining needs
- formulating objectives
- planning methodology
- identifying assessment scales
- providing timeous feedback

RECOMMENDATION 5

School principals in the Thohoyandou area must involve School Management Teams in decision making. This will help to create participative management within the school. Participative management can encourage the establishment of team work within schools. When educators are united it becomes very easy for the principal to exercise his instructional leadership role within the school.

RECOMMENDATION 6

The provincial Department of Education must train principals in communication skills to improve staff development and developmental appraisal in their schools. This will enable school principals to communicate positively with the staff to bring about healthy communication within the school.

RECOMMENDATION 7

The following topics should be pursued as topics for further research:

- Training for school principals in developmental appraisal in the Thohoyandou area during in service training, seminars and workshops when there is such a training or in service training;
- Development of effective staff development programmes in Thohoyandou schools;
- Implementation of developmental appraisals in Thohoyandou schools.

These recommendations will enhance the role of school principals as instructional leaders.

5.5 CONCLUDING REMARKS

From the research findings, it was noted that the instructional leadership role of the school principal impacted greatly on staff development and staff appraisal.

Many programmes, such as OBE, developmental appraisal, whole school evaluation and others, cannot be dealt with properly if school principals and educators are not properly developed, hence the necessity of staff appraisal and staff development in the Thohoyandou schools in the Limpopo Province. However, it must be noted that these are not the only suggestions as to how principals can improve as instructional leaders in their pursuit to improve the culture of teaching and learning in their schools. School principals also need to identify other factors which may impede them as instructional leaders and should work towards eliminating such factors.

With rapid educational changes taking place in South Africa, staff development and staff appraisal remain important means to manage such changes.

The Department of Education needs to conduct regular management workshops for both principals, HoD and teachers in order to adapt to numerous changes that are taking place in schools. Principals who understand their role as instructional leaders can also contribute greatly to the successful implementation of OBE.

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A LETTER OF REQUEST

P. O. Box 125
Thohoyandou
0950

21 August 2002

SENIOR REGIONAL MANAGER
PRIVATE BAG X 2250
SIBASA
0970

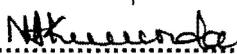
Sir

I am conducting a study entitled THE INSTRUCTIONAL LEADERSHIP ROLE OF THE SCHOOL PRINCIPAL IN THOHoyANDOU.

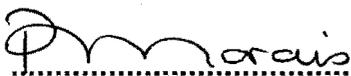
The study will finally assists in improving the instructional leadership role of school principals regarding staff development and appraisal of educators.

I am therefore requesting permission to conduct this research and to involve principals and HOD's of schools.

, Thanking you in advance for your co-operation.


.....

Mrs N. A Kwinda (Med & Student)


.....

Dr P. Marais (Supervisor)

**TRANSCRIPTION OF A PERSONAL INTERVIEW WITH A SCHOOL PRINCIPAL
(SCHOOL A)**

R: "What according to your view is instructional leadership?"

Rus: "Thank you very much for this time. Eh.... instructional leadership is a controversial term because some regard it as management, some regard it as administration, but according to me, instructional leadership is a combination of all activities the principal as a leader and a manager does at his school or workplace does to bring effective teaching and learning at his school. This affect the culture and the climate of his school. Instructional leadership according to me, goes deeper than management tasks of the principal, in the sense that it transcends prescriptions that is policies, regulations and rules."

"In a way, instructional leadership is inspirational, motivational, encouragement and developmental. All these focus on the teacher and the learners activities and behaviour, and for that matter shadow and differentiate one' school from one another, That is how I understand, I himself instructional leadership".

R: "O.K... Now what about the role of the school principal as an instructional leadership?"

Rus: "Yes, The principal as an instructional leader he needs to models and exemplifies what the community expects from teacher and learners. Now, the principal is an instrument that has to model as I have indicated to demonstrate and exemplify. He deals with the teachers, he should be an example in the teaching. He also deals with the learners. He should also remain a learner in the learning organisation".

"Modeling as exemplify has a tremendous impact on people. Young and adults always do something positive or negative because they have admired something, somebody doing something. We know how and why he does that depends on how they desire to follow the same pattern as he does this. In other words positive action prompts positive action. Now one other role of the principal is to empower people. The principal has power and authority. As an instructional leader he should take the power he has and gives it away to his people. The measure of the principal is what he does with his power. Principals should not hoard power. He should train and develop staff to assume power and then give them authority. I tend to believe in my staff because I want them to help me and vice versa".

"One other thing, my role as the principal, is to interact with my staff or to collaborate with my staff. I mix with my people, I also mix with my peers and experts. I also need to be visible and reachable by the staff. And furthermore it is my role to let them network with other levels of authority like the circuit, like the district that is locally and nationally at provincially and nationally".

"One other role is that of use of time that is time management. I understand as an instructional leader that time management implies self management. It is my role as an instructional leader to realise the value of time. The difference between two principals is not how much time they have but how time is used. In case the principal has not enough time he should delegate. Then I also delegate and I also prioritise my time. And furthermore there are many other roles that are there, like delegation. I cannot carry the workload of my school by myself then I need a solution is delegation. Through delegation as principal I realise the special abilities and limitations of my staff, and I delegate I make all teachers and learners to become winners".

"There are many other things, should I add then as well?"

R: "O.K... Does those make you to be effective leader?"

Rus: "Actually if I don't hoard time, I don't hoard power, I share power eh... if I give power then will also give power to me because they will help me, I will not actually work alone they will assist me. If I interact with them, if they know that I'm not around If they know that they can access me they are invisible definitely they will also act like me knowing that principal is not around".

R: "Which means that you are the role model in your school?"

Rus : "Definitely so".

R: "OK...Do you have something more?"

Rus : "Yes, "I have got a lot here to say".

That's why my school is moving. I'm also a resources provider. I also empower my teacher by giving them skills and information they need to interact with their department, to interact with the other school I'm also a negotiation because I also belong to the union. I also communicate for them but what I believe in".

R: "Negotiation in which sense. Negotiation where, at school or outside the school?"

Rus: "Ja, in most cases I start negotiating at school. I also negotiate on their behalf at the union. So that some other, eh... resolution that have been taken on their behalf which would not be tally with what will be happening in the school in a way may change so that they fit in how they should operate it in our school. I also generate a variety of options before I make any decisions. I separates the person from the issues. I don't personalize this when I deal with my teachers and I also create the school climate, by school climate I make the

feeling so that they feel that they are at home. They should be warmed because at school is where they spend much of their times and also the culture of the school where I need them to cooperate with one another. There are many more things that I do at school as a change agent because in everything the school is the centre of change. So they should be a change agent and I'm a leader there".

R : "And what?"

Rus: "Change agent".

R: "And...?"

Rus: "I'm instructional leader, so only effective instructional leader should also be a change agent who harness changes internally and externally to make the school more effective".

R: "O.K "Do you have anything more as an instructional leader?"

Rus: "I think that a lot that I can say".

R: "Now what can you tell me about the relationship between the instructional leadership role of the school principal and staff development?"

Rus: "Now, as I indicated above, instructional leadership aims at making the learning situation more rewarding for both the learner and the teacher. It focuses on the learner, changing their behaviour and developing new competencies in them. It therefore enhancing because there is human learning attached to instructional leadership. It also increase the creative and productive capacity of teachers. So, now in staff development all organisation must invest in itself to increase its chances of survival in the long run."

“So, for the organisation to develop they should be a leader who encourages people, who motivates them to effect to incorrect modes of teaching within a particular school so that there is relationship.”

“If the principal is not instructional enough to be a leader so it would be rather difficult for staff development to take place.”

“That is where I see the relationship between leadership instructional leadership and staff development the teachers cannot grow.”

R: “So, what can you tell me about staff development?”

Rus: “Now, as I indicated earlier on that all organisation needs to increase for its chances of survival, how many shops close, how many campus has gone bankrupt, all school like all institutions increase their capacity to deal with the environmental demand, development as a training programme for the managerial and the staff.”

“The school can evaluate its effectiveness in the short, intermediate and long run. The instructional leader needs to identify and influence the causes of individual, group and organisation effectiveness in the short run, in the intermediate and long run. The organisations or school develop contingency plans and select the correct plan when environmental changes create the need to adapt.”

“School that changes like any other organisation there should be changes in school needs in dealing with these theories, if no changes, if no developments, the school can go nowhere. Because some school are going to closes, as there is a gazette that some school are going to re-register and close, as we are seeing here taking place in universities and colleges they are

closing down.”

R: “Is because there is no staff development in their school?”

Rus: “Actually there is no need for so many schools that cannot change there is some realistic change to the environment indication of some and message of results and messages reserved by teacher, eh... these should be grouped together where more resources, more energy, more instructional copies will however to developed so that the department can also funds those new project very effectively.”

R: “O.K, Now as a principal what are your roles regarding staff development?”

Rus: “As I indicated earlier on, staff development has to deal with the enrichment or development of the staff where the staff acquire new ways of making their school survive in the long run. The staff is developed after needs analysis or needs assessment have been carried out to determine and identify the gaps between the present that is the reality and desire results that is the future for the purpose of closure closing day care.” Now, my role as a principal regarding the staff development. This is my roles, I am an instructional leadership to encourage teachers to attend workshop either by the consultants of analysis by the department itself or workshop organised internally, that teachers can workshop themselves or either watching over the TV. One other thing as my role is to encourage teachers to enroll to register for their personal development because the knowledge they acquire outside will also be useful for the school to develop because where there is no developments there is no improvement. They need to attend seminars they also have to attend conference’, I encourage them to do so. Like recently they have attended a course on leadership. Where they have learnt about twenty one laws of leadership I assist them in their assignments, after school they come to me for self-enrichment programme. I help them, if I don’t know I refer

them to the library at our school. If am having an internet I also gun load information on their behalf. So, that thing also help me and worsen my work worloads. I have already initiated the opportunity of library at our school but currently is in the box. We keep all the books in the box. So if the library grows on, teachers will search all information. I also make them cluster with the neighbouring schools, so that once a week they should come together and share their experiences because of the new eh... programme which is called OBE. I remember calling principals of an independent school to come and have a motivational talk within the staff. That was so motivating that my staff must develop, acquired new way and attitude of doing things. And finally most important thing I always interact with the inservice-training personnel, to advice them and also request them to come and have some workshops. This year we already have two workshops with the staff by the in-service training personnel so this is my role”.

R: “OK. Can you differentiate between the role and the task of the school principal under staff development?”

Rus: “Ja, actually with me, The, there is only a matter of semantics. When we talk of a role, a role is a task, is a job, it all depends when you stand up, where you look it. If I say is my task is my role. What I have mention saying that it is my role is task, seeing that my teacher develop. If I help them register I regard them as my task to do that to help them register, with other institution, to merit them.”

Rus: “To upgrade their...?”

R : “To upgrade their qualification.”

Rus: “O.K. That will be in a way they, rate back their knowledge to school for the purpose of development.”

- R: "OK. Now what can you tell me about the relationship between instructional leadership role of school principal and staff appraisal".
- Rus: "Now as I indicated earlier on, that the instructional leadership has to do with motivational and courageous. Through instructional leadership, my role as a principal lays the foundation suitable for staff development and developmental appraisal. After needs have been identified and determine through need analysis gaps become clear for closure. Staff appraisal, that is for gaps means mechanism identification and after follows development. So the relationship between staff development and the instructional leadership is there".
- R: "We are under staff appraisal now".
- Rus: "Are we under staff appraisal?"
- R: "Yes and what are the relationship between instructional leadership role and staff appraisal?".
- Rus: "Now with regard to staff appraisal eh.. the teachers eh... have to be developed professionally. It is hard if am an instructional leader, if I don't develop myself, how can my school develop So, the principal as a centre of change, as an agent of change should also develop. I should pave way for my teachers to be developed, how can a church grow if a minister does not grow. In other words the principal as a principal by myself should agree that I be the first person be appraised to see where I lack. So they are various principal now, because this is a new thing coming to South Africa, they don't need to be appraised, they fear."
- R: "Do you ever appraise your educators at school?"

Rus: "Actually we tried to appraise them but we then were not conversant enough that we can appraise. Why? We only went to the workshop once and my teacher find that the neighbouring school are not appraising them they say how can we do that, without other doing it, then find that the whole process it come to stand still."

R: "In what appraisal, what types of did you know".

Rus: "Actually we started by showing them the different types of appraisal like the self appraisal."

"They themselves eh... appraise themselves, they analyse, they introspected themselves in terms of their own performance. And secondly I encourage them saying now just go to your peer group to see how you would perform so that he assist you. And then finally we said now go as a group and find out collaboratively, to judge our work as a group. I as principal, I was a first person also to be appraised, because I'm part of it. I was not separated, where there were gaps they were identifying rating for the development process".

R: "Was that appraisal successful or not?"

Rus "Actually, we find that it was good, but unfortunately we could not go further with it, because there were every other loop-holes with it; because there were some other loop-holes when we come to self appraisal we differed when we came to group".

"The individual way of appraising differed with the group work because we normally find that when we come to peer group the teachers choose their friend. And when there are friend they normally say my friend's work is good. But when we come together as group we find that the self and the peer did not

do things correctly. That's when we say it cause the problem".

R: "What was your aim of doing the appraisal?"

Rus: "My aim of doing this is to facilitate the personal , personal and professional development of educators, improve their education qualities, to improve the school, eh.... education how they present their lesson, how they can understand the curriculum, how they can deal with other people in community so that was that".

R: "OK. In that appraisal what criteria did you use?"

Rus: "We went for the core criteria. Actually the core criteria are those major aspects without them teaching cannot go, the curriculum was very important in appraising them".

"Presentation of the context was also important with that because that brings about change at school".

"We also went for optional criteria then which we are like the additional criteria".

"These are the three criteria we went for. But we first discuss this with the staff and the School are Development Team to find as to whether we can also include them when we taking about the whole teacher appraisal programme".

R: "What was the nature of that staff appraisal?"

Rus: "Now, with regard to the nature of developmental appraisal. The nature stands as follows. It should be simple, in other words it must be easy and it must be understandable, that's is the nature of this staff appraisal."

"Then another issue here is feasible, in other words it must be possible for our people to this appraisal system to various institutions not only in school situations. Another nature is that it should also be legitimacy with regard union should be in this regard finally about consulted nature, it must be suitable enough for the purpose of development. I think that is enough".

R: "What are the roles of the school principal regarding staff appraisal?"

Rus: "As for as I see myself here, I the principal, as I have been one member in the School Development Team (SDT) I have been taking part in the appraisal panel, being a member there, that is my part because I must oversee everything taking place there".

"I must also be a resources person, add forms and documents that is to use with regard to staff appraisal should be there should be in place, educators I must also arrange with the educators eh.. eh.. that they must be ready for the whole process. And another thing is to laise with the local, connect with other interested parties. They should come at the school for appraisal. That is my role".

R: "Under staff appraisal, you mentioned different types of appraisal. Now, what is the importance of developmental under appraisal?"

Rus: "I think, here now the important here, that the global knowledge expertise is that is to develop the teacher and also the importance of staff development. Under appraisal is that to sharpen the knowledge and also know about the knowledge. I mean the skills that are necessary in the job, and another thing that is to improve the performance, that is the most thing of educators in their skills, and also, if people have developed

themselves correctly, they can secure their job better, because those who under performed after having being developed they stand a chance of being cut out of the job. And finally school are not registration”.

R: “What methods did you use as in when you appraise them?”

Rus: “I think reflective part is, teachers, these should look back and see what they are doing at their present, whether is will be also good in the future and also the method that are used should also be transparent. I wanted them to be open in order to and it was also developmental in its sense that eh... I also promoted this for developmental in the sense that I inspired my teachers encouragement to participate in this, Nothing was”.

R: “Under instructional leadership still in developmental appraisal - what are your roles?”

Rus: “Actually as I indicated earlier on I think roles I just like there as I indicated above that being a member, a participant as well being a resource person, and also arrange as to where did the educators for the conditions suitable for this process to open up. I think that is my role as a principal.”
(INAUDIBLE)

R: “What are the aims of developmental appraisal?”

Rus: “Yes, definitely so, educators need to develop, educators need to grow, they are have to develop personally and also professionally”.

“Eh, by personal growth and professionally development they include the quality of teaching practice and education management. I think that is the most the developmental appraisal.

R: "Thank very much for your time I wish you all the best".

Rus: "Thank you".

APPENDIX A**QUESTIONNAIRE: FOCUS GROUP INTERVIEW**

What, according to your view, is instructional leadership?

What are the roles of school principals which make them effective instructional leaders?

What is the relationship between the instructional leadership role of school principals and staff development?

What is the relationship between the instructional leadership role of school principals and staff appraisal ?

What is the importance of developmental appraisal for principals as instructional leaders and for educators?

QUESTIONNAIRE: PERSONAL INTERVIEWS

What, according to your view, is instructional leadership?

What is the relationship between the instructional leadership role of school principals and staff development?

What is the relationship between the instructional leadership role of school principals and staff appraisal?

What is the importance of developmental appraisal for principals as instructional leaders and for educators?

TRANSCRIPTION OF THE INTERVIEW OF A FOCUS GROUP.

PRESENT : **INTERVIEWER**
 : **5 INTERVIEWEES**
 : **1 MODERATOR**

ASSISTANT

R: "Good afternoon ladies and gentlemen. First of all I would like to thank you for allowing me to have this conversation with you. I would not mention your name because of the confidentiality of our recorded interview. I want to state at the beginning that all information and input is used for research purpose only. Today we are going to discuss an issue that affects us all, **THE INSTRUCTIONAL LEADERSHIP ROLE OF THE SCHOOL PRINCIPAL**. Before we get into our discussion, let me make a few requests of you. First, you should know that I'm tape-recording this interview and feel free to answer any questions".

"Do speak up and let's try to have just one person speak at a time. I will play traffic cop and try to assure that every one gets a turn. Finally, please, and I say please, say exactly what you think. Don't worry about the language you use or what your neighbour thinks. We are here to exchange opinions and in the long run have fun while we do it".

"Before we begin our discussion, it will be helpful for us to get acquainted with one another. Let's begin with some introductory comments about ourselves. Let's start from left".

R 1: "I'm Mr. an HOD attached to Jim Tshivhanelo Primary School."

R 2: "I'm Mr. Dan, and I'm an HOD attached to Tswinga Primary School."

R 3: "I'm Peter and I'm an HOD attached to Ntsumbedzeni Primary School."

R 4: "I'm Mrs, Olga, I'm an HOD attached to Mvudi Primary School."

R 5: "I'm Mrs. Mavis I' an HOD attached to Mahwasane Primary School."

R: "Ok Thank you very much. Now, my first question is: What according to your view is instructional leadership?"

R 1: "I'm Eric, according to my understanding, instructional leadership is the kind of leadership which is characterized by the ability to inspire, encourage, motivate, challenge and demonstrate to the subordinates in order to achieve set goals smoothly".

R 2: "My name is Dan "my point of view is instructional leadership is guiding and inspiring."

R 3: "I'm Peter, my point of view about instructional leadership, is instructional leadership that deals with leadership where a leader gives guidelines on what to do. Principal can be effective instructional leaders if they provide guidance and assistance to those they lead. Teaching can be effectively enhanced if principal will lead by example, encourage and guide educators in the execution of their teaching duties."

R 4: "I'm Olga according to my view, instructional leadership is a one man's voice leadership. Such kind of a principal entertains his or her only interests and this always deprives the teachers to exercise their knowledge".

R 5: "I'm Mavis instructional leadership is the leadership that the leader or manager gives instruction regularly instructing his or her subordinates to do

the work to perform any given task. The people or subordinates always conform through the instruction given."

R: "O.K. Thank you, what about your roles as an instructional leader?"

R 1: "My name is Eric my roles as a principal, an instructional leader, eh.....My roles will be to see that the instruction given is followed and followed to the letter, and by so doing, I will be consulting everybody who eh..... in the SMT and everybody who is also to be considered in developing of the school."

R: "That's how you view role's of an instructional leader?"

R 5: "I'm Mavis my roles, as a principals which makes me effective instructional leaders are"

I stick to my words so that I see to it that school is functional.

I decide alone on whole school administration.

And I also distribute the work alone as a principal".

R 2: "I'm Dan: "According to me, my roles as a principal are:

- to be responsible for the professional management of my school.
- to give proper instructions and guidelines for time tabling admission and placement of learners.
- to have accounts of various banks and to make the best use of the funds, as to ensure a school journal and make regular inspections of the school, and also to provide professional leadership within the school.
- to guide and supervise the work and performance of all staff in the school.
- to ensure the workloads are equitably among the staff and lastly.
- to be responsible for the development of staff training programmes".

R: "Are there any other roles of school principal besides those that have been

mentioned?"

R 1: "Eh.. Ja, maybe to add on that, one can say the leadership must be open that is openness and so saying I mean..... I must be able to build bridges and not walls:

- I must exercise patience and tolerance I must also have that ability to motivate and lead colleagues to the same height and willingness to make scarifies' I think that's what I can say".

R: "OK, what about your roles Mavis?"

R 5: "Principals as instructional leaders can enhance effective teaching through"

- class visits, work control, pupils work monitoring, staff meeting ,workshops on staff-development".

R: "Thank you very much. What are the relationship between the instructional leadership role of school principal and staff development?"

R 3: "I'm Peter, in instructional leadership the principal gives directions to educators and show them what to do and guide them. While staff development is an effort to facilitate the personal and professional development of educators in order to improve the quality of teaching practice. The principal should organise ways of developing his staff. It could be through instructional guidance and also advice on what to do to improve and develop."

R 2: "I'm Dan, my relationship of instructional leadership and staff development is as follows:

Staff development is a programme that is aimed at equipping and training the staff and orienting the staff on new systems.

This role of the principal is:-

- to be responsible for the development of staff.
- to be responsible for the professional management of a public school.
- To make regular inspections of the school to ensure that the school premises and equipment are being properly maintained and that good discipline is being maintained in the school".

R: "Is this how you understand the relationship?"

R 2: "Yes"

R: "O.K. Any inputs?"

R 4: "I'm Olga, the relationship between the staff and such kind, ok. I'm sorry, I'm sorry".

- the relationship between the staff and such kind of leader is strainuous and unhealthy. He/she will only develop the section of his/her interests
- Staff development is empowering the staff academically, finding the latest skills, attending workshops etc, and the role of principal is to encourage and motivate and include the development budget. I think that is all.

R: "Is that the relationship?"

R 4: "Yes".

R: "Anyone?"

R 5: "I'm Mavis.

The relationship is that, staff development entails retraining; workshop and empowering staff members on teaching effectively.

Roles of principals regarding staff development are as follows:-

- To encourage leaders to attend courses,
- To encourage leaders to join teachers educational subject clusters,

- To encourage and motivate teachers to improve their qualifications,
- To attend educational seminars and
- To read wide and educational exploration.

Relationship between the instructional leadership tasks of school principals and staff development cannot be very good as it may challenge the principals autocratic rule”.

R: “OK. Anyone else?”

R 1: “My name is Eric, eh..... speaking on staff development, staff development is a very” essential sphere in a school. The principal together with SMT should always strive towards the whole school development. This can only be realized when some educator are sharing the vision and mission of the school. Through openness the principal can take advices and suggestions from all stakeholder in the school. But the honour lies in him as the implementing agent to ensure that they are put into practice. The principal is a father figure, a Kingmaster who guides and directs all activities in the school”.

“To can do all this he employs a variety of leadership and management styles like democratic, style, autocratic style, laissezz faire. A reasonable balance of all this should be employed to derive maximum benefit and smooth running of the school”.

R: “Eh... what do you mean by father-figure?”

R 1: “By father-figure I’m referring to the fact that, it is the principal, to whom all the teachers, with complains and suggestions, eh..... they are going to bring eh... these to him, for him to access, for him to help, he is there as the Father, he plays the role of father at the school.”

R: “O.K. Thank you”.

“Now, what are the relationship between instructional leadership role of principals and staff appraisal. What do you know about the relationship between instructional leadership role of principal and staff appraisal? Any body can say it. Any inputs?”

R 2: “I’m Dan. My point of view about relationship, is that all aims at staff development, being staff appraisal or staff development there are all aim at staff development. The aim of developmental being staff appraisal or staff development there are all aim at development appraisal is to facilitate the personal and professional development of educators, eh.. in order to improve the quality of teaching practice and education management”.

R: “That’s how you understand it?”

R 2: “Yes”.

R 5: “I’m Mavis, the nature of staff appraisal is that of improving and empowering educators towards new ways of teaching and develop self-esteem in their professional work. The aim of staff appraisal are:
 Reflective practice, Self appraisal, Peer appraisal, and Collaboration.
 There are two main types of appraisal which are:
 Judgmental appraisal which is summative and developmental appraisal which is the formative one.
 Criteria for staff appraisal are:
 core criteria
 optional criteria and additional criteria”.

R: “O.K. Mavis has mentioned the nature, and also the aims and types of appraisal. Do you have something to add on”.

3: “I’m Peter, the principal must organise staff appraisal and he must be part

of the panel, since he is the instructional leader in the school.”

The type of appraisal envisaged is developmental in the sense that educators need to develop in their task of educating learners.

It should aim at strengthening the good and positive habits in the educator. eh... the principal should create an environment where educators will be positive about appraisal and should lead encourage and support his educators”.

R: “That’s how you understand it . . .?”

R 3: “Yes”.

R: “Any other inputs?”

R 4: “I’m Olga, according to me, such kind of leadership can divide the staff. The appraisal will be stereotyped and its aim will be to win his/her fellow favourable and this will cause the nature of appraisal be challenged to the favoured member I think that is all”.

R 1: “I’m Eric, and what I can say is that the previous speakers has spoken a mouthful. But I can say that appraisal aims to help all educators to develop as professionals and it make schools more effective. It also seeks to inculcate a habit of accountability on teachers in the execution of their day to day duties. I think that is what I can say.”

R: “OK. Thank you very much. Now, you have mention different types of appraisal. Every one of you also mentioned developmental appraisal. What is the importance of staff development for principals as instructional leaders and for educators”.

R 5: “I’m Mavis, the importance of developmental appraisal or principals as

instructional leaders is that principals will be working with improved educators, and is less job for him for staff development.

The principals as instructional leaders should promote group work or team by work.

Introduce SDT to be responsible for appraisal by having all stakeholders involved in appraisal and allow staff members to raise their views encourage report back meetings after the process”.

R: “It seems as you have never did appraisal at school”.

R 5: “Yes, I only know the theoretical part of appraisal because I have attended the appraisal workshop. We have never appraised anybody in our school.”

R 2: “I’m Dan, “the School Development Team will initiate, co-ordinate and monitor appraisal in terms of the management plan.

The principal will conduct workshops for training teachers in the new developmental appraisal system. He will also set up Staff Development Teams.

In order to promote developmental appraisal, the principal will show or discuss the advantages of the developmental appraisal and the disadvantages or more specially the judgmental appraisal approach.

That’s how I think it should be done”.

R: “Do you also appraise your educators at school?”

R 2: “No, We have never done it?”

R: “Any inputs?”

R 3: “O.K. any inputs: “I’m Peter, according to my understanding staff development is important for the principal in that it empowers, develops and equip his staff so that they will execute their duties with efficiency. With developed staff, the

principal's duties will be lighter and lightly".

R: "I think lighter and easier".

R 3: "Yes, I wanted to say easier.

He should show the advantages and positive side to his staff. He should also show his support for his educators.

Staff development and developmental appraisal both focuses on teacher development and training as well as assessments of teacher quality, thus ensuring quality in education.

That is all".

R: "Any input about staff development?"

R 4: "I'm Olga, the instructional leader should try to encourage all staff members to involve themselves as far as the developmental appraisal is concerned."

The instructional leader only develop part of his/her staff members.

The developmental appraisal will not be holistic because there will be no inputs from other staff members".

R: "What do you mean by holistic?"

R 4: "Eh..."holistic means unfriendly".

R 1: "I think holistic can also mean eh.. complete, but I can add to say that eh.. according to my understanding of developmental appraisal, I think developmental appraisal is the one aimed at helping the appraisee to improve as an educator and to be informed as a teacher.

Developmental appraisal is positive and not negative".

R: "What do you mean by not negative?"

R 1: "Is not fault finding, is not fault finding, it acknowledges good work rather than finding faults, it finds ways to improve educators rather than blaming them, that you didn't do well and so on and so on. This will also include educators in the process. It is leads to ways of improvement rather than failure. it is formative and not policing, is process oriented and not product oriented.

In other words, to promote developmental appraisal school principals can use inservice methods.

This can be in the form of individual, full-time or part-time, study, visit other schools, read different textbooks, attend conferences, read educational magazines, exchange teachers between schools, participate in programmes offered by DoE or teachers working in pairs or teams, participate in learning area associations and lastly by be making professional connections through websites as you know we have this technology that can help us a lot.

All this should be aimed at whole school and whole staff development. I think that is all I can say".

R: "O.K. Ladies and gentlemen, Thank you very much for your time and your valuable inputs. I wish you all the best in your schools".

"Thank you".