

**THE ROLE OF THE PRINCIPAL IN RESTORING THE CULTURE OF  
TEACHING AND LEARNING: AN INSTRUCTIONAL MANAGEMENT  
PERSPECTIVE**

by

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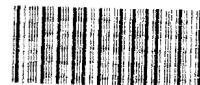
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## SUMMARY

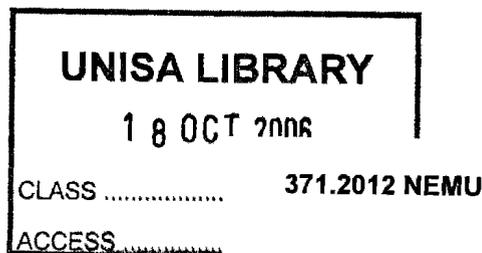
One of the challenges facing the education system in South Africa is a lack of the culture of teaching and learning. It is this challenge that prompted this research. The research investigated how the principal, as an instructional leader, can restore the culture of teaching and learning in previously disadvantaged schools. A qualitative approach was used and three schools were selected in the Sambandou Circuit of the Northern Province.

The research results showed that there are general and management factors that contribute to a lack of the culture of teaching and learning. Management factors include, amongst others, lack of staff development programmes and discipline. The general factors, on the other hand, include, amongst others, poor physical conditions and infrastructure in schools.

In conclusion, the research recommended, amongst others, that principals conduct staff development programmes and supervise the work of educators and learners.

### KEY TERMS:

Instructional leadership role, Culture of learning, teaching and service, Organisational culture, Principal's role, Organisational structure, School climate/atmosphere, School management, School authority and discipline, School supervision.



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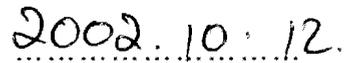
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I declare that **THE ROLE OF THE PRINCIPAL IN RESTORING THE CULTURE OF TEACHING AND LEARNING: AN INSTRUCTIONAL MANAGEMENT PERSPECTIVE** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

A handwritten signature in black ink, appearing to read 'F.J. Nemukula', written over a horizontal dotted line.

SIGNATURE

(Mr F.J. Nemukula)

A handwritten date '2002.10.12' written in black ink over a horizontal dotted line.

DATE

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## **CHAPTER 1**

### **INTRODUCTION AND MOTIVATION**

#### **1.1 INTRODUCTION**

As we begin the 21<sup>st</sup> century, education in South Africa is faced with many problems and challenges, one of which is the eroded culture of teaching and learning.

##### **1.1.1 The concept of the culture of teaching and learning**

The culture of teaching and learning refers to the beliefs and value system in which both educators and learners value the process of teaching and learning, where their practices reflect their commitment and where the resources to facilitate teaching and learning are made available (Davidoff & Lazarus, 1997:43). Lethoko (1999:12) and Lalumbe (1998:18) add that the culture of teaching and learning is the attitude educators and learners have towards teaching and learning and their spirit of dedication in a school, which depends on the instructional leadership role of the principal.

Masitsa (1995:125,127) emphasises, firstly, the culture of learning as a positive school climate which is conducive to teaching and learning, where both educators and learners show their interest and pride in teaching and learning; where, learners are not only given maximum opportunities to learn, but high expectations are held by everyone. Secondly, he emphasises that where there is a culture of teaching and learning, there is agreement among all stakeholders on important values, that is, there is a shared sense of purpose, a mission statement and beliefs that set the direction as far as teaching and learning is concerned.

The culture of teaching and learning is lacking in many township and rural schools such as schools in the Sambandou Circuit. This lack of a culture of teaching and learning arose in the mid-seventies when learners were placed at the forefront of the liberation struggle. Little did those behind the liberation struggle know about the negative impact it would have on the culture of teaching and learning.

The following are some important factors that lead to the collapse and present lack of a culture of teaching and learning:

### **(1) The collapse of authority and discipline**

During the struggle for liberation, schools became places of conflict and confrontation between learners and other role players in authority such as educators and the principal. This was due to the fact that educators and the principal as an instructional leader, were sometimes viewed by learners as part of the apartheid officialdom. Educators could not, as a result, exercise authority towards learners. They were torn between their professional ethos and the apartheid malady. Furthermore, this resulted in confrontation, prejudice and rejection of educators by learners, especially after the June 16 1976 riots by learners (Monyooe, 1999:69).

Masitsa (1995:46) adds that these disruptions nearly brought the collapse of the former Department of Education. Learners showed anti-academic and destructive attitudes, which were manifested by a lack of discipline, demoralisation and under-achievement in many schools. The culture of teaching and learning was severely eroded.

Defiance campaigns, which took the form of stayaways, boycotts, demonstrations, protest marches and sit-ins were organised by the South African Democratic Teachers Union (SADTU). Another defiance campaign was the prevention of school inspectors from visiting schools. These campaigns and the disruption of schooling had very serious repercussions, some of which were:

- ❖ Principals were unable to take firm steps or action against educators.
- ❖ Because school inspectors were prevented from visiting schools, both principals and educators could no longer receive professional guidance and evaluation.
- ❖ Principals eventually lost control not only over educators but over learners as well.
- ❖ The already limited facilities such as school buildings were destroyed and damaged.
- ❖ The equipment from laboratories, libraries and workshops was stolen and vandalised (Masitsa, 1995:95-97).

Lethoko (1999:34) maintains that educators' authority has been marginalised because the South African Schools Act of 1996 disempowers them by overemphasising learners' rights and freedom. Principals and educators, as a result, felt hesitant to exercise their authority. To this end, Lalumbe (1998:23), adds that learners' organisations such as the Congress of South African Students (COSAS) exacerbated the situation with their call to end corporal punishment. Learners used this opportunity to engage themselves in destructive and anti-academic activities.

## **(2) Inadequate resources**

The apartheid government also provided very limited resources, both human and material resources such as textbooks, laboratory equipment, libraries, sport equipment, inadequate classrooms and poorly qualified educators and principals (Naidoo, 1999:21). Masitsa (1995:52) and Lethoko (1999:35) maintain that poor infrastructure in schools and overcrowded classrooms had a negative impact on the morale of both educators and learners. Educators, on the one hand, could not motivate, pay individual attention to learners nor check learners work adequately. As a result, some learners had dropped out of school.

### **(3) Other factors**

Other factors that contributed to the lack of a culture of teaching and learning were, amongst others, according to Lalumbe (1998:18-23), Naidoo (1999:13-39), Masitsa (1995:96), Bush (1995:44), Blasé & Blasé (1998: 112-119) and Duke (1987:187):

- ❖ Lack of staff development
- ❖ Ineffective time management
- ❖ Political unrest
- ❖ The organisational structure
- ❖ The rapid increase of learners in schools
- ❖ Socio-economic factors
- ❖ Poor infrastructure in schools.

#### **1.1.2 The negative effects of a lack of culture of teaching and learning**

Unfortunately, the factors mentioned above still have a negative impact on the culture of teaching and learning; they make both learners and educators lose commitment towards their work, especially in township and rural schools. The youth in previously disadvantaged and rural schools are indifferent to education and disregard its importance (Letsoko, 1998:10).

Learners do not value the process of teaching and learning nor show commitment because they often come to school late, show high absenteeism, leave school early and play truant. Disciplinary problems are, thus, a common problem to many schools (Speeches, 1998:6). Learners often fail to complete their class exercises, tests and homeworks and their performance, especially in the Sambandou Circuit, has been very low. Learners show a negative attitude towards learning and are disrespectful to authority. The culture of teaching and learning is replaced by tardiness.

Masitsa (1995:94) concurs with the above when he says that:

*"Pupils became unruly, aggressive, disobedient and rude towards teachers and parents. This disrespect created barriers between the pupils and the teachers at school, and between pupils and parents in the community. Pupils arrived late at school but left before the end of the school day. Some would go to school and not attend lessons. Absenteeism and truancy were rife and many pupils often refused to do exercises and write tests."*

Similarly, educators often arrive at school late or absent themselves without valid reasons. Educators often fail to honour their lessons, lack preparations, have a low morale and often fail to mark learners tests and exercises in time. They are poor role models for learners, show unprofessional conduct, lack subject knowledge and the correct teaching methods. In fact, the culture of laxity, as Komane (1999:9) maintains, begin with educators.

The erosion of the culture of teaching and learning in schools caused and still causes much concern not only at a school level but also at cabinet level. In his speech at the South African Democratic Teachers Union conference in 1998, Thabo Mbeki, then deputy president, voiced his concern and stated that it was unacceptable for educators to arrive persistently at school late, leave early and otherwise seek to do as little as possible (Speeches, 1998:25). Recently, the Minister of Education, Kader Asmal, has shown concern about the lack of educators' discipline and unprofessional conduct (Monare & Altenroxel, 1999:1).

When the new democratic government came to power in 1994, it was faced with a number of challenges, one of which was the eroded culture of teaching and learning. The government has since taken a number of initiatives to restore the culture of teaching and learning.

### **1.1.3 Initiatives taken by the education department**

In an attempt to restore the culture of teaching and learning, the national Department of Education came up with the culture of learning, teaching and service (COLTS) campaign which consists of the following components:

- ❖ The initial (COLTS) campaign
- ❖ *Tirisano* (Working together) campaign and
- ❖ Whole School Evaluation (WSE).

The three initiatives will be discussed in chapter 2.

#### **1.1.4 The link between instructional leadership, organisational culture and the culture of teaching and learning**

Organisational culture refers to a set of values, norms, meanings, convictions and the philosophy of how people in an organisation view and conduct their activities (teaching and learning activities in the case of a school) (Davidoff & Lazarus, 1997:42). Thus, the organizational culture determines the culture of teaching and learning in the sense that the culture of teaching and learning, is the belief and value system where both educators and learners value the process of teaching and learning and show commitment (Davidoff & Lazarus, 1997:43). The principal as instructional leader makes provision for the resources to facilitate teaching and learning and creates a positive organisational climate conducive to teaching and learning. The principal is in charge of the ingredients or variables responsible for effective teaching and learning (Rossow, 1990:6; Masitsa, 1995:250-251).

#### **1.2 PROBLEM STATEMENT**

In the preceding paragraph, it was stated that principals do not always pay the necessary attention to the instructional programme of the school and that the culture of teaching and learning is lacking in many schools, especially secondary schools in the Northern Province. The questions that remain to be answered are:

- ❖ What influence does the instructional leadership role of the principal have on the organisational culture of a school and on the culture of teaching and learning in secondary schools in the Sambandou Circuit of the Northern Province, in particular?

- ❖ What is instructional leadership? What is the instructional leadership role of the principal in the Sambandou Circuit?
- ❖ What managerial factors contribute to the lack of the culture of teaching and learning in secondary schools in the Sambandou Circuit?
- ❖ The relationship between instructional leadership, organizational culture and the culture of teaching and learning.

### **1.3 AIMS AND OBJECTIVES OF THE RESEARCH**

This research aims to investigate the influence of the instructional leadership role of the principal on the organisational culture of the school and its effects on the culture of teaching and learning in the Sambandou Circuit of the Mutale District of the Northern Province.

The objectives of this research are:

- ❖ To investigate the instructional leadership role of the principal.
- ❖ To investigate the school management factors that contribute to the lack of culture of teaching and learning in secondary schools in the Sambandou Circuit.
- ❖ To investigate the influence of the principal's instructional leadership role on the organisational culture and on the culture of teaching and learning of secondary schools in the Sambandou Circuit.
- ❖ To provide recommendations and guidelines that will enable the principal to foster a positive culture of teaching and learning by means of instructional leadership.

### **1.4 RESEARCH METHODS AND DESIGN**

#### **1.4.1 Literature review**

A literature review is a critique of the status of knowledge on a given research topic (McMillan & Schumacher, 1993:113). It enables the researcher to gain further insight into the culture of teaching and learning as well as the instructional leadership role of the

principal. In this research, a literature study was used, that is, sources such as dissertations, journal articles, newspapers and books were used to find out what has already been researched on the instructional leadership role of the principal as well as the culture of teaching and learning. Furthermore, the literature study helps to explain logically and coherently and analyse the factors that lead to the lack of a culture of teaching and learning. A literature study will be used in the research design. Propositions of theory on the influence of the principal's instructional leadership role on the culture of teaching and learning, will be assessed (Vithal & Jansen, 1997:17)

By means of a literature study, competing or rival theories on the instructional leadership role of the principal and the culture of teaching and learning will be identified.

More importantly, through a literature study, it will be possible to limit the research problem by being familiarised with major works and possible breadth on the topic. With the aid of a literature study, unintentional and unnecessary replication will be avoided. A more appropriate research design, data gathering and analysis procedures in dealing with the principal's instructional leadership role and the culture of teaching and learning in secondary schools under investigation will be selected (Bush & West-Burnham, 1994:114)

## **1.4.2 Empirical study**

### **1.4.2.1 Qualitative research**

The qualitative approach was used in this investigation. Qualitative research is a naturalistic enquiry which involves the use of non-interfering data collection strategies to find out the flow of events and processes and how participants interpret them (McMillan & Schumacher, 1993:372). This approach aims to understand the social phenomenon from the perspective of participants as elaborated below.

In this research, three secondary schools were visited in the Sambandou Circuit. The three principals, nine educators and nine learners from each of the three secondary schools in the Sambandou Circuit were interviewed. The research involved a creative, scientific and

critical analysis of the process of the culture of teaching and learning which will require the use of expressive language. The research aimed not only to unearth manifest behaviours on the culture of teaching and learning but also to perceive their presence and interpret their significance (Leedy, 1993:141).

The research involved an analysis of the instructional leadership role of the principal and the culture of teaching and learning, which eventually resulted in development of theory.

The research involved creative scholarship by taking the data and synthesising the underlying management problems and causes of the lack of the culture of teaching and learning in previously disadvantaged and rural secondary schools. This approach was used because it is a suitable approach to the central problem of this research, that is, understanding how the principal's instructional leadership role can influence the culture of teaching and learning in secondary schools. Furthermore, this research was concerned with human beings, interpersonal relationships, personal values, meanings, beliefs and feelings (Leedy, 1993:142).

The qualitative approach often requires the use of interactive methods of data collection such as interviews and observation. This research used interviews and observations.

### **(1) Interviews**

Unstructured interviews with a schedule were used because, according to De Vos, Strydom, Fouche, Poggenpoel & Schurink (1998:300) as well as Lethoko (1999:112-113), they ensure that all the relevant and important information is not forgotten. Furthermore, unstructured interviews with a schedule were used because qualitative research aims to uncover the unexpected or unanticipated. This type of interviews ensures that the rigid sequence of questions is avoided. They also ensure that the interviews are conducted in a form of an informal conversation, which is more flexible and open-ended. Furthermore, unstructured interviews with a schedule give the researcher time to reframe questions where the interviewees are not clear. The interviewees are able to ask questions. Unstructured interviews with a schedule enable the researcher to obtain a greater depth of information.

## **(2) Observation and practical experience**

As far as observation is concerned, practical experience was used, that is, having served as an educator and head of department at a secondary school level for seventeen years in the Sambandou Circuit. Observations focused on, among other things, the way the principal, educators and learners perceive reality, their actions, words, feelings and beliefs as far as the instructional leadership role of the principal in influencing the culture of teaching and learning is concerned (McMillan & Schumacher, 1993:424).

### **1.4.2.2 Sampling**

Purposeful sampling was used in this research. Purposeful sampling was used in order to select information-rich key informants on the instructional leadership role of the principal and the culture of teaching and learning. Furthermore, since this is qualitative research, three schools were investigated with the intention of doing an in-depth study on the research topic (McMillan & Schumacher, 1993:378).

## **1.5 CLARIFICATION OF CONCEPTS**

### **1.5.1 Organisational culture**

Organisational culture refers to the values, norms, views and perceptions, assumptions and the informal and unwritten rules in an organisation that determine a certain pattern of behaviour (Davidoff & Lazarus, 1997:42). It is the belief system and the philosophy of how things are done in an organisation. The organisational culture influences the attitudes and behaviours of members in an organisation (school) (Heck & Marcoulides, 1996:82). Owens (1995:82) adds that these shared beliefs, philosophies, ideologies, expectations, attitudes and norms knit the organisation (school) together. All these interrelated variables manifest themselves in the conformity or agreement among both educators and learners (which is implicit or explicit) on how they make decisions and solve problems.

### **1. 5.2 Culture of teaching and learning**

The culture of teaching and learning refers to the belief and value system in which both educators and learners value the process of teaching and learning. Their practices reflect their commitment and the resources needed to facilitate teaching and learning activities. Where there is a culture of teaching and learning, the organisational structure is organised in such a way that the principal as an instructional leader facilitates the teaching and learning activities through the shared norms and standards (discipline) (Davidoff & Lazarus, 1997:43). According to Lalumbe (1998: 18), the culture of teaching and learning includes the attitude which educators and learners have towards teaching and learning as well as their spirit of dedication and commitment in a school

### **1. 5.3 Management factors**

Management factors refer to those instructional leadership tasks of the principal that have a bearing on the culture of teaching and learning. These include, staff development and training, protecting the instructional time, setting high expectations, creating a climate conducive to teaching and learning activities, monitoring learners' progress and supervising educators.

## **1. 6 DELIMITATION OF THE RESEARCH**

This research was limited to secondary schools in the Sambandou Circuit of the Mutale District in the Northern Province. This was due to the fact that, firstly, the culture of teaching and learning is predominantly lacking at secondary schools (Chisholm & Vally, 1996:1). Secondly, the lack of a culture of teaching and learning is evident in previously disadvantaged and rural schools such as the ones in the Sambandou Circuit. Thirdly, choosing only three secondary schools in the Sambandou Circuit ensured that an in-depth study was done on the instructional leadership role of the principal and the culture of teaching and learning. Furthermore, it ensured that a manageable population was dealt with.

Lastly, the methodology or research instruments used such as interviews need a manageable group (Rudestam & Newton, 1992:73-74).

## **1.7 CHAPTER DIVISION**

The dissertation consists of four chapters, which are arranged as follows:

Chapter one deals with introduction or background to the problem, statement of the problem, aims and objectives of the research, research methodology and design. It also deals with the clarification of important concepts that may have more than one meaning to the reader or which were used throughout the research but have to be contextualised.

Chapter two deals with the review of literature to provide a theoretical background or framework to the problem under investigation. To be able to do this effectively an attempt was made to study as many sources as possible (Hoberg, 1999:215).

Chapter three deals with the empirical investigation of the research topic. It also focuses on the research findings or results of the investigation, a scientific analysis, interpretation and evaluation of the research results or findings.

Chapter four gives a summary of the research findings and provides recommendations and guidelines for the future and the conclusions of the research.

## **1.8 CONCLUSION**

This chapter discussed the concept of the culture of teaching and learning and the factors that lead to the erosion of the culture of teaching and learning in previously disadvantaged and rural schools. These factors include, amongst others, poor infrastructure in schools, lack of authority and discipline, political unrest, lack of staff development and ineffective time management.

Initiatives such as the COLTS campaign taken by the Department of Education to address the lack of a culture of teaching and learning were highlighted. The concepts, culture of teaching and learning and the organisational culture were briefly highlighted. The relationship between the organisational culture, the instructional leadership role of the principal as well as the culture of teaching and learning was briefly highlighted. The principal's instructional leadership role affects the motivation of both learners and educators. The principal with high academic goals and expectations positively influences the culture of teaching and learning. It is through a shared mission and vision of the school, evaluation and monitoring of teaching and learning that educators become more confident and committed.

Secondly, the research problem, aims and objectives, as well as the research design were discussed. Thirdly, clarification of concepts, delimitation of the research and chapter division were highlighted.

To be able to get a clear perspective on the instructional leadership role of the principal and the culture of teaching and learning and to be familiarised with new and established theories on the research topic, it is necessary to provide a literature review, which will be dealt with in the next chapter.

## CHAPTER 2

### INSTRUCTIONAL LEADERSHIP AND THE CULTURE OF TEACHING AND LEARNING

#### 2.1 INTRODUCTION

One of the most important management functions of the principal is leading the instructional programme; in fact an important key to effective schools lies with the principal as an instructional leader. Moorthy (1992:8) concurs with the statement above by emphasising that the key to change in a school lies with the principal as an instructional leader. Many principals often neglect their role as instructional leaders. Whitaker (1997:155) support this by saying that: *“Many principals get caught up in day-to-day office operations, discipline, paperwork, and telephone conversations.”*

In this chapter, the instructional leadership role of the principal will be discussed in relation to the organisational culture and the culture of teaching and learning. The following aspects will receive attention:

- ❖ The culture of teaching and learning
- ❖ The organisational culture.
- ❖ The relationship between the culture of teaching and learning and the organisational culture.
- ❖ The instructional leadership task of the principal.
- ❖ The influence of the principal’s instructional leadership on the organisational culture of the school.

## **2.2 THE CULTURE OF TEACHING AND LEARNING**

### **2.2.1 The concept of the culture of teaching and learning**

The concept of the culture of teaching and learning was briefly highlighted in paragraph 1.5.2. but needs further discussion, as it is an important focus of this research.

Lethoko (1999:12) and Lalumbe (1998:18) refer to the culture of teaching and learning as the attitude which educators and learners have towards teaching and learning as well as their spirit of dedication and commitment to the school. Lethoko (1999:24) further elaborates that as far as educators are concerned, the culture of teaching and learning means their willingness, preparedness and determination to perform their duties, while for learners it refers to their commitment, preparedness and determination to learn and be taught. This would be reflected through their regular attendance, punctuality and acceptance of authority from staff members.

Davidoff and Lazarus (1997:43) relate the culture of teaching and learning to the organisational culture by defining it as the belief and value system in which both educators and learners value the process of teaching and learning. In other words, their practices reflect their commitment and ensure that the resources needed to facilitate teaching and learning are made available. In most of the previously disadvantaged township and rural secondary schools in South Africa such as the ones in the Sambandou Circuit, learners do not show commitment towards learning. Most of them do not believe in themselves as far as achieving good academic results is concerned. Education or learning is of little value to them. This is manifested in their absenteeism, truancy, low performance, late coming and so forth (Speeches, 1998:6)(1.1.2).

### **2.2.2 The breakdown of the culture of teaching and learning**

According to Lalumbe (1998:19-20), the beginning of the breakdown of the culture of teaching and learning can be traced back to the introduction of Bantu Education in the 1950's. The actual collapse of the culture of teaching and learning was, however, manifested in 1976 when learners abandoned their classrooms and marched in the streets, damaged school property and defied any form of authority. Naidoo (1999:38) emphasises this point by stating that: *“Resistance against political exclusion lead to the break down in the culture of teaching and learning. The daily school routine in the majority of black schools was continuously interrupted by political action such as strikes, protest marches, security force action and the destruction of school property”*

Lalumbe (1998:19) adds that the influence of teacher unions such as the South African Democratic Teachers Union (SADTU) and learner unions such as the Congress of South African Students had a negative impact on teaching and learning because their actions marginalised the authority of the principal. As a result of the influence of the educator and learner unions, most schools in South Africa were characterised by poor attendance, destruction of school facilities, disrespect for authority and the intimidation of those who wished to continue with teaching and learning while others were on strike action.

Principals as well as educators became targets of anger because learners' resistance was not only directed at apartheid education, but also at any form of authority. The breakdown of the culture of teaching and learning made it difficult for the principals to exercise their authority.

The following paragraphs will concentrate on the most important contributing factors that caused the breakdown of the culture of teaching and learning.

### **2.2.2.1 General factors that contribute to a poor culture of teaching and learning**

#### **(1) Poor physical conditions and infrastructure in schools.**

Naidoo (1999:21), Lethoko (1999:35) and Lalumbe (1998:87) maintain that poor physical conditions in previously disadvantaged schools are not conducive to teaching and learning. Put differently, the school with adequate facilities, buildings and other resources boosts the morale of educators and learners. As an instructional leader, the principal has to make certain that the school buildings and facilities are well cared for and that the school grounds are kept clean and attractive. Clean and neat school buildings and grounds help to motivate both learners and educators to perform their duties in an effective and competent way.

#### **(2) Overcrowded classrooms**

Lalumbe (1998:20) and Lethoko (1999:35) emphasise that many of the previously disadvantaged schools have overcrowded classes, with some schools having as many as 80 learners per class. These large classes make it difficult for educators to pay individual attention to learners. Furthermore, educators are unable to control learners' work effectively and as such the culture of teaching and learning is adversely affected. The principal's guidance as instructional leader through staff development programmes, supervision and assessment, becomes necessary for educators to cope with overcrowded classes and ensure that effective teaching and learning take place.

#### **(3) Poverty**

Learners from families with lack of proper housing, food and water cannot learn effectively, they are listless in class and are unable to concentrate or pay attention effectively. Overcrowded houses, which are very common in South African townships and rural areas where there are extended families, make it difficult for learners to study effectively. It is, however, the principal's role as instructional leader through staff development programmes, to guide educators and learners on how learners under such conditions can be assisted (Naidoo, 1999:31).

#### **(4) Absence of parents from home**

In the past, many South African black learners from disadvantaged communities such as the ones in the Sambandou Circuit were raised by a single parent (especially the mother) while their fathers went to cities as contract labourers. Children would only see their fathers once a year as a result of migrant labour. In some cases, both the father and the mother would go to cities and farms to seek employment, leaving their children with either their grandparents or relatives. This migrant labour system left learners with no proper guidance in their upbringing as far as discipline, respect and other moral values are concerned, which in turn adversely affected the culture of teaching and learning (Lalumbe, 1998:82).

Besides the above general factors, which contribute to the breakdown of the culture of teaching and learning, management factors also play a part in the breakdown of the culture of teaching and learning in schools.

#### **2.2.2.2 Management factors that cause the breakdown of the culture of teaching and learning**

As an instructional leader, the principal is the key element in establishing and maintaining a sound culture of teaching and learning. There are a number of factors such as the school climate, instructional organisation, establishing the mission of the school, staff development, evaluation and monitoring and authority and discipline, which the principal has to manage effectively to promote the culture of teaching and learning (Rossow, 1990:42).

Naidoo (1999:19) emphasises, however, that poor management and administration of these variables or factors is one of the contributing factors to the breakdown of the culture of teaching and learning.

Lethoko (1999:34), Monyooe (1999:69) and Masitsa (1995:243) identify the following management factors that contribute to the breakdown of the culture of teaching and learning in previously disadvantaged schools in South Africa:

- ❖ Limited authority and lack of discipline.

- ❖ The organisational structure of the school.
- ❖ Interruptions of class instruction.
- ❖ Lack of class visits.
- ❖ Inauthentic and inappropriate praise.
- ❖ Criticism.
- ❖ Lack of staff development.
- ❖ Ineffective time management.

Each of these management factors that cause a lack of culture of teaching and learning will be discussed in the following paragraphs:

#### **(1) Limited authority and lack of discipline**

Principals' authority has been reduced since the liberation struggle began in South Africa in the mid seventies (1.1.1.). This made it difficult for principals to discipline learners, especially in previously disadvantaged township and rural schools such as the ones in the Sambandou Circuit. Principals were perceived as part of the apartheid system and were as such not only prejudiced but also rejected by both learners and educators (Monyooe, 1999:69; Naidoo, 1999:20).

Both principals and educators became and are still hesitant to discipline learners because they were disempowered by the South African Schools Act of 1996, which abolished corporal punishment (Lethoko, 1999:34)

Lalumbe (1998:85) argues that principals, as instructional leaders, no longer have control over teaching and learning activities due to the fact that since 1990, educators no longer allowed school inspectors or superintendents of education to visit their schools. It was difficult under these conditions for principals to know if educators were teaching effectively, because they could not do class visits either. It is still difficult today in previously

disadvantaged schools in South Africa, for principals to do class visits. They are still influenced by intimidation and fear of the strike action of the past taken by educators, although they are now allowed to do class visits.

## **(2) The organisational structure**

The organisational structure of the school, which is in some cases too bureaucratic, is perceived by educators to have rigid school procedures, policies and rules. This has a negative impact on the educator's ability to use their professional judgement and autonomy (Heck & Marcoulides, 1996:85). Ultimately this rigidity of procedures can have a negative effect on the culture of teaching and learning unless there is cooperation between educators and principals as far as teaching and learning activities are concerned (Bush, 1995:44).

The principal's authoritarian control as an instructional leader refers to, amongst others, limiting educators' involvement in decision making, unilaterally directing a wide range of instructional aspects of the educators' work and manipulating educators to control the classroom teaching and learning activities. These traditional (bureaucratic) approaches to supervision negatively affect staff development as well as the school climate, which are crucial ingredients for improving the culture of teaching and learning (Blasé & Blasé, 1998:143).

Bush (1995:46) concurs with Blasé and Blasé (1998) by emphasising that bureaucratic principals find it difficult to communicate the shared mission and goals of the school effectively. This leadership style results in the development of a vague mission and objectives because of the lack of contribution from educators and other stakeholders in the school.

Many schools in previously disadvantaged areas lack Heads of Department, deputy principals and non-teaching staff and this makes it difficult for principals to pay the necessary attention to the instructional programme.

### **(3) Interruptions of class instruction**

Principals who interfere with educators in their classrooms interrupt the teaching learning activities. Such principals will, for instance, drop into the class and take over the lesson, make announcements or chat with learners. Interruptions can also be caused by the intercom when convening meetings during instructional time (Blasé & Blasé, 1998:112). These interruptions have a negative impact on the teaching and learning activities and ultimately, the culture of teaching and learning. According to Blasé and Blasé (1998:113-114), the negative effects include :

- ❖ A waste of precious teaching and learning time.
- ❖ It frustrates educators and makes it difficult for learners to concentrate because it distracts their attention.
- ❖ Lowers educators' authority and morale.

### **(4) Lack of class visits**

Blasé and Blasé (1998:119) are of the opinion that the lack of well planned class visits and the visibility of the principal, which is very common in township and rural schools in South Africa, have a negative effect on the culture of teaching and learning. If the principal, as an instructional leader, does not conduct class visits, it reveals his unwillingness to assume responsibility. Furthermore, it has adverse effects on educators' motivation and self-esteem. Educators who feel that they do not get the principal's support tend to be relaxed and do minimal work. As a result the principal will lose the respect of educators who feel that they are not an important part of the school. This erodes the culture of teaching and learning.

Masitsa (1995:243) agrees with Blasé and Blasé (1998) by emphasising that class observations give the principal a direct opportunity to influence teaching and learning activities positively. Principals get to know when educators are doing the right things and provide educators with the opportunity to share ideas through staff development activities.

### **(5) Inappropriate and inauthentic praise**

Insincere and inappropriate praise from the principal has an adverse effect on educators' self-esteem and educators lose trust in their principals. Furthermore, educators will, as a result, try to avoid and resist the principal and communication between them will break down. Insincere and inappropriate praise or rewards include the principal favouring one group of individuals, that is, consulting only with select individuals or groups before making decisions. It also includes principals who would reward and praise educators unfairly, praising the same people time and again (while there are others who deserve praise). This inappropriate praise (rewarding and praising educators unfairly) offends other educators and they feel taken for granted, which has a negative impact on the culture of teaching and learning. Consequently, educators will feel less motivated, become uncooperative and may become less productive (Blasé & Blasé, 1998:128). In fact, in most of the previously disadvantaged township and rural schools in South Africa, both educators and learners have lost trust in the principals because some principals have been involved in acts of nepotism, corruption and in some cases have had emotional relationships with learners (Mboyane, 2000:17).

### **(6) Criticism**

The principal's criticism directly or indirectly affects educators' performance. Negative criticism has adverse effects on educators' morale, motivation and their self-esteem. In fact, the morale of educators and learners is very low in previously disadvantaged and rural schools such as the ones in the Northern Province where this research is conducted. Negative criticism increases educators' compliance, avoidance, resistance and lack of cooperation. Criticising educators in front of learners or other educators or in their absence has adverse effects on the culture of teaching and learning (Blasé & Blasé, 1998:132).

### **(7) Lack of staff development**

The importance of staff development cannot be over-emphasised. Masitsa (1995:247) maintains that although it is the primary responsibility of the educator to develop himself

professionally, the principal remains an important partner in implementing and conducting the staff development programmes and as such the quality of the teaching staff. As instructional leader, the principal maintains and establishes a policy on staff development. It is, however, not easy for principals in the previously disadvantaged schools in South Africa to conduct staff development programmes because some are not well trained in school management.

Blasé and Blasé (1998:48) concur with Masitsa (1995) that teaching and learning cannot be successful if educators work in isolation. Educators need new approaches to teaching (such as team teaching or sharing ideas with colleagues). If they do not undergo staff development, it will have a negative effect on their motivation, self-esteem and ultimately the culture of teaching and learning. Furthermore, Steyn (1994:28) supports Blasé and Blasé (1998) as well as Masitsa (1995) in saying that, as an instructional leader, the principal will achieve very little if educators are not encouraged to attend workshops, seminars and conferences as part of staff development. During these workshops and seminars, educators have the opportunity to discuss good teaching practices, share ideas and are involved in developing and evaluating instructional objectives.

Andrews, Basom and Basom (1991:98) conclude by pointing out that educators who work in isolation (without staff development) learn very little about learners' improvement and are unaware whether what they are teaching is correct. They will not be able to do their work properly if they are not provided with the necessary resources. The culture of teaching and learning will therefore be adversely affected.

#### **(8) Ineffective time management**

Time is one of the most scarce but important resources in teaching and learning. Principals and educators always complain about a lack of time to manage the instructional programme, to teach all that is of value to learners and to address and correct all learning problems (2.1). This is caused by ineffective management of time by principals caused by lack of training in school management, especially those principals from previously disadvantaged rural and township schools in South Africa (Duke, 1987:187; Moorthy, 1992:10)(7) above).

### **2.2.2.3 Attempts to restore the culture of teaching and learning**

Mention has already been made in chapter 1 of the initiatives and efforts taken by the Department of Education to restore the culture of teaching and learning (1.1.3). These attempts and initiatives are, however, elaborated further in this chapter.

The Department of Education, under the new democratic government realised that steps had to be taken to restore the culture of teaching and learning, which was and is still lacking in many of the previously disadvantaged schools in South Africa.

#### **(a) Culture of learning, teaching and service (COLTS) campaign**

The main initiative taken by the Education Department was the CULTURE OF LEARNING, TEACHING AND SERVICE (COLTS) campaign which was officially launched by the former president, Nelson Mandela in 1997.

The main aims of the COLTS campaign were:

- ❖ Instilling discipline, dedication and motivation in educators, learners, principals and other stakeholders.
- ❖ Creation of safe teaching and learning institutions, free from crime, violence, etc.
- ❖ Provision of basic resources essential for effective teaching and learning.
- ❖ Development of an education charter that expresses education values and aspirations of all citizens.
- ❖ Establishment of democratically elected, well-trained and effective school governing bodies (Mkhantshwa, 2000:1).

Furthermore, the Education Department employed full-time personnel to lead the COLTS campaign. The COLTS campaign has the support of educator unions, learner organisations, the private sector and religious organisations. The television drama series, *Yizo-Yizo*, which was a joint project of the South African Broadcasting Corporation (SABC), and the Department of Education is one example of support by the private sector. Furthermore, the

Coca-Cola Company of Southern Africa also funded the COLTS Creative Arts Initiative newsletter (Mkhantshwa, 2000:1).

In the Northern province, where the research is conducted, the COLTS campaign was launched by the then Member of The Executive Council (MEC) of education, Dr A.P. Motswadedi, in Pietersburg in 1997. Not only was COLTS campaign a national issue, it had to be extended to the provinces. In the Northern Province it was also launched after it experienced the worst grade 12 results compared to the other eight provinces. The provincial Department of Education realised that to improve the grade 12 results, extraordinary measures had to be taken. Furthermore, it was after the provincial department tried to improve the situation by conducting a number of meetings, workshops, rallies and summits that they realised that they had to set measurable and achievable goals to remedy the situation (low achievement by learners).

During the COLTS campaign the Northern Province Department of Education unveiled the twelve-point plan, which, according to Lalumbe (1998:27) contains the following aspects:

- ❖ Punctuality
- ❖ Observance of full school hours
- ❖ Absenteeism
- ❖ Compulsory attendance of every school lesson
- ❖ Sufficient work and regular assessment
- ❖ Common assessment
- ❖ Morning and afternoon study
- ❖ Regular visits to schools by Circuit and Area Managers
- ❖ Role of Governing Bodies
- ❖ Department to create conducive teaching and learning environment
- ❖ No dirt, crime and vandalism in schools
- ❖ Excellent service.

Each of these aspects will be briefly discussed in the following paragraphs.

**❖ Punctuality**

To restore the culture of teaching and learning, all schools were expected to respect time for successful teaching and learning to take place. Late coming by both educators and learners would not be tolerated. To curb late coming all school gates had to be locked after the official starting time. Educators and learners who arrived late had to be locked out of the school premises until the following day and had to be considered absent from school on that day. A clear school policy had to be established on punctuality (Lalumbe, 1998: 27).

**❖ Observance of full school hours**

After the Northern Province Department of Education realised that some principals, educators and learners did not observe full school hours, principals were ordered to keep a record of educators and learners who do not observe full school hours. As far as principals who do not observe full school hours were concerned, Circuit Managers were ordered to develop a mechanism of identifying them (Lalumbe, 1998:27).

**❖ Absenteeism**

Principals were instructed to keep a record of absentees, both educators and learners. Strict action should be taken against those who transgressed. Principals should conduct regular workshops with their staff members on conditions of service and leave of absence (Lalumbe, 1998:27).

**❖ Compulsory attendance of every school lesson**

Educators should keep a record of learners who do not honour all their lessons while principals, with the assistance of Heads of Department should monitor lesson attendance by educators and learners (Lalumbe, 1998:28).

### ❖ **Sufficient work and regular assessment**

The principal as instructional leader, should see to it that class work, homework, assignments, tests and examinations are written regularly. Circuit managers, in turn, should visit schools and take sample books from learners to ensure that sufficient work and regular assessment are done. Parents were also urged to monitor the work of their children (Lalumbe, 1998:28).

### ❖ **Public examinations**

The Northern Province Department of Education introduced public examinations after they realised that there were educators who only cover a small section of the syllabus because they were both educators and examiners of their subjects. Public examination papers at Circuit and regional level were set. It was hoped that public examination papers would ensure that educators cover the whole syllabus for the various grades (Lalumbe, 1998:28).

### ❖ **Morning and afternoon study**

To protect enough teaching and learning time, the Education Department directed all secondary schools to introduce compulsory morning and afternoon study sessions. The principal should motivate learners to attend study sessions and give them enough work to keep them busy during the study sessions. Educators should be persuaded and motivated to supervise the study sessions (Lalumbe, 1998:28).

### ❖ **Regular visits to schools by Circuit and Area Managers**

Circuit and Area managers, as developmental officers had to visit schools on a regular basis to improve the management of schools and to give principals and educators the opportunity to raise their problems. Circuit managers should change their old autocratic style of evaluation. They had to facilitate the whole school development. This facilitating approach

will ensure that they are welcomed by the whole community as officers with the interests of the school development at heart (Lalumbe, 1998:28).

#### ❖ **Role of School Governing Bodies**

Mboyane (2000:17) and Lalumbe (1998:28) maintain that all governing bodies were urged to take their rightful place in the management of schools. This call was made after it was realised that there was a lack of capacity in the management of schools in South Africa. Parents and professionals were requested to take part in the school governance of their communities. Principals, as instructional leaders should coordinate the school curriculum in such a way that it will allow capacity building as far as school governance is concerned.

Capacity building can be done through workshops and staff development programmes as far as the training of school governing bodies is concerned.

#### ❖ **Department of Education to create a conducive learning environment**

Education managers and administrators at circuit, area, regional and provincial level were charged with the task of making sure that facilities and infrastructure required at the schools were provided. This action was taken when the Education Department realised that many previously disadvantaged schools in South Africa still lacked rudimentary facilities like text books, infrastructure and equipment (Lalumbe, 1998:28 & Mboyane, 2000:17).

#### ❖ **No dirt, crime and vandalism in schools**

Principals were urged to make certain that both learners and educators were neatly dressed and that the school environment was free of litter and broken windows, furniture, etcetera were repaired. The community as a whole should join hands to fight violence, weapons, drugs and vandalism in their schools if the culture of teaching and learning is to be restored (Lalumbe, 1998:28).

### ❖ **Excellent service**

To restore the culture of teaching and learning in township and schools in rural areas, the provision of excellent service at school level, circuit, district, regional and provincial level is necessary. This call was made after civil servants (educators included) complained about the bureaucracy of the Department of Education, slow processing of educators' information, late payments of salaries, unanswered telephone calls and late supply of text books and stationery, which in turn lowers the morale of educators (Lalumbe, 1998:28).

### *(b) Tirisano (Working together) campaign*

On 13 January 2000, the Minister of Education, Kader Asmal, launched a nine-point education mobilisation campaign, which is part of the COLTS campaign. This campaign was launched when the Department of Education identified the following problems in schools, especially in previously disadvantaged schools in South Africa:

- ❖ Poor quality of learning, teaching and service.
- ❖ Low educator morale.
- ❖ Poor school governance.
- ❖ Lack of facilities.
- ❖ Massive inequalities in education.

The motto of the campaign is “Tirisano”(Working together to build a South African education and training system of the 21st century). The nine-point plan includes, according to Mecoamere (2000:1):

- ❖ Making provincial education systems work.
- ❖ Reducing illiteracy among all adults.
- ❖ Turning schools into centres of thriving community cultural life.
- ❖ Ending the physical degradation in schools by making them fit for human habitation.
- ❖ Ensuring the success of active learning through Outcomes Based Education (OBE).

- ❖ Developing the professional quality of educators.
- ❖ Creating a vibrant further education and training system.
- ❖ Implementing a rational and seamless higher education system.
- ❖ Dealing urgently and purposefully with HIV-AIDS through educational training.

At the beginning of October 2000, in an attempt to strengthen the COLTS campaign, the Minister of Education launched a booklet on the various alternatives to corporal punishment. This was an attempt to address the discipline problem, which is one of the major factors for the lack of a culture of teaching and learning in previously disadvantaged schools in South Africa. (2.2.2.2(1))

The booklet identifies five levels of misconduct and proposes forms of action or sanctions for each of them. The sanctions range from verbal warnings to suspension and eventually expulsion of the learner (Lekota, 2000: 1). The five levels of misconduct by learners and their respective sanctions are the following:

❖ **Level 1: Misconduct inside the classroom**

This kind of misconduct includes late-coming, bunking classes, etcetera.

**Suggested sanction:** Verbal warning, community service, detention where learners use their time constructively within the classroom, for example, learners may not participate in extra-mural activities for a stipulated period.

❖ **Level 2: Misconduct by breaking school rules**

Breaking of school rules includes, smoking, leaving school without permission and vandalism.

**Suggested Sanctions:** Written warning, talking to learner's parents/guardian.

❖ **Level 3: Serious misconduct**

Serious misconduct includes violation of school codes such as gambling, display of pornographic material, carrying of drugs and assault.

**Suggested sanctions:** Suspension, referral to a counselor or social worker and community service.

❖ **Level 4: Very serious misconduct**

This includes, learners carrying of dangerous weapons, sexual abuse, selling of drugs, being under the influence of liquor or drugs and boycotting classes.

**Suggested sanctions:** Suspension (with permission from provincial department) and referral to outside agency for counseling.

❖ **Level 5: Criminal acts**

Criminal acts include violating both school codes and the law of the country. These acts include use of dangerous weapons, sexual harassment, rape, robbery, theft and murder.

**Suggested sanctions:** Expulsion or transfer to another school (Lekota, 2000: 1).

**(c) Whole School Evaluation (WSE)**

In yet another attempt to restore the culture of teaching and learning in schools (especially in previously disadvantaged schools), the Minister of Education called for a conference of academics and education practitioners to discuss what is termed 'Whole School Evaluation (WSE). This conference was held at the beginning of the last quarter of 2000. The conference was held in view of the fact that there is no national inspection in South African schools. Furthermore, it was hoped that this conference would ensure a paradigm shift from inspection to quality assurance (Mboyane, 2000:17).

The main objective of the Whole School Evaluation (WSE), will, however, be to maintain and control school standards, evaluate performance and advise and support schools in their efforts to improve teaching and learning.

For this task to be carried out effectively, the Minister of Education appointed a team of 200 officers who will monitor the performance of schools in all the nine provinces of South Africa. This team received specialised training from the Department of Education. Instead of assessing educators as in the past, the team will assess the school as a whole to find out if the school as a whole is functioning properly. According to Mboyane (2000:17), in its assessment, the team will concentrate on the following areas:

- ❖ The basic functionality of the school.
- ❖ Leadership, management and communication.
- ❖ Governance and leadership.
- ❖ Quality of teaching and educator development.
- ❖ Curriculum provision and resources.
- ❖ Learner achievement.
- ❖ School safety, security and discipline.
- ❖ School infrastructure.
- ❖ Parental and community involvement.

It should be pointed out that these attempts would not work if principals do not take their rightful place as instructional leaders. The organisational culture and the culture of teaching and learning can only improve if principals act as effective instructional leaders and teaching and learning occupy a central place in a school.

### **2.3 THE ORGANISATIONAL CULTURE AND THE CULTURE OF TEACHING AND LEARNING**

In this section the concept of organisational culture, the three level model of organisational culture and its relationship with the culture of teaching and learning will be discussed.

### **2.3.1 The concept of organisational culture**

The concept of organisational culture was briefly highlighted in paragraph 1.5.1 and needs further elaboration, as it is an important aspect of this research.

Davidoff and Lazarus (1997:42) refer to the organisational culture as the norms, values, views and perceptions, assumptions, the informal and unwritten rules in an organisation that determine a certain pattern of behavior. It is the belief system and the philosophy of how things are done in an organisation. The organisational culture influences the attitudes and behaviours of members in an organisation (school) (Heck & Marcoulides, 1996:82). Owens (1995:82) is of the view that these shared beliefs, philosophies, ideologies, and expectations, attitudes and norms knit the organisation (school) together. All these interrelated variables manifest themselves in the conformity or agreement among educators and learners on how they make decisions and solve problems.

The organisational culture of any institution, in this case the school, have a profound effect on and is affected by every other element in the school, including the principal's instructional role and the culture of teaching and learning. In fact, it influences and affects all the school's activities in ways that people in the school are rarely aware of (Davidoff & Lazarus, 1997:41). Janson (1996:87) supports Davidoff and Lazarus (1997) by emphasising that the organisational culture not only influences the learning and development of learners, but also their achievements.

The manner in which people in a school conduct their teaching and learning activities is influenced by the organisational culture, that is, by their convictions and philosophy. This philosophy becomes more visible not only through their behavioural manifestations but also through the school's mission and goals (Davidoff & Lazarus, 1997:42).

### **2.3.1.1 The three level model of organisational culture**

The organisational culture consists of three levels. According to Janson (1996:83-89) and Kruger (1999:27), the three levels are:

- ❖ The basic level
- ❖ The organisational norms and values (The second level)
- ❖ The expressed and observable facts of the organisational culture (The third level).

Each of these levels will be discussed separately in the following paragraphs.

#### **(1) The basic level**

The basic level represents the essence of organisational culture. It includes fundamental assumptions, philosophies, ideologies and convictions. The organisational culture is based on the assumptions and convictions about teaching and learning of both the principal and educators as well as other stakeholders as will be elaborated below.

##### **(a) Philosophy**

The school philosophy reflects the views of educators and the learners as well as the governing body on the essence and true meaning of that which makes a school. It determines the true value of education in a school (Janson, 1996:83). In other words, the value of education in a school is not determined by the types of buildings per se, but by how educators and learners view and attach meaning to how the buildings can best be utilised and maintained.

##### **(b) Convictions**

Convictions form the basis of human existence. With regard to school culture, convictions refer to what educators in the school accept as true, sensible and possible as far as learners are concerned. The way educators behave towards learners is based on their conviction of

their teaching task as well as the intelligence and commitment of the learners (Janson, 1996:83). Masitsa (1995:154) concurs with Janson (1996) by saying that the school's prosperity depends on high expectations and a focus on excellence. This is also supported by Owens (1995:83) who refers to convictions as assumptions that deal with what people in an organisation "*accept as true in the world and what is false, what is sensible and what is absurd, what is possible and what is impossible.*"

These assumptions form the foundation of organisational culture because the informal norms originate directly from them. In fact, assumptions function subconsciously and are invisible. They enable a person to accept an action or a statement immediately as right or wrong. To this end, Owens (1995:83) maintains that assumptions are not values which can be debated but they are tacit, unconsciously taken for granted, rarely talked about and accepted as true and non-negotiable.

The nature and content of assumptions held by both educators and learners in a school, is of utmost importance because they form the basis of all school activities as aspects of the school culture.

It should, however, be cautioned that assumptions (which can either be true or false) have far-reaching consequences for the behaviour of members of the organisation. Consider, for example, the behaviour of a principal who has the assumption that all educators in his/her school are lazy and untrustworthy.

## **(2) The second level: Norms and values**

Norms refer to specific values, which prescribe certain behaviour, allow or forbid other forms of behaviour. Norms and values form an integral part of the school culture. In a school situation norms and values are verbalised in the school policy, motto and in the hidden curriculum (Janson, 1996:85)

Norms and values can be divided into informal or unwritten rules and the written rules as elaborated below.

**(a) Informal and unwritten rules**

These are rules that are not consciously thought of but occur through established patterns and behaviour. These unwritten norms arise spontaneously and are controlled and applied in an informal way. Group pressure and sanctions, make sure that all members of the group, educator and learners conform. These norms are not enforced by an official body of authority, but evoke a spontaneous obedience from group members. They are, however, relatively established, enduring and permanent.

Due to their great influence on the behaviour of both learners and educators, the principal should pay close attention to the informal norms functioning in his/her school.

**(b) Formal and written rules**

These are formal rules which are written in the school's mission, school policy or subject policy. These formal rules reflect the norms and values of the school. They are a result of conscious and purposeful deliberation and formulation of criteria for behaviour and action of both educators and learners. These formal rules are formulated by the formal body of authority in a school such as the management team. It is the task of the principal as an instructional leader to use his/her leadership skills in such a way that educators and learners identify with the norms and values of the school. Masitsa (1995:146) supports the above by pointing out that the school should have clear and consistent rules and policies. These clearly defined values, norms, goals and mission channel both educators and learners in the direction of successful teaching and learning.

**(3) The third level: the visible and audible level of organisational culture**

These visual and audible aspects of the organisational culture are grouped into the following three categories (Janson, 1996:86-88; Kruger, 1999:31):

- ❖ Behavioral manifestations
- ❖ Symbolic and visual manifestations and

❖ The conceptual and verbal manifestations.

Each of these categories will be discussed below.

**(a) Behavioural manifestations**

According to Kruger (1999:31), behavioural manifestations as an aspect of the school culture include, rituals, teaching and learning and ceremonies as elaborated below.

*(i) Teaching and learning*

Teaching and learning activities not only form the core of any school but are also influenced by the nature of the school culture. The nature and quality of teaching and learning activities are influenced by the shared goals and beliefs of both educators and learners (Kruger, 1999:31)

*(ii) Rituals*

Rituals help both educators and learners to be innovative and become creative in their teaching and learning activities. They help to reduce uncertainty and anxiety. Rituals also help educators and learners to identify with the school's values and norms (Janson, 1996:77).

*(iii) Ceremonies*

Janson (1996:86-87) maintains that ceremonies make or break the school culture. Ceremonies include assemblies, prize-giving ceremonies and induction ceremonies for new educators and for prefects as well as matric farewell parties. Ceremonies are important because they dramatise important norms and values of the school.

## **(b) Symbolic and visual manifestations**

### *(i) Crests, mottoes and school uniforms*

The philosophy and values of the school are visually expressed in its crests and motto. The school uniform shows the learners' commitment in a school, although there are schools which do not wear a school uniform, but discipline still prevails (Kruger, 1999:32).

### *(ii) School buildings, grounds, facilities and equipment*

School buildings, grounds, facilities and equipment form an important part of the school culture. If the school's culture stresses caring for and keeping the school buildings and grounds clean, this sends a very strong message to the community and visitors about its priorities, values and philosophy. Such a school would discourage theft and vandalism, which is very common in most rural and township schools of South Africa. Furthermore, symbols such as the school flag and badge evolve from the tradition of the school. These symbols determine a unique organisational culture (Janson, 1996:86)

## **2.3.2 The relationship between organisational culture and the culture of teaching and learning**

In a school where the organisational culture is one in which educators have a shared sense of collegiality and collectively want to achieve, they will, as a result, create a more constructive, productive and positive environment, which is conducive to teaching and learning (Shann, 1999:392).

Masitsa (1995:126) concurs with Shann (1999:392) by stating that in a school where there is an established learning culture, there is a well-developed instructional programme, which focuses on all aspects of academic achievement and professional development of educators. Educators will, as a result, be well organised and manage their classrooms effectively. Educators will be fully prepared for their lessons and as such their confidence will improve. A sound organisational culture relies on the effective instructional leadership of the principal and thus the emphasis will be on teaching and learning activities.

Many disciplinary problems, which are very common in the previously disadvantaged schools of South Africa, can be averted if educators are confident and well prepared for their lessons.

Davidoff and Lazarus (1997:42) further show the link between organisational culture and the culture of teaching and learning by pointing out that both the written and unwritten rules and norms of the school determine a certain pattern of behaviour. In other words, the organisational culture ratifies what is proper and ideal for the school, it exerts pressure on both learners and educators to conform to the standards and validates the high expectations or performance as outlined in the school policy.

Alternatively, where the organisational culture is one of not valuing the teaching and learning activities, as is the case in the most township and rural schools of South Africa, educators will arrive late, will not prepare their lessons adequately and will resent being at school after the last bell has rung. This kind of belief and value system will also be reflected in the way educators relate to each other and to the learners, the way meetings are conducted, the way information is shared and ultimately the way the school is managed. If the principal is not effective as an instructional leader, it will be reflected in the organisational culture where teaching and learning activities are not conducted effectively (Davidoff & Lazarus, 1997:42).

As far as learners are concerned, Shann (1999:409) maintains that learners with positive perceptions of educators' commitment and caring tend to have high academic achievement. Learners show good behaviour and discipline in schools that show a culture of caring for their needs. Learners need to feel that educators care about them and want the best from them before they can give their full effort and support of the teaching and learning activities.

Samdal, Wold and Bronis (1999:313) agree with Shann (1999) by indicating that the feeling of being treated fairly is reflected in the written policy and other informal and unwritten norms and values (2.3.1.1(2)).

Learners' satisfaction with the school is the most influential variable in the school's positive climate that is conducive to teaching and learning.

Learners' perceptions of poor relations with fellow learners, which include, an unsafe social school environment, bullying and social exclusions by other learners have a negative effect on the culture of teaching and learning. Such learners will not participate actively in class (Samdal, Wold & Bronis, 1999:314)

Janson (1996:77) and Hallinger and Heck (1998:176) conclude by pointing out that the organisational culture has a strong influence on the meaning educators and learners associate with teaching and learning and their willingness to change. Janson (1996:77), however, further elaborates the statement above by pointing out that:

*The willingness of staff members to dedicate themselves to the school depends on the degree to which they identify with the organisational culture of the relevant school. Organisational culture, however, not only influences the teachers but also pupils. Organisational culture influences their academic, sport and cultural achievements and their attitudes towards the school.*

Of the nine provinces in South Africa, the Northern Province grade 12 examination results have been the lowest for the past three to four years (2.2.2.3). One main reason for the poor grade 12 examination results is the lack of a sound organisational culture of schools. The morale of most learners and educators is very low in previously disadvantaged schools. Their low values and belief system have a negative impact on teaching and learning, that is, they no longer value education and learning and do not believe in themselves as far as achieving their teaching and learning goals is concerned.

However, the principal, as an instructional leader has an important role to play as far as the organisational culture of the school is concerned. He/she can influence the organisational culture of the school through staff development programmes, involving educators in decision making, providing resources, supervision and provision of instructional time. It should be pointed out that the organisational culture forms the basis of the culture of teaching and

learning and is based on the principal's instructional role. The three concepts, the organisational culture, the instructional role of the principal and the culture of teaching and learning are not mutually exclusive but are interlinked and influence each other.

## 2.4 INSTRUCTIONAL LEADERSHIP

### 2.4.1 The concept of instructional leadership

An instructional leader is someone who leads the instructional programme. By virtue of his/her position, the school principal is the instructional leader since he/she plays a crucial role in influencing academic achievement. *end*

Masitsa (1995:233) is of the view that instructional leadership refers to those occasions in which the principal is in direct contact with educators and learners. This point is supported by Moorthy (1992:8) by stating that instructional leadership has to do with the core activities of the school, that is, teaching and learning in the classroom and further added that instructional leadership also involves all the beliefs, decisions, strategies and tactics which principals use for instructional effectiveness in the classroom. *start*

To this end, Masitsa (1995:233) concurs with Moorthy (1992) by saying that instructional leadership occurs when the principal provides direction, resources and support to both educators and learners with the aim of improving teaching and learning at a school, that is, it is the pervasive and persuasive way of influencing educators and learners to use the best instructional practice, focus on learners' learning and make sure that teaching and learning decisions are based on professional practices.

Moorthy (1992:10) maintains that the principal's role as instructional leader consists of three dimensions:

- ❖ Defining the school's mission
- ❖ Overseeing the instructional programme
- ❖ Promoting the school's learning climate.

Masitsa (1995:234) supports Moorthy (1992:10) on the dimensions of instructional leadership but adds the following dimensions:

- ❖ Providing resources
- ❖ Coordinating staff development programmes
- ❖ Creating collegial relationships among educators
- ❖ Protecting teaching time
- ❖ Monitoring learners progress
- ❖ Supervising and evaluating educators.

#### **2.4.2 Elements of instructional leadership**

Although some authors categorise elements of instructional leadership differently, most authors agree on three main dimensions:

- ❖ Defining the school's mission
- ❖ Overseeing the instructional programme and
- ❖ Promoting a positive school climate (Moorthy, 1992:11; Parker & Day, 1997:85).

These dimensions can further be sub-divided into the following elements (Duke 1987:212; Parker & Day 1997:87; Hallinger, Bickman & Davis 1996:535; Heck 1992:30; Blasé & Blasé 1998:11; Arroyo, Rhoad & Drew 1999:146; Masitsa 1995:154-250 & Lemahieu, Roy & Foss 1997:591):

- ❖ Stating clear mission, goals and objectives
- ❖ Promoting curricular coordination.
- ❖ Assessing and monitoring both educators and learners' progress.
- ❖ Setting high expectations for both learners and educators.
- ❖ Development and setting of standards.
- ❖ Staff development.
- ❖ Resource management.

Each of these elements will now be discussed briefly:

#### **2.4.2.1 Stating clear goals and objectives**

Before the instructional programme goals and objectives can be formulated, Badenhorst (1995:96) and Kruger (1999:14) maintain that as an instructional leader, the principal together with the school management team should formulate the mission of the school. The school's mission should, according to Hallinger, et al. (1996:534) not only reflect the school's orientation towards improving learning but also the degree to which educators share and view teaching and learning as a crucial goal. They further emphasise that in schools where there is clear and academically oriented mission, the principal is able to make decisions in the interest of learners and allocate resources to improve teaching and learning.

From the school's mission evolves the instructional goals and objectives, which are the principal's primary instructional leadership function because instructional goals determine the appropriate instructional practice (Lemahieu, et al., 1997:591). Effective schools have few highly coordinated goals and objectives that promote the clearly defined mission of the school. As an instructional leader, the principal should ensure that the goals and objectives are not vague and unclear as Murphy, Hallinger, Weil & Mitman (1983:140) state that: *"Without the presence of clear goals and objectives, it is difficult, if not impossible, to measure effectiveness and efficiency of school operations."* This would mean that the principal, as an instructional leader, should translate the general targets into activities, time frames as well as areas of responsibilities for both educators and learners.

Moorthy (1992:10) maintains that from the school's mission evolves a sense of a shared purpose by learners and educators as well as the community, which serves to unite all school's activities. Bossert, Dwyer, Rowan and Lee (1982:47) agree with Moorthy (1992) by stating that the principal has to generate and maintain goal consensus on the instructional programme among educators and learners. An agreement on instructional goals and objectives between the principal and educators will ensure that there is enough teaching

time. This can only happen if there is an explicit agreement on a set of goals and actions with regard to the management of the instructional programme. Kossow (1990:36) emphasises that to build consensus, the principal should encourage educators to meet together to plan the course content, discuss work programmes as well as the sequencing of topics from grade to grade (with experienced educators advising and guiding inexperienced educators).

Goals that are widely shared and meaningful to educators and learners encourage them to be committed to achieve the school's mission (Parker & Day, 1997:85).

#### **2.4.2.2 Promoting curricular coordination**

The school's instructional programme consists of both curricular and extra-curricular activities, which include the academic programme, the guidance programme and the extra-curricular programme (Badenhorst, 1995:97).

The principal, as an instructional leader, plays an important role, not only in adapting the curriculum to the needs of the community but also in organising the school curriculum through drawing up a timetable for extra-curricular activities (Badenhorst, 1995:98)

Creemers and Keezigt (1996:213) and Parker and Day (1997:87) maintain that conditions conducive to teaching and learning include development and availability of the formal curriculum and work programmes to pursue the goals of the curriculum. The curriculum should present a clear vision about the teaching and learning activities as well as how to increase teaching and learning effectiveness. The school policy is a good example of a document which articulates clearly how the principal and educators should control what happens in the school and the classroom as far as the school curriculum is concerned.

Murphy et al. (1983:141) are of the opinion that the principal, as an instructional leader can promote curricular coordination. This can be achieved firstly, by making sure that the basic and supplementary materials used in the school are consistent and reinforcing. Secondly, by ensuring that the curriculum content is consistent with both the instructional objectives and

with the tests used to measure mastery of the objectives. Thirdly, by establishing programme evaluation procedures and that evaluation occurs on a regular basis.

Hallinger et al. (1996:555) emphasise that instructional organisation refers to the manner in which opportunities for teaching and learning are created, which include homogeneous grouping of learners, curriculum tracking as well as aspects of the formal curriculum. This point is supported by Bossert et al (1982:41) by saying that the pacing, sequencing and coverage of content of classroom lessons influence both individual learner's achievement and the distribution of performance in a class.

Within the parameters of departmental instructions, the principal, as instructional leader, can draw up a timetable of teaching and learning using the following guidelines:

- ❖ Determining specific fields of study to meet community needs
- ❖ Making provision for a sufficient number of educators
- ❖ Making sure that extra-curricular activities do not disrupt teaching and learning
- ❖ Determining the number of subjects within specific fields of study
- ❖ Maintaining a healthy balance between curricular and extra-curricular activities (Kruger, 1999: 15-16).

#### **2.4.2.5 Appraising educators and assessment and examination of learners**

Appraising of educators and the assessment and examination of learners, which is lacking in most township and rural schools in South Africa, serves as an important instructional leadership role of the school principal. It gives the principal the best possible opportunity for effecting a positive influence on the teaching and learning activities (Rossow, 1990:59). It enables the principal not only to share the expert knowledge he/she has with educators but also allows educators to reflect on their experiences in teaching. Through assessing the instructional programme, the principal is able to get not only a clear picture of the progress of teaching and learning but is also able to make certain that the aims and objectives and

ultimately the mission of the school is achieved, that is, the principal is able to determine whether standards are met (Parker & Day, 1997:86)

According to Badenhorst (1995:99), appraising consists of two components:

- ❖ Educators' appraisal and development,
- ❖ Examination and assessment of learner progress.

#### **(a) Educators' appraisal and development**

Educators' assessment and development includes, according to Badenhorst (1995:99) the following three aspects:

- ❖ Quality measurement: which includes monitoring the progress made by the instructional programme
- ❖ Professional development: improvement of educators' practice in teaching
- ❖ Personnel motivation: which includes recognition and promotion through and by the principal as an instructional leader.

To eliminate the negative feelings or attitudes by educators towards personnel evaluation which is very common in township and rural schools in South Africa, all the above three components should be carried out. The principal can use the following in assessing educators.

#### **(i) Class visits**

Class visits enable the principal, as an instructional leader not only to identify problems regarding teaching learning activities but also to share the ideas and expertise on teaching and become part of the daily operations of the school (Andrews et al, 1991:98). In fact, educators, according to Marshall (1996:339) need, firstly, a reassurance that they are doing a good job and secondly, they need specific and constructive criticism to improve their performance. Classroom visits should, however, be well planned and collaborative to avoid

a situation where the principal is seen as an expert and superior because this would, according to Reitzug (1997:331) marginalise the professional knowledge and skills educators have. In other words, the principal should make certain that educators perceive him/her as a facilitator and adviser who has a genuine concern for their continued professional and personal growth (Andrews et al., 1991:98).

The following should, therefore, be considered, when conducting class visits:

- ❖ They should be structured to show that they are meaningful and purposeful.
- ❖ The visits should be frequent in order to balance specific praise with specific criticism.
- ❖ The visit should include at least four steps, that is, pre-conference, classroom observation, analysis and reflection as well as post-conference.
- ❖ There has to be a policy on how classroom visits will be conducted.
- ❖ Random and unannounced class visits should be carefully planned and agreed upon. These kinds of class visits enable the principal to see educators working under normal conditions, pace and progress, rather than well-planned and glamorized lessons.
- ❖ Feedback should be provided to the educator and the observational data should be used as part of an ongoing assessment of the educational programme (Whitaker, 1997:156; Marshall, 1996:339; Rossow,1990:60; Creemers & Reezigt,1996:213).

(ii) Checking learners work, products, etcetera.

(iii) Informal and formal interviews.

(iv) Staff meetings.

(v) Extra-mural activities.

(vi) Social occasions. (Badenhorst, 1995:100; Murphy et al., 1983: 142).

It should be emphasised, however, that the principal, as an instructional leader, must be a good communicator. This is necessary for educators to understand the principal's conception of what the right direction is regarding teaching and learning, that is, as an instructional leader the principal must be able to communicate specific strengths and weaknesses with educators with the aim of improving the culture of teaching and learning (Andrews et al, 1991:99; Murphy et al., 1983:142).

Both the principal and educators make use of evaluation and examination results for two purposes. The principal uses the assessment results to evaluate the teaching and learning programme as a whole and make certain that objectives and standards of teaching and learning are achieved. Educators, on the other hand, use evaluation and examination results not only as a yardstick for evaluation but also to prescribe and adapt their classroom or teaching strategies as will be elaborated in the following paragraph (Murphy et al., 1983:141; Badenhorst, 1995:100)

#### **(b) Examination and assessment of learners**

Learners' examination and assessment help the principal to find out if educators are adhering to the teaching and learning objectives. The principal is able to see if learners and educators value the instructional programme through learners' performance. Badenhorst (1995:100) maintains that: "... principals use them [examination results] to evaluate the teaching programme as a whole and to ensure that objectives and standards are attained".

#### **2.4.2.4 Setting high expectations for learners and educators**

As far as setting of high expectations is concerned, Hallinger et al. (1996:534-535), Arroyo et al. (1999:146) and Masitsa (1995:157) agree that the principal, as instructional leader, plays a key role in making educators aware of what is expected of them as far as teaching and learning is concerned. The principal is able to shape educators' attitudes as far as the ability of learners is concerned. Principals can influence learners' achievement by raising

educators' expectations through his/her personal actions and through the development of policies on teaching and learning.

By setting high expectations for both educators and learners, the principal is able to build confidence in their ability to achieve and they consequently rise to the level of expectations. Furthermore, the principal's setting of high expectations for both learners and educators, in turn, enables educators to create a climate conducive to teaching and learning. In other words, educators with high expectations for learners' achievement will create a warm and effective learning environment while at the same time maintaining an orderly and purposeful atmosphere for learners.

The principal can make a significant contribution to teaching and learning by being enthusiastic and expressing high expectations towards both educators and learners. Such principals will protect instructional time for both educators and learners (Arroyo et al., 1999:146-147).

#### **2.4.2.5 Development and setting of standards**

Closely related to high expectations for learners and educators by the principal, is the development, setting and maintaining of high standards. This point is supported by Masitsa (1995:154-155), Murphy et al. (1983:140) and Lemahieu et al. (1997:586) by maintaining that the development of high standards as far as teaching and learning is concerned, help to elevate both expectations and aspirations regarding learners' performance.

The success of the instructional programme depends on the maintenance of high standards by the principal as far as achievement and diligence are concerned. Furthermore, maintaining high standards helps to foster work ethics as far as educators are concerned. Learners, on the other hand feel challenged by the high standard of work and as a result feel obliged to take learning in a serious light. Unchallenging tasks can only lead to laxity and complacency for both educators and learners. By maintaining high academic standards, the principal builds confidence in learners and educators to achieve the set standards (Masitsa, 1995:157).

To maintain high standards, the principal, as instructional leader should establish a coordinated instructional programme, which is strictly adhered to throughout the year. For the maintenance of high standards, the principal and educators should share the goals and expectations of the school as far as standards of performance are concerned. As instructional leader, the principal should explain the value of maintaining high standards to learners and educators so that they can feel that the quality of their performance is valued. In this way, learners value the importance of learning and achieving and as such the culture of teaching and learning can be restored in the previously disadvantaged schools in South Africa.

Maintenance of high standards ensures that educators become committed to improving their performance. As a result, educators will improve their instructional activities and protect the instructional time. This helps to curb absenteeism of learners, which is very common in the previously disadvantaged schools in South Africa. Learners will realise that by being absent they will miss out what others will learn and it will have a negative impact on their performance. In fact, maintenance of high standards and academic excellence can lead to the development of a culture of hard work for both educators and learners in the previously disadvantaged schools in South Africa. Furthermore, it can lead to the improvement of grade 12 examination results, which have been very poor, especially in the Northern Province, where this research was conducted (Masitsa, 1995:158).

#### **2.4.2.6 Staff development**

As an instructional leader, the principal should take cognisance that the educators' initial training is not adequate for effective instruction. If the quality of teaching and learning and ultimately, the culture of teaching and learning is to be improved, development of educators is necessary as part of in-service training. Although ongoing professional development is the primary responsibility of the educator himself/herself, the principal remains, however an important partner and participant in implementing staff development programmes (Masitsa, 1995:247); (2.2.2.2(7)).

In the previously disadvantaged schools in South Africa, staff development programmes are, however, inadequate, especially those that have to be initiated and conducted by the principal as an instructional leader. Common forms of staff development in previously disadvantaged schools such as the ones in the Sambandou Circuit are attendance of workshops, seminars and meetings at circuit, district, regional and provincial level by educators. Educators also enrol for further studies on their own through universities and technikons.

As an instructional leader, the principal should conduct staff development programmes at school level through staff meetings, staff development activities, formal and informal observations, consultations and coaching of individual educators. It is through supervision of educators' performance that the principal is able to give feedback about classroom interaction. In other words the principal is able to assess the strengths and weaknesses of educators as far as instruction is concerned and consequently correct the incompetencies (Masitsa, 1995:252).

#### **2.4.2.7 Management of resources**

Mboyane (2000:17) and Masitsa (1995:250) agree that for the instructional programme to be successful, the principal has to provide the necessary resources. Management of resources will be divided into the following four categories:

- ❖ **Physical resources:** Buildings, infrastructure, facilities and learning material.
- ❖ **Human resources:** Educators.
- ❖ **Time.**
- ❖ **Finances.**

Each of these categories will now be discussed briefly:

### **(1) Physical resources**

Physical resources such as classrooms, laboratories, libraries, infrastructure, stationery and other instructional aids are scarce but important for the achievement of instructional objectives. Most of the previously disadvantaged schools such as those in the Sibandou Circuit have very limited physical resources. It remains the task of the principal as instructional leader not only to provide these resources, but also to make effective use of those available. The principal should make sure that the resources are well cared for. Furthermore, the principal should not only rely on the Department of Education to provide resources but should also take the initiative to mobilise resources from the business sector and other stakeholders in education (Masitsa, 1995:250).

### **(2) Human resources: Educators**

The quality of instruction depends on the quality of educators. The principal, should, therefore ensure that committed and productive educators are employed at his/her school. He/She should recruit and select qualified and motivated educators. To support the above point, Mboyane (2000:17) and Masitsa (1995:251) maintain that previously disadvantaged schools in South Africa lack quality teaching due to the fact that they lack well-qualified educators, especially in subjects like mathematics, science and English.

### **(3) Time**

Time is one of the most important but scarce resources for effective instruction (2.2.2.2(8)). To achieve instructional objectives, the principal has to make sure that instructional time is protected and managed properly.

Murphy et al. (1983:141) and Bossert et al. (1982:41) agree that principals should promote the opportunity to learn through school level policies and enforcement practices that can help to reduce tardiness, absenteeism and truancy which are very common in township and rural schools in South Africa. In doing so, teaching and learning time is increased.

Furthermore, protecting instructional time from interruptions which are broadcast over the intercom system can increase learning time and achievement.

Masitsa (1995:151) and Duke (1987:187) concur with Murphy et al. (1983) and Bossert et al. (1982) by stating that learning time can be protected if interruptions and disruptions, which interfere with teaching and learning, are kept to the minimum. Furthermore, the principal should ensure that educators are punctual for their lessons, teach until the end of the lesson and teach from the first to the last day of the quarter. Class interruptions such as general announcements, public addresses, drop-in visitors and learners who are sent on errands during lessons should be avoided. Staff meetings and extra-curricular activities should be held after school. There has to be enough time for breaks to allow learners to have lunch and visit the toilets. To this end, Masitsa (1995:153) emphasises that lesson preparations play a crucial role in minimising disruptions. A good lesson plan enables the educator to make use of the time effectively. Unfortunately many educators do not do their preparation properly, especially in the previously disadvantaged schools in South Africa as a result of the collapse of the culture of teaching and learning in the mid-seventies and eighties. During their strike actions in the eighties educator unions such as SADTU were against written lesson preparation and since then most educators from previously disadvantaged schools have not been doing proper lesson preparations. This lack of lesson preparation by educators in previously disadvantaged schools contributes to the ineffective use of time, which in turn adversely affect the culture of teaching and learning.

As instructional leaders, principals should allocate the correct time and resources in line with departmental regulations. They should introduce fixed test periods and avoid unnecessary encroachment on lesson periods (Kruger, 1999:17). Duke (1987:187) supports this point when he points out that principals should develop policies that will maximize the effective use of instructional time. These policies should cover, amongst others, the following areas:

- ❖ Classroom interruptions (intercom use, parent visits and assemblies)
- ❖ Scheduling of extra-curricular activities
- ❖ Access during class time to special resources such as the library

- ❖ Administration of standardized tests
- ❖ Paperwork required of educators.

#### **(4) Finances**

Masitsa (1995:218) maintains that no organisation can be run effectively without finances. Management of finances is one of the management functions of the principal. The provision of human and physical resources requires finances. Physical facilities such as libraries and laboratories are still lacking in most previously disadvantaged schools (Naidoo, 1999:21). To address this lack of resources, the principal has to ask for donations from possible donors. Once the funds are available, the principal has to apply proper financial management skills to utilise them.

For the teaching and learning activities to be effective and thus the culture of teaching and learning, proper facilities such as well-equipped libraries and laboratories as well as other learning material have to be made available with the use of necessary finances. To support this Naidoo (1999:141) maintains that: *“No matter how good the teaching and physical surrounding of a school, without enough text books, laboratory equipment and other teaching aids education is significantly impaired”*.

Thus, it is necessary that the principal should have proper financial management skills for the school to function efficiently and for effective instruction to take place (Masitsa, 1995:219).

#### **2.4.3 The influence of the principal's instructional leadership role on the culture of teaching and learning**

The school principal, as an instructional leader, according to Naidoo (1999:75) and Masitsa (1995:128) sets the tone in the school, cultivates the quality of the school climate and facilitates organisational commitment.

The influence of the principal's instructional leadership role on the organisational culture and the culture of teaching and learning will now be discussed briefly under the instructional leadership elements.

#### **2.4.3.1 Stating a clear mission, goals and objectives**

Principals with high academic goals and expectations of the instructional programme positively influence the teaching and learning activities. Through a shared vision and mission, the principal ensures that educators have a shared perception of the school's purpose and core task as well as shared interpretation of how teaching and learning activities can be carried out effectively. Thus the principal's positive influence and emphasis on the importance of teaching and learning influence a sound organisational culture. A sound organisational culture will result in a sound culture of teaching and learning (Bennet & Harris, 1999:545).

#### **2.4.3.2 Staff development**

The principal, can, through staff development programmes such as staff meetings, formal and informal observations, consultations and coaching of individual educators, boost the morale of educators which is very low in the previously disadvantaged schools in South Africa. Educators can, as a result of staff development programmes, feel that they are not left alone but are allowed to participate in decision making, as far as the instructional programme is concerned. If educators are allowed to make decisions as far as instruction is concerned, a climate that is conducive to teaching and learning is created. Furthermore, educators and learners' dedication, willingness and preparedness to teach and learn reflect a sound organisational culture. The culture of teaching and learning will, as a result of staff development programmes, be improved in the previously disadvantaged schools in South Africa (Lethoko, 1999:62; Masitsa, 1995:247).

### **2.4.3.3 Management of resources**

The provision and proper management of the school's resources such as school buildings, instructional material, laboratory equipment, finances and the effective use of time, which are lacking in most of the previously disadvantaged schools, will undoubtedly improve the culture of teaching and learning. Furthermore, the quality of instruction depends on the quality of educators. As an instructional leader, the principal can make a significant contribution in improving the culture of teaching and learning by recruiting and selecting committed and well-qualified educators as well as through proper management of the finances (Masitsa, 1995:250; Mboyane, 2000:17);(2.4.2.7).

### **2.4.3.4 Development and setting of standards**

Maintenance of high standards and performance by the principal as instructional leader in schools, whose standards are very low in South Africa, will ensure that the instructional programme is successful. Both learners and educators will work hard to attain the high standards and as a result the culture of teaching and learning will improve. In other words, the setting and development of high standards by the principal will ensure that both educators and learners who lack values in most schools in South Africa will understand the importance and value of learning and achievement and hence a sound organisational culture will be developed. They will, as a result of high standards, feel committed and motivated to learn and the culture of teaching and learning will eventually improve (Masitsa, 1995:157-158) (2.4.2.5).

### **2.4.3.5 Assessment, supervision and coordination of the curriculum**

Hallinger et al. (1996:535), Bossert et al. (1982:41) and Heck et al. (1991:132) agree that the principal as an instructional leader, can influence the culture of teaching and learning by firstly, coordinating the curriculum and as a result the instructional programme, and secondly by supervising how teaching and learning activities are carried out. Through regular

class visits and observations, which are lacking in most of the previously disadvantaged schools in South Africa, educators and learners can become more confident of what they do.

Furthermore, by creating opportunities for learning through, for instance, homogeneous grouping of learners, pacing and sequencing and coverage of the content of classroom lessons, the principal is able to influence learners' achievement and hence the culture of teaching and learning, which is lacking in most of South African schools (2.4.2.2.).

Shann (1999:392) summarises the importance of the principal's instructional role in the culture of teaching and learning by saying that: "*The principal is seen to have an instrumental role in promoting a clear vision of the school's mission, a safe, orderly environment, high expectations for all students, productive working environments for teachers, optimal time for learning without disruption, and incentives and rewards to encourage excellence.*"

## 2.5 CONCLUSION

This chapter provides a review of the literature on the instructional leadership role of the principal, as well as its effects on the culture of teaching and learning. Major works, such as the work of Masitsa (1995), Lethoko (1999), Lalumbe (1998) and Naidoo (1999) were consulted.

The concept of the culture of teaching and learning was discussed. This was followed by a discussion of the breakdown of the culture of teaching and learning which originated as far back as the early fifties when Bantu Education was introduced in South Africa.

The factors that led to and are still contributing to the collapse or breakdown of the culture of teaching and learning in previously disadvantaged schools in South Africa were discussed. Furthermore, the culture of teaching and learning in previously disadvantaged schools in South Africa such as the schools in the Sambandou Circuit, was negatively affected by poor management. The principal as instructional leader should fulfill the following factors: setting

high expectations for educators and learners, management of the school's resources, staff development and curriculum coordination.

In response to the breakdown of the culture of teaching and learning, the Department of Education took a number of initiatives to restore the culture of teaching and learning.

The link between the principal's instructional role, the organisational culture and the culture of teaching and learning was discussed. Elements of instructional leadership such as staff development, assessment and supervision and curriculum coordination have an influence not only on the organisational culture of the school but also on the culture of teaching and learning. The literature review showed that the three concepts: the principal's instructional role, the organisational culture and the culture of teaching and learning are interlinked.

In conclusion, the literature review indicated that the culture of teaching and learning is lacking in many of the previously disadvantaged schools in South Africa due to some general and management factors. Furthermore, most literature agrees that it is the task of the principal as instructional leader and through the organisational culture of the school and instructional leadership elements, to improve the culture of teaching and learning, which is lacking in most of the previously disadvantaged schools in South Africa.

In the following chapter, the empirical study, the research results, interpretation and analysis of the research results will be discussed.

## CHAPTER 3

### DESIGN, METHODS AND FINDINGS OF THE EMPIRICAL RESEARCH

#### 3.1 INTRODUCTION

In the preceding two chapters, the literature on the principal's role as instructional leader in restoring the culture of teaching and learning was reviewed. Lethoko (1999:105) maintains that establishing and managing the culture of teaching and learning that creates the ideal conditions for teaching and learning to take place, remains the challenge facing our schools today.

This chapter will focus on:

(1) The empirical investigation of the research topic.

Results from the empirical investigation:

- ❖ indicate whether they are similar or different from those described in the literature discussed in chapters 1 and 2.
- ❖ reveal the intensity of the existing problem: the lack of a culture of teaching and learning and the instructional leadership role that the principal can play to establish a sound culture of teaching and learning.
- ❖ bridge the gap between theory and practice or past and present. It may for instance be established that the problem that existed five years ago still exists today (Lethoko, 1999:106).

This section will focus on, amongst others:

- ❖ Aims and objectives of the empirical research
- ❖ Research population and sample
- ❖ Research design and methodology
- ❖ Trustworthiness of data collection methods

(2) The presentation and analysis of the research findings.

This section of the chapter focuses on the presentation of the data as obtained from the observations and interviews.

## **3.2 RESEARCH AIMS AND DESIGN**

### **3.2.1. Aims and objectives of the empirical research**

From the literature study, it may be concluded that a sound culture of teaching and learning is lacking in many schools, especially in township and rural schools such as the ones in the Sambandou circuit. The youth are indifferent to education, they often arrive at school late, display high absenteeism, truancy and disciplinary problems. These problems are common to many schools, especially secondary schools in previous disadvantaged areas (Letsoko, 1998:10; Masitsa, 1995:94; Speeches, 1998:6)(1.1.2).

The erosion of the culture of teaching and learning causes much concern for all stakeholders (1.1.2). The Department of Education undertook some initiatives to restore the culture of teaching and learning, which focused on the restoration of the culture of teaching and learning by all stakeholders. The focus of this research is, however, different from that of the Department of Education: it focuses on the instructional leadership role of the principal and how it can restore the culture of teaching and learning. This research investigates how the instructional leadership role of the principal can influence the organisational culture of the school and its effects on the culture of teaching and learning with special reference to the

### Sambandou circuit (1.3.).

The objectives of the empirical research are:

- ❖ To identify the general and management factors at school that may contribute to the lack of the culture of teaching and learning in the Sambandou circuit.
- ❖ To investigate the influence of the principal's instructional leadership role on the organisational culture and on the culture of teaching and learning of secondary schools in the Sambandou circuit.

## 3.2.2 Research design and methods

### 3.2.2.1 Qualitative research

De Vos et al. (1998:243) as well as McMillan and Schumacher (1993:372) maintain that qualitative research is naturalistic enquiry, which involves the use of non-interfering data collection strategies to explore the flow of events and how participants interpret them (1.4.2.1.).

The following are some considerations for employing a qualitative approach in this research:

- ❖ It was decided that the best method to obtain the views and perceptions of principals, educators and learners on the culture of teaching and learning at their schools in the Sambandou circuit, would be to interview and observe them, which warrants a qualitative approach. Concepts such as the culture of teaching and learning and the organisational culture cannot be manipulated to determine their effects but requires active involvement through interviews and observations. They are complex concepts that require understanding and interpretation as perceived by participants in their schools. This implies that the research results would be described in words rather than in numbers as in quantitative research. The exact words of participants would be used to describe their feelings and beliefs about the culture of teaching and learning as well as the instructional leadership role of the principal.

- ❖ A qualitative approach allows for purposeful sampling of information-rich participants. This ensures that an in-depth study is conducted and worthwhile information is obtained. Thus, it can facilitate insight into the research problem.
- ❖ A qualitative approach is concerned with interpreting and understanding the research problem from the participants' perspective and this would help the researcher to fulfill the aims of the study.
- ❖ A qualitative approach ensures that the researcher is the main research instrument. This implies that the researcher can adapt to circumstances to obtain rich information.

This research is aimed at determining:

- ❖ The general and management factors that may cause the lack of a culture of teaching and learning from the perspective of some principals, educators and learners.
- ❖ The relationship between the principal's instructional leadership role, the organisational culture and the culture of teaching and learning as perceived by principals, educators and learners (3.2.1.).

Three secondary schools in the Sambandou circuit were purposefully selected and principals, educators and learners were interviewed and observed in their normal working situation. Leedy (1993:141) maintains that through qualitative research, not only manifest behaviours can be unearthed but their presence and significance can also be perceived and interpreted.

#### **3.2.2.2 Data collection techniques**

McMillan and Schumacher (1993:374) point out that qualitative research uses multimethod strategies to collect data. In this respect, they further emphasise that: "*The multiple realities are viewed as so complex that one cannot decide a priori on a single methodology*" Qualitative research uses a combination of participant observation, in-depth interviews and the collection of documents. As indicated above, for purposes of this research, interviews and observations were used.

## **(1) Interviews**

Hoberg (1999:80) and Lethoko (1999:111) maintain that a research interview is a face-to-face or oral exchange between an interviewer and an individual or a group of individuals. The interviewer seeks to obtain research-relevant information or to understand what De Vos et al. (1998:297) refer to as “ ... *closed worlds of individuals, families, organisations, institutions and communities*” According to De Vos et al. (1998:297-299), Hoberg (1999:85) and Lethoko (1999:111) an interview serves the following purposes:

- ❖ It enables the researcher to determine what the interviewee knows, likes or dislikes (values and preferences) and what the interviewee thinks (attitudes and beliefs).
- ❖ It enables the researcher to check the accuracy of, to verify or refute information gained through other research methods such as literature review and observation.
- ❖ Variables and relationships can be identified.
- ❖ It enables the interviewer to find out those things that cannot be directly observed.

The following three types of interviews are used in qualitative research:

### **(a) Informal conversation interviews (unstructured)**

In this kind of interview, questions emerge from the immediate context and there is no predetermined sequence of questions. Researchers rely on spontaneous generation of questions in the natural flow of an interaction (McMillan & Schumacher, 1993:426; Lethoko, 1999:112).

### **(b) Unstructured interviews with a schedule**

In this type of interview, a schedule is used as a guideline for the interviewer and contains a set of questions relevant to the research. The questions in the interview schedule are not asked in a particular sequence, but all the relevant topics are covered during the interview (McMillan & Schumacher, 1993:426; De Vos et al, 1998:299).

### **( c ) Standardised open-ended interviews (structured)**

In the standardized open-ended interviews, participants are asked the same questions in the same order with essentially the same words (McMillan & Schumacher, 1993:426).

In this research, unstructured interviews with a schedule were used (Appendix A, B and C). Like all other data collection techniques, unstructured interviews with a schedule have advantages and disadvantages as discussed below:

#### **(i) Advantages of unstructured interviews with a schedule**

- ❖ They are flexible and offer no particular sequence of questions
- ❖ They provide a systematic collection of data.
- ❖ The interview guide ensures that all the relevant and important data are not forgotten.
- ❖ They are less formal than structured interviews and allow probing (De Vos et al., 1998:300; Lethoko, 1999:112-113); (1.4.2.1(1)).

#### **(ii) Disadvantages of unstructured interviews with a schedule**

- ❖ The respondents may feel uneasy and use avoidance tactics if sensitive questions are asked.
- ❖ They are subjective because factors such as trust, honesty, social distance and the interviewer's control differ from one interview to another.
- ❖ There is lack of anonymity because the interviewer can observe the interviewee.
- ❖ They require a highly trained and proficient interviewer (Lethoko, 1999:113; Hoberg, 1999:84; De Vos et al, 1998:300).

#### **(iii) Preparations and structure of interviews**

The preparations and structure of interviews were handled as follows:

### *Preparations*

Permission was obtained from the Department of Education to conduct research in the Sambandou circuit (Appendix D). Permission was also obtained from the interviewees to tape record the interviews. Interviewees were assured of the anonymity and confidentiality of the interviews. A diary was also used to supplement the information from the tape recordings (De Vos et al., 1998: 308; Rudestam & Newton, 1992:76).

The date of the interviews was negotiated with each of the three secondary schools (1.4.2.1(1)).

### *Structure of interviews*

The aims and objectives of the research as stated in chapter 1 guided the structure of the interviews. Furthermore, the focus of this study is on the role that the principal can play as an instructional leader. The two main objectives of the study served as a guide for the interviews. Interviews were conducted with the following people (table 3.1):

- ❖ Principals, because the research aims to investigate their instructional leadership role and they are key informants as far as instruction is concerned.
- ❖ Educators, because they handle the instruction in class.
- ❖ Learners, because the research focuses on their interest in learning.

The interviews were tape - recorded. The tape recordings were listened to over and over again and then transcribed (Appendix A, B and C).

## **(2) Observation**

Observation in research is an information gathering technique, which relies on seeing and hearing things and recording these observations rather than relying on the subjects' self-report responses to questions. It should be pointed out, however that observation can be a useful data collection tool if it is planned deliberately, recorded systematically and subjected to checks and controls as far as its trustworthiness is concerned. The observations took fifteen days, about five days in each of the three schools.

The following are advantages for using observation as a data gathering technique (Lalumbe, 1998:59):

- ❖ It makes it possible to record incidents as they occur.
- ❖ It is the best technique to use when a situation can be observed first hand.
- ❖ It yields data that pertain to typical behavioural situations.

### **Purpose of observation**

In this research, observation aimed at:

Obtaining information about the culture of teaching and learning in the three selected secondary schools

Obtaining information about the organisational culture of the three secondary schools

Observing the instructional role of the principals and its influence on the culture of teaching and learning.

### **3.3 SELECTION AND SAMPLING**

A sample is a group of individuals who will participate in the research. A sample is selected from a population (a larger group in a particular environment). The purpose of a sample is to get a manageable group for research purposes (Lethoko, 1999:107; Masitsa, 1995:278).

Purposeful sampling was used in this research. Purposeful sampling, according to De Vos et al. (1998:255) as well as McMillan and Schumacher (1993:378) is a selection of an information-rich group of people to do an in-depth study. The informants are chosen because they are likely to be knowledgeable and informative about the phenomenon under investigation. McMillan and Schumacher (1993:378) further emphasise that: *“The power and logic of purposeful sampling is that a few cases studied in depth yield many insights about the topic, ...”*

The research was conducted at three secondary schools in the Sambandou circuit. The culture of teaching and learning is frequently lacking in secondary schools compared to primary schools (Chisholm & Vally, 1996:1)(1.6). Furthermore, learners at secondary schools are at an age when children may show deviant behaviour. There are six secondary schools in the Sambandou circuit. For an in-depth study, only three secondary schools were selected. The selection criterion was the 2000 grade 12 examination results: the three secondary schools with the lowest 2000 grade 12 examination results were selected. It was assumed that the culture of teaching and learning has a direct bearing on examination results.

At each of the three secondary schools, a principal, three educators and three learners were interviewed. Thus, in total 21 interviews were conducted.

As far as the three educators are concerned, senior educators were selected from heads of departments or deputy principals in schools where these positions exist. In schools where there are neither heads of departments nor deputy principals, experienced educators were selected. It is assumed that deputy principals, heads of departments and senior educators are well informed about the culture of teaching and learning in a school. In this regard De Vos et al. (1998:285) emphasise that: *"It is particularly important to consider the informant's structural position in a social network, functional role in an organisation, or level of competence in a field of knowledge"*.

As far as the learners are concerned, one learner per grade was selected from grade 10 to grade 12. Each of the three learners was selected using criteria such as membership of the Learner Representative Council (LRC) or being a class monitor. It is assumed that learners from the senior classes and those who are either members of the Learner Representative Council (LRC) or class monitors have a better grasp of the factors that cause a lack of a culture of teaching and learning than those from the lower classes or those who are not in any leadership positions.

Observations were also carried out at the three schools. To be more focused, the objectives of the research stated in chapter 1 were used as a guide for the interviews. The objectives stated in chapter 1 are to determine:

- ❖ the factors that contribute to the lack of a culture of teaching and learning; and
- ❖ the instructional leadership role of the principal and its influence on the organisational culture and the culture of teaching and learning.

### **3.4 TRUSTWORTHINESS OF INTERVIEWS AND OBSERVATIONS**

Trustworthiness, according to De Vos et al. (1998:349) and Naidoo (1999:105-106) is the applicability, consistency, neutrality and truth-value of the research results as discussed below:

#### **3.4.1 Truth value**

Truth-value, according to De Vos et al. (1998:350), is the confidence the researcher has in the truth of the findings, based on the research design, the informants and the context in which the research was conducted. Truth-value is obtained from the discovery of human experiences as they are lived and perceived by informants; educators, learners and principals' experiences and perceptions of the instructional leadership and its effect on the culture of teaching and learning.

#### **3.4.2 Applicability**

De Vos et al. (1998:349) define applicability of research findings as the degree to which the findings can be applied to other contexts and situations.

#### **3.4.3 Consistency**

Consistency of research results refers to the consistency of research results if the research is conducted again with the same informants or in a similar context (De Vos et al., 1998:350; Naidoo, 1999:105-106; Lalumbe, 1998:55; McMillan & Schumacher, 1993:355).

### 3.4.4 Neutrality

Neutrality of research results refers to the freedom from bias in the research procedures and results. Neutrality of the research results can be enhanced by a prolonged contact with the informants and lengthy period of observation (De Vos et al., 1998:350).

For all four of the above mentioned, the following strategies were used:

- ❖ Triangulation of methods, which refers to the use of more than one method. In this research, interviews and observations were used.
- ❖ Recordings were used in the form of transcripts of the field notes as well as of the tape recordings.
- ❖ The researcher is experienced and trained in education management and research methodology.
- ❖ Data analysis was checked by an experienced researcher.
- ❖ Interviews were conducted in the language of the participants to avoid misunderstandings.
- ❖ Participants were assured of confidentiality and anonymity.
- ❖ A reasonable time was spent at each school for observations.
- ❖ To identify information-rich participants, purposeful sampling was used.
- ❖ To obtain valid responses, questions were framed in a simple and easy to understand language.
- ❖ A rigid word for word questioning was avoided.
- ❖ Observations and interviews were conducted at the natural settings of the participants.
- ❖ The research results were compared and contrasted (to find out rival explanations or an agreement of the same issue or question) with previous research (De Vos et al., 1998:359; Vithal & Jansen, 1997:33; McMillan & Schumacher, 1993:391-395; Hoberg, 1999:89).

### **3.5 PRESENTATION AND ANALYSIS OF THE RESEARCH RESULTS**

#### **3.5.1 Observation**

Observations were done at the three schools in the Sambandou circuit. Observations focussed on, amongst others:

- ❖ **Punctuality and a sense of urgency:** Being punctual and showing a sense of urgency may contribute to effective teaching and learning and ultimately to a sound culture of teaching and learning.
- ❖ **Discipline:** Lack of discipline from both educators and learners may cause lack of supervision of work done by learners and negatively affect teaching and learning activities and the school culture (Lalumbe, 1998:85).
- ❖ **The relationship between educators and learners:** A sound relationship between educators and learners contributes to cooperation in the teaching and learning activities and a solid culture of teaching and learning.
- ❖ **Principal's visibility and accessibility:** Both learners and educators may feel free to approach an accessible and visible principal when there are problems and this can have a positive effect on the culture of teaching and learning (Masitsa, 1995:243).
- ❖ **The condition of school buildings and property:** If the school culture includes caring and keeping the school buildings and grounds clean, this sends a strong message to the community about its values and philosophy (Janson, 1996:86).
- ❖ **The general teaching and learning atmosphere:** A good teaching and learning atmosphere has a positive effect on teaching and learning and the culture of teaching and learning.
- ❖ **Interruptions of classroom lessons:** Interruptions of lessons result in a waste of teaching and learning time (Masitsa, 1995:251).
- ❖ **Learners' attire:** Neat and clean attire shows learners' and educators' commitment in a school (Kruger, 1999:32).

- ❖ **School surroundings, security, etcetera:** Safety and security is necessary in a school for both learners and educators to experience the teaching and learning atmosphere as one that is conducive to teaching and learning.

All observations were recorded in the diary as soon as possible. These are known as field notes.

The following are the observations for each of the three schools:

### **SCHOOL A**

School A has 15 educators (including the principal) and an enrolment of 320 learners. The school consists of seven classrooms and a small corrugated iron structure, which serves as a staff room and the principal's office. The school has no library or laboratory and this has a negative effect on the culture of teaching and learning. There is electricity but the telephone is not working. There are water taps but it takes time to get water since the taps are not working. There are pit toilets for both boys and girls.

Lessons begin at 7H25 and the duration of each lesson is 35 minutes. There are three intervals or breaks: a short break lasts 10 minutes, a long break lasts 20 minutes and lunch break lasts 5 minutes. There are not many interruptions of lessons and the general school climate is fair. Educators show a sense of urgency in their work although learners delay outside classes, especially at the end of breaks. Educators had to tell them to go back to classes.

The school surroundings are quiet. A fence helps prevent disturbances of classes through trespassing. The school surrounding is not littered but is neither attractive due to numerous weeds. Such unattractive surroundings are not conducive to teaching and learning.

Some learners are taught outside under a tree due to lack of classrooms. This has a negative effect on teaching and learning because it affects the concentration of learners and lessons cannot be conducted on rainy days.

**SCHOOL B**

The school has an enrolment of 230 learners with seven educators (including the principal). The school consists of grade 8 to grade 12. There are only four classrooms and the grade 8 learners are accommodated outside in a tent. This shortage of classes results in overcrowding and thus the culture of teaching and learning is negatively affected. Educators and the principal use a small and incomplete building as a staff room.

There is overcrowding in grades 8 and 9, with about 70 learners in each class. Thus teaching and learning is difficult. Educators are overloaded with an average of 52 periods per week and this affects their teaching in a negative way. The principal lacks time to fulfill his instructional leadership role because he is also overloaded with 51 periods per week. It is difficult for the principal to supervise educators' and learners' work under these conditions and the culture of teaching and learning is negatively affected as a result.

The school atmosphere is quiet during instruction with no disruptions of lessons, which is conducive to teaching and learning, although learners delay outside at the end of intervals. Educators, however show a sense of urgency in their work. The school surroundings are not littered but the school garden is unkempt. Learners' attire is neat and late coming is not common. The school buildings and property are neat and clean.

The school is situated in a quiet rural village and has toilets for learners. There is a fence around the classrooms only. The school has no library, laboratory or electricity but has running water. The lack of basic facilities affects the culture of teaching and learning in a negative way.

**SCHOOL C**

The school has 480 learners with 10 classrooms. There were two more classes under construction. The school has 20 educators. There are not sufficient classrooms because some

lessons are offered outside under a tree. The school has no laboratory, staffroom or library and this has a negative effect on the culture of teaching and learning. The principal and one Head of Department use a very small building, which is also used as a library and storeroom. The organisational structure of the school is such that there is only one Head of Department who also serves as a Deputy principal and this makes it difficult to supervise the instructional programme. Thus the culture of teaching and learning may be negatively affected. Furthermore, there is no secretary or other non-teaching staff at the school. Educators use one classroom as a staff room, which is also used as a storeroom. It is piled with books, cupboards, cooking pots and other garden utensils and is very disorganised and untidy. Thus the culture of teaching and learning is negatively affected under these conditions which are not conducive to teaching and learning.

The duration of each period or lesson is 30 minutes, with three breaks of 10 minutes, 30 minutes and 20 minutes respectively. During instruction, there is a lot of noise and movement by learners - which is not conducive to teaching and learning.

The appearance of the school buildings and grounds is very untidy and unattractive which is not conducive to teaching and learning. The school gardens are unkempt with long grass and weeds. The school fence is neglected and this results in trespassing and movement by herds of cattle and donkeys because the school is situated in a deep rural village. These animals disturb lessons and the functioning of the school because learners are disturbed, especially those who are taught outside under a tree. Classes are overcrowded. Grade 8 has about 120 learners all accommodated in a small hall where teaching and learning is very difficult, especially for Outcomes Based Education, which requires small classes. The culture of teaching and learning is difficult to improve under these overcrowded conditions.

The school building and furniture are not cared for because they are covered with graffiti, school buildings are cracked and classroom floors are damaged. Many classrooms are not locked. Others remain open because the doors are broken. Pieces of broken furniture and litter lie around all over the schoolyard and the classrooms are not well organised.

Late coming, truancy and unnecessary movements by learners in and around the classes are very common and disturbing for effective teaching and learning to take place. Educators have to control learners during the end of each interval or break to go back to classes. There is a poor learning atmosphere, which is not conducive to teaching and learning.

The school has electricity, running water and a telephone that has not been working for the past eight to nine years. The school has a lack of furniture for both educators and learners, with some grade 8 learners having to stand or sit on tables for the whole school day.

### 3.5.2 Data from interviews

#### 3.5.2.1 Biographical information

The data from the interviews was collected from three groups of people as indicated in the following table:

**Table 3.1 Biographical information of participants**

PARTICIPANTS	SEX		TOTAL
	MALE	FEMALE	
PRINCIPALS (1 per school)	3	0	3
EDUCATORS (3 per school)	7	2	9
LEARNERS (3 per school)	4	5	9
TOTAL	14	7	21

#### 3.5.2.2 Categorising data from the interviews

Categorising data, according to De Vos et al. (1998:343) refers to the clustering or grouping of similar topics or concepts.

According to De Vos et al. (1998:343) and Vithal & Jansen (1997:27), data analysis is making sense of the data that has been collected. Data analysis consists of the following eight steps, which are referred to as Tesch's approach to data analysis (De Vos et al., 1998:343):

1. Reading through all transcripts carefully to get a sense of the whole.
2. Selecting one participant's response to find underlying meanings and thoughts of that interview. Thoughts that come up are written in the margin. Continuing with step 2 for several participants and listing all the topics.
3. Clustering similar topics together.
4. Taking the list and returning to the data and then finding out emerging categories.
5. Reducing categories by grouping related topics that show interrelationships.
6. Each category is coded and arranged accordingly.
7. Assembling data material belonging together into one place and beginning with preliminary analysis.
8. Existing data is recoded if necessary.

In this research Tesch's data analysis steps were used but adapted to the following three steps:

### ***Step 1: Reading***

In this first step all the transcripts were read very carefully. Each of the participants' responses were read and analysed to find the underlying meanings and thoughts

### ***Step 2: Categorising the data***

After completing reading through several responses, similar topics or responses were clustered together. These similar topics or responses were organised into categories. Grouping together units of meaning then reduced the number of categories, which are related into major categories (3.5.1.2(2)).

### ***Step 3: Development of theories***

According to McMillan and Schumacher (1993:7) as well as De Vos et al. (1998:345) a theory is a general explanation, conclusion, making inferences, building linkages or attaching significance to the research findings. It involves making conjectures about future happenings based on the research findings. It involves offering hypothesis about relationships.

In this research, relationships between major and subcategories were identified and from the research results, theories or implications emerged (3.5.2.2 (4))

In this study (as already stated in section 3.5), after completing reading through several responses from the transcriptions, similar topics or responses were grouped together into categories. The number of categories was then reduced by grouping together units of meanings, which are related, into major categories using Tesch's approach as shown in table 3.2 below.

Most of the categories that emerged from the interviews coincided with the literature.

**Table 3.2 Categories from interviews data**

<b>CATEGORY: Physical Factors</b>
<b>UNITS OF INTERVIEW DATA:</b>
❖ Lack of physical facilities and infrastructure: classrooms, laboratories, libraries, telephone, etc.
❖ Overcrowded classes.
❖ Lack of proper care for school buildings, grounds and furniture.
❖ Lack of security.
❖ Unnecessary movements and noise.

<b>CATEGORY: Organisational Structure</b>
<b>UNITS OF INTERVIEW DATA:</b> <ul style="list-style-type: none"> <li>❖ Lack of H.O.D's and Deputy principals</li> <li>❖ Lack of educators</li> <li>❖ Lack of administrative staff</li> <li>❖ Lack of subject committees</li> <li>❖ Lack of effective Learners Representative Councils</li> </ul>
<b>CATEGORY: Management Factors</b>
<b>UNITS OF INTERVIEW DATA:</b> <ul style="list-style-type: none"> <li>❖ Learners lack discipline and authority.</li> <li>❖ Interruption of lessons</li> <li>❖ Management of time.</li> </ul>
<b>CATEGORY: Instructional role of the principal</b>
<b>UNITS OF INTERVIEW DATA:</b> <ul style="list-style-type: none"> <li>❖ Lack of staff development programmes.</li> <li>❖ Lack of supervision of educators and learners' work.</li> <li>❖ Ineffective management of resources.</li> </ul>
<b>CATEGORY: The organisational culture of the school.</b>
<ul style="list-style-type: none"> <li>❖ Lack of commitment and motivation.</li> <li>❖ Learner's attitude of not taking care of school buildings and surroundings.</li> <li>❖ Lack of norms and values.</li> <li>❖ Lack of guidance.</li> </ul>

### 3.6 RESEARCH FINDINGS

The literature study and the empirical study showed that, as an instructional leader, the principal can influence all five categories mentioned above, as elaborated below:

#### 3.6.1 Physical factors

The interviews showed that there is a lack of resources in some schools in the Sambandou circuit, especially physical resources such as classrooms, libraries, laboratories, computers and photocopiers.

In this regard, one principal (School B) said: *"No, they [resources] are not enough, educators always complain about it, when you tell them about learners performance, especially for commercial subjects."* It is difficult for educators to perform their teaching activities when there is lack of resources and this can affect the culture of teaching and learning in a negative way. In addition, one educator (School C) said: *"Although we have chemicals, without a laboratory in which to conduct experiments, it remains difficult to work properly."*

In this regard, Naidoo (1999:21), Lethoko (1999:35) and Lalumbe (1998:87) also point out that previously disadvantaged schools are faced with a lack of resources, overcrowding and poor physical infrastructure. It is difficult for educators to pay individual attention to learners and to check the work of each learner in overcrowded classes and this negatively affects the culture of teaching and learning.

Interviews further showed that principals can, however, organise for donations to build some classrooms, libraries and laboratories (which are lacking in the Sambandou schools) that will help to improve the culture of teaching and learning. In this regard, one educator (School C) said: *"He [the principal] is asking for donations to better the conditions."* In this regard Masitsa (1995:252) points out that the principal should find ways and means to organise physical resources and finances for educators so that they can perform their activities in an effective way and thus improve the culture of teaching and learning.

### **3.6.2 The organisational structure**

The interviews showed that the hierarchical structure of some schools is incomplete in the sense that some schools have no heads of department and subject committees. Furthermore there is lack of non-teaching staff and educators in some schools. This has a negative impact on the culture of teaching and learning because educators' workload becomes so heavy that they cannot carry out their teaching and learning activities effectively.

In this regard, one principal (School B) said: *“For some [educators], no, but the problem is that one educator can let learners write a number of tests alone. Yes, you would find one person having eight or seven subjects to be written at a time ... six or seven, because we are only seven here at this school. We can say only six because the seventh educator is here on a temporary basis, but we have got only six educators”*.

In this regard, Naidoo (1999:20) maintains that rural and township schools have a range of bureaucratic functions with very little support staff and functioning committees, which results in poor administration and adversely affects the instructional role of the principal and ultimately the culture of teaching and learning. With lack of administrative staff and the support committees, it becomes difficult for the principal to carry out his/her management and instructional leadership functions effectively. Masitsa (1995:209) regards this as the creation of an organisational structure, which ensures that the bulk of administrative tasks are performed by administrative staff to make certain that educators spend enough time on their instructional activities.

### **3.6.3 Management factors**

#### **3.6.3.1 Management of resources**

Mboyane (2000:17) and Masitsa (1995:250) maintain that it is difficult for principals to manage human resources, finances and their time effectively because of work overload and lack of training. Naidoo (1999:20) adds that principals in rural and township schools often

carry substantial teaching loads which results in poor management of schools, which in turn contributes to the breakdown of the culture of teaching and learning. In this regard, one principal (School B) remarked: *"I am also a teacher, teaching 51 periods per week."* Principals cannot be able to perform their instructional leadership roles effectively with such a heavy workload and hence the culture of teaching and learning is negatively affected.

### **3.6.3.2 Interruptions of lessons**

Blasé and Blasé (1998:113-114) and Masitsa (1995:151) maintain that principals can manage the school's time effectively by making sure that there are no interruptions of lessons by drop-in visitors or sending learners on errands during lessons. Thus educators use their allocated time effectively and avoid wasting time unnecessarily because this affects the teaching and learning activities negatively and ultimately the culture of teaching and learning. In this regard one principal (School A) said: *"If they [drop-in visitors] come, we tell them to wait at the staff room"*. A learner remarked: *"No, they don't allow it. No they say they (drop-in visitors) will talk to them [learners] during breaks."* One educator (School A) said: *"We no longer do it [sending learners on errands during lessons] because we were accused of sending them [learners] on errands during school hours. It was the past years when one learner accused us that he failed because he was always sent on errands during school hours."*

In this way enough teaching and learning time is made available to educators and learners and thus the culture of teaching and learning can be restored.

## **3.6.4 The instructional leadership role of the principal**

### **3.6.4.1 Supervision of work for educators and learners**

Masitsa (1995:243) maintains that through class visits and taking sample books problems can be detected and addressed. This may contribute to the motivation and commitment of educators and the improvement of the culture of teaching and learning. In this regard, one educator (School C) commented: *"They [class visits] motivate an educator to be prepared*

*before the lesson.*” One principal (School A) also said: *“Eeh --- yes, I collect them [sample books], sometimes I instruct H.O.D’s to do it and report to me.”* Another educator (School A) said: *“No, they [class visits] are good, it is only that educators don’t like the principal to watch them teaching.”*

Furthermore, the empirical study also showed that some principals do not conduct class visits and some do not even take sample books to check educators and learners’ work. In this regard, one educator (school C) remarked: *“No, there are no class visits”*. Blasé and Blasé (1998:119) point out that a lack of class visits affects the performance and motivation of educators and learners and thus the culture of teaching and learning.

#### **3.6.4.2 Improvement of staff development programmes at school level**

Staff development programmes help to improve the quality of teaching and learning and consequently the culture of teaching and learning. Masitsa (1995:247) points out that the quality of teaching depends on staff development programmes at school level.

In this regard, one educator (School A) said: *“Yes, they [staff development programmes] are helpful because when you come back from the seminars you are able to guide learners.”*

Educators are able to update themselves on the latest teaching and learning approaches such as the Outcomes Based Education (OBE) approach through workshops and seminars and thus the culture of teaching and learning is improved.

Another educator (School A) added: *“Yes, he [the principal] holds such a staff meeting to tell us how to solve, say one has a problem.”* One principal (School B) said: *“I sit down with educators and show them weak and strong points in order to help them improve their work. Usually educators complain about lack of teaching aids. They say they have to use the blackboard as a teaching aid.”*

In this regard, Rossow (1990:35) emphasises that quality teaching and learning is achieved when principals do class visits and talk to educators about their teaching, hence the culture of teaching and learning can be improved.

### 3.6.5 The organisational culture of the school

#### 3.6.5.1 The importance of good discipline

The interviews showed that order and discipline can be achieved by establishing committees for disciplinary problems such as late coming, absenteeism and truancy. An orderly school environment promotes the culture of teaching and learning. In this regard, one educator (School A) said: *“Yes, we have different groups that help with things like late coming, dodging classes, etc”*. Another educator (School A) added: *“There are groups selected for that purpose”* [discipline].

The establishment of different committees ensures that the principal fulfills his instructional leadership role effectively through teamwork and thus the culture of teaching and learning is improved.

Furthermore, the interviews also showed that some principals, together with educators act when learners show undisciplined behaviour by letting them work, counseling them and calling their parents to school to involve them in their children’s education. In this regard, one educator (School C) said: *“Bringing along parents is more effective form of punishment”*. One learner (School B) also said: *“A learner can be sent back to call a parent, or he/she can be punished”*.

In support of the above, Masitsa (1995:216) maintains that in handling learners’ behavioural problems and their discipline, the principal should do everything possible (including the involvement of parents) to maintain proper discipline. Furthermore if disciplinary problems such as irregular attendance and truancy are eradicated, an atmosphere, which is conducive to teaching and learning, is created and thus the culture of teaching and learning can be improved.

The interviews showed that there are still, unfortunately, some disciplinary problems in some schools. In this regard, one educator (School C) remarked: *“Well, discipline is still lacking very much. It is one thing that we need to take very seriously”*. One learner (School B) also

said: *“Yes, they [learners] dodge classes and go to the bushes to listen to the radio drama called ‘Maswigiri’. They [learners] bring along radios. It is educators who are more serious here”.*

In this regard Monyooe (1999:69) maintains that although attempts are made by some principals to create an orderly environment in schools, other principals are still hesitant to discipline learners and this has a negative impact on the culture of teaching and learning. Naidoo (1999:24) adds that lack of discipline causes educator frustration and failure and thus the culture of teaching and learning is negatively affected.

### **3.6.5.2 Motivation of learners and educators**

Masitsa (1995:164-166) maintains that the quality of teaching and learning depends on the motivation of the learners and educators. The motivation of learners is not only a concern for most educators, but also necessary for improving the culture of teaching and learning.

In this regard, one learner (School B) said: *“ They praise us and --- educators used to motivate them [learners] to study and not do things that will lead them nowhere. ”*

The interviews showed that motivation is, however, still poor in the Sambandou circuit. In this regard one principal (School B) remarked: *“We can classify learners’ motivation as mediocre.”*

One learner said (School B): *“Because you will hear a learner saying I didn’t want to come to school this year. I was pushed by my parents. May be it is because they [learners] can’t see that parents care about their life.”* Poor motivation among learners has a negative impact on the teaching and learning activities and hence on the culture of teaching and learning. In this regard, Masitsa (1995:165-166) adds that most of the schools are faced with a problem of lack of motivation.

### **3.6.5.3 Care of physical facilities**

Masitsa (1995:167) and Janson (1996:86) maintain that recognition of learners’ outstanding performance in the form of prizes, encouragement and merit certificates has a significant influence on the learners’ motivation and thus the culture of teaching and learning improves.

When learners are motivated, they develop a culture of caring for the school buildings, furniture and surroundings and thus prevent theft and vandalism in schools, which ensures a positive learning atmosphere conducive to teaching and learning.

In this regard, one educator (School A) remarked: *"Sometimes we tell them that they will get prizes if they do well."*

The study also showed that some learners do not, however, care about the school property and surroundings and vandalism and theft are common in the Sambandou circuit.

In this regard, one educator (School C) said: *"They [learners] have no respect for school property because they write abusive language on the walls of school buildings, all over the desks with knives and axes, although it is an exaggeration to say an axe but the fact is that learners don't respect school property at all."*

Lack of care for the school property by learners shows a lack of values and motivation and thus a negative teaching and learning atmosphere prevails.

Masitsa (1995:146) maintains that to implement school rules and discipline effectively, principals should make sure that there are clearly stated guidelines, consistent rules and policies that will help create a positive school atmosphere and thus improve the culture of teaching and learning.

Unfortunately, the interviews showed that educators are not conversant with the school policy. Consequently, educators are unable to take effective decisions and in the process, the culture of teaching and learning is negatively affected.

In this regard, one educator (School C) remarked: *"I haven't read the school policy yet."*

Another educator (School A) asked: *"What exactly is meant by school policy?"*

Furthermore, the empirical study also showed that subject committees are neither established nor functioning well in some schools in the Sambandou circuit. In this regard, one educator (School C) remarked: *"Yes, but they [subject committees] are not functioning well because most educators don't even know that there are subject committees."*

It is difficult for the principal to supervise and motivate educators and learners without the necessary support structures such as subject committees and thus the culture of teaching and learning is negatively affected.

### **3.7 IMPLICATIONS OF THE RESEARCH FINDINGS**

The following implications (3.5. step 3) emerged from the research findings:

Unless the principal concentrates on his/her instructional leadership role of supervision and staff development, research findings suggest that a sound culture of teaching and learning will not be restored in the Sambandou circuit. To change the status quo, the research findings call for the supervision and support of the principal in his instructional leadership role. This implies the supervision of principals by Circuit Managers, who are their immediate seniors.

The research findings imply that the lack of resources in schools cannot be addressed by the Department of Education alone but that other stakeholders such as the private sector have an important role to play to restore the culture of teaching and learning. Because empirical research was conducted in only three schools, further research in more schools might shed some more light on the principal's instructional role to restore the culture of teaching and learning.

### **3.8 CONCLUSION**

In this chapter, the research design, data analysis and the presentation of the research results were discussed. Firstly, the research aims and design were discussed, where the research methods, their advantages and disadvantages were highlighted. The research methods were also dealt with, that is, the interviews and observations. The trustworthiness of the research results also received attention. Truth-value, applicability, neutrality and consistency of the data analysis and research results were briefly discussed.

The second part of this chapter concentrated on data analysis and the presentation of the research results. Tesch's approach to data analysis was used.

The results of the interviews and observation indicated that the general and management factors such as lack of physical resources, interruptions of classes, et cetera. contribute to a poor culture of teaching and learning in the Sambandou circuit. The research results also

suggest that a lack of the principal's instructional leadership role such as, lack of class visits and staff development, negatively influences the culture of teaching and learning in the Sambandou circuit.

The next chapter will discuss the summary of the research results, recommendations, and guidelines for the future and the conclusions of the research.

## **CHAPTER 4**

### **SUMMARY, RECOMMENDATIONS AND GUIDELINES**

#### **4.1 INTRODUCTION**

One of the biggest challenges facing education in South Africa is the restoration of the culture of learning, teaching and service (COLTS) in our schools, especially those in the previously disadvantaged areas. It is the responsibility of all stakeholders such as the Department of Education, parents, Non-Governmental Organisations (NGO'S) and principals to restore the culture of teaching and learning. Among all stakeholders, the principal plays an important role as an instructional leader to restore the culture of teaching and learning (Masitsa, 1995:199,236; Lethoko, 1999:67).

This research focuses on the role that the principal can play as an instructional leader in restoring the culture of teaching, learning and service. In section 1.3 it was indicated that the fundamental purpose of this research is to investigate:

- ❖ The instructional leadership role that the principal can play to restore the culture of learning, teaching and service.
- ❖ The factors that contribute to a lack of the culture of learning, teaching and service.
- ❖ How the instructional leadership role of the principal can influence the organisational culture and the culture of learning, teaching and service.

This research problem has been investigated in the previous chapters through literature study and empirical investigation (through interviews and observations). This last chapter focuses on the summary of the research findings, recommendations and guidelines as well as the conclusion of the research as discussed below.

## 4.2 SUMMARY

This research is divided into four chapters as stated in section 1.6. The gist of each of the preceding three chapters will be briefly discussed below.

Chapter 1 concentrated on an overview of the research. The concept of the culture of learning, teaching and service and the factors that can affect the culture of learning, teaching and service were briefly discussed. Factors such as a lack of authority and discipline, poor management of resources, lack of staff development programmes, etcetera were briefly discussed.

The second chapter dealt with literature study, where the following were, amongst others, discussed:

- ❖ The role of the principal as an instructional leader
- ❖ The factors that cause a lack of the culture of learning, teaching and service and
- ❖ The influence of the instructional role of the principal on the organisational culture and the culture of teaching and learning.

Most of the literature indicates that the principal has a significant role to play in bringing back the culture of learning, teaching and service. Attempts that have been made by the Department of Education to restore the culture of learning, teaching and service were discussed. The main attempts made by the Department of Education were:

- ❖ The culture of learning, teaching and service (COLTS) campaign
- ❖ Tirisano (Working together) campaign and
- ❖ Whole School Evaluation (WSE).

In chapter 3, a report of the empirical investigation was done. Three schools were selected in the Sambandou Circuit. Three principals, nine educators and nine learners (a total of 21 respondents) were interviewed. Interviews aimed at exploring the factors that contribute to a lack of the culture of learning, teaching and service and the instructional leadership role

that the principal can play to restore the culture of teaching and learning. Observations were also done in each of the three schools to collect data. Observations focused on, amongst others:

- ❖ Punctuality of learners and educators
- ❖ The school surroundings
- ❖ The general learning atmosphere at the school and
- ❖ The school's physical facilities and infrastructure.

Five categories emerged from the interviews, they are:

- ❖ Physical factors
- ❖ Organisational structure
- ❖ Management factors
- ❖ The instructional leadership role of the principal
- ❖ The organisational culture.

The literature study conducted in chapter 2 (2.4.2.3, 2.4.2.7) indicated that, as an instructional leader, the principal guides and motivates both educators and learners, manages resources and supervises the work of learners and educators, as was found by the empirical research in the Sambandou circuit (3.6.4.1, 3.6.5.2). Furthermore, the research findings from the empirical investigation in the Sambandou Circuit (3.6.1, 3.6.5.2) indicated that there is still a lack of resources in schools, as was indicated by the literature study and this contributes to a lack of a sound culture of teaching and learning (2.2.2.1(1), 2.3.2). The morale, commitment and values of educators and learners play a significant role in the organisational culture of the school and thus the culture of learning, teaching and service.

#### **4.3 RECOMMENDATIONS AND GUIDELINES**

The recommendations below are motivated by the research findings from chapter 3.

### **4.3.1 Staff development**

Staff development programmes may help the principal to detect strengths and weaknesses of educators and consequently make some improvements in teaching and learning activities and hence the culture of teaching and learning in the Sambandou circuit of the Northern Province. Principals should regularly conduct staff development programmes at school level through staff meetings, observations and providing guidance to individual educators. The establishment of subject committees can help in this regard because educators can also conduct their own peer coaching and guidance programmes (Masitsa, 1995:247).

### **4.3.2 Management of resources**

Proper management of the limited available resources is necessary for effective teaching and learning to take place. Effective management would include:

- ❖ Proper care of the school buildings and grounds.
- ❖ Effective management of time and the school finances would help to improve teaching and learning activities as enough time for teaching and learning would be made available.
- ❖ Effective management of finances would make funds available for the purchase of the necessary facilities such as photocopiers, computers and stationery, which are lacking in the Sambandou schools of the Northern Province. Principals should not only rely on the Department of Education for the provision of classrooms, laboratories and libraries, but should also organise or request donations from the private sector and the business community.
- ❖ More educators and non-teaching staff should be employed to help with the overload that educators are faced with. This would improve the quality of teaching and hence the culture of teaching and learning. Additional Heads of Department should be employed to enable principals to perform their instructional role in a more effective way.

### **4.3.3 Discipline and respect for authority**

Sound discipline and respect for authority contribute directly to the culture of teaching and learning. It is crucial that the principal establishes a clear and consistent policy on discipline and respect for authority. The policy should reflect the expected behaviours for learners and educators as well as the appropriate disciplinary measures that will be taken against those who break the rules. The disciplinary measures should, however, fall within the parameters of the South African Schools Act of 1996. The school policy should be made accessible to educators and learners. Different committees should be established to deal with disciplinary problems such as late coming, truancy, absenteeism, etcetera.

### **4.3.4 Motivation and commitment**

Educators and learners' commitment and their spirit of dedication reflect the organisational culture of a school. As an instructional leader, the principal should motivate educators and learners to achieve instructional objectives. The principal can motivate educators and learners by recognising their good work and organising farewell functions and assemblies where learners and educators are motivated by giving them awards for their achievement. Principals should also invite motivational speakers to come and address learners and educators.

### **4.3.5 Establishing teamwork**

The principal should encourage a spirit of teamwork and collegiality among staff members for effective teaching and learning. Teamwork should also be established between educators and learners and between parents and the school.

#### **4.3.6 Supervision of educators and learners' work**

The principal through class visits, taking sample books for learners and progress record books for educators, should supervise the work of educators and learners. This would give the principal an idea of the amount and pace of work done by learners and educators. This should be clearly stated in the school policy and an agreement should be reached before class visits on the date of visit and other aspects the principal would be observing during the class visits. Post class visits meetings should be done to advise educators and improve weak points.

#### **4.4. LIMITATIONS**

This research was limited to three secondary schools in the Sambandou circuit of the Mutale District, which consists of four circuits. In each school the empirical investigation was limited to the principal, three educators and three learners. The School Governing Body, parents and the Department of Education were not part of the empirical investigation although they have an important role to play in the culture of teaching and learning.

The validity and reliability of the research results might have been limited by:

- ❖ The fact that respondents lacked anonymity might have affected their honesty. They might have used avoidance tactics when sensitive questions were asked.
- ❖ The respondents might have felt a loyalty to the Department and therefore gave biased and false responses.

#### **4.5 RECOMMENDATIONS FOR FUTURE RESEARCH**

The factors that contribute to the lack of culture of teaching and learning are many and varied. The role of parents, the Department of Education and other important role players was not part of the empirical investigation and thus these areas require additional research.

The focus of this research was on the instructional role of the principal in restoring the culture of learning, teaching and service. Other stakeholders such as the School Governing Body and the school management team which were mentioned in the empirical research, require another research project.

#### **4.6 CONCLUSION**

This study was motivated by the research problem:

- ❖ The instructional role the principal can play to address the lack of a culture of teaching and learning.

To address the research problem, three secondary schools were selected for interviews and observations. The research results showed that some principals neglect their instructional role over the general management role and this resulted in the lack of a sound culture of teaching and learning. The research results also showed that the principal has to pay more attention to the instructional leadership role (such as supervision of work done by learners and educators, staff development and management of resources), which is lacking in the Sambandou circuit of the Northern Province. Furthermore, research results showed that the principal's instructional leadership role needs more attention because it has a direct bearing on the organisational culture of the school and subsequently the culture of teaching and learning, which is the main focus of this research.

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**APPENDIX A****Transcribed interview with a learner (School B)**

**KEYS:        R: RESEARCHER**  
**L: LEARNER**

- R: Are there games such as soccer, netball, zwigombela dance, etc.?
- L: Yes.
- R: At what time are they conducted?
- L: During study time, on Wednesdays. (R: During studies, on Wednesdays). Yes.
- R: Which choice subjects are you doing?
- L: I chose Biology (R: Hmn), Geography (R: Hmn) and Agricultural Science.
- R: How did you choose them, were you guided by educators, parents or chose them yourself?
- L: I chose them myself.
- R: Why did you choose them and not the Science subjects perhaps?
- L: When I made this choice there were no science subjects here and the other school with Science subjects was very far from here.
- R: Does it mean you would choose science if it was available?
- L: (Tape inaudible).
- R: Is science offered here now?
- L: It is offered up to grade 10.
- R: O.K. What do you want to do when you pass grade 12?
- L: I want to do tourism.
- R: O.K. Is it long that you have been here at this school?
- L: Since 1996.
- R: So, you started your grade 8 here?
- L: Yes.
- R: We are not going to talk about this year only. Since you came here have you seen

the principal making a class visit, listening to an educator teaching?

L: Me, listening to what he/she is teaching?

R: No, the principal. Have you seen that?

L: Sometimes, yes. (R: You have seen it). Yes.

R: Have you ever been called by an educator or the principal when you have passed or failed a test?

L: No, only my books were taken.

R: Only your books? (L: Yes, last year). What about you, yourself?

L: No.

R: O.K. On average, are learners prepared to learn or are they just here for the sake of being here?

L: Most of them are not ready but others are ready to learn. (R: Most of them are ready). Yes, but not all of them (tape inaudible).

R: Who are in the majority, those who are ready or those who are not ready?

L: (Tape inaudible).

R: What about educators, are they ready to teach?

L: Very much.

R: What about the principal?

L: Yes.

R: During breaks or when the school begins in the morning, do learners go back to classes quickly or do they delay outside?

L: They delay outside and educators have to tell them to go back to classes (R: By educators?). Yes.

R: O.K. How is absentecism here, on average?

L: On average there is no absenteeism.

R: What about dodging?

L: There is dodging (R: They dodge?). Yes, they dodge classes and go to the bushes to listen to the radio drama called "Maswigiri" (R: They listen to what?).

"Maswigiri". (R: From what do they listen to the radio drama?). They bring along their stereos. (R: Here at school?). Yes, unless educators take them. It is educators who are more serious here. (R: Hmn, learners... no).

- R: Since you came here have you seen an educator or the principal sending a learner to buy cooldrink or on an errand outside the schoolyard?
- L: Yes, but during breaks.
- R: What about during lessons?
- L: No (R: You have never seen it.) No.
- R: O.K. Since you came here, has it happened that a parent or relative come to see or visit a learner?
- L: Yes.
- R: Is the learner allowed to see/talk to the parent or relative?
- L: Yes, a learner is called out of class if there is permission.
- R: O.K. Does it happen that the principal or an educator come during lessons to make an announcement or to call a learner?
- L: To call a learner aside by an educator?
- R: Say the principal/educator comes to class to make an announcement or looking for something, does that happen?
- L: Yes.
- R: How many times can this happen in a week?
- L: It does not usually occur, may be once a week.
- R: (Laughing). How many breaks do you have here?
- L: There is short break, long break and lunch break. (R: And lunch?) Yes.
- R: How long is short break?
- L: I am not sure.
- R: But are you able to do all that you have to do during these breaks?
- L: Yes.
- R: O.K. At what time are tests written, during school hours or after school?
- L: During school hours. (R: During school hours, O.K.).
- R: Do educators here give extra lessons on Saturdays?
- L: Educators here, yes. (R: During studies?). Yes. (R: During holidays?). Yes.
- R: O.K. How confident are you that you are going to pass this year or that you won't manage?
- L: I have not lost hope. (R: Not yet). No. (R: Are you somewhere in the middle or do

you really feel that you will pass?). I fel that if I study I am going to pass.

R: O.K. Do learners here follow school rules?

L: No, (R: They don't follow them?). To be honest (R: Yes, yes we want truth and honesty).

R: Do learners participate when rules are made or they are imposed upon them?

L: No, there is rules meeting on Tuesdays when new learners come here. (R: Yes). We agree about what we are going to do (R: With whom?). With L.R.C. leader (tape inaudible). Eeh.

R: When decisions are taken are learners consulted?

L: We are allowed to express our feelings (R: You are allowed to express your feelings?). Yes.

R: What happens to those who break school rules?

L: A learner can be sent back home to call a parent (R: When does that happen or for what offence?). Or he/she can be punished. When a learner doesn't want to listen to staff members by not wearing uniform (R: He/she can come with parents?). Yes, when coming late, when dodging, absenteeism (R: What about corporal punishment?). They use it. (R: Laughing.)

R: O.K. Is corporal punishment applied by the principal only? (L: Even educators; they also apply it especially the vice-principal). O.K. On average, do learners care about school property like chairs? (L: No.), windowpanes, markings or writing on desks, etc.?

L: No. (R: No care.) No.

R: O.K. On average, do learners here take education as an important aspect in their life?

L: No, they are only pushed by parents to come to school.

R: Are they pushed by parents?

L: Yes.

R: O.K.

L: Because you will hear a learner saying I didn't want to come to school this year, I was pushed by my parents. (R: Because of parents). Yes. (R: Why did they not refuse?) May be it is because they can't see that parents care about their life. (R:

They can't see that parents care about them). Yes.

- R: O.K. On average, how do learners feel about extra-lessons on Saturdays, holidays?
- L: They feel it is a punishment. (R: Hmn). Hmn, while it is helping them. (R: While it helps them.) Yes.
- R: O.K. (L: In my view.) Yes, we need to hear your views. Do you think there is cooperation between learners and educators here?
- L: Yes.
- R: O.K. As a learner do you see education as something which is of value in your life?
- L: Yes. (R: You alone?). In my view, I have a little brother who has passed grade 8, I always scold and encourage him to be serious with school work every day.
- R: O.K. When you write tests, do you pass some or fail some?
- L: I pass most of them to make sure that I get more marks. I don't want to get lower marks than a younger person. (R: What do you mean by a younger person?). There are young learners here who challenge us.
- R: O.K. They challenge older learners.
- L: Yes, so I don't feel good to be challenged by younger learners.
- R: O.K. On average, can we say there is discipline or not at this school?
- L: Until now there is discipline (R: There is discipline.) Yes.
- R: O.K. How do educators handle you as learners, do they show love for you so that you can achieve something in life one day?
- L: Yes.
- R: O.K. Since you came here, have you seen learners fighting?
- L: About two times.
- R: What about abusive verbal exchange of words?
- L: Yes. (R: It happens?). Yes.
- R: O.K. During lessons, do learners participate or just sit and listen like in a church?
- L: Most of the time, it is the educator's show. (R: Yes). Yes, learners don't want to participate (R: No.) No. Even if they talk or try to answer a question, they will say things in a shy way with a low voice. (R: Shy from other learners?). They feel that

if they are heard, may be it would be wrong, they only want to answer correctly all the time.

R: He/she wants to say only the correct answer. (L: Yes, but he/she cannot always answer correctly).(Laughing)... All right, so they talk in a low voice? (L: Yes.) O.K. But we are here to learn. On average, do learners respect the principal?

L: Yes.

R: Very much or ...?

L: Very much.

R: O.K. Does the principal motivate learners to study very hard?

L: He always motivates and scold us to do exactly that in assembly or in class. (R: O.K.) It is only that learners don't take his advice.

R: They are inadvisable.

L: Yes, but he tries his best.

R: All right. How does the principal handle disciplinary problems?

L: He always wants the truth.

R: O.K. Does the principal not show favouritism among learners?

L: No.

R: O.K. (L: I realised that because the principal doesn't know us well, he is from Tshandama, so it is difficult for him to show favouritism). All right, I understand. When you have written tests and you pass or fail, do educators praise those who have passed?

L: Yes, to encourage them.

R: What about those who have failed?

L: They criticise them to pull up their socks. (: He does it in an encouraging manner?). Yes.

R: O.K. (L: Not in a discouraging or negative way.) Do you think there is cooperation between educators and learners?

L: Yes, you see, we used to be taught at the staff room due to a shortage of classes. I never found them doing or saying something bad, they always cooperate.

R: O.K. Do you think the principal and staff mebers do things in a democratic way or impose their will on you as learners?

- L: The way I see it, I find everything is from the department because they attend many courses.
- R: All right. But do they relate information in a good or bad way?
- L: In a good way.
- R: O.K. On average, do learners respect the principal?
- L: Yes (R: Very much or only a few?). Very much. (R: Very much?). Yes.
- R: Is it possible that educators not honour their lessons without being busy with something else?
- L: Yes, an educator can stay at the staffroom but I think such an educator might be busy writing something or attending to another class.
- R: An educator does not simply leave his class unattended.
- L: He/she does not just stay at the staffroom.
- R: But things will become all right one day?
- L: When will that be? It is difficult to attend school under these conditions. There are not enough educators.
- R: Hmm. Do educators spend the whole period when in class or do they leave the class before the end of the period?
- L: They come out at the end of the period, they even like some more time because the period comes to an end when they want to continue with the lesson. They find the stipulated time for the period not enough. (R: Hmm).
- R: How long does it take you learners to get your books back after writing a test?
- L: The way in which we are grouped, our groups are very small. If we write a test today, we can get the books tomorrow.
- R: O.K. How long does it take educators to come to class after the bell has rung, say the bell rings now. How many minutes can it take before an educator comes to class?
- L: You mean when we are from assembly?
- R: Now, say now?
- L: You mean how long it will take?
- R: Hmm.
- L: As one educator is leaving the class, the other one is waiting at the door. Waiting

with his books (R: Waiting with his books.)

R: It seems I am through with my questions. I wish you good luck for this year so that you can pass.

L: O.K.

R: Thank you very much.

**APPENDIX B****Transcribed interview with an educator (School C)**

**KEYS: R - RESEARCHER  
E - EDUCATOR**

R: What is your teaching experience Mr Y (E: It is ---). From nineteen--- nineteen ---)(E: From 1992) is it eight or nine years. (E: It has to be nine.). Nine. How old are you?

E: I am 34 years old.

R: The question that I will ask is about what we all know, so don't be surprised. Some questions will seem like they are repeatedly asked. Just answer what you are asked.

E: O.K.

R: Is there a school policy here at school X?

E: Yes.

R: Who drafted it?

E: Eeh, I am not sure between the SGB and Administration.

R: O.K. Is there only one copy for a school policy or does every staff member have his copy?

E: So far, there is only one copy.

R: There is only one copy? O.K. Have you read the school policy?

E: I only paged it once when we had a D.C. meeting.

R: Are there subject committees here at school X?

E: Yes, but they are not functioning well because because most educators don't even know if there are subject committees.

R: Hmm. Do they hold meetings to discuss their subjects or are they just elected?

R: Only when they began were there meetings but there were no meetings later on.

R: O.K. Do you have work programmes for the subjects you teach?

E: There are no work programmes.

R: What about syllabi?

E: Yes, they are available.

R: There are syllabi. At what time are extra-curricular activities conducted? After school?

E: Yes, after school.

R: Do you give enough exercises to learners as required by the syllabi?

E: In a week, there should be five exercises. Together with homework, in a week, there has to be eight or nine exercises.

R: How many exercises do you manage to give to learners?

E: I can manage five exercises.

R: (Laughing), O.K. Are there class visits by the principal?

E: No, there are no class visits.

R: No class visits. As an educator what is your view on class visits?

E: They motivate an educator to be prepared before the lesson.

R: Eeh. How does the principal motivate educators?

E: There is no motivation, except for demotivation (R: Laughing).

R: O.K. Does the principal take sample learners books to check if exercises, homework, etc. are done?

E: No, it is not done.

R: On average, how is the learners' performance on tests, etc.?

E: It is very low.

R: It is low. What is the principal doing about this low performance?

E: So far, nothing.

R: Do you attend in-service courses at a circuit level, at Ramaano, etc.?

E: Me or --- (R: You Mr Y). Yes, I do attend.

R: How do you view these workshops or courses?

E: They are good, they are helpful.

R: O.K. On average do you think the conditions, i.e. laboratories, library or ... here at School C are conducive to teaching and learning?

E: Eeh, even if we have chemicals, it is difficult to teach effectively without a place or laboratory to work in.

R: Hhmn, what is the principal doing to better these conditions, such as the libraries?

E: He is trying to get sponsors.

R: Hhm, on average, how committed is the principal in his work.

E: If we can use a scale, we can say that he is below average/half. That is, he is not so committed.

R: Oh, what about learners, how committed are they?

E: We can only see learners committed if we guide them, but the way they are, they can be committed if they can be guided and lead.

R: What about educators, how is their commitment?

E: Eeh, not all educators are committed but a few are committed. Most of them are not committed.

R: How do educators help the principal in disciplinary problems?

E: (I am unclear --- helping in)(R: --- how they help, say in late coming, etc.). Now (R: May be if learners are just scattered outside classes, what do educators do?) Say in late coming educators just wait, stand watching and doing nothing, with the principal telling learners to get into their classes but sometimes, some educators help to tell learners to go back to classes.

R: On average, how much do educators care about learners' education?

E: That is why I said it is some educators who have a feeling that learners should succeed. You will find some educators calling learners to guide them or show him/her the right way, but it is not all educators who do this.

R: O.K. Are learners sent to buy things like cooldrinks or on errands outside the schoolyard during school hours?

E: Yes, it used to happen, but this year, I have not seen it, may be during breaks.

R: At what time are staff meetings held, during school hours or after school?

E: Eeh, usually they are held during school hours.

R: How serious is the problem of late coming by learners?

E: They come after the first period has started.

R: Is it more learners or one or two learners who come late.

E: No, only a few.

R: Do learners respond immediately to the bell during breaks or do they delay and wait to be told to go back to classes?

E: They delay outside and wait to be told to go back to classes; it can take about 10 minutes before they go back to classes. If educators don't go to classes, learners would remain outside.

R: Hmm. What about educators, how do they respond to the bell? Are they punctual or do they also delay?

E: They delay, especially during the afternoon break.

R: Are there learners who dodge classes here?

E: I have not seen it this year, last year, yes.

R: How did you solve this problem?

E: Such a learner was given corporal punishment or nothing was done to them.

R: O.K. How punctual are you in your lessons, say the bell has rung, and you have to go to your class, how long does it take you to go to the class? One, two ... ten minutes?

E: It can take only a few seconds.

R: When in class, do you spend the whole period or do you come out before it is time for you to leave the class?

E: I spend the whole period until the bell rings and also take some more time.

R: O.K. How do you prepare your lessons, do you only read your textbook and go to class or do you do written preparation?

E: We read the textbook and go to the class, although it is not the right method, but for other subjects I use the textbook method.

R: Hmm. Does it happen when you are teaching for the principal or another educator to come to make an announcement or to call a learner... when you are busy with the lesson?

E: Yes, it happens.

R: O.K. If a learner's relative, parent or friend comes during school hours looking for a learner, what happens?

E: A learner is called out after it is established that it is a bona fide parent.

R: O.K. At what time are monthly tests written, after school or during school hours?

E: During school hours.

R: O.K. On average, can we classify the classes as overcrowded or just average or classes have few learners.

E: Ja, some are just average but others are overcrowded.

R: Hmm. Are you able to teach effectively on the overcrowded classes?

E: No, it is difficult to teach effectively under these conditions.

R: O.K. How are learners divided in classes which are subdivided into A and B, what criteria do you use?

E: We only use the admission list and also those who have failed are put in the B class.

R: Why do those who have failed put in the B class?

E: We use the performance for the previous year of those who fail (R: Does it mean that they will receive some more attention?). Yes, they will be assisted.

R: How many periods do you teach per week Mr Y?

E: 34.

R: Do you have other responsibilities except those 34 periods?

E: I work on the D.C., on Management team, on Bell ringing, I can't remember other responsibilities?

R: With all these added responsibilities and 34 periods are you able to carry out your teaching activities well?

E: I find it very difficult with many periods, D.C. work, not ringing the bell on time, and marking, etc.

R: Is there a management team?

E: Yes.

R: O.K. Does the principal guide educators say on good teaching methods, how to solve disciplinary problems, etc.?

E: That is difficult.

R: Hhm. What do you do to encourage those learners who have passed or those who have failed?

E: Like last year, those who have passed were given money prizes or gifts. Those who have failed we use corporal punishment.

R: All right. Do you find cooperation or assistance from other educators?

E: Yes, I get assistance.

R: Do you ever tell learners that you are confident that they will pass, so as to encourage them, and how often do you do it?

E: I do it but not so often.

R: Hhm. (E: We can say 1%). Uhm. All right. Do learners themselves have the confidence that they can pass?

E: Most of them are not confident that they can pass.

R: O.K. Do you think the principal regard you as a hard worker, loafer or just ... ?

E: It is difficult to know what the principal think about you.

R: How effective is the D.C.?

E: It is working but some cases are brought to a higher level, say management or to the police. (R: How many cases can the D.C. handle in a month?) In a month it can handle about three cases.

R: O.K. On average, how is discipline here?

E: Well, discipline is still lacking very much (R: Hhm). It is one thing that we need to take very seriously.

R: Hhm. How effective is the principal in handling disciplinary problems?

E: When it comes to the principal, he is short-tempered and he would inappropriately handle a case and it is difficult to say how effective he is. (R: Does his short temper help anything?). No, it only makes matters worse. (R: Laughing, ... O.K.).

R: With educators, how much do educators help the principal in handling disciplinary problems?

E: They assist him in solving some problems or cases amicably.

R: O.K. How is the cooperation between educators and the principal, is there cooperation or no cooperation?

E: It is not easy to notice cooperation, it is there but it is not satisfactory at all.

R: How is the cooperation between educators and learners?

E: It is difficult to say, but some learners cooperate while others don't respect educators.

R: O.K. On average, how much do learners respect authority? Do they respect authority?

E: As far as respect for authority is concerned, it is not there; only a few learners do respect authority (K: Hhm).

R: O.K. Is there a section on school policy, which reflects disciplinary measures, say if a learner does this, then this will happen to him/her.

E: Yes, it is there although it is generally stated.

R: How are learners punished here?

E: A learner can be given corporal punishment or told to bring along a parent or given manual work to do such as digging or picking up litter (K: Hhm).

R: Which form of punishment is more effective?

E: Bringing along parents is more effective form of punishment (Hhm).

R: Do you hold prize-giving ceremonies here for learners?

E: Yes, it occurred one year.

R: Was it organised by the school itself?

E: It was organised by 1 shikondeni coalmine.

R: O.K. Don't you do it here at school by yourself.

E: Well, we don't do it here.

R: O.K. On average, how much do learners respect school property such as chairs, windowpanes, etc.

E: They have no respect at all for the school property because they write abusive language on the walls of the school buildings, they write all over desks, cut them with axes, knives although it is an exaggeration to say an axe but the fact is learners don't respect school property at all.

R: How is the wearing of school uniform?

E: It can be all right if follow-ups are made on school uniform.

K: How is theft and vandalism here?

E: It happens.

R: On average, how is the culture of teaching and learning here at school X?

E: We can say it is poor and unsatisfactory (R: Hhm).

R: O.K. In your view how prepared and motivated are educators to teach?

E: Well, at that point, if we are using percentages, we can say it is 40% motivation or preparation.

R: O.K. What about learners, how ready are they to learn if we can also express it in percentages?

E: With learners it can be about 50% (K: Hhm).

R: Do educators here come late ... (tape unclear)?

E: Yes.

R: How serious is it?

E: This year it is not serious; you can find just one educator late, not so much late (R: All right).

R: Does it happen that you Mr Y remain at school after working hours, not when you are assigned say to supervise studies but on a voluntary basis?

E: Well, no I don't do that (K: Laughing).

R: How accessible and ready is the principal to making himself available to help educators?

E: That is also difficult to notice whether the principal is ready to help educators.

R: O.K. How democratic is the principal in running this school?

E: We can say he is ..... (tape unclear).

R: How does the principal show that he cares about learners' education?

R: Well, we can say he cares by visiting learners at their own homes (R: Hhm). Yes.

R: On average, how is the authority of the principal?

E: It seems it is so suppressed to an extent that no authority figure is noticeable.

R: O.K. How much do learners respect the principal?

E: They don't respect him, they are disrespectful.

R: What about educators?

E: Even educators don't respect him.

R: In your view does the principal make provision for the learning material and other physical facilities or help you with other problems that you may encounter here at school? Do they support you?

E: Supporting educators? (R: Yes, buying you textbooks, guides and helping you with disciplinary problems, etc.) Yes, he does although some educators would complain about something, but he does buy other things.

R: O.K. Does the principal praise educators for the job well done?

E: It is difficult for the principal to praise educators (R: Laughing). Well, he may praise educators but after a long time.

R: Does the principal show favouritism of some educators over over others?

E: Well, it is difficult to see that.

R: How is the morale of this school, low or high.

E: (tape inaudible).

R: Does the principal criticize educators in front of learners?

E: I have never seen that, but judging from the way he (tape inaudible), it may seem he can do it if an educator is not there.

R: What about criticising learners in front of other learners?

E: Yes, he does that.

R: O.K. Are you able to manage your time effectively?

E: With all other added responsibilities it is difficult for me to work effectively. The school closes before I can finish all that I have to do.

R: O.K. In your view is the principal able to manage his time effectively?

E: He is unable to do it.

R: O.K. It seems I am through with my questions Mr Y.

## APPENDIX C

## Transcribed interview with a school principal (School A)

KEYS: R: RESEARCHER

P: PRINCIPAL

R : It is too much. I take your school as a certain school. Well, be rest assured that you will be anonymous, no school name will appear anywhere. What is your work experience?

P : From 1994. ( R : O . K. ) 7 years.

R : How many years did you spend as an educator?

P : From the beginning, as an assistant ( R: Yes) from 77 to 81 ( R : 4 years, O. K. ).

Then I worked as a clerk for four years, then I got a

Principalship post at school X. ( R : O. K. ). I worked six years as clerk before I

became a teacher.

R : How many years did you spend at school X?

P: I went to school X in 1981; it was one and half years. ( R : one and half years ) . Yes.

( Tape inaudible )

R : How many years did you serve as a principal at school Y ?

P : I am not sure. From 82 in June it is two and half years.

R : O . K. Then you came here.

P : Then from there . . . ( Laughing ) my history ( R : Your C. V. is too long ). I once became a principal at Primary school Z ( R : O. K. ) Yes.

R : How long did you stay there?

P : It's from 1990 - - -did I say I came here in 1994? ( R: Yes) Eem - ---90- - -I came here in 1992.

R : it means you were there in 1991 ( P : In 1992 I came here). You came here in 1992 .

R : What are your academic qualifications?

P: Do we include a B. Ed. degree as an academic qualification?

R: Yes, what about your professional qualification?

P: An S.T.D. and J.S.T.C. (R: Oh those old qualifications). I also did an F. D. E.

R: What is the school enrolment this year?

P: It is - - - 520

R: O.K. What was the pass rate last year ?

P: In grade 12?

R: Yes, the pass percentage?

P: 63,7

R: O.K. ( P: 63 - - -). Is it wrong? ( P: No I will check for you). All right. Do you have a school policy here?

P: Yes

R: Who drafted it?

P: The educators and the S.G. B drafted it.

R: All right. Is it only those two groups ( P: Well we can even say learners - -) as L.R.C.

R: All right. Do educators meet to discuss the syllabi, etc?

P: Ee - - no - - H.O.D's are not doing their job. ( R: They are not doing their job)[both laughing]. No.

R: Alright .Is there a time table for studies supervision?

P: Yes.

R: For late coming?

P: Yes.

R: For extra-mural activities?

P: Yes.

R: At what time are extra-mural activities conducted?

P: After school. (R: After school).

R: O. K. Do you do class visits as a principal?

P: Eeh - - -no I want to begin now with developmental appraisal.

What I do is taking sample of books.

R: O.K. What do you do to educators when they have done well, say in grade 12 exams?

P: Yes, we motivate them; in fact every year we do assessment. (R: O.K. and you praise them to keep it up) . Yes.

R: O.K. .Do you take sample books for learners or is it done by the H.O.D's.

P: Eeh – yes I collect them, sometimes I instruct H.O.D's to do it and report to me.

R: O.K. .Do you hold functions here such as farewell functions?

P: Yes. (R: Oh, they are held.)

R: O.K. have you got staff development programmes here where in you discuss good teaching methods, disciplinary problems ---- ?

P: Yes, we do it in staff meetings (R: Oh, you do it)

R: O.K. Is there enough teaching and learning material here?

P: Yes, although we don't have new books (R: Eeh).

R: O .k .Do educators attend workshops, at district, etc.

P: Yes, very much.

R: Do you find these workshops helpful?

P: Yes, they do help, as results (R: They sometimes improve)

R: Alright, what is the attitude of educators to teaching, do they just work to get paid at the end of the month?

P: Not all of them --- (R: I am on duty? ). Yes. Not all of them.

R: Generally, how is the motivation of the learners?

P: Learners are motivated sometimes educators demotivate them.

(R: They bring down learners motivation).

R: O. K. .How do you address the problem of absenteeism, learners dodging, etc.?

P: Eeh, I have sort of period register where in every period educators check those who are absent? (R: Eeh). And those who are absent are written down. (

R: Eeh ).

R: Alright, how long do educators take; --- your periods have 32 minutes (P: Eeh), do they go to class in time or do they delay?

P: They delay before going to classes (R: Laughing)

R: O .K. (Laughing)- - -if they don't have enough subject matter one say let me delay for ten minutes.

R: Right .As a principal do you go to class during lesson to call a learner or make an announcement?

- P: NO, during lesson - - -only when there is something urgent like say police issue. (R: O.K. .). Otherwise we tell them to wait (K: they have to wait).
- R: Did you teach during the first day of the quarter?
- P: Eeh, No --- (K: Were you doing classification?). Giving learners books and cleaning classes, which were used during exams.
- R: All right. Do educators send learners on errands during school hours?
- P: No - - - (K: it is not good).
- R: O.K. . How do you deal with drop-in visitors for learners?
- P: You mean parents?
- K: Yes, say a parent want to talk to his child?
- P: If they come we tell them to wait at the staff room. (R: To wait for the Break). Yes .
- K: O.K. (P: Bu they do complain) they will say i am in hurry (P: Laughing). At what time do you hold staff meetings?
- P: Well, we have a problem with staff meetings, but seven hours is covering us, but usually we begin during the last period. (R: O. K.). We have a problem of educators who use public transport (K: Oh, they complain that they won't catch up the transport). (laughing.)
- R: How many breaks have you got here?
- P: Two
- K: How long is the first break?
- P: The first one has 10 minutes.
- R: And the second one.
- P: (tape inaudible.)
- R: O.K. .Do educators do written preparations here?
- P: No, they didn't do it but we want to begin now (R: O.K. laughing, they didn't do it) (Laughing).
- R: O.K. .Do educators honour all their lessons?
- P: (tape inaudible) - I gave them work, they are copying notes (Laughing).
- R: How is the control of work for learners by educators, do they mark it?
- P: Yes, they do it.
- R: Do learners receive enough written work as required by the syllabus?

P: No, not enough (R: They are not enough).

K: Are educators able to finish their syllabi?

P: Last year they tried but they couldn't finish -- the common

Examination (K: -- it motivates them) motivates them.

R: O.K. At what time are tests written here, during lesson or after school.

P: Some during study time but others during school hours.

R: Alright .How is the class composition, overcrowded or they are O.K.

P : Overcrowded. ( R :They are overcrowded ) .

R : O.K. .(P: We are building two classes) . O .K.

Hymn, is there a management team?

P: Yes (R: It exists)

K: O.K. As a principal how do you view class visits, are they helpful to educators?

P: Class visits? (R: Yes, by the principal). Unfortunately we don't

Conduct class visits but they are helpful. (R: They are helpful).

R: O.K. (P: Even if educators don't like class visits.) Educators don't like their work to be inspected -- (both laughing). How are learners punished here?

P: They pick up papers, cleaning classes, the shrubs.

K: Don't you use corporal punishment here?

P: No -- but I use it -- (both laughing) (R: Other methods are not working? ). Well I use it.

K: What do parents say about corporal punishment?

P: We held a meeting with them and they mandated us to use corporal punishment (K: They allow you to use it) Yes.

R: Is there a section on a school policy that deal with things like disciplinary problems?

P: Yes.

R: How is discipline here?

P: There is discipline (K: There is discipline).

R: O.K. Do you hold prize giving functions here -- (P: Are these

boys going outside carrying books? ). Hey! call those boys, where are they going, they go that side with those books? (both

Laughing). Alright. Do you hold prize-giving ceremonies or farewell functions here?

P: Yes, we hold them during March exams; we give them trophies, during Trial exams, even on farewell functions we buy prizes for them (R: To award them). Yes.

K: Is there induction for new educators?

P: Eeh, no there are no new posts.

R: Generally, do learners wear school uniform?

P: - - -(tape inaudible)

R: O.K. Do learners value school property such as windows (P: No - - they don't care - - window panes are broken, last year we didn't

even repair some windowpanes so that cold will discipline them).

O.K. So that they will realize that it is necessary that they care for the school property. (P: Yes).

How is theft and vandalism here, after school or at night?

P: With theft - - - eeh, but a radio was sometimes stolen and when we re-opened we found - - -(tape inaudible)

R: Alright how is educators absenteeism?

P: No there is no absenteeism (R: They all come regularly).

R: O.K. Do educators help you with things like disciplinary problems?

P: They help me.

R: O.K. (P: it is only that they are afraid of learners. ) Are they afraid of learners? (Both laughing) They are afraid that learners may attack them. ) (P: Yes.) (Both laughing). How can they run away from learners .

K : How punctual are educators in the morning ?

P : They are punctual .

R : O.K. Do educators voluntarily remain after school? (P: Without being assigned to supervise studies ?) Yes .

P :No, it does not happen ( R :No ) ( both laughing )

K : Do you offer certain subjects ?

P : Yes .

R : How is the learner participation?

P : Participation - - they don't participate ( R : No ). No.

R : O.K. .Besides the management committee, which other committees do you have here ?

P : We have finance committee , culture committee ( R : What about the D.C. ) Yes , D.C. ( R : O.K. . ... ( tape inaudible ) ( R : Even a sports committee . )

R : O.K. .How do educators view your delegating them?

P : They do some but for others they think I am giving them too much (both laughing ).

R : Generally ,how is the motivation of educators ?

P : Some are motivated, but others are not motivated . ( R : No )

R : What about learners, are they motivated ?

P : Yes .

R : O.K. .Class visits ... do you have time to motivate learners ?

P : Yes, very often , especially on Mondays and Fridays.

R : Is the classroom situation conducive to teaching and learning , i.e. arrangement of desks ,cleanliness ,etc .

P : Well, desks are well arranged .

R : But cleanliness ?

P : We don't have water here .

R : Is there no water here ?

P : There are taps, but since we re-opened there was no water .

R : O . K . ( P :If there is water , well the classes are clean ) .Eeh, generally how is the cooperation between educators and the principal?

P : Yes .

R : How are decision taken here, is it the principal alone or together with the staff members .

P : We take decisions together .

R : O.K. . How do educators view the inspection visits by inspectors ?

P : Well, originally, they were very negative but since they came last year they realized that it is helpful.

R : Alright .Do you hold emergency meetings here ?

P : Yes.

R : O.K. .As a principal, are you able to do al your duties on time.

P: I try (R: O.K. .) I even come here on weekends. ( R : even during week-ends ). Yes .

R: Eeh , . . . Have you got a daily working plan .

P: Yes, I have got a timetable, which I draw.

R: As a principal ,do you attend training workshops for principals .

P: ( Tape inaudible )

R: Have you got a year plan here?'

P: We have not yet drawn it ,but we wanted to do it on the first day .

R: O.K.. My question -- -(tape inaudible )

R: The next questions concern physical facilities . Have you got a fence here ?

P: No

R: Library ?

P: No

R: How many classes do you have here .

P: Seven.

R: Are these the only toilets .

P: These are the boys toilets

R: Have you got water here .

P: Well, since there is a tap we can say there is water.(R : Since you have a water tap)

R: Electricity ?

P: Yes .

R: Laboratory ?

P: NO

R: Telephone ?

P: We use our cell phones, telephone lines are not working .( R : Not working ) . It is not working.

R: Alright. I am through with my questions , thank you very much your Honour. I am left with learners ( P : How many do you want? )

Three from each grade --- from grade 10 to 12 .

P: They will be called for you

R: O.K.

# APPENDIX D

NORTHERN PROVINCE  
DEPARTMENT OF EDUCATION  
MUTALE DISTRICT OFFICE

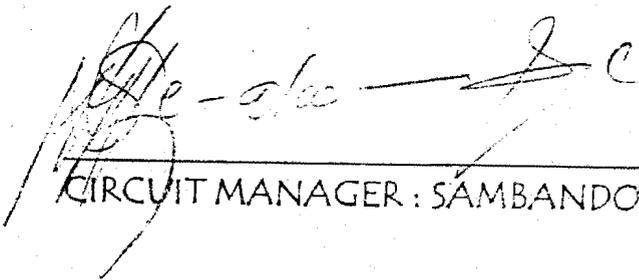
Tel: 015 967 2028  
Ref: 14/8/5  
Enq: V.L. Nemakonde

P/Bag 1195  
MUTALE  
0956  
30/11/2000

Mr F.J. Nemukula  
P.O. Box 236  
TSHAULU  
0987

REQUEST FOR PERMISSION TO VISIT SAMBANDOU CIRCUIT SECONDARY SCHOOLS FOR RESEARCH.

1. Your minute dated 22 June 2000 has reference.
2. Approval to visit Secondary Schools in the Sambandou Circuit for research purpose is hereby being granted-albeit belated.
3. Wishing you success in your noble exercise.

  
CIRCUIT MANAGER : SAMBANDOU

BATHOPELE