THE ROLE OF THE PRINCIPAL IN PROMOTING A CULTURE OF LEARNING AND TEACHING IN SHISELWENI HIGH SCHOOLS IN SWAZILAND.

by

JULIA NELISIWE NDLELA

Submitted in accordance with the requirements for
the degree of

MASTER OF EDUCATION

in the subject

EDUCATION MANAGEMENT

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: DR V.T. ZENGELE
NOVEMBER 2011

DECLARATION

I declare that " THE ROLE OF THE PRINCIPAL IN PROMOTING A CULTURE OF LEARNING AND TEACHING IN SHISELWENI HIGH SCHOOLS IN SWAZILAND " 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.

_____   _____

SIGNATURE   DATE

Mrs. Julia Nelisiwe Ndlela

37120441

DEDICATION

This study is dedicated to my beloved sister, Christabel Lomasontfo Dlamini and Rev. J.D. Dlamini who were the greatest source of inspiration as I moved ahead with the study. Without their continued support, encouragement and understanding I doubt I would have completed the thesis.

May God bless them!!!

(iv)

ACKNOWLEDGEMENTS

APPENDICES

ABBREVIATIONS

MoE	Ministry of Education
REO	Regional Education Office
ECOS	Examination Council of Swaziland
JC	Junior Certificate
SNAT	Swaziland National Association of Teachers
FGI	Focus Group Interviews
OVC	Orphaned and vulnerable children

ABSTRACT

The researcher has observed and noted that out of the four regions of Swaziland, Shiselweni is the leading region with high schools that manifest a poor culture of learning and teaching. The summary of 2009 Junior Certificate results revealed that it is not only that Shiselweni had the lowest pass rate, but also that it recorded the highest number of failures when compared with the other three regions. The purpose of the study was to determine strategies that could be used by principals in promoting a culture of learning and teaching in Shiselweni high schools in Swaziland.

The study pursued a qualitative research design which was explorative and descriptive. Qualitative methods were used to collect data from the respondents. Data was collected by means of focus group interviews with learners and teachers, and then through one-on-one interviews with principals and parents. The sample was drawn from six high schools in the Shiselweni region that differed in their academic performance. Purposive sampling was used when selecting the schools and those who were to participate in the study.

Data was constantly compared and analyzed using the coding method. Participants signed letters of consent and they were assured of the anonymity and confidentiality of the study. They were also made aware that they were not forced to participate in the study and that they were free to withdraw if they were so persuaded.

Triangulation and the Guba's trustworthiness model were used to enhance the reliability and validity of the study. Findings helped the researcher to arrive at recommendations on the role that principals should play in promoting a culture of learning and teaching in Shiselweni high schools in Swaziland.

Key words: principal; teachers; learners; parents; culture of learning and teaching; high performing schools; low performing schools.

TABLE OF CONTENTS

CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

CHAPTER 2

LITERATURE REVIEW

CHAPTER 3

METHODOLOGY AND RESEARCH DESIGN

CHAPTER 4

PRESENTATION OF FINDINGS, ANALYSIS, AND DISCUSSIONS

CHAPTER 5

A SYNTHESIS OF THE SUMMARY, THE FINDINGS, RECOMMENDATTIONS AND CONCLUSION

CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

Swaziland is a small country situated in the southern part of Africa. It has an area of 17, 364 square kilometers with a population of 1 018 449 people according to the 2006 census. It is the smallest country among the South African Development Countries (SADC, 1988). Swaziland is a landlocked country bordered by Mozambique in the east, with South Africa encompassing the other boundaries. The kingdom of Swaziland is divided into four regions, which are: Hhohho, Lubombo, Manzini and Shiselweni.

One of the most important issues that challenge education in Swaziland today is the promotion of a culture of learning and teaching. Prior to independence, during the period of 1844 to1967, education in Swaziland was largely in the hands of missionaries. Since independence (1968), the government of Swaziland has assured Swazis of an increasing responsibility for the administration and supervision of the national education development policy (Ndzabandzaba, 2004). Swaziland has a national system of education administered and supervised by government through the Ministry of Education (MoE). All schools in Swaziland operate under the supervision of MoE. However terms and administrative conditions vary among the four categories of schools found in Swaziland.

The central role that the principal plays is leading and managing the school. Effective school management creates an environment in which the culture of learning and teaching will prevail, and an environment which will ensure successful execution of the school's instructional programme (Van Deventer & Kruger 2003:223). Principals of schools need both leadership and management skills if they are to work effectively in the school setting. Leadership and management are related to each other. They are often used interchangeably. Leadership relates to mission, direction and inspiration while management involves getting things done and working with people effectively (Van Deventer & Kruger 2003:141). It is also the principal's responsibility to make sure that

the culture of learning and teaching is promoted in the school through monitoring and evaluating of the instructional programme. The researcher has observed and noted that in Swaziland, the majority of high schools, in the Shiselweni region reflect the characteristics of a poor culture of learning and teaching. According to the World Bank Report (2006), the quality of education in Swaziland has been a concern due to its deterioration. This study aims to investigate what a principal needs to do in order to promote a culture of learning and teaching in Shiselweni high schools in Swaziland.

1.2. Background to the study

The poor culture of learning and teaching in Swaziland's high schools needs to be critically examined and acted upon before it develops into an insurmountable problem. This means that the Ministry of Education (MoE) needs to set up norms and standards that will improve the culture of learning and teaching in Swaziland's high schools.

The principal of the school is responsible for the supervision and control of work of the teachers and pupils in the school. In order to do this work effectively, the principal of the school must attend conscientiously to the following:

- Planning.
- Recording done by teachers.
- Quality of written work done by the pupils.

In large schools, the head of each department may be delegated some duties but the principal of the school is ultimately responsible for ensuring that the work is carried out properly (Dludlu, 2006:5). The principal of the school is ultimately accountable and responsible for all aspects of school life both administratively and professionally. A wide range of duties may be delegated to other staff members. However, the principal of a school bears the final accountability and responsibility for the way in which duties are carried out. In this regard, the principal must supervise the work of all who have responsibility delegated to them.

Van Deventer and Kruger (2008:138) list the following responsibilities of any educational leader:

> ➤ The achievement of predetermined aims and outcomes by means of effective planning, making or implementing policy, decision making, organizing, delegating, coordinating and control. The first responsibility thus focuses on the task. In other words, it is concerned with the extent to which a leader fulfils his task of achieving set objective. An educational leader should ensure, therefore, that subordinates define tasks in accordance with predetermined standards. He should also see to it that the predetermined outcomes are achieved according to a set time schedule.

> ➤ The creation and maintenance of harmonious relations with staff, learners and parents by means of effective leadership and motivation, communication, negotiation skills as well as the skills necessary to form effective groups and to establish sound relationships in a school. However, because the successful completion of school activities is dependent on people who must willingly achieve the set objectives of the school, the principal as the leader has the responsibility of re-enforcing sound inter personal relations in the school, which should be built on mutual respect and trust. The principal works hand-in-hand with inspectors.

The inspectors from Regional Education Offices (REO) must from time to time visit schools to ensure that teaching and learning is really taking place. This is to be implemented from primary to high schools, especially those schools with poor performance or poor external examination results. The inspectors of schools encourage principals, teachers, learners and parents jointly to participate in this venture in order to improve the culture of learning and teaching in schools. Each individual school is to strive to attain the main aim of MoE, which is making effective teaching and learning possible in schools.

The researcher has observed and noted that out of the four regions, Shiselweni is the leading region in which high schools have a poor culture of learning and teaching. The REO of Shiselweni was also worried about the performance in the region. After receiving the 2009 Junior Certificate (JC) results, which reflected that Shiselweni had the lowest pass rate amongst the four regions, she held a meeting with all the principals and two teachers from each school to discuss what could be done to improve teaching and learning. It was resolved that subject inspectors should visit those high schools which performed badly in their particular subjects and discuss with them appropriate means of improvement.

According to the report released by one of Swaziland's national newspapers, 2009 JC results have slightly improved by one percent (Swazi Observer, 7 January 2010).The newspaper further reported that the Swaziland National Association of Teachers president, Simon Makhanya, poured cold water on the supposed one percent improvement, saying "It is something not worthy writing home about". The newspapers further reported that two high schools, one from Manzini region and the other from Shiselweni region, had the worst JC results. The first one had an alarming failure rate of 78.79 percent whereas the second one had a failure rate of 64.15 percent. For the past three years, Shiselweni has recorded the lowest pass rate in J.C examination results. The summary of 2009 J.C results revealed that it is not only that Shiselweni had the lowest pass rate, but it also recorded the highest number of failures when compared with the other three regions.

When the Minister of Education was asked by journalist about his feelings concerning the results, he stated clearly that he was not happy about them and that he would meet the administration and teachers to find out what the problem could be and make interventions accordingly. Out of the 217 secondary and high schools in Swaziland only 12 recorded 100 percent pass rate in 2009 JC results. Botha (2004:239-242) states that the school principal is responsible for the performance of all the people in the school, including both staff and the learners. He sees a professional school principal as the leader and manager of a school. He further states that people are a human resource of a school and one of the

principal's responsibilities is to help the school achieve a high level of performance through the utilization of all its human and material resources. This is done through effective and excellent leadership. Bolton (2000:3-9) states that subtle skills of management and leadership are needed by school principals. These skills can help the principals as they perform their duties of leading and managing schools. This study will explore the role to be played by principals in promoting a culture of learning and teaching in high schools in Shiselweni, Swaziland.

1.3 Problem statement

Dlamini (2004) states that by virtue of occupying top positions, principals are expected to be the leaders in the schools. They are responsible for day-to-day activities taking place in their schools. Principals are expected to perform four basic functions:

- Personnel management
- Organizational management
- Financial Money management.
- Instructional leadership.

In the light of the above, the research problem is that high schools in Shiselweni region are experiencing a low culture of learning and teaching. Consequently, the high schools have recorded the lowest pass rate in the J.C examination results.

From the above research problem, the research question is: *what role should principals play in promoting a culture of learning and teaching in high schools in Swaziland?*
The sub-questions were:

- ➢ What are the prerequisites for the promotion of a sound culture of learning and teaching in Shiselweni high schools?
- ➢ How does the principal promote the culture of learning and teaching?
- ➢ How should the principal promote the culture of learning and teaching?

After identifying the research questions in relation to promotion of a culture of learning and teaching, the aim of the study follows.

1.4 The aim of the study

The general aim of the study is to determine strategies to be used by principals in promoting the culture of learning and teaching in Shiselweni high schools.

In order to attain the aim of the study, the objectives of the study are to:

> ➢ Examine the prerequisites for the promotion of the culture of learning and teaching in Shiselweni high schools.
>
> ➢ Examine what the principal is doing to promote the culture of learning and teaching.
>
> ➢ Examine how the principal should promote the culture of learning and teaching in Shiselweni high schools.

1.5 Theoretical framework

This section of the study gives a summary of what other scholars have to say about leadership and management role the principal plays.

Leadership

Leadership is defined by Bush and Glover (2003:8) as a process of influence leading to the achievement of desired purposes. The researcher strongly agrees with them since the principal, as the leader, has to inspire and support teachers and learners in achieving the vision of the school. Kerry and Murdock (1993:221), state that leadership is not a matter of passive status or of the mere possession of some combination of traits. It appears rather to be a working relationship among members of a group, in which the leader acquires status through active participation and demonstration of his/her capacity for carrying co-operative tasks through to completion. According to Hersey, Blanchard and Johnson (2001:9), leadership occurs whenever one person attempts to influence the behaviour of an individual or group, regardless of the reason. Leadership is the process whereby one person influences individual and group members towards goal setting and goal achievement with no force or coercion (Greenberg & Baron 1993:444).

According to Van Deventer and Kruger (2008:139), leadership is generally defined as one or other form of dominance where the subordinates more or less have to accept the commanding and controlling of another person. This is exactly what school principals are expected to do in schools. Farley (2002:393) noted that, like the talents for music and art, the talent for leadership involves much knowledge and disciplined practice. According to Cronje, DuToit, Marais and Motlatla (2004:174), leadership is the process of directing the behavior of others towards accomplishing a set of predetermined goals. From the above discussion, one can conclude that leadership is a social transaction in which one person influences others. It involves elements such as influencing people, giving orders, motivating people and communicating with subordinates effectively. The next section of this chapter contains an overview of management, since the principal is also involved in management of the school.

Management

Management is described by Davidoff and Lazarus (1997:156-157) as a making sure that the school as a whole functions effectively and achieves its vision. Management is about holding the school accountable, establishing certainty, confidence and security for the school, allowing reflection and co-operative decision making. I agree with Davidoff and Lazarus: without effective management the school cannot attain its vision. According to Botha (2004:239-242), a professional school principal is the leader and manager of a school. Therefore, he/she is responsible for the work performance of all the people (teachers and learners) in the school. The researcher has pointed out in the introduction that principals of schools need both leadership and management skills in order to work effectively in the school situation. Principals with effective leadership and management skills will enjoy the fruits of effective schools. It is the responsibility of the principal to ensure that the culture of learning and teaching is promoted through monitoring and evaluating the school's instructional program.

1.6 Literature review

The researcher will review literature related to leadership, management, effective schools, leadership styles and characteristics of schools with poor as well as good

cultures of learning and teaching. There will be also a review of what other researchers have stated on related studies. In my view leadership is about how leaders get extraordinary things done in their organizations. Steyn (2005:258) supports this when she states that the professional development of educators is seen as an ingredient essential to creating effective schools and raising learners' performance.

On the other hand Kruger (2003:206) argues that currently, there is a drive to improve the culture of learning and teaching in South Africa, particularly in secondary schools. He further states that recent studies have indicated a direct relationship between the instructional leadership role of principals and the effectiveness of a school. According to Kruger (2003: 206), the primary role of a school is to provide its learners with effective education. In many ways, the principal is the most important and influential individual in any school. This gives the principal direct responsibility for all activities in and around the school premises. His leadership (I) sets the tone of the school; (ii) establishes the climate for learning; and (iii) determines the level of professionalism and morale of the educators. The overall work atmosphere or climate of a school manifests itself in two ways. First, there is the organizational climate, which affects the educators and influences the quality of their work. Second, there is the educational climate, which refers to how learners experience the quality of their work and to what type of rapport they have with their educators. These relationships are determined by the management style of the principal and the way in which authority is exercised.

According to Botha (2002: 5), an effective school leader has a vision and is able to convey the vision to different groups who are involved in the school, including educators, parents, and learners. The school leader's perception of improvement is crucial to any improvement endeavor. If the leader does not believe in improvement or cannot see the need for it, then there is very little likelihood that he will be able to persuade the other parties concerned to accept it. It is also important to note that principals play an important part in the school improvement process because they are in the position to initiate the process and to support it actively. The following saying has a proverbial ring: "show me a

good school, and I'll show you a good principal". The school principal is thus, a key figure in the school improvement process.

1.7 Relevance of the study

The effectiveness of the principal as the leader and manager of the school is reflected in the school's performance as is the case with Shiselweni schools. According to Cheng (1996: 13), school effectiveness is the capacity of the school to maximize school functions or the degree to which the school can perform these functions when given a fixed amount of school input. This study purports to identify school effectiveness prescribes school characteristics which are associated with successful learner outcomes and achievements. As Marsh (1992:158) asserts that school effectiveness is generally concerned with producing better results.

1.8 Methodology

Research methodology is also called research methods. These are the ways in which one collects and analyses data. These methods have been developed for acquiring knowledge by reliable and valid procedures (Macmillan& Schumacher 2006: 9)

This study will be a qualitative study. It will be exploratory and descriptive. It will be exploratory when measuring what learners, teachers and parents think principals should do to promote the culture of learning and teaching. It will also be descriptive when it describes activities done in the schools to promote the culture of learning and teaching. The researcher has chosen this design because it will help the researcher to access diverse information from the participants (Schurink 2003:2-14). Merriam (2002) also recommends that a qualitative approach should be used when the research objectives are exploratory and descriptive.

Data will be collected by means of focus group interviews with learners and teachers and through one–on-one interviews with principals and parents. The reason for not having focus group interviews with principals and parents is that it is not easy to assemble them in one place for a prolonged period due to their busy schedules.

A sample will be drawn from six Shiselweni high schools which differ in academic performance. Purposive sampling will be used to select high schools and to select participants to be interviewed. Groups of four to six teachers and eight to ten learners will be interviewed per category using standardized open–ended questions. A tape recorder will be used to record interviews.

1.8.1 Data analysis

In qualitative research, design data collection and data analysis take place simultaneously. Data will constantly be compared and analyzed. The data will be divided into segments and then scrutinized for commonalities that reflect categories or themes which will reflect what has been done to promote a culture of learning and teaching in the school. The categorized data will be further examined for subcategories that characterize each theme that has emerged during data collection (Creswell, 1994: 155)

Interconnections will be made among categories and subcategories. In this stage, the focus will be on determining more about each category and the terms of the conditions that give rise to the category as well as the context in which it is embedded, the strategies that participants use to carry it out or manage it and the sequences of those strategies. The researcher will move back and forth among data collection, open coding, axial coding, continually refining the categories and their interconnections as data are collected. Selective coding will then follow. In this stage categories and inter-relationships will be combined to draw a scenario that will describe the role played by principals to promote a culture of learning and teaching in high schools.

1.8.2 Ethics

Permission was obtained from the REO, the schools manager and the sample schools to conduct a research in their schools. Participants were approached and they agreed to participate in the study. They were also given letters of consent to sign. They were also assured of anonymity and confidentiality. They were also made aware that they were not forced to participate in the study (Macmillan & Schumacher 2006: 203-204).

Guba's trustworthiness model was used to establish the validity and reliability of the study. The four criteria for trustworthiness of qualitative research are: credibility, transferability, consistency and neutrality (Krefting, 1991; 214-215). Triangulation was also used to enhance the validity of the study.

1.9 Place in social sciences

This is a qualitative study aimed at determining strategies to be used by principals in promoting a culture of learning and teaching. In order to access diverse information from the participants, the researcher will employ systems theory, the reason being that this theoretical perspective deals with exchanging information and changing systems for the sake of improving a situation. Moreover, education is a system because there are many people and sectors involved in education.

According to Van Deventer & Kruger (2003), the principal's effectiveness can be seen to be a consequence of the interaction between different levels, such as:

➢ His management duties for routine school administration
➢ Management of time
➢ Management of meetings and
➢ Learner management.

1.10 Dissemination of the findings

The findings will be disseminated by the delivery of a research paper at a local and / or international conference. The REO will receive a copy of the thesis as means of reference when planning to conduct principal's workshops on promotion of school culture. The principals of the sample schools will each receive a copy to consult in order to support them in promoting the school's culture of learning and teaching.

1.11 Delineation and limitations of the study

The study was restricted to Shiselweni high schools since they are representatives of high school's academic performance. The study cannot be generalized due to the research design it has employed.

1.12 Programme of the research

The research programme will be presented as follows:

Chapter one: Introduction to the study, the background to the study, the research question, the aim of the study. This will be followed by literature review and an outline of the ethics of the study.

Chapter two: Literature review on leadership, management, effective schools, culture of learning and teaching and how the existing materials relate to the present study.

Chapter three: The research methodology, that is, the research approach, design, procedures, data collection and presentation of the collected data.

Chapter four: The presentation of the findings, analysis and the discussions.

Chapter five: A synthesis of the summary, findings, recommendations and conclusion.

1.13 Conclusion

In this chapter, the researcher introduced the study and narrated its background. This was followed by a discussion of the problem statement and the aim of the study which is concerned with the role to be played by principals in promoting a culture of learning and teaching. The theoretical framework was outlined with the intention of establishing the relevance in terms of what other authors have written on similar issues. The research design was then discussed in order to explain how data would be collected.

The data analysis was briefly discussed to explain how the collected data would be changed into meaningful information that would be used to extrapolate on findings, and to provide suitable conclusions at the end of this study. The chapter was concluded with ethical considerations.

The next chapter will provide an insight into the role of the principals as leaders and managers of schools, their leadership styles and how they contribute to their leadership role. Effective schools and schools with a sound culture of learning and teaching will be discussed. The aim is to provide a critical, general overview of the literature on the theories of different researchers about the role of the principal as a leader and a school manager.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The review of related literature covers the following most important issues: leadership, management, effective schools, leadership styles and how these contribute to the principal's leadership role in the school and management models. The culture of learning and teaching, the characteristics of a school with a sound culture of learning and teaching and the characteristics of a school with a poor culture of learning and teaching are also reviewed. These issues are discussed because they cover the main focus of the title "The role of the principal in promoting a culture of learning and teaching in Shiselweni high schools in Swaziland.

According to Hawley, Rosenholtz, Goodstein, and Hasselbring (1984:53), Southworth (2002:76) and Quinn (2002:447), a great deal of research has been done in order to identify the properties of efficient schools. In addition, changes are taking place in education the world over that are resulting in the decentralization of decision-making powers to school management level. These changes further reinforce the role of the principal as a key figure in the provision of effective teaching and learning (Beare, Caldwell & Millikan 1989:153; Kruger 2003:206).The next paragraph consists of the role played by the principal in leadership.

2.2 Leadership

Leadership is the ability to influence people through establishing interpersonal relationships that make them willing to do what must be done (UNISA 2001:326). Bush and Glover (2003:8) define leadership as a process of influence leading to the achievement of desired outcomes. The principal as a leader has to inspire and support teachers and learners toward the achievement of the vision of the school.

Kerry and Murdock (1993:221) state that leadership is not a matter of passive status or of the mere possession of some combination of traits. It appears rather to be a working

relationship among members of a group, in which the leader acquires operative tasks through the active participation of his capacity for carrying co-operative tasks through to completion. According to Hersey, Blanchard and Johnson (2001:9) leadership occurs whenever one person attempts to influence the behavior of an individual or group, regardless of the reason.

According to Greenburg and Baron (1993:444), leadership is the process whereby one person influences individual and group members towards goal setting and goal achievement with no force or coercion. This is exactly what school principals are expected to do. Farley (2002:393) states that, the like talent for music and art, the talent for leadership involves much knowledge and disciplined practice. According to Cronje, DuToit, Marais and Motlatla (2004:174) leadership is the process of directing the behavior of others towards accomplishment of predetermined goals. From the above discussion one can conclude that leadership is a social transaction in which one person influences others. It involves elements such as influencing people, giving orders, motivating people and communicating with subordinates effectively. The role of the principal as a leader of teaching and learning may include aspects such as goal setting, managing the curriculum, supervision, evaluation, assessment and promoting a sound school climate. For the principal to be an effective leader, effective instructional leadership is needed.

According to Southworth (2002:77); Mark and Printy (2003:373), a broad definition of instructional leadership includes management and leadership functions that influence teaching and learning indirectly. There are two basic underlying factors that are involved in effective instructional leadership, namely:

- ➢ The principal's influence on the organizational structure and organizational culture of creating and maintenance of an educationally sound environment in which both learners and teachers feel comfortable, relate directly to the effectiveness of teaching and learning.

> ➢ The principal's personal knowledge and understanding of the curricula as well as the teaching and learning activities will enable him to provide effective instructional leadership (Southworth 2002: 87-88).

Furthermore, Krug (1992) discusses six basic elements of the instructional leadership task of a school principal. These elements are:

➢ Defining the school's mission

➢ Managing the curriculum and instruction

➢ Supervising teaching

➢ Monitoring learner progress

➢ Monitoring learner progress

➢ Promoting an instructional climate

The next section contains an overview of management since the principal is also involved in management.

2.3 Management

Management is the functional area in which goals are set, plans developed, organized, controlled or directed and evaluated. Van der Westhuizen (1996:55) defines management as the application of management theory, principles, and skills in the environment. Evarard and Morries (1990: 5) define management as the process of working with people and through individuals and groups and other resources to accomplish organizational goals. Therefore, the achievement of school objectives through leadership is management. Like all organizations a school cannot survive without effective management. Although every school is dependent on people to do work, the degree of success or failure the school achieves depends on the manager. The future state of any school depends on its management.

According to Gultig *et al* (1999:6), principals as managers need a wide variety of competences to mobilize and use resources efficiently and to achieve the larger task of

managing the school so as to improve the quality of teaching and learning. Gultig *et al* (1999:3) also state that the central goal of management in education is the promotion of effective teaching and learning in schools. These authors further state that the task of management, at all levels in the education system, is ultimately the creation of conditions under which teachers and learners are able to achieve learning. The extent, to which effective learning is achieved, therefore, becomes the criterion against which the quality of management is to be judged (Gultig *et al,* 1999:4).

A school, just like any organization, cannot function effectively without people; the reason being that management can only take place if there are people (human resources) to be managed. The work that the principal does as manager of the school involves planning, organizing, leading, and controlling people, objectives, and resources to attain its objectives.

According to Van Deventer and Kruger (2003:65), management is about effective people management. The type of management practiced by principals is called education management. Education management is a specific kind of work, that is, the management of learning and teaching consisting of management tasks, or activities known as planning, problem solving, decision making, organizing, coordinating, delegating, and control of school/educational events.

The principal performs his/her education management in work-specific fields or management areas. These areas include learners, staff administration, physical facilities, finances, and the school community. The principal's management is performed in these areas in order to reach a specific purpose encompassing the vision, outcomes, aims, and objectives of education, that is, in creating a culture of learning and teaching. Principals with effective leadership and management skills enjoy the fruits of effective schools. Principals are required to be both managers and leaders of effective teaching and learning (Southworth 2002:76). Their roles as managers include marketing the school, negotiating with all the parties involved, promoting the image of the school, liaising with all the stakeholders in education and managing resources. The principal should develop and

deploy a marketing strategy for the school which interacts with external environments in order to produce quality education. By so doing, the principal will be promoting the school which may result in a great deal of success in developing and improving the relationship between the school and its clients (Davis & Ellison, 1991: 124-134).

The researcher has already mentioned in the above passage that the principal has to manage learners, parent involvement and school finances. Management of learners aims at entrusting learners with certain elements of the school's programme so that they develop the skills to assume responsibility for these elements themselves.

The objectives of learner management according to Badenhorst (1993: 60) are:
  ➢ To develop a sense of responsibility
  ➢ To improve learners' communication skills
  ➢ To identify and develop leaders among learners
  ➢ To offer learner leaders the opportunity to develop their potential by means of active participation.

According to Du Preez (1998:75), the Learner Representative Council (LRC) is a vehicle through which learner leaders may participate in certain managerial activities.

Another area which is managed by principals in the school is parent involvement. Principals are to ensure that parents are involved in the education of their children. Parent involvement and support have profound influences on the culture of learning and teaching. Squelch and Lemmer (1994: 93) listed the benefits of parent involvement which include improved school performance, reduced dropout rate, decrease in delinquency and a more positive attitude towards the school.

The principal is also expected to manage the school finances effectively and efficiently. Management of school finances requires planning, which begins by drafting a budget. According to Bisschoff (1997: 65), a budget is the mission statement of the school expressed in monetary terms.

Van Deventer and Kruger (2003: 236-242) state that management of school finances involves planning of school finances, organizing school finances and control of school finances. Another area which is managed by the principal is the instructional program of a school. In fact, this is the most important managerial area or aspect of the of the principal's task. According to Kruger and Van Deventer (2003:8), the instructional leadership task of the principal relates to the core activities of the school, such as, teaching and learning in the classroom. These authors further state that instructional leadership also involves all the beliefs, decisions, strategies and tactics which principals utilize to ensure instructional effectiveness in each of the classrooms.

Instructional leadership occurs when the principal provides directions, resources and support both to teachers and learners with the aim of improving teaching and learning in the school. Good instructional leadership is the path to good learning and teaching, and instructional leaders ensure that there is at all times a sound culture of learning and teaching (Kruger & Van Deventer, 2003:9). According to Sybouts and Wendel (1994:17), the managerial duties of the principal consist of defining the school's mission, managing the curriculum and instruction, promoting a positive learning climate, providing supervision of instruction and assessing instructional programmes.

Haughey and MacElwain (1992:105), state that it is in the principal's instructional leadership role where his responsibility to enhance the school's teaching and learning activities has been identified. Therefore, the success of a school depends largely on the effective instruction the learners receive. Gardner (1990:23) states that it is the responsibility of the principal to see to it that things really get done and ensure that teachers coordinate their activities towards the achievement of clearly defined aims and objectives. I strongly agree with what is stated by the authors in the above passages. The principal must ensure that all the teachers perform all the activities of excellent skilled teachers to the best of their abilities.

Sparg, Winberg, and Pointer (1999:10) state that, although there is usually a relationship between management and leadership, not all managers lead and not all leaders manage.

According to these authors, a manager is one who administers whereas a leader innovates. On the one hand, the manager focuses on systems and implements control on a short range-view because his/her eyes are on the bottom line. On the other hand, the leader focuses on people and inspires their trust because they are able to request him for help with their personal problems. This is because the leader has a long range-view and his eyes are on the horizon.

A manager follows stipulated rules and accepts the status quo, whereas a leader originates new ideas and challenges the status quo. A leader would want to know why things are done in a particular manner. Finally, a leader strives to do the right thing whereas a manager is concerned about doing things according to the set rules.

Sparg et al (1999: 11) give the following qualities of a good manager:

- Intelligence
- Initiative (capacity to perceive the need for action and do something about it).
- Believes in him/herself (self-assurance).
- "Helicopter vision" (ability to rise above a particular situation and see it in its broader context, and then descend to attend to the details).
- Integrity (being honest and firm in your moral principles).
- Enthusiasm.
- Good communication and people skills.
- Courage
- Imagination
- Decisiveness
- Determination
- Energy and respect for others.

According to Sparg et al (1999: 11-12), management is about creating conditions under which work will be done and done well. In the next section, the researcher will discuss management models because they contribute greatly to the failure or success of any organization, including schools.

2.3.1. Management models

Bush (1995:20) discusses five education management models which are:

2.3.1.1 *Democratic models*: these models have highly educated staff. They all participate in decision making and they agree unanimously on the organization's objectives. Decisions are made by consensus or compromise and not by voting. In theory, authority is shared between the various participants in the decision-making process According to UNISA (2007: 86), effective leaders grow in the area self-correction and therefore seek feedback from their peers and their followers. Leaders who pursue these management models make effective managers who promote initiative and creativity amongst the staff members.

2.3.1.2 *Formal models*: the formal models function as a system. There are clear objectives that are pursued and there are clear boundaries between people's functions. There is also bureaucracy. Decision making is downward (top-down). Emphasis is on the organization. Leaders who pursue these management models are task-oriented. According to Love (1994:37), task-oriented leaders want to get the job done and will emphasize activities like planning, directing and problem solving. Leaders following these management models yield good performance.

2.3.1.*3 Political models*: these management models put more emphasis on factors such as influence, which has more to do with informal authority and is usually exercised by subordinates and on upward decision making. These models are descriptive rather than prescriptive. In an organization with these models, there are no clear objectives to be pursued by everyone. The objectives differ from group to group. Bargain and negotiation are dominant decision-making activities. Managers in these organizations strive to gain their followers' approval.

2.3.1.4 *Subjective models*: these models are about the subjective perceptions of individuals in the organization. Emphasis here is on the individual and his/her place in the organization. The organization is not a separate entity and does not have an objective

structure. Managers who use these models lay down rules and the individuals all interpret events in order to vest them with their own meanings.

2.3.1.5   *Conflicting models*: these models relate to theories that stress uncertainty, unpredictable, instability and complexity in organizations. Inconsistencies are identified in respect of aims, authority and technology and the effect and role of the environment. Schools managers (principals) who follow these models have vague objectives that are not always easily quantifiable. They also have a wide range of objectives that are informed by their unique value system. The different role players have different personal objectives. These management models are of a value in education management because they are prescriptive, descriptive and explanatory, and they bring about improvement of practice in education.

The next section will give a discussion of effective schools. Stevens (1990:66) alleges that a strong leader who strives for an effective school climate and encourages staff involvement is on the road to success.

2.4 **Effective schools**

Effective schools are run by effective principals. Effective principals are those surrounded by effective followers and collaborators who will perform their teaching and managing work effectively (Kruger & Van Deventer 2003:65). School effectiveness prescribes school characteristics which are associated with successful learner outcomes and achievement.

School effectiveness is generally concerned with producing better results (Mash 1992:158). Research on effective schools conducted by Hart, Larsen and Marcoulides (UNISA, 2007:123) indicates that the principal influences learner achievement through his/her instructional leadership role in a school.

Valerie (2005:16-20) observes that improved learner achievement seems to be the product of how well schools operate and depends on the quality of leadership. He further

notes that principals from successful schools believe that their previous experience in high-performing schools helped them hold higher expectations of the learners.

Stolp (1994:3) states that the actions of the principal are noticed and interpreted by others as important. The most effective change in school happens when the principals, teachers and learners collectively remodel the values and beliefs that are important to the school. Graft (1993:18) alleges that a very large measure of success depends on the interaction between school principals and their staff. He suggests various steps that may be followed to promote this process and to stimulate empowerment. The principal who wishes his/her school to be effective should:

➢ Build up confidence amongst all stakeholders
➢ Promote social interaction
➢ Maintain and promote good personnel relationship
➢ Maintain good communication

The next section will give an overview of leadership styles and their effect in a principal's performance.

2.5 Leadership styles

The leadership style the manager adopts affects the performance of the members of his/her group (Chris, 2005). Likewise the leadership style that the principal adopts, affects the performance of the staff and the learners. According to Love 1994: 40) leadership styles are tied to the leader's use of power or authority.

Rampasard (2001: 22) observed that different leadership styles can be attributed to the fact that some leaders are mainly interested in results (task-oriented), and others are mainly interested in relationships (people-oriented). Kruger and Van Deventer (2003:143-145) discuss four types of leadership styles. The four styles are laissez-fair, autocratic, democratic and situational. These styles will be discussed with their advantages and disadvantages in the next section to show how they relate to school management.

2.5.1 Laissez-fair: This type of leadership is passive, people oriented and the leader hesitates to make decisions. Members of the group are allowed complete autonomy and all make decisions themselves. Communication is horizontal and little attention is paid to policy making, which results in poor discipline. Tasks, responsibilities and authority are delegated without the leader accepting any responsibility. Clear aims and outcomes are not set.

The advantages of this leadership style are as follows:
- ➢ It is useful when dealing with adults who want to be creative without the conventional strict discipline
- ➢ It is people-oriented
- ➢ It creates a situation where an individual has to make his own decisions, which could stimulate individual development

The disadvantages of laissez-fair are:
- ➢ It has no clear aims and outcomes are not set
- ➢ Poor performance
- ➢ Confidence and respect for the leader may be forfeited
- ➢ Group leaders work at random and are therefore unmotivated and might experience little job satisfaction
- ➢ Members of this group may experience boredom in execution of their daily tasks

This type of leadership yield poor performance in schools. The school as an organization will not survive without clear aims and objectives.

2.5.2 Autocratic: In this leadership style, the leader exercises power and authority without reference to others within the group. Communication is vertical. The leader makes all the decisions. The autocratic leader plans and controls the activities of the group, dictating what should be done and how it should be done. The leader is task- oriented and more concerned with the satisfaction of the completion of the task than with the welfare or

motivation of the group members. According to Love (1994: 37), task-oriented leaders want to get the job done and they emphasize on activities like planning, directing, and problem solving.

Advantages of this style include:

➢ Members of the group knows the expected standard of performance
➢ Day's activities are planned in details
➢ Performance is usually good
➢ Management takes the initiative in coordinating work

Disadvantages of autocratic leadership style include:

➢ Lack of cooperation
➢ Members of the group are motivated by fear
➢ It creates tense atmosphere in the school with no or little job satisfaction
➢ There is suppression of initiative and creative thought
➢ There are poor human relations and inadequate communication
➢ Little or no staff development takes place
➢ Dissatisfaction with management prevails

A leader with this leadership style usually performs well. He plans and organizes thoroughly and since he is task-oriented, he makes sure that all things go according to the plan.

2.5.3 *Democratic or Participative*: In this of leadership, power and authority lie with the leader but the group as a whole make decisions on future plans and activities. There is teamwork and good human relations. There is two-way communication of information and ideas and decentralization of planning, organization and control. This style is good for school management because in it initiative and creativity are improved amongst the staff. The staff, learners and parents are motivated to achieve the vision of the school. Involving the staff in decision making, planning and control also improve staff morale and the staff experience job satisfaction.

Advantages of democratic leadership style:

According to Rampasard (2001: 23-24), participative leadership style is good in managing change because:

> ➤ It allows for two-way communication to take place
>
> ➤ It ensures that initiative and creativity are promoted
>
> ➤ It improves staff morale by involving staff in decision making, planning, and control
>
> ➤ It has a relaxed atmosphere
>
> ➤ Staff are free to make contributions
>
> ➤ Job satisfaction and productivity increases due to good human relations

Schools with such leadership also perform well. Teachers, learners and parents are motivated to achieve the vision of the school. According to Fullan (1992: 19-22), a vision for creating a healthy school culture should be collaborative activity among teachers, learners and the principal.

Disadvantages of democratic leadership style are:

> ➤ Decision making may be time consuming
>
> ➤ It might lead to over-participating
>
> ➤ Disagreements may occur and the staff may not wish to wish to be involved in a tug of war
>
> ➤ Lack of positive and clear direction may prevent objectives from being attained
>
> ➤ There may be staff members who are not capable of working without close supervision

2.5.4 *Situational*: This leadership style is taken due to the situation taking into account factors present in the leader, the staff, parents and the environment. It can be one of the three styles discussed above (Van Deventer & Kruger, 2003: 145). According to Bush and West-Burnham (1994: 59), situational theories are complex because they recognize interaction of leaders with their environment and allow for the fact that appropriate and successful leadership styles and behavior will vary in different situations. Successful

leaders are those who are able to employ situational leadership style when there is a need for it.

2.5.5 *Other types of leadership*

➢ *Transformational leadership*: transformational leaders focus on the creation of shared visions, professional satisfaction, modeling of appropriate behaviors and organizational vitality (UNISA, 2001: 328). According to Bush and West-Burnham (1994: 69-70), the introduction of change requires transformational leadership as leaders and followers need to unite in the quest to become the best institution in shaping new directions. Leaders and followers should be banded in a shared covenant of moral commitment. Principals who will be able to change their schools into learning schools or effective schools are those who will change their leadership style into transformational leadership. A transformational leadership style is often seen in organizations successfully moving through change.

➢ *Transactional leadership*: this type is based on the assumption that leading people are very much like business transactions in which people are rewarded for doing what is required of them (UNISA 2001 : 327). Principals utilize this leadership style when they appraise staff for positive behavior.

➢ *Strategic leadership*: strategic leaders are those who are cable of executing strategic planning. According to UNISA (2001: 327) strategic planning is the managerial process of deciding in advance what need to be done, how it is to be done, by whom, and with what resources. Strategic leaders have the ability to be strategically oriented, to translate strategy into action, to align people and organizations, to determine effective strategic intervention points and to develop strategic competencies. They also display a dissatisfaction or restlessness with the present absorptive capacity, adaptive capacity, and show wisdom.

Wisdom is the capacity to take the right action at the right time. In a perceptive presentation to the 2002 International Thinking Skills Conference, Robert Sternberg articulated that leaders need wisdom because:

➢ They need creative abilities to come up with ideas

➢ They need analytical abilities to decide whether ideas are good ideas

➢ They need practical abilities to make their ideas functional and to convince others of the value of their ideas

➢ They need to balance the effects of ideas on themselves, others and institutions in both the short and long run

If schools are to sustain student performance and move on to deep learning rather than just addressing test-based, short-term agendas, we need to develop leadership capacities that have a strategic dimension.   **A model of strategic leadership**

Organizational ability	**Individual characteristics**
Configure strategic orientation	Restlessness
Translate strategy into action	Absorptive capacity
Alignment	Adaptive capacity
Determine effective intervention points	Wisdom
Develop strategic competencies	

Table 2.1

Strategic leaders engage in strategic planning. Strategic planning is the process of reconciling the school's resources (internal environments) with threats and opportunities in the external environment. Gultig *et al* (1999:4), state the following characteristics of strategic planning:

➢ It is an ongoing process

➢ It requires well developed conceptual skills

➢ It focuses on the school as a whole

➢ It is future-oriented

➢ It is concerned with the school's vision, mission, objectives and strategies

➢ It aims at integrating all management functions

➢ It focuses on opportunities (or threats) that can be exploited (or dealt with) through the application of the school's resources.

Principals who lead strategically are usually successful. Their schools are listed under effective schools because they yield good results. In the next section, I shall discuss the culture of learning and teaching and list characteristics of schools with a sound culture of learning and teaching and those with a poor culture of learning and teaching.

2.6 Culture of learning and teaching

According to Van Deventer and Kruger (2008: 13), the culture of learning and teaching refers to an attitude of all the role players towards teaching and learning, and also to the presence of quality teaching and learning processes in schools. A sound culture of learning and teaching is found in effective schools. Davidoff and Lazarus (1997:43) identify four main aspects of a sound culture of learning and teaching: (i) all role players value the process of teaching and learning, (ii) practices reflect a commitment to teaching, (iii) resources needed to facilitate the process are available and (iv) the school is structured to facilitate teaching and learning.

According to Krug, (1992: 433), a sound culture and positive school climate should be one that makes learning exciting and when teachers and learners are supported for their achievements, there is a shared sense of purpose so that learning will not be difficult. According to Gultig *et al* (1999: 5), a true culture of learning and teaching as well as a supportive management culture can only thrive in a school where the major stakeholders feel ownership of the school mission and ethos. Firestone and Wilson (1884: 7) state that the culture of a school is the key to greater effectiveness and it also influences the teacher's commitment to be loyal to the school and raise his/her standard of productivity. According to Lagana (1989: 53-55), school principals must realize that teachers are able to determine their own requirements in regard to professional development and that they are able to grow within this development if scope to do so is allowed.

Basson, *et al* (1991: 619-620) identified the following important functions of school culture which have a direct bearing o the culture of learning and teaching:

- ➢ The school's organizational culture can help to define staff tasks
- ➢ The organizational culture influences the commitment of teachers and their teaching task in the isolation of the classroom
- ➢ It is a factor for cohesiveness that binds the staff and learners in a common fate and vision
- ➢ It is directive by nature and plays an important role in decision making in the school
- ➢ It determines behavior and indicates proper and ideal behavior for the various members.

According to Van Deventer and Kruger (2008:11), a school climate has a strongly directive influence on the motivation and achievement of teachers and learners, and also on the culture of learning and teaching. Creating a positive school climate implies that people have to work towards it. The creation of a positive school climate means that a climate is created that will maximize effective learning and teaching. A positive school climate will form the basis of a sound culture of learning and teaching.

Creating a positive school climate may result in the following characteristics that will influence the teaching and learning activities and have a positive influence on the culture of learning and teaching:

- ➢ Teachers will enjoy the maximum opportunity to teach, and learners will have the maximum opportunity to learn.
- ➢ The school will become a safe and inspirational place in which to teach and learn.
- ➢ Academic success and staff involvement will be emphasized.
- ➢ Clear values, norms and aims will direct teachers and learners towards successful teaching and learning.
- ➢ A code of conduct will ensure a disciplined and orderly environment in which academic pursuits are not disrupted.

➢ Learners can communicate with teachers, and therefore their expectations and morale will be high.
➢ Teachers will care about the learners.
➢ Teachers will be dedicated and committed to effective teaching.

The above factors will positively influence the culture of learning and teaching, and the learners' ability and responsibility to learn will be greatly enhanced.

Principals in Swaziland high schools need to work very hard to promote the culture of learning in their schools so that the schools can become effective schools where effective learning and teaching will prevail. The following tables show the results of Junior Certificate and the quality of results obtained by learners for the past three years (2008-2010), as released by the Examination Council of Swaziland:

JC RESULTS FOR THE PAST THREE YEARS 2008-2010

YEAR	DISTRICT	NO OF LEARNERS	PASSES	FAILURES	PASS RATE IN %
2008	Hhohho	3573	2954	619	82.93
	Lubombo	2428	1895	533	78.05
	Manzini	3912	3276	636	83.74
	Shiselweni	3134	2470	664	78.81
	TOTALS	**13047**	**10595**	**2452**	**88.71**
2009	Hhohho	3848	3268	580	84.93
	Lubombo	2466	2021	485	80.33
	Manzini	3895	3327	568	85.42
	Shiselweni	3309	3544	765	76.88
	TOTALS	**13518**	**12760**	**2398**	**88.91**
2010	Hhohho	3888	3300	588	84.88
	Lubombo	2595	2035	560	78.42

	Manzini	4076	3496	580	85.77
	Shiselweni	3198	2538	660	79.36
	TOTALS	**13757**	**11369**	**2388**	**87.73**

Table 2.2

The results show the number of learners who wrote the JC examination in each year, the number of those who passed in each reaching, the number of those who failed and the pass rate for each year. Shiselweni has recorded the highest number of failures in all the three years and it has the lowest average pass rate. Table 2 shows the quality of the JC results. The results reveal that few learners obtained merits and first-class passes. A large number of learners got second classes and many third classes and a lot of failures.

So these results are of poor quality and prove that most schools have poor culture of learning and teaching.

TABLE SHOWING THE QUALITY OF JC RESULTS FROM 2008-2010

YEAR	PASS CLASS	NO OF LEARNERS	PASS RATE IN %
2008	Merit	540	4.14
	First	1331	10.20
	Second	7277	55.78
	Third	1447	11.09
	Failures	2452	18.79
	TOTALS	**13047**	**100.00**
2009	Merit	549	4.06
	First	1302	9.63
	Second	7743	57.28
	Third	1526	11.29
	Failures	2398	11.14
	TOTALS	**13518**	**100.00**
2010	Merit	371	2.88
	First	1176	9.06
	Second	8134	60.71
	Third	1688	13.25
	Failures	2388	14.09
	TOTALS	**13757**	**100.00**

Table 2

The principals and the teachers can influence the school's organizational culture and the culture of learning and teaching by:

- ➢ Promoting sound convictions about education
- ➢ Strengthening a genuine philosophy of teaching and learning
- ➢ Modeling accepted norms and values
- ➢ Formulating a genuine mission
- ➢ Implementing an effective school policy
- ➢ Practicing special rituals and ceremonies
- ➢ Practicing sound teaching and learning methods
- ➢ Caring for the school buildings, grounds, facilities and equipment

A poor culture of learning and teaching in a school refers to a situation where proper teaching and learning has broken down. Chisholm and Valley (1996:1) further state that the collapse of a culture of learning and teaching is manifested mostly in secondary schools. Van Deventer and Kruger (2003:4) point out several observable features of a poor culture of learning and teaching. In a school which has poor culture of learning and teaching, there is poor attendance of both teachers and learners. Teachers do not have the desire to teach and there is tension between the various elements of the school community. There is also vandalism, rape, and drug abuse. The school has a high drop-out rate and poor school results. The leadership and management are both weak and there is no motivation amongst teachers. They also have low morale. The buildings of this school are in a poor state, including the facilities and resources.

2.7 Conclusion

In this chapter, the researcher has given an overview of the role of the principal as a leader and a manager of a school. She has also discussed leadership, management, management models and certain assumptions on which these models are based.

In addition to that, effective schools have been discussed since principals with effective leadership and management skills enjoy the fruits of effective schools. Leadership styles have also been discussed since they contribute greatly to the principal as a leader.

Effective schools have also been discussed. Effective schools have a sound culture of learning and teaching. The characteristics of a sound culture of learning and teaching and those of a poor culture of learning and teaching were also discussed. The next chapter will focus on research design and methodology.

CHAPTER 3

METHODOLOGY AND RESEARCH DESIGN

3.1 Introduction

In chapter two the literature review determined the role of the principal as a leader and manager of the school. The review included the effects of his leadership and managerial skills on the culture of learning and teaching. The study was conducted in the Shiselweni region, which is situated in the southern part of Swaziland. Most schools are in the rural areas. According to Nelson Mandela (2005: vii) the society of a deprived environment presents the most profound challenges in terms of improving quality of education.

Shiselweni has a wide range of diversity in learners' academic performance. Some schools are well known for good results, especially in Junior Certificate (JC) results. Others are of average performance, whereas others are below average. This research aims at determining strategies that should be used by principals in promoting the culture of learning and teaching in Shiselweni high schools, Swaziland. The focus of this chapter will be on the methodology the researcher used to collect data.

3.2 The aim of research

The main aim of research was to determine strategies to be used by principals in promoting the culture of learning and teaching in Shiselweni high schools.

The objectives were to:

> ➤ Look at the prerequisites for the promotion of a culture of learning and teaching
> ➤ Look at what the principal is doing to promote the culture of learning and teaching
> ➤ Look at how the principal should promote the culture of learning and teaching in Shiselweni high schools, Swaziland

3.3 The population sample

Purposeful sampling was used when selecting the participating schools. Three schools were selected from each range (high performing and low performing). According to Kumar (1999: 162), purposive sampling can be said to be judgemental sampling because the researcher has to consider who can be selected for the study to get the best information. This information can help the researcher to achieve the objectives of the study. After selecting the schools, all the other participants were also selected using purposeful sampling.

The sample consisted of the principals of the six high schools, four to five teachers from each school, eight to ten grade 12 learners from each school and three parents, as well as a committee member from each school. The participants were nominated according to their experience, performance and competence. The participants gave the researcher written consent.

3.4 The research design

According to Ary, Jacobs, and Razavieh (1990:110), a research design is a description of the procedures to be followed in testing the hypotheses. The research design is described by Mouton (2001: 55) as "a plan or blue print of how you intend conducting the research". It is very important that an appropriate method be chosen. It should be noted that an experimental question cannot be answered by using descriptive methods and vice versa. Kumar (1999:74) describes a research design as a procedural plan adopted by the researcher to answer the research questions validly, objectively, and accurately. Macmillan and Schumacher (2006:9) state that research is a systematic process of collecting and logically analyzing data for some purpose. In the next section the researcher shall discuss the background to the study because it had an impact on the research design that was used, the nature, origin, and purpose of qualitative research.

3.4.1 Background to the study

When the researcher was studying the bridging course in educational leadership, she did an assignment on the principal as an instructional leader. The researcher did a study on what the principal does in order to develop leadership skills in his/her staff members. The researcher discovered that a principal who shares power with teachers is a more effective instructional leader than one who does not because teachers are more likely to maximize their potential.

For this study, the researcher reviewed literature on leadership and management because the success of any school rests on the principal as the leader and manager of the school. Six schools which differ in their academic performance were contacted for the purpose of the study. The researcher interviewed principals, teachers, parents and learners in order to determine strategies that could be used by high school principals in promoting the culture of learning and teaching in high schools in Shiselweni.

3.4.2 The nature and origins of qualitative research

Qualitative design is one of the two designs found in educational research. This design can be interactive or non-interactive. Interactive modes of inquiry use face-to-face data collection to construct an in-depth understanding of participants' or informants' perspectives. Non-interactive modes of inquiry investigate concepts and events through document analysis (Macmillan and Schumacher 2006:26).

Qualitative researchers are interested in understanding the meaning people have constructed in the course of making sense of the world and the experiences they have of it (Merriam, 1998: 6). In order to determine the perceptions of various stakeholders regarding the role of the principal in promoting the culture of learning and teaching in high schools, a cross-sectional design which is both exploratory and descriptive was conducted. The reason is that a cross-section of population, namely principals, teachers, learners and parents were studied in respect of the same problem. According to Kumar (1999:81), a cross-sectional design is best suited to studies aimed at investigating the problem by making use of a cross-section of the population. According to Van Wyk

(1996:128), the qualitative researcher has to gather descriptive data, rather than numerical data.

3.4.3 The purpose of qualitative research

Macmillan and Schumacher (2006:9) state that a qualitative approach is more concerned with understanding a social phenomenon from the participants' perspectives. This occurs through   the researcher's participation to some degree in the life of those persons while in a research role.

According to Babbie (1998; 90) qualitative studies are done for three purposes:

- ➢ To satisfy the researcher's curiosity and desire for a better understanding of the phenomenon.
- ➢ To test the feasibility of undertaking a more extensive study.
- ➢ To develop the methods to be employed in any subsequent study.

For this study a cross-sectional research design which is both exploratory and descriptive was carried out to gain insights into the theme of the research. Information in exploratory research can be collected through observation, questionnaires and interviews. This study used the interactive mode of inquiry, employing a face-to-face data collection technique to construct an in-depth understanding of the participants' (informants) perspectives. Interviews of one-on-one and focus group interviews were conducted to collect data and make observations. The researcher chose this design because it would help her to access diverse information from the participants (Schurink, 2003:2-14). Merriam (2002) also recommends that a qualitative approach should be used when the research objectives are exploratory and descriptive. Merriam (1998:23) points out that the purpose of interviewing is to find out what is in someone else's thought. Since this cannot be directly observed or measured, the interviewer asks questions in such a way as to obtain meaningful information.

Sparg, Winberg and Pointer (1999: 3), state that it is not just what you ask that is important, it is also how you ask the questions. If you are seen to be aggressive, pushy,

insensitive, or rude, you will get very little co-operation from the interviewees and might cause some hostility towards the project. So the researcher was extremely careful of how the interview questions were being asked in order to avoid the above misunderstandings. The next section will discuss data gathering techniques.

3.5 Data gathering techniques

The next section will discuss the instrument that was used by the researcher in this study.

3.5.1 The research instrument

Hofstee (2006:115) describes a research instrument as any method that can be used to obtain data that are to be analyzed. According to Ary, Jacobs and Razavieh (1990:417-418), the interview and the questionnaire both utilize the question-asking approach. These instruments can be used to obtain information concerning facts, feelings, beliefs, perceptions, and intentions.

3.5.1.1 Interviews

Kumar (1999:109) states that any person-to-person interaction between two or more individuals with a specific purpose in mind is called an interview. According to Ary *at el* (1990:418), in an interview, data are collected through face-to-face or telephone interaction between the interviewer and the respondent. In this study open-ended interviews were used to collect data from the respondents.

3.5.1.2 The attributes of an interviewer

The interviewer's attributes may contribute greatly to the success of interviews. According to Krueger (1988:75), interviewers must be mentally alert and free from distraction, anxieties and pressures. Krueger further states that the interviewer should memorize the questioning route and also be able to listen and think at the same time. Glesne and Peshkin (1992:79-85) are of the opinion that a good interviewer is anticipatory, alert to establish rapport, naive, analytic, paradoxically bilateral (dominant but also submissive), nonreactive, nondirective and therapeutic, and patiently probing. On top of that, time management is another essential skill of the interviewer, that is,

noting when a topic has been exhausted and further discussion will yield little new information. The researcher tried to adhere to the above attributes.

Stewart and Shamdasani (1990:79) list the following attributes of an interviewer:

> ➢ should be genuinely concerned with hearing other people's thoughts and feelings
>
> ➢ should be expressive of his / her feelings.
>
> ➢ is animated and spontaneous
>
> ➢ is empathic
>
> ➢ admits his / her own biases, and
>
> ➢ has to respond quickly by taking new directions before and during interviews

> The researcher, being a teacher by profession and a deputy principal, was at an advantage because the researcher has been used to dealing with stakeholders similar to the respondents who were involved to the study. The knowledge of the above attributes proved beneficial to the researcher during the gathering of data as well.

> Siedman (1991: 56-57) states that there are three levels of listening skills which are to be followed when conducting interviews. These are:

> ➢ on level one, the interviewer must listen to what the participant is saying.
>
> ➢ on level two, the interviewer must listen for inner voices as opposed to enter more public voice which is untrue but guarded.
>
> ➢ on level three, the interviewer must listen while remaining aware of the process as well as the substance. During this stage the interviewer must be conscious of the time, the participants' energy level and any non- verbal clues being offered. Failure to observe these attributes may affect the reliability of the data.

During the interviewing process the researcher also adhered to the three levels stated by Siedman (1991:56-57). The researcher was also cautious of the interviewee's body language. Hofstee (2006: 136) states that nodding, looking puzzled and smiling can sometimes be more effective than verbal communication. Hofstee suggests that sometimes the best way of gaining more information is to remain silent while the

respondents are responding to the questions. In this study the researcher kept nodding even if the responses were irrelevant, and continually probed more questions to get clarification on certain responses.

According to Thomas and Thomas on www.dinf.jp, the interviewer should observe the following, to have effective interviews:

- ➢ allow the respondents to introduce themselves within the group as an ice breaker, and explain the nature on the research
- ➢ make sure that the research questions are clear
- ➢ Clearly express the purpose of the interview
- ➢ Start with a neutral question to facilitate free flow of information
- ➢ Use open-ended questions so that the respondent choose the answer
- ➢ Keep the interview short
- ➢ In the end, summarize the points reported and ask the respondent if the summary is correct

The researcher had effective interviews because of following Thomas and Thomas' suggestions. The questions which were used for the study were open-ended questions. One-on-one interviews were conducted with the principals of the six schools and one parent who is a committee member from each school. Initially the researcher had planned to interview three parents from each school, but later decided to interview only one parent from each school who is a committee member. The researcher discovered that, after interviewing parents from three schools, the parents who were not committee members had little information about what was happening in the school. The reason for parents in the school committee having more information is that committee members meet and discuss all things before they are implemented in the schools. Nevertheless, all parents were interviewed.

The presentation and interpretation of the findings with regard to the interviews that were conducted will be discussed in the next chapter. The next section will give a discussion of focus group interviews.

3.5.2 Focus group interviews

Denzin and Lincoln (1994: 365) refer to a focus group interview as a situation whereby the interviewer asks very specific questions about a topic after considerable research has been conducted. Krueger (1988: 18) defines a focus group as a carefully planned discussion designed to obtain perceptions in a defined area of interest in an accommodating, non-threatening environment.

Krathwohl (2004: 290) states that the focus group interview begins with broad questions and with non-directive responses. It then moves to semi-structured questions and finally to structured ones. The questions in this study were focused on the promotion of a culture of learning and teaching in high schools.

3.5.2.1 The origins of focus group interviews

Marshall and Rossman (2006: 114) state that focus group interviewing originates from the field of marketing research, but has been widely adapted to the social sciences. They further explain that this method ensures that people need to listen to other's opinions and understanding to form their own views. Krueger (1988:18) mentions that focus group interviewing came into being in the 1930's by scientists who doubted the accuracy of traditional methods. Rice expressed concern by stating that "a defect the interview for the purposes of fact-finding in scientific research, then, is that the questioner takes the lead… data obtained from an interview are likely to embody the preconceived ideas of the interviewer as an attitude of the subjects interviewed"(Rice, cited in Krueger, 1988: 18).

The above argument led to a more non-directive approach to interviewing where the emphasis was shifted from the interviewer to the interviewee. According to Stewart and Shamdasani (1990), the focus group interviews had their origins in the evaluation of audience response to radio programs in 1941 by Robert Merton. A prominent social scientist, Merton applied this technique to the analysis of army training and morale-boosting films during World War 11.

On the one hand, Merton, Fiske and Kendall (1990 : xxi) oppose focus group interviewing on the basis that application of focus group research is being misused in that plausible interpretations are taken from group interviews and are treated as being reliably valid. On the other hand Krueger (1988: 20), states that focus group interviews enable the producers, manufacturers and sellers to understand the thinking of consumers. The researcher agrees with Krueger because she feels that, if the sample used during focus group interviewing is representative, it becomes reasonable to treat the data as valid and reliable. The data from such a study can be used to generalize findings and provide suitable recommendations and conclusions.

During the interviews, the researcher made sure that all the participants were contributing and there was no intimidation of other respondents. Unacceptable behavior was discouraged professionally to maintain order. Morgan and Krueger (1993: 15) state that focus group interviews become useful when working with people who have limited power or influence in life general. The researcher fully agrees to what the authors observed. It was easier for the researcher to get the learners and the teachers for the focus group interviews than getting the principals and parents for the one-on-one interview schedules.

Krueger and Casey (2000: 71) suggest that a focus group should consist of six to eight members because smaller groups have more potential freely to discuss their experiences. In this study, the focus groups ranged from four to six with the teachers, and eight to ten with the learners. Krueger (1994: 18) states that a simple research question may have focus groups which range from three to four participants.

Thomas, McMillan, Hale and Bond (in Rabie, 2004: 655-660) describe focus group interviewing as a technique involving participants that are not necessarily representatives but focused on a particular topic. They further state that the focus groups should have similar social characteristics and be comfortable talking to the interviewer as well as to

each other. In this study, the researcher decided to separate learners from teachers so that they would be comfortable to talk with the interviewer and with each other.

According to Barrows and Kendall (1997: 244-253), participants of a focus group are selected because of their knowledge of the study. The respondents in this study were also selected because their knowledge of what is happening in their schools. The teachers were selected because of their experience in the profession and in the school, their competence and involvement in school activities. The learners in the study were seniors in each of the high schools and they had been in the schools for not less than four years.

Most of the focus group interviews were audio-recorded except for one where the group requested not to be audio-recorded. The researcher is of the option that the reason for this was that the learners of this school were not happy about what was happening in the school and they had a lot of negative things to say about what the principal was doing in the school. The researcher did assure the learners of the confidentiality of the process but they insisted that did not want their grievances and angry tones to be audio recorded. So the researcher requested their permission to get someone to record (in writing) their responses so that the researcher could concentrate on the interviewing. Fortunately enough, the researcher had someone in the car and so was able to have her do the recording.

All the participants in this study were considered key informants and they showed much interest on the study. The researcher ensured that each group was interviewed privately. Schools offered their computer and science labs to be used by the researcher and interviewees during the interviewing process. Principals were interviewed in their offices. Most of the principals' offices were next to their secretaries' offices. Therefore, the principals told their secretaries not to allow anyone into their offices while the researcher was interviewing them.

At first the principals were not happy about being interviewed. They told the researcher that they were not used to this way of collecting data. They told the researcher that all researchers who had visited their schools before she came, had given them

questionnaires in which they were required to tick the correct answer or write yes or no as answers. The researcher told them that those researchers might have been pursuing a different researcher design such as a quantitative design. She then took time to explain why she had to conduct interviews for this study. The researcher continually assured the respondents of the confidentiality of the study until she won their trust.

3.5.2.2 The characteristics of focus group interviews

Schurink and Schurink (1998: 2-5) list the following as characteristics of focus group interviews:

- ➢ they should consist of a small group of homogeneous individuals to ensure maximum validity of findings
- ➢ they should be conducted in sequential order to control observation effects so as to generate reliable data about the respondents' perceptions of the phenomenon under discussion, and
- ➢ they should produce qualitative data which focuses on a particular issue

In this study, the focus group members were selected because of their experience, performance, competences and involvement in the school community. That helped the researcher to ensure maximum validity of the findings. In addition to that, the interviews were conducted in sequential order to control observation effects. This was done so that reliable data could be obtained. The next section will give a discussion of the advantages of focus group interviews.

3.5.2.3 The advantages of focus group interviews

According to Schurink and Schurink (1998:2-5) focus group interviews:

- ➢ are cost and time effective, as researchers and respondents can be at the same place at the same time
- ➢ allow respondents to interact with the researcher regarding the information and subject matter under investigation
- ➢ reveal the respondents' world views and the social processes that we know little of, and

> might also allow clarification of misconceptions as respondents can answer the questions after they have been clarified. The researcher can then process the information and produce report in a short space of time

According to Marshal and Rossman (2006:114), this method allows for studying the participants in an atmosphere that is more relaxed than a one-on-one interview. They also agree that the cost is relatively low, as focus group interviews provide quick results since more people are interviewed at the same time. The researcher agrees with Marshall and Rossman due to what was observed during the interviewing process. The focus group respondents were much more relaxed than the one-on-one interview respondents.

3.5.2.4 The disadvantages of focus group interviews

Schurink and Schurink (1998: 2-5), list the following disadvantages of focus group interviews:

> the recruitment of the right kind of participants can be difficult and may be met with suspicion. Moreover, practical difficulties such as transport issues may prevail

> the respondents' responses may be irrelevant and thus lead to misdirection

> there may be a need for greater control during the interviews which is likely to be difficult for the inexperienced researcher

> respondents could be reserved about sensitive issues which would require a very tactical approach from the researcher, and

> some respondents may monopolize the process and try to intimidate other respondents before or during the process

According to Marshall and Rossman (2006:115), one of the serious disadvantages of focus group interview is the fact that the interviewer has less control over a group interview than an individual one. They also argue that it is also very difficult to assemble a group for interview and time can be lost while irrelevant matters are discussed in a group. Rabie (2004:656) also agrees that it is very difficult to recruit participants for a group interview, especially if the informants belong to a low income or minority ethnic

group. She also adds that inferiority complexes which result from the lower self-esteem, interferes with the ability for them to express themselves freely in a group. The researcher noted this phenomenon, especially when interviewing the teachers: their qualifications ranged from certificates, to diplomas and to bachelor degrees. That problem was overcome by showing all the respondents that their participation and contributions were valid to the study.

3.5.3 The questions

According to Stewart and Shamdasani (1990: 61), the questions should grow directly from the research questions that are given in the research. The two authors further suggest that when formulating an interview guide, the following two principles should be taken into consideration:

  ➢ that questions be ordered from the more general to more specific
  ➢ those questions of greater importance should be placed near the top of the guide, while those of a lesser significance should be placed near the end. The researcher adhered to the above principles by asking open-ended questions, and then kept on probing further on the same issue. In this study the following questions that were in line with the main question and sub-questions posed in chapter one were asked:
  ➢ what are prerequisites for the promotion of a sound culture of learning and teaching in high schools?
  ➢ how does the principal promote the culture of learning and teaching?
  ➢ how should the principal promote the culture of learning and teaching in high school?

The researcher considered the three questions most important and they needed a lot of probing during the interviews.

From the above questions it can be noted that the researcher used the open-ended questions so that the possibility that the respondents reveal their true feelings and opinions could be increased. Though the probed questions differed sometimes, the same three questions were asked in all the interviews to determine the reliability and validity of findings. Lewis (2000:4) supports this questioning strategy when she suggests that open-

ended questions allow respondents to answer from a variety of angles. Kruger (1998:62) argues that questions starting with "why" force respondents to provide quick answers that may seem too intellectual or inappropriate for the situation. So in this study the researcher avoided questions starting with "why".

The purpose of the questions was to determine:

➢ the expected conditions that would favor promotion of a culture of learning and teaching in high schools in Shiselweni.

➢ the role which the principal is playing in promoting the culture of learning and teaching.

➢ what the principal is expected to do to promote the culture of learning and teaching.

The responses will be discussed in the next chapter. The next section will discuss the rationale for the selection of the data collection techniques that were employed in this study.

3.5.4   The rationale for the selection of data-gathering techniques employed in the study

The researcher will discuss interviews since that was the tool used for collecting data in this study.

3.5.4.1 Interviews

According to Macmillan and Schumacher (2006:203), interviews yield a higher rate of response as compared to a questionnaire. Interviews are flexible and adaptable. In an interview, questions can be repeated or their meanings explained in case they are not understood by the respondents. The interviewer can also press for additional information when the response seems incomplete or not entirely relevant. According to Ary *at el* (1990:418), the interviewer also has control over the order with which the questions are considered.

Bailey (1994:174) gives the following advantages of interviews:

> ➤ they are flexible and tend to have a better response rate
>
> ➤ the interviewer can observe non-verbal behavior and can record spontaneous answers
>
> ➤ responses alone can answer questions
>
> ➤ they are adaptable.

Bailey (1994:175) also states some of the disadvantages of interviews. He says interviews can be costly, especially in the construction of an interview schedule. This can be very time consuming. He also voiced the concern that the interviewer may misunderstand the respondents' answers. The researcher overcame the problem of misunderstanding the respondents' answers by asking the respondents to clarify certain responses and probing more questions to achieve accurate responses.

According to Ary, *et al* (1990: 418), there are two basic types of questions, open-ended or closed, that are used in an interview, according to the nature of the response desired from the respondent. The researcher used open-ended questions for the interviews that were conducted because they permit free responses from respondents rather than restricting the responses to a choice from among stated alternatives. Interviews also helped a great deal when the researcher was collecting data from the parents who cannot read nor write because they proved to be the only possible information-gathering technique.

The researcher standardized the interview questions to obtain comparable data. The questions were worded in the same way and presented in the same order for all respondents. The next section will give a discussion of the role of the researcher since the researcher plays a pivotal role in qualitative research design.

3.5.5 The role of the researcher

According to Van Wyk (1996:128), the validity of findings depends on the skill, competence and rigor of the researcher. Patton (in Berg and Van Wyk, 1997:54) and Wellington (2000:41) state that the researcher is the key person in collecting and

analyzing data during the qualitative research. When collecting data using interviews as an instrument, the researcher has to build trust and confidence in the respondents so that they could provide all the necessary data in order to reach reliable conclusions. Measor (1985:57) also argues that even though it is important for the researcher to build a cordial relationship with respondents, the quality of data is ensured when there is an element of trust. The researcher was fortunate in the fact that all the participants were in the same region and the researcher, as a teacher and a deputy principal, is familiar with their experiences. In addition to that, most parents knew the researcher therefore it did not take long for her to win their trust. When time eventually came for the researcher to conduct the interviews, the participants were happy to contribute in the study because they trusted her.

The researcher visited the schools between four to six times. During these visits she observed, built rapport amongst respondents, stated and explained the aim and the objectives of the study to them. The respondents were also assured of the confidentiality of the information collected. Creswell (2003:184) states that all the biases based on the values and personal interest must be explicitly identified. To ensure that bias and partiality did not prevail, the researcher used a tape during the interviews to isolate her views from the actual findings. Permission was obtained from the respondents to do that. According to Henning, Van Rensburg and Smit (2004:73), it is one of the ethical prerequisites for a scientific researcher to ask for respondents' consent when using a tape recorder.

3.6 The transcription of data

The researcher transcribed all the recorded data verbatim to ensure that the direct words used by respondents were not changed as this would affect the reliability and validity of the data. The researcher also requested an experienced colleague who has previously conducted interviews (when doing his Master's degree) to help so that data were analyzed reliably.

According to Van Wyk (1996: 164), there is a danger that transcribed words may lose meaning as tone, volume and emotionality accompanying body language cannot be portrayed. The researcher transcribed data after every interview schedule to make sure that all information was recorded while it was still fresh in her memory. Marshal and Rossman (2006:110) argued that the visual cues that we rely on to interpret other people's meaning are lost when we listen to a tape. To minimize that possibility, the researcher recorded the interview notes immediately after interview.

3.7 The analysis of data

Bogdan and Biklen (1992:153) describe data analysis as the process of systematically searching and arranging the interview transcripts, field notes and materials that a researcher has accumulated in order to increase his understanding of data. This enables the researcher to present what has been discovered to others. Analysis involves working with data, organizing it, breaking it into manageable units, synthesizing, searching for patterns, discovering what is important and what is to be learned, and deciding what to tell others. These authors also suggest that while a researcher reviews data during the collection phase, he can mark it up, write down ideas in the margin of field notes, circle key words and phrases that participants use and underline what appear to particularly important sections Bogdan and Biklen (1992:165).

According to Lewis (2000:5), the information collected from interviews is raw data. The raw data from the interviews needed to be transcribed verbatim before it could be analyzed. The main aim of analysis was to look for trends and patterns that appeared in the one-on-one interviews and focus group interviews. According to the information found on web (www.onlineqda.hud.ac.uk), the analysis of data is the process whereby we move from collected data to some form of explanation of the people or situations under study.

Siedal (1998) on www.qualisresearch.com describes qualitative data analysis as a simple process that involves noticing, collecting and thinking about interesting things. Siedal

likens the process to solving a jigsaw puzzle. Noticing interesting things in the data and assigning 'codes' to these things potentially breaks the data into fragments. Codes which have been applied to the data then act as sorting and collecting devices. The researcher followed the above stages of data analysis because in a qualitative study, data collection and data analysis take place simultaneously. Validity and reliability, which are regarded as important criteria for determining the quality of results, will be dealt with in the next section.

3.8.   The validity and reliability of data

The validity and reliability of data are very important determinants to be met for research to be considered scientific and reliable. The researcher therefore has the obligation to ensure that the findings are reliable and valid for the study to be considered as scientific.

3.8.1 Validity

Validity refers to the extent to which an instrument measures what it is proposed to measure. According to Leedy (1989: 27), validity looks at the end results of the measurement. It asks the question: are we really measuring what we think we are measuring? For this study I will discuss external and internal validity.

3.8.1.1 External validity

According to Macmillan and Schumacher (2006: 472), external validity is the extent to which the results can be generalized to other subjects, conditions, and situations. In other words, it refers to the degree to which findings can be generalized to the population from which the participants were drawn. In this study, the participants were part of the school communities and they were experienced and had knowledge of what is happening in the schools. Parents were also interviewed to enhance the external validity of the data.

Ary, *et al,* (1990: 434) state that other variable that influence the validity of questionnaire or interview questions were:

> ➤ How important is the topic to the respondents?
> ➤ Does the questionnaire or interview schedule protect the respondents' anonymity?

In this study the topic was very important to the respondents who were principals, teachers, learners and parents. They were also well informed about it. The researcher also assured the respondents of the confidentiality and anonymity of the information that was collected during the interviews and in this case, influenced the external validity of the data.

3.8.1.2 Internal validity

Ary, *et al* (1990: 311), state that anything that contributes to the control of a design contributes to its internal validity. Schumacher and McMillan (1993:391) define internal validity as the degree to which research findings can be distorted by extraneous factors. The internal validity of this study was ascertained by the choice of the researcher to make use of two focus groups (one with teachers and the other with learners) from the same school using the same instrument. The study was validated by means of conducting one-on-one interviews in the same school with the principal and three parents, including a committee member.

The researcher was also helped by colleagues, who were familiar with the purpose of the study, in so far as they assisted in judging whether the interview questions were adequate for measuring what they were supposed to measure and whether they were a representative sample of the behavior domain under investigation. This process helped to enhance the internal validity of the study.

3.8.2 Reliability

Reliability deals with the accuracy of the instrument employed. According to Macmillan and Schumacher (2006: 183-189), it refers to the consistency in the results of an assessment. It can also refer to the extent to which a measurement is fair in terms of assessing what is to be learned. Reliability asks the question: how accurate is the instrument that is used in making the measurement? Leedy (1989:28) defines reliability as the degree of consistency that the instrument or procedure demonstrates. According to

Ary *et al* (1990: 428), pre-testing helps researchers to identify ambiguities, misunderstandings, or other inadequacies in the questionnaires or interview questions.

In this study, the researcher gave the interview questions to colleagues who were familiar with the study in order for them to examine the questions and give their opinions on whether the instrument obtained the desired data and whether there were any problems that may have been overlooked. After their feedback the researcher made some adjustments and then administered the interview schedule personally and individually to a small group of persons drawn from the population to be considered in the study. Pre-testing helped the researcher to clarify some of the interview questions and to determine whether the questions operated equally well with different groups of the target population.

According to Kumar (1999: 140), reliability refers to an inference that the research tool is consistent and accurate. Mouton (2008:100) explains reliability as implying that different researchers could produce the same results in different places if the same instrument were used. To ensure reliability, the researcher used the same set of questions in all the interviews. The interview questions were checked, approved, and validated by the researcher's supervisor before they were administered. All the above processes enhanced the validity and reliability of the study. Guba's trustworthiness model (cited by Krefting, 1991: 214-215) was also used to establish the validity and reliability of this study. The four criteria for trustworthiness of qualitative research are: credibility, transferability, consistency, and neutrality. The next section will discuss the triangulation.

3.9 Triangulation

To find regularities in the data, the researcher used triangulation. According to Macmillan and Schumatcher (2006:374), triangulation is the cross-validation among data sources, data collection strategies, time periods, and theoretical schemes. Measor (1985:73), Mathison (1988:13), and Patton (1990:187) state that triangulation helps in ensuring the validity of data.

In this study, triangulation was implemented by comparing the data from the two focus groups, that is, the focus groups of teachers and the focus groups of learners. Another comparison was made between the one-on-one interviews with the principals and the one-on-one interviews with the parents.

3.10 Access to the interview sites

According to Measor (1985:55), the selection of educational settings and the negotiation of access is an important task for the researcher. Marshal and Rossman (2006:77) state that gaining access to research sites and receiving formal approval requires time, patience and sensitivity to the norms of the group. The researcher used the Examination Council's Result Reports to identify schools that could be approached for this study. Schools were selected according to their academic performance in Junior Certificate examination results. Three of the schools were of excellent performance (high performing schools) and the other three were below average in their academic performance (low performing schools).

The researcher phoned the principals of the six schools and made appointments to see them. The researcher then visited the schools and requested the principals to give her permission to conduct the study in their schools. The researcher explained all the terms and conditions of the study to them. The researcher then consulted the Regional Education Office to request the officer to grant her permission to conduct the study in her schools. Because the officer was not available, the inspector responsible for the schools which were to be studied gave the researcher permission to proceed. The school manager for the two mission schools which were also considered for the study was also contacted by phone and he also agreed that the study could proceed.

The researcher then visited the schools to meet the other participants, discussed the study with them and obtained written consent forms from them. The researcher's supervisor advised her to also get written consent forms from the Regional Education officer and the school manager. The researcher obtained these forms from the Regional Education officer and the School manager. The researcher visited the schools intermittently in order

to build rapport with the participants. The principals helped the researcher by appointing coordinators who helped her in the arrangements of interview dates. The researcher wrote letters to the participants to request their permission to conduct the interviews. The researcher kept on contacting coordinators until all the respondents were interviewed. In other schools, the researcher had to go to the schools several times to meet all those who were to be interviewed. The findings will be discussed in the next chapter.

3.11 Limitations of the study

There were certain limitations inherent in this study that could not be avoided. Owing to time and financial constraints, the sample was limited to six schools instead of a larger number of high schools in Shiselweni. The researcher, after interviewing a couple of parents, discovered that those parents who were not committee members did not have much information about what the principals were doing in the schools to promote the culture of learning and teaching. Nevertheless, the researcher continued to interview the parents as it was planned. Ary, *et al,* (1990:487) support this decision when they state that once the proposal has been accepted, the study must be carried out exactly as it was planned. Initially, the researcher had planned to interview one parent who was a committee member and two who were not committee members. So if it were possible to have made changes, the researcher would have interviewed parents who were all committee members.

In one of the schools, the principal was not at the school when the researcher conducted the interviews with the teachers and the learners. When the principal came back, he wanted to know what the interview questions were. One of the teachers told him. Accordingly, when the researcher arrived for the following interviews, one female teacher approached her and gossiped about that event. The teacher further suggested that the researcher stop interviewing the principal because it would not be effective. The researcher told the teacher that she would probe many more questions which would be different from those previously asked.

3.12 Ethical considerations

According to Macmillan and Schumacher (2006: 333), qualitative research is more likely to be intrusive than quantitative research. Accordingly, there are ethical guidelines which include policies regarding informed consent, deception, confidentiality, anonymity, privacy and sympathy. Bailey (1978: 384) also states that seeking informed consent is probably the most common method in medical and social research. He further states that consent should be voluntary and without pressure of any kind. The researcher observed all the above ethical principles.

The following measures were taken in order to comply with the ethical considerations:

- ➢ Permission was obtained from the Regional Education Officer and the school manager to involve their schools in the study.
- ➢ All participants signed letters of consent, allowing the researcher to involve them in the study.
- ➢ Participants gave the researcher permission to record the interviews.
- ➢ Participants were informed that they were free to withdraw from participating in the study any time if they felt like doing so.
- ➢ Participants were also assured of the anonymity and confidentiality of the information that was collected during the interviews.
- ➢ Letters were also written to the participants to request their permission to conduct interviews.

3.13 Conclusion

Chapter three has presented the aim and the objectives of the study which led to the explanation of the methodology that was employed. The data gathering techniques which consisted of the focus group interviews and one-on-one interviews with open-ended questions were also explained. The reasons for using these methods of gathering data were also explained. Thereafter, an explanation of how the data were transcribed and analyzed was given.

This was followed by a discussion on the validity and the reliability of the study. Triangulation, which was used to enhance the validity of the study, was also explained. In

addition to that, the limitations that were experienced during data gathering were discussed. Moreover, the ethical considerations that were taken by the researcher were also narrated. The next chapter will discuss the presentation of the findings as well as an analysis and interpretation of the data that were acquired during the interviews.

CHAPTER   4

PRESENTATION OF FINDINGS, ANALYSIS, AND DISCUSSIONS

4.1 Introduction

In chapter three, the researcher explained the methodology that was employed when gathering data. Focus group interviews and one-on-one interviews which were the instruments that were used when gathering data were also discussed. In addition, the samples, data analysis, limitations of the study and the ethical procedures   were discussed. This chapter consists of the presentation of findings, analysis and discussions. Before the presentation of findings of the study, analysis and discussions, the researcher will discuss the theoretical perspective, transcriptions, stages in data analysis and the presentation of data.

The data were edited by examining the responses to all the questions at the same time. Kumar (1999: 202) supports this method on the basis that it provides a total picture of all responses in order to ascertain internal consistency, and to reach reliable conclusions thereafter. Finally, the data were coded in order to provide a frame of analysis when constructing the main concepts and findings. The next section will discuss the theoretical perspective of the study.

4.2 Theoretical perspective

The researcher employed the grounded theoretical approach in this study. Denscombe (2007:89) indicates that this approach is paramount when there is a need to link any explanation very closely to what happens in a practical situation. In this study, the researcher intended to explore and describe strategies that could be used by high school principals in Swaziland in the Shiselweni region to promote a culture of learning and teaching. The researcher had to make use of collected data to determine the role of the principal in promoting a culture of learning and teaching.

The researcher ensured that the theory that was generated by the findings was closely related to the origins of the data. Denscombe (2007:99) refers to this method as "*grounded in empirical reality*".

The study was undertaken not only to determine what was taking place on the ground, but also to reach conclusions that could lead to strategies that could be used by principals to promote a culture of learning and teaching in their schools. The researcher incorporated the action research approach to attain this objective. According to Macmillan and Schumacher (2006:470), action research is undertaken by practitioners in schools to address an actual problem in the school or classroom. According to Denscombe (2007:122), research should not only be used to get a better understanding of a problem, but also to get rid of things that are educationally unacceptable. Through this study, the researcher aspired to devise strategies that would help principals from low performing schools to improve their strategies of promoting their school culture of learning and teaching. The next section will discuss the transcriptions.

4.3 The transcriptions

The researcher gave an explanation, in chapter three, of all reasonable steps that were taken to ensure that data were transcribed verbatim for ease of analysis. Reference to certain excerpts from the interviews was made in order to validate information. The researcher used the process of coding different categories and sub-categories according to the theme of the study.

The researcher was not spared from some of the problems indicated by Denscombe (2007: 197-198) which are encountered when interview transcriptions are made. The following problems were encountered:

➢ The recorded voice was not always clearly audible in some of the interviews. This was experienced when the researcher was transcribing some of the focus group interviews that were conducted with the learners. Usually, the interviews with learners were conducted after school hours in order to avoid interfering with their

school activities. Accordingly, during that time other learners, who were not participating in the study were moving around or talking aloud while passing by those classrooms where the interviews were conducted. That resulted in background voices which affected the recording.

➢ Another problem that was encountered was the excitement which some learners had during the interviews. That excitement made them want to answer some of the questions at the same time. That was also reflected in the tapes.

In addition to the above problems, some parents spoke too loudly. Yet, in other cases, when the researcher requested parents to speak more loudly, they began well, but as time went on, their voices faded. Moreover, some of the parents did not speak English, so the researcher had to translate their interview questions directly into siSwati and their responses from siSwati to English. The next section will provide a description of the stages in data analysis.

4.4 Stages in data analysis

There are five stages of data analysis which have been identified by Denscombe (2007: 252). These stages have been adapted from Cresswell and Clarke (2007: 129).

The stages are as follows:

➢ Data Preparation; the researcher was helped by an experienced person to transcribe the tapes verbatim.

➢ Initial exploration of data; recurring themes were identified from the transcriptions.

➢ Data analysis; the data was coded into the relevant theme, categories and sub-categories and then compared.

➢ Representation and display of the data; the researcher interpreted the findings, referring to direct quotations from the interviews.

➢ Validation of data; the data were validated by comparing it with alternative explanations in other sources from the literature review. The presentation of data will be given in the next section.

4.5 The presentation of data

Rossman (1999: 150) observe that data analysis in qualitative research is not a neat process. The researcher agrees with Rossman because the data analysis was not unproblematic, nor did it take place in a linear pattern. It was rather ambiguous and time consuming: the researcher had to be very observant and creative when working on it. Denscombe (2007: 303) also suggests that the researcher needs to be selective in what would be presented by prioritizing certain aspects over others. The reason is that in the analysis of qualitative data, it is not possible to present all the data that were collected by means of the interview.

The sample that the researcher used for the study consisted of six focus groups of teachers (one group from each school), six focus groups of learners (one from each school), six principals and eighteen parents (three from each school). The principals and parents were interviewed on one-on-one interviews. The researcher has attached a transcription of one of the interviews at the end of this study as appendix M. The rest of the recordings have been kept for future reference.

The researcher also managed to gain more clarity on specific aspects of the data by employing the use of discourse analysis during the interviews. This was done in order to reveal the implicit rather than the explicit responses. Discourse analysis was possible for the researcher because she knew most of the respondents. This method is also supported by Denscombe (2007: 309) on the basis that a researcher who undertakes discourse analysis needs to use prior assumptions and existing knowledge about the respondents. The next section will give the presentation of the findings, analysis and the discussions.

4.6 The presentation of the findings, analysis, and discussions

The research findings are presented according to the respondents' responses to the questions. The questions were formulated to correspond with the research aim of the study which was to determine strategies to be used by principals in promoting a culture of learning and teaching in Shiselweni high schools. A copy of the research questions is

attached at the end of the study as appendix G. The views and recommendations were organized into the themes, categories and sub-categories, and later analyzed by using the constant comparative method.

All the respondents were asked the same questions to enhance the validity and reliability of the study. The following questions were posed to all the respondents who participated in the study:

> What are prerequisites for the promotion of a culture of learning and teaching in Shiselweni high schools?
> How does the principal promote the culture of learning and teaching?
> How should the principal promote the culture of learning and teaching?

The above questions formed the categories according to which all the respondents expressed their views.

Their views were later grouped into the themes, categories and sub-categories as follows:

MAIN THEME

↓

The promotion of a culture of learning and teaching

↓

THEMES

↓

The Prerequisite	The Actual Role	The Recomm-ended Role

↓ ↓ ↓

CATEGORIES   CATEGORIES   CATEGORIES

↓ ↓ ↓

High Performing Schools Low Performing schools	High Performing Schools Low performing schools	High Performing Schools Low Performing schools

↓ ↓ ↓

Subcategories   Subcategories   Subcategories

↓ ↓ ↓

• Principals • Teachers • Learners • Parents	• Principals • Teachers • Learners • Parents	• Principals • Teachers • Learners • Parents

Table 4.1

4.7 The theme: *The promotion of the culture of learning and teaching*

According to Van Deventer and Kruger (2008: 3), the concept of a culture of learning and teaching refers to an attitude of all the role players towards teaching and learning, as well as the presence of quality teaching and learning in the schools.

Van Deventer and Kruger (2008: 4-5), further give the following characteristics of a school with sound (promoted) culture of learning and teaching:

- Positive school climate
- Sound classroom environment
- Sound home-school relations
- Effective leadership, management and administration
- Neat buildings and facilities
- Availability of resources
- High professional standards among teachers
- Healthy relationships between all role players
- Order and discipline
- Effective instructional leadership and
- A shared sense of purpose

On the one hand, Davidoff and Lazarus (1997:43) identify the following aspects of a sound culture of learning and teaching:

- All role players value the processes of teaching and learning.
- Practices reflect commitment to teaching and learning.
- The resources needed to facilitate this process are available
- The school is structured to facilitate these processes.

On the other hand, Basson, Van der Westhuizen and Niemann (1991:619-620) identify the following important functions of a school culture which have a direct bearing on the culture of learning and teaching:

- The school's organizational culture can help to define staff tasks

> The organizational culture influences the commitment of teachers to their teaching tasks in the isolation of the classroom.
> It is cohesive in nature and binds the staff and learners in a common fate and vision.
> It is directive by nature and plays an important role in decision making in the school
> It determines behavior and indicates proper and ideal behavior for various members.

According to Van Deventer and Kruger (2008: 7-11), there are four key aspects of school management, which, if managed efficiently, will ensure a sound (promoted) culture of learning and teaching. These aspects are physical resources, instructional programs, parent involvement and a positive school climate.

4.7.1 The prerequisites for the promotion of a culture of learning and teaching

All the respondents agreed that there are prerequisites which are essential for the promotion of a culture of learning and teaching. The views of all the respondents are discussed below:

> **The views of the principals from high-performing schools**

The principals from high-performing schools indicated that schools needed to have enough structures such as classrooms, laboratories and the necessary equipments to ensure that learners are not overcrowded in the classrooms and teachers are accommodated in the schools. They explained that, if the welfare of the learners and teachers was well catered for, learners would be motivated to learn and teachers would be motivated to teach effectively. In addition to that, they stated that teachers could even have morning classes and afternoon classes if they were accommodated within the school premises. They further stated that the school environment should be conducive to learning and teaching.

The principals also stated that all stakeholders should be motivated to contribute to the success of the school and there should be a willingness to work together as a team. One of the principals also stated that instilling discipline to all stakeholders was a necessary

prerequisite. Another principal added that *"…there should be discipline, punctuality and commitment of all stakeholders in the school".*

For the principals to be successful in their leadership task, they stated that discipline should be instilled to all stakeholders and the lines of communication should be free for all stakeholders.

➢ **The views of principals from low-performing schools**

The principals from low performing schools indicated that instilling of discipline in learners was one of the prerequisites for promotion of a culture of learning and teaching. The principals further stated that schools should be provided with learning and teaching resources such as a library, projectors and computers. Provision of adequate trained personnel and availability of learning and teaching materials such as chalks, text-books and teachers guides were also raised by the principals as other prerequisites for promotion of a culture of learning and teaching.

The ideas that were raised by the principals are also supported by Davidoff and Lazarus (1997: 43) when they state that having all the resources needed to facilitate learning and teaching is an aspect of a sound (promoted) culture of learning and teaching. The principals agreed that their role of promoting a culture of learning and teaching would be effective if they had all the necessary resources. The resources include human resources, finances and good structures. The views of the teachers will be provided in the next section.

➢ **The views of the teachers**

The focus groups of the teachers from the two categories under study indicated that the provision in time of all the learning and teaching materials is an important prerequisite. They also agreed that schools should have a positive school climate and an environment that is conducive to learning and teaching. Van Deventer and Kruger (2008: 12) also state that a positive school climate influences the teaching and learning activities and has a positive influence on the culture of learning and teaching. The researcher also agrees with them that if the environment is not conducive, learners fail to concentrate on learning.

➢ **The views of teachers from high-performing schools**

The focus groups of teachers from the high-performing schools pointed out that *"…having good structures and welcoming environments help to motivate learners to learn and teachers to teach."* One member from that category also stated that it was the responsibility of the principal to motivate the learners and the teachers, so that there could be effective learning and teaching in the school. According to Van Deventer & Kruger (2008:148), motivation is defined as the influencing of a subordinate to achieve the aim that the manager (principal) wants to be achieved. It is the responsibility of the principal to motivate teachers, learners and parents to achieve the school's main aim, which is to realize effective learning and teaching.

Another member from one of the focus groups of teachers stressed the importance of having disciplined teachers, learners and the principal. The group explained that it would be very difficult to train learners to be disciplined if the principal and the teachers were not disciplined. They further explained that discipline in the school was necessary so that effective teaching and learning could be realized.

Still on the same point, another focus group of teachers from the high-performing schools indicated that "… *to instill discipline in the school, there should be clearly stipulated school rules and regulations"*. While elaborating on that point, the teachers stated that all the stakeholders should know what was expected from them. They also suggested that positive behavior should be acknowledged and encouraged.

➢ **The views of teachers from low-performing schools**

The three focus groups of teachers from low-performing schools also agreed that high schools should have quality teachers who are highly motivated to teach and principals who are adequately skilled, especially in leadership and management skills. They further indicated that schools which performed poorly lacked principals who were skilled in effective leadership and management. It was also revealed during the interviews that the teachers were blaming the principals for the poor performance in their schools.

Responses from the two categories of schools indicated that all the focus groups of teachers agreed that, there should be competitions and rewards to motivate the teachers and the learners to perform better academically. All the teachers also agreed that there should be healthy relationships in the school and good communication relations amongst all stakeholders. The next section will give the views of the learners.

➢ **The views of the learners from high-performing schools**
The focus groups of learners from high-performing schools indicated that learners agreed that having an acceptable environment was a prerequisite for the promotion of a culture of learning and teaching. The learners also indicated that there should be adequate facilities such as classrooms, libraries and laboratories to do experiments during science classes. The learners also indicated that a collection of sufficient learning and teaching materials should be provided in time so that classes could start immediately after school re-opened.

The learners from one of the focus groups from high-performing schools pointed out that it was not enough to have buildings if they did not have furniture. The learners indicated that adequate furniture and well organized classrooms motivate learners to learn. While elaborating on motivation, the learners stated that "*… people from outside the school should be invited to come and inspire and motivate learners and teachers"*. According to their explanation, these people should come from high-performing schools in order to help those who were in low-performing schools.

➢ **The views of learners from low-performing schools**
The focus groups of learners from low-performing schools agreed to what was stated by the principals and the teachers regarding the timely provision of learning and teaching materials. They explained that teachers and learners were willing to work but if the necessary materials were not available, success would be impossible.

The learners from low-performing schools also indicated that the welfare of learners and the teachers should be taken into consideration and included in the school's budget as

well. They further explained that if the welfare of these parties were not taken into consideration, they could not perform to the best of their abilities. Their underperformance would be reflected in the learners' results.

All the learners from the two categories of schools agreed that high schools should have electricity so that they would be able to use electrical facilities such as computers. Learners agreed that having computers in the schools would help them greatly for studying purposes and would enable them to conduct research online. The views of the parents are discussed in the following section.

➢ **The views of the parents**

The findings from the parents in the two categories of schools indicated that most of them agreed that the following were prerequisites for the promotion of a culture of learning and teaching:

- ➢ Skilled principals and qualified, devoted teachers
- ➢ Provision of enough learning and teaching materials
- ➢ Learners who are willing to learn
- ➢ Enough classrooms and furniture to avoid overcrowding.
- ➢ Accommodation for teachers so that they could come to school in time and not rush for transport after school when going home.
- ➢ Clearly laid down rules and regulations to foster discipline in the school.

➢ **The views of parents from high-performing schools**

Parents from the high-performing schools also indicated that principals needed to be empowered and armed with leadership skills in order to become effective in their schools. One highly educated parent (Managing Director of a Swaziland Bank) indicated that there should be "…*timeous provision of all necessary resources for consolidation of effective learning and teaching by all stakeholders"*. Another parent from the same category of schools addressed the issue of not overlooking the involvement of parents in the school. The researcher agrees that parents should be involved in the education of their children, as is also supported by Mnisi and Shilubane (1998:15).

➢ **The views of parents from low-performing schools**

Some of the parents from the low-performing schools indicated that "…*Teachers should be devoted to their work and should make sure that they go to class and teach".* They explained that some teachers stayed in the staffroom and did not go to teach during their teaching periods. When they were asked how they knew about these circumstances, they replied to the researcher that they were informed by some of their children.

Other parents from the low-performing schools were more concerned about the appearance of these schools. It was indicated during the interviews that some of the schools were not in a good condition. They needed major renovations. One of the parents from that category, who could not speak English, indicated that "… *Sikolwa asilungiswe kahle. Kubete emafasitela lafile. Banftwana kumele babe netincwadzi bonkhe".* This parent meant that the school should be renovated. There should be no broken windows. All the children should have text books.

Parents from the two categories of schools agreed that a good welcoming environment could be conducive for both the teachers and the learners. In addition to that, the environment should be learner friendly. Van Deventer and Kruger (2008:12) refer to this type of environment as a positive school climate. According to these authors creating a positive school climate influences the teaching and learning activities. It also has a positive influence on the culture of learning and teaching. A discussion on the above findings appears on the following section.

➢ **Discussion**

There was an indication that all the respondents acknowledged the prerequisites for promotion of a culture of learning and teaching as a vital necessity. In addition to that, most of the respondents saw it as something which is not solely the responsibility of the principal. The participants felt that all the stakeholders could contribute greatly to the promotion of the culture of learning and teaching. They further stated that even the Ministry of Education could help by building good classrooms, laboratories, libraries and providing the teachers with accommodation.

The researcher agrees with the participants that, according to Chisholm and Vally (1996: 13), adequate and decent facilities and equipment create a positive environment in which effective teaching and learning can take place. All the respondents agreed that an acceptable environment was a prerequisite for the promotion of a culture of learning and teaching. Therefore, the parents and the Ministry of Education could help by funding the schools. The schools would then afford to build all the structures that were prerequisites for the promotion of the culture of learning and teaching. Buchel (1992: 192) also supports that idea when stating that neat and clean buildings help to establish and maintain a culture of learning and teaching.

The respondents also indicated that having adequate resources and highly skilled teachers were some of the prerequisites for the promotion of a culture of learning and teaching. According to van Deventer and Kruger (2008: 8), the correct and careful management of the school's resources is one of the most important administrative duties of the principal of the school. Naturally, the resources should be available in order to be managed. Davidoff and Lazarus (1997: 117) state that management of the school's resources is the key role for all the staff members, even though the principal plays a major role in that field. Therefore, the principal and the teachers should be skilled in handling and managing the schools' resources. The next section will discuss the actual role of the principal in promoting a culture of learning and teaching.

4.7.2 The actual role of the principal in promoting a culture of learning and teaching.

Respondents from the high-performing schools had a lot to say about the actual role of the principal in promoting a culture of learning and teaching. Some of the views of the focus groups of teachers and learners contradicted the views of the principals from the low-performing schools. The views of all the respondents are discussed below.

➢ **The views of the principals**

The principals gave a long list of things which they did in their schools to promote a culture of learning and teaching. The three principals from the low-performing schools

were not comfortable when they were asked what they did to promote a culture of learning and teaching. They alleged that the question was too personal. The researcher had to reassure them further about the confidentiality of the whole process. The findings revealed that out of the six principals, only the three principals from the high-performing schools gave views which were confirmed by the other respondents (teachers, learners and parents). The other three principals from the low-performing schools gave the researcher long lists, only to find that few things were confirmed by the other respondents.

> **The views of the principals from high-performing schools**

All the principals from the high-performing schools indicated that they worked hard to be a role model of what they wanted their teachers and learners to become. One of the principals stated that, in his words *"…I emphasize on time management and punctuality and I emphasize that by being a good example of time management and punctuality".* The principals indicated that they also taught some classes to show the teachers how to teach effectively.

The three principals from the high-performing schools indicated that they also monitored teaching and learning in their schools closely to ensure that there actually was teaching and learning in the classrooms. When asked how they monitored teaching and learning in their schools, one of them said, in his words *"I check teachers' preparation books and visit their classes as often as possible to observe when they are teaching."* Another principal indicated that he assessed all tests written by learners and confronted learners who performed poorly and asked them the reasons for their underperformance. He explained that he then gave counseling and advice on how they could study effectively. When the principal was asked whether he counseled them individually or in a group, he explained that he did it class by class. He further stated that he did it himself or delegated someone to do it when he was busy.

> **The views of principals from low performing schools**

When interviewing the principals from low performing schools, findings revealed that the three principals did not teach any of the classes or subjects in their schools. One of the principals was old and sickly. He was often absent from school. Most of the administrative duties in the school were performed by the deputy principal. The researcher had to go to that school several times before meeting him. He fully depended on the deputy principal for the progress in the school. He also confirmed that when he stated that "*I am sick and about to retire, so I am training my deputy to take over after me*". Just like the principal, the buildings of the school looked very old and needed major renovations and painting.

Most of the children from the low performing-schools had left for South Africa where they went to further their education. The schools had a lot of old buildings but few learners and most of those learners were orphaned and vulnerable children who were paid for by the Government. One of the principals voiced his concern about the emigration of learners to South Africa and increased number of orphaned and vulnerable children. He said it was very difficult to run schools without adequate funds

The government used to pay E1 500 for each learner per year which is far less than the fees which had to be paid by each learner per year. The principals were urged by the government not to ask those learners to contribute more money. High Schools charge between E3 000 and E8 000 per year in public schools and even more in private schools. Principals in high schools in Swaziland are really having difficulties due to the problem of large numbers of Orphaned and Vulnerable Children (OVC). The problem became worse this year (2011) due to the country's financial crisis. The government failed to pay for them. The ministry of economic planning and development's first quarter performance report indicated that over sixty (60) projects were stalled as a result of the financial crisis (*Swazi Observer*, 26 September, 2011:3). The report also revealed that the payment of the fees for OVC was included in the sixty stalled projects.

One of the national newspapers (*Times of Swaziland*, 19 September, 2011: 3) stated that the president of the Swaziland Principals' Association (SWAPA), Charles Bennett,

reported that the government had paid only E15 million for the Free Primary Education programme. He added that government had not started paying the E80 million for OVC. While commenting on that point, the president of the Swaziland National Association of teachers (SNAT) reported that SNAT have handed the matter over to lawyers. The lawyers would seek an order compelling government to pay the E80 million for OVC.

Principals, with chairpersons of the school board of governors or committees, had a meeting. The national newspaper (Times of Swaziland, July 28, 2011:5) reported that on that meeting, the principals resolved to close the schools one week earlier and not to re-open schools if government failed to pay before the opening date. The government failed to pay, some schools did open but all the teachers did not teach in the first two weeks of the term (12-23 September 2011). The president of SWAPA reported that teachers would be doing nothing because of the lack of working materials. He further urged teachers to be at their duty stations so that they would not be accused of abandoning work (*Swazi Observer,* September 19, 2011:3). The teachers' views are discussed in the next section.

➢ **The views of the teachers from high-performing schools**
The focus groups of teachers from high-performing schools agreed that their principals provided them with teaching and learning materials in time. They also added that the book rental system had been introduced in the schools to enable all learners to have text books on time. In this system, the school purchases all the text books, then distributes the books to all the learners at the beginning of each year. The learners pay rent for each book which is usually a quarter of the price of the book per year. The books are rented for four years, then they are replaced with new ones if they are old or outdated. Having text books on time helped the teachers to engage into teaching immediately when the school term began.

The three focus groups of teachers also mentioned that their principals monitored teaching and learning in their schools. When asked how teaching and learning was monitored, they explained that the principals checked the preparation books for teachers

on regular basis. They added that the principals often checked the learners' classwork and test exercise books.

Two of the three focus groups of teachers also indicated that their principals tried their best to instill discipline in their schools and tried to get the learners and teachers motivated. One member from one of the focus group stated that, "*Our principal gives us awards for good performance in different subjects*". The other group, while on the same topic, indicated that teachers and learners in their school were given rewards at the end of the year as a token of appreciation for their good performance.

It was also indicated that the presentation of rewards helped the teachers to be motivated to teach and that the learners were also motivated to learn. The three focus groups of teachers also stated that their principals allowed them to conduct classes on Saturdays and during holidays. When asked why they needed permission to teach on Saturdays and during holidays, the teachers explained that they wanted their learners to improve their academic performance and get good results at the end of the year. From the participants' responses, it was deduced that the rewards helped the teachers and the learners to be motivated and made the teachers willing to sacrifice their time for the sake of the learners.

One of the focus groups of teachers from the high-performing schools also indicated that their principal catered for their academic and social welfare. To promote the teachers' academic performance, the principal organized staff development workshops where the teachers were upgraded and armed with new teaching skills. To ensure that the teachers' social needs were met, lines of communication were opened by the principal so that teachers could approach her even when they had personal problems or concerns.

The same focus group of teachers further stated that their principal valued team spirit and unity. To promote that spirit, school meetings were held on regular basis and there were also departmental meetings which also helped in promoting teamwork and unity in the school.

➢ **The views of teachers from low-performing schools**

The three focus groups of teachers from the low-performing schools had different views when they were asked about what was done by their principals to promote a culture of learning and teaching. Furthermore, most of their views contradicted those that their principals claimed to have been doing in order to promote a culture of learning and teaching. One of the principals had claimed that he involved his teachers in decision making. When the focus group of teachers from that school was interviewed, the teachers indicated the following contradictory views about their principal:

➢ There were no lines of communication between the principal and the teachers. Not all the teachers, not even the learners, could approach him concerning any matter, issue or concern. Amongst all the stakeholders in the school, there was minimum presentation of concerned groups in decision making.

➢ There was no platform for forwarding grievances within the school.

➢ The behavior of the principal, which they described as unprofessional did not motivate them to work and behave as professionals.

When the teachers were asked what was it that the principal did that they considered to be unprofessional, they explained that he came late to school, he always left school before time and was often absent from school. The researcher totally agrees with what was said by the teachers because when she was conducting the interviews, she visited the school several times when the principal was absent. To make matters worse, when the researcher had to meet him for the interviews, he was two hours late, not for school but for the scheduled time for the interviews. The school starts at 7:30 a.m. The interviews were scheduled for 10 a.m. but he arrived at 12 noon.

The other two focus group of teachers from the low-performing schools indicated that their principals were attempting to fulfill their obligations but it was not easy for them. The teachers indicated that their schools had been producing bad results for several years. One of the teachers stated that, due to their school's bad reputation, most people did not want to associate themselves with it. To make matters worse, even the teachers and

learners were not happy that they belonged to that school. One teacher who came from Hhohho region indicated that when people asked her where her school was, she used to hide the school's name. She stated that she usually told them that she was teaching around Hluthi, which is the small town next to the school.

The three focus groups of teachers indicated that their principals did provide them with learning and teaching materials though they were sometimes restricted by shortage of funds. The teachers confirmed their principal's views when stating that most of the learners in their schools were orphaned and vulnerable children. Therefore, the Government was not paying enough money to cater for all the needs of those children. The schools had huge old buildings but there were few learners. It was indicated that some learners had left the school for South Africa where they furthered their education.

The three focus groups of teachers also indicated that their principals were not teaching. The two principals in question looked much older. One of the principals confirmed this when he was giving his views on what he was doing to promote a culture of learning and teaching. He told the researcher that he was about to retire, so he had delegated the deputy principal to take over in most of the administrative duties. He also added that he was training him to take over after his retirement.

One member in the focus group of teachers raised his concern about promoting a culture which did not even exist. When the teachers were asked to elucidate on this point, they explained that a culture of learning and teaching did not exist in their school. The developments in two of the schools reflected that the schools had a poor culture of learning and teaching. The researcher gave the characteristics of a school with a poor culture of learning in chapter two of this study. There was a need for the creation of a culture of learning and teaching in two of the three schools before the promotion of it.

➤ **The views of learners from high-performing schools**

Most of the views of the learners from the high-performing schools confirmed what was stated by the focus groups of teachers and the principals. There was an indication from

the focus groups of learners in high-performing schools that there was an agreement that the principals provided teaching and learning materials in time. The learners also confirmed that their principals had introduced the book rental system so that all learners could have books on time.

The first focus groups of learners from the same category asserted that his principal, in his words, *"… discourages bad behavior and is an example of all good behavior".* When asked how the principal was doing that, he explained that he discouraged late coming and untidiness by being punctual all the time and dressing smartly. The same focus group also agreed that their principal introduced the top five learners and that this action motivated learners to work hard so that they could be one of the top five in the future. The learners also praised their principal for introducing career guidance teachers who were helping them to perform better academically. In addition to that the learners indicated that their principal also taught and competed with the teachers for better results.

The second focus group of learners indicated that the principal monitored teachers through class lists from class monitors. When the learners were asked to explain how they knew this, they explained that the teachers signed the class lists when they arrived in class to teach and when they left class. So, if the class list was not signed the principal would know that the teacher concerned did not go to class.

Indications from the third focus group of learners revealed that the learners were also very pleased about their principal. That was deduced from the excitement they had when indicating what the principal was doing to promote a culture of learning and teaching. Their views are listed below, in their words:

"She also teaches and encourages us to perform better academically"

"She cares about our welfare and that of our teachers"

"She provided us with Saturday classes which helps us to have classes to have more time to study and to discuss with others"

"She makes sure that there is speech and prize giving day every year to reward and motivate both learners and teachers for their achievements."

It was indicated from the responses that the three focus groups of learners were highly motivated by their principals' leadership.

➢ **The views of the learners from the low-performing schools**

The three focus groups of learners from the low-performing schools indicated that the learners were not happy about their principals. One of the groups had following views about what was done by the principal to promote a culture of learning and teaching, (in their words):

"He is not promoting the culture of learning and teaching at all."

"He has delegated all his work to the deputy principal"

"There are no clear lines of communication in the school"

"There are his favorites amongst the teachers and the learners"

"*He comes to school around 10 am and locks himself in his office"*

"There is no unity and no team work in the school."

"He is not concerned about the welfare of the teachers and that of the learners"

When the focus groups of teachers were interviewed, they also stated views which showed that they were also not happy about the principal. The learners further indicated that their principals did not teach any subject or class. One of the principals was old and sickly. He was often absent from school due to his ill health. The second principal was attempting to perform his duties but failed due to lack of skills and funds. The third principal had adopted the laissez-faire leadership style. When the leadership styles were discussed in Chapter Two of this study, it was revealed that schools with leaders who had adapted to this leadership styled performed poorly.

One focus group of learners also indicated that their principal was doing something to promote a culture of learning and teaching but failed due to lack of skills and funds. The section below will discuss the views of the parents.

➢ **The views of parents from high-performing schools**.

Parents from the high-performing schools agreed that the principals of the three schools awarded learners and teachers with presents during speech and prize giving days. One of the parents also revealed that giving prizes to the learners also motivated the parents to provide their children with all their school needs. Another parent praised the principal for the open-day's meetings which were held in the school at the end of each term. When the parent was asked why he liked the open-day's meetings, he explained that *"we like the open days because we are given time to see all the teachers and we are able to discuss the performance of our children in details."* It was also indicated that the parents were free to visit the school at any time.

The parents also indicated that the principals made sure that all the learners obeyed the school rules and regulations. The parents further explained that if a learner had violated any of the school rules, that learner is disciplined. Sometimes when the learner kept on violating the school rules, the learner was suspended or expelled from school.

➢ **The views of parents from low-performing schools**
There was an indication that parents from the low-performing schools had different experiences. The parents indicated that they were called once per year to get the end of year reports and the school's prospectus for the following year. A startling discovery was that, the teachers and parents who were not committee members agreed that the principals of the low-performing schools did not involve them in whatever was happening in the schools.

The parents were also not happy that their children were in these schools. When they were asked why they did not send them to other schools, they explained that the other schools were far away from their homes and they could not afford paying transport for them every day.

It was indicated from the responses of the parents that the parents who were committee members were aware of what the principals were doing to promote the culture of learning and teaching in the schools. Therefore, most of the views on what the principals did to

promote a culture of learning and teaching came from the parents who were committee members in those schools. In addition to that, most of the views of the parents who were committee members were in line with some of the principals' views.

➢ **Discussion**

The researcher noted from the responses that there were things that were done by the principals of the high-performing schools which were not done by the principals of the low-performing schools. The findings revealed that the principals of the high-performing schools were also teaching and competing with the other teachers for better results whereas the principals of the low-performing schools were not teaching.

One the one hand, the teachers and learners from high-performing schools also indicated that they were happy about their principals and they were proud to be in those schools. On the other hand, the learners, teachers and parents from low-performing schools were not happy about their principals and even ashamed that they belonged to those schools.

Other things which the principals of high performing schools did where as those from low performing schools did not do were:

- Closely monitoring teaching and learning in the school
- Involving all stakeholders in achieving school goals
- Acknowledging and rewarding learners for being among the best learners for the month.
- Giving learners extra time for learning and studying during holidays and on Saturdays
- Celebrating successes and rewarding teachers and learners for their excellent academic achievements, which had a greater impact on the motivation of teachers and learners.

When teachers are motivated, Meyers and Jones (1993:33) state that they would clarify programme objectives and content, create a positive classroom tone, cope with teaching space and know more about learners. The teachers would also maximize their effort, thus

contributing to the promotion of a culture of learning and teaching. The next section will discuss the recommendations which were made by the participants on how the principal should promote a culture of learning and teaching.

➢ 4.7.3 Recommendations on how the principal should promote the culture of learning and teaching.

The researcher received recommendations from all the respondents (principals, teachers, learners and parents) from the two categories of schools. The researcher considers all the respondents to be important because they all belong to the relevant school community and they are all interested in what is happening in the school. For the principal to succeed in his role of promoting a culture of learning and teaching all the stakeholders should be involved. According to Mc Ewan (1998: 4-13), all stake holders in the school should be involved in bringing about change by being full participants in the process of change. Through their full participation, stakeholders can develop better skills in handling important educational matters.

Accordingly, all the stakeholders should have a moral purpose in order to work towards school renewal and improvement and accept change by being agents of change. This can result in the promotion of a culture of learning and teaching in Shiselweni high schools. It should also be noted that the recommendations were grouped according the responses from the two categories (high-performing and low-performing) of schools. Their recommendations are listed below:

➢ Recommendations of principals from high-performing schools

The principals from high-performing schools made the following recommendations:
- The principal as a leader should work hard to ensure that there is a positive climate in the school for both the teachers and the learners.
- Principals should be living examples of what they want their schools to be.
- Principals should make sure that their schools have electricity, computers (connected to the internet) and laboratories with adequate equipment to enhance teaching and learning.

- Principals should monitor teaching and learning in their schools by checking teachers' preparation books, learners' tests and classwork closely.

- Principals should join principals' association so that they could share ideas with other principals on how to lead their schools effectively.

- Principals should make sure that teachers are accommodated in the school so that they could be free to have extra time with learners if they wanted to.

- Principals should make sure that there are free lines of communication so that all the stakeholders could be free to voice their ideas and concerns.

➤ **Recommendations of principals from low-performing schools**

The following recommendations were made by principals from low-performing schools:

- The Ministry of Education should train principals on what is expected of them as principals.

- Teachers, learners and parents should support the principals in their role as leaders and managers of the schools.

- Principals should allow teachers to assist them in promoting the culture of learning and teaching by being committed to their work.

- All stakeholders should know the expectations of the administration of their schools.

- Good performance by learners should be noted and encouraged by principals.

- Principals should celebrate success of their schools with both teachers and learners.

- Principals should involve teachers, learners and parents in decision making.

➤ **Recommendations of teachers from high-performing schools**

Teachers from high-performing schools made the following recommendations:

- Principals should treat teachers and learners with all due respect.

- Principals should make sure that teachers and learners are awarded for good performance.

- They should also provide good environment for teaching and learning.

- Principals should ensure that parents take part in the education of their children.
- There should be healthy relationships between principals and teachers.
- There should be free interaction between administration, teachers and learners.
- Principals should lay down clearly stipulated rules and regulations to enforce discipline in the school.
- Principals should be role models in all aspects of school life
- Principals should draw a platform of professionalism between all the stakeholders.

➢ **Recommendations of teachers from low-performing schools**

The focus groups of teachers from low-performing schools made the following recommendations:

- Principals should have in-service training on good conduct, communication and leadership skills.
- Principals should ensure that there are healthy relationships between themselves and all the other stakeholders.
- Principals should live exemplary lives
- Principals should go an extra mile helping the teachers and learners when they have personal problems.
- Principals should involve all the stakeholders in decision making in the schools.
- Principals should enforce disciplinary management in the school
- Principals should reward learners for good performance.
- Principals should create free and conducive learning and teaching environment.
- Principals should make sure that teachers attend workshops to update themselves on new teaching methods.
- Principals should get sponsors to support their schools financially.

➢ **Recommendations of learners from high-performing schools**

Learners from high-performing schools made the following recommendations:

- Principals should provide teachers with all the necessary teaching materials in time.
- Principals should create good relationships with teachers and learners.
- Principals should motivate teachers to teach effectively and learners to learn.
- Principals should have computers in their schools. These computers should be connected to the internet so that the teachers and learners could use them for researching purposes.
- Principals should make sure that they have adequate furniture in their schools.

➢ **Recommendations of learners from low-performing schools.**

The focus group of learners from low-performing schools made the following recommendations:

- Principals should not allow learners to bring their cell phones into the class because they would distract them and disturb other learners.
- Principals should involve all stakeholders and should promote team spirit in their schools.
- All principals should attend workshops on how to be guided on how to lead their schools effectively.
- Principals should lead their schools by example.
- Principals should provide teachers and learners with all necessary materials in time.
- Principals should involve teachers, learners and parents in decision making.

The next section will present the recommendation of parents.

➢ **Recommendations of parents from high-performing schools**

The following recommendations were made by parents from high-performing schools:

- Principals should have clearly stated goals and objectives to work on.

- Principals should provide the teachers with all the necessary teaching materials in time.
- Principals should recruit highly qualified and motivated stuff with Christian principles
- Principals should be exemplary to the learners and teachers.
- Principals should organize open days where teachers and parents could discuss learner's performance.
- Teachers, learners and parents should be free to approach the principal if they have problems or concerns.
- Principals should monitor instructional programmes closely.
- Principals should market their schools and request business people around the school to support their schools financially.

➢ **Recommendations of parents from low-performing schools.**

Parents from low performing-schools made the following recommendations:

- Principals should provide the teachers with all teaching materials all the time.
- Principals should consider the welfare of teachers and learners.
- Principals should make sure that there are good working relationships amongst the staff.
- Principals should motivate learners by encouraging them to excel in their academic work and acknowledge their improvement all the time.
- Principals should make sure that all learners obey the school rules and regulations.
- Principals should not allow learners to bring their cell phones to school because they will disturb other learners.
- The Ministry of Education should organize workshops to train principals on good leadership and management skills.

In general, all the respondents voiced the need of having effective, skilled principals especially in leadership and management. They see the principal as the most prominent figure in the school and on whom the success and the failure of the school lie.

4.7 Conclusion

The presentation of the findings in this study was preceded by a discussion of the theoretical perspective which was adopted. The rationale was to explain the reasons why the grounded theoretical perspective was preferred for this study. The researcher approached the investigation with an open mind, as recommended by Denscombe (2007: 90-91), who explains that when the principles of the ground theory are followed, the researcher "embarks on a voyage of discovery". The different views on the role played by the principal in promoting a culture of learning and teaching and the recommendations which were made by the participants came as a surprise to the researcher, the reason being that principals are supposed to play an active role as leaders not to be inactive or passive as it was revealed by some of the findings of the study.

Garson (2000:4) states that moving towards more school-based management and the introduction of new curricular has complicated the task of the principal in South Africa. Besides that, the main responsibility of the principal remains that of ensuring that effective teaching and learning take place. Enhancement of the quality of teaching and learning is also the key priority of the Minister of Education. Van Deventer and Kruger (2008: 45) also agree that the principal's task is a very complex one.

Haughey and MacElwain (1992: 105) state that the responsibility of the principal to enhance the school's teaching and learning activities has been broadly identified as his instructional leadership role. Krug (1992: 432- 433) lists five basic elements of the instructional leadership task of a principal. These elements are:
- Defining the school's mission
- Managing the curriculum and instruction
- Supervising teaching
- Monitoring learner progress

- Promoting an instructional climate.

Findings in this study have revealed that principals who would succeed in their task needed to be characterized by the salient features of both managerial and instructional leadership responsibilities.

The voyage of discovery in this study, through the various interviews, produced data that assisted the researcher to arrive at the relevant recommendations. These recommendations ought to provide strategies that could be used by principals in promoting a culture of learning and teaching in Shiselweni high schools, as discussed in this chapter. The next chapter will present the synthesis of the findings, conclusions, recommendations and limitations of the study.

CHAPTER 5

A SYNTHESIS OF THE SUMMARY, THE FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

Chapter four of this study concentrated on the interpretation of findings, analysis and the related discussions. The recommendations which were given by the respondents were also stated. The recommendations focused on the role that the principal should play in promoting a culture of learning and teaching.

This chapter presents the synthesis of the findings, conclusions and recommendations. The aspects covered are the summary of the study, a synthesis of the findings, recommendations, the limitations of the study and conclusion of the study as a whole..

5.2 Summary of the study

Chapter one introduced the study and narrated its background. That was followed by the problem statement and the aim of the study, which is concerned about the role that should be played by principals in promoting a culture of learning and teaching. A theoretical framework was outlined with the intention of establishing the relevance in terms of what other authors have written on similar issues.

Chapter two provided insight regarding the role played by principals as leaders and managers of schools. The researcher also narrated how their leadership styles could contribute to their leadership roles in the schools. The aim of Chapter Two was critically to give a general overview from the literature study on the theories of different researchers about the role of the principal as a leader and a school manager.

The culture of learning and teaching, characteristics of a school with a sound culture of learning and teaching, characteristics of a school with a poor culture of learning and

teaching were also reviewed. These issues were reviewed because they cover the main focus of the study, which is to determine strategies that could be used by the principal to promote a culture of learning and teaching.

Chapter three dealt with the research design and methodology of the study. The nature and methodology of the study were indicated. The qualitative data collection methods were discussed and substantiation was given for choosing that particular research approach. The data analysis process was outlined. The ethical considerations which were taken into account were also elucidated.

Chapter four gave a comprehensive description of the interpretations of the findings, analysis and discussions from the interviews with the principals, teachers, learners and parents of both high- and low-performing schools.

Chapter five, as stated in the introduction, will provide the summary of the whole study, a synthesis of the findings, conclusions, recommendations and the limitations of the study.

5.3 A synthesis of the findings

The findings were summarized according to the responses that were given by the respondents when responding to the following questions which were online with the following objectives of the study which were as follows:

- What are prerequisites for promotion of a culture of learning and teaching?
- How does the principal promote the culture of learning and teaching?
- How should the principal promote a culture of learning and teaching?

The researcher found out with the following:

5.3.1 Prerequisites for the promotion of a culture of learning and teaching.

There were indications from the findings of both categories of schools that:

- High schools should be made suitable for learning and teaching. That meant that the school's environment should be welcoming and the buildings should favour

the processes of learning and teaching. Broken windows and doors should be mended. The school environment should be learner friendly and motivating.

- There was a need of highly qualified and dedicated teachers. Such teachers would be likely to contribute greatly towards the learners' performance. The teachers should be accommodated in the schools so that they could be punctual for work and be able to conduct morning or afternoon classes to help learners to achieve their best capabilities.

- High schools should have clearly laid down school rules and regulations to enforce discipline in the schools. All the stakeholders should know what is expected from them.

- There should be healthy relationships between the principal and the teachers, and between the teachers and the learners. All the stakeholders should be involved in the attainment of the school's goals and objectives. The emphasis was on having the stakeholders working together as a team.

- There should be timely availability of all the resource material. The principal might be willing to work and teachers might be ready to teach but if the necessary resources are not there, their productivity could be compromised.

5.3.2 On the role of the principal in promoting a culture of learning and teaching.
The findings indicated that the principal plays a significant role in the promotion of a culture of learning and teaching.

All the respondents agreed that the success of every school rests on the effectiveness of the principal. They further explained that if the principal is an effective leader, the school tends to be disciplined. A disciplined school has the environment that is suitable for teaching and learning. Such a school excels in its performance. According to Van

Deventer and Kruger (2008: 2), school excellence may be said to pertain to a situation in which all role players value the processes of teaching and learning.

The findings also revealed that the principals of high performing schools were working hard in their schools to make sure that there was teaching and learning. The researcher was told that these principals were also teaching and competing with the teachers for better results. The responses also revealed that principals rewarded their teachers and learners for performance to motivate the teachers and the learners in order to perform their best academically. The principals had also laid down rules and regulations which helped them to enforce discipline in their schools. They were also closely supervising the teaching and learning processes in their schools. According to the findings, they did that by checking teachers' preparation books, learners' classwork and tests on a regular basis.

Findings from participants of low-performing schools indicated that the other three principals were unconsciously negatively influencing the culture of learning and teaching in their schools. They were not good examples to the teachers and the learners. The teachers and the learners were dissatisfied about them. One focus group of teachers chose to reserve their comments when they were asked to mention what the principal was doing to promote a culture of learning and teaching in the school. The focus group of learners from the same school had bitter feelings towards their principals. As it was stated in Chapter Three, one focus group of learners refused to be recorded because they had only bad things to say about their principal. Findings also revealed that one of the principals used to lock himself in his office. He was not monitoring what was happening in the school.

According to the leadership styles that were discussed in chapter two of the study, one of the principals from low-performing schools had adopted a laissez-faire leadership style. An educational leader who predominantly makes use of this style demonstrates a lack of leadership (Van der Westhuizen, 1997: 198-199). In this school almost all the characteristics of a school with a poor culture of learning and teaching which were discussed in chapter two were manifested.

5.3.3 On the role that should be played by the principal in promoting a culture of learning and teaching in Shiselweni high schools.

Participants were asked to give their recommendations on how the principal should promote a culture of learning and teaching. Findings from both categories of schools revealed that most participants had a lot of valuable ideas on how the principal should promote a culture of learning and teaching. The participants recommended that a suitable environment should be created for the effective promotion of a culture of learning and teaching. Principals should have enough funds to cater for all the needs of their schools. If schools had sufficient funds, principals could renovate schools, buy enough school furniture and build enough houses to accommodate teachers. Having enough funds could help the principals to buy enough learning and teaching resources on time.

Findings from participants of low-performing schools also revealed that there was a need of having skilled principals and teachers who are qualified and devoted to their work. Participants raised their concerns on principals who lacked leadership and management skills. They recommended that workshops be organized for the principals to be trained on how they could succeed in their leadership and management roles which could have a direct input on their role of promoting a culture of learning and teaching in their schools.

5.4 Conclusions

Findings from the literature review reflected that the organizational culture influences the attitudes and work practices of teachers as well as learners and it has a determining influence on the culture of learning and teaching (Van Deventer and Kruger, 2008: 5-6). These authors pointed it out that the principal, as an instructional leader, is responsible for influencing (promoting) a culture of learning and teaching. The principal can do this through aspects such as staff development programs, involving teachers in decision making, providing resources, and protecting the instructional time.

5.4.1   On prerequisites for the promotion of a culture of learning and teaching.

Findings from both categories of schools indicated that adequate and decent facilities are some of the prerequisites for the promotion of a culture of learning and teaching. The

environment should be made conducive before teaching and learning takes off. According to Chisholm and Vally (1996: 13), adequate and decent facilities including equipment create a positive environment in which effective teaching and learning can take place.

Findings from low-performing schools also revealed that some of the schools did not have the culture of learning at all. Accordingly, the culture of learning and teaching had to be created first before it was promoted. Christie (in Van Deventer and Kruger, 2008: 6) suggests that the following steps may be taken to develop or create a culture of learning and teaching:

- Recognize the importance of building these schools into functioning organizations. This can be done by the Ministry of Education through the Regional Education Offices (REO). This means that the REO should:
- Provide support in leadership and management
- Keep close and personal contact with the low-performing schools.
- be consisted and dependable in dealing with the low-performing schools
- help to clarify roles and responsibilities so that stakeholders are able to work together harmoniously
- Assist schools in recognizing the importance of teaching and learning as their central goal.

➢ Strengthen organizational capacity and build leadership within schools. This may be achieved by:
- Assisting schools with tasks such as timetabling, meeting procedures, budgeting and record keeping.
- Running workshops with the management teams of individual schools or clusters of schools.
  ➢ Build a sense of agency and responsibility at school level. In other words, help each school to recognize that it has skills and experience that can be developed for it to function effectively.

If schools could be assisted in the creation of a culture of learning and teaching, which was also mentioned by participants of low-performing schools as a prerequisite for the promotion of a culture of learning and teaching, the principals could succeed in their role of promoting a culture of learning and teaching.

Participants from high-performing schools indicated that the principals should also have clearly laid down school rules and regulations to enhance discipline in their schools. The principal, teachers and learners should also be disciplined. In addition to that, teachers should be highly skilled and devoted to their work of teaching, whereas learners should be motivated and willing to learn. All the stakeholders should work as a team and show respect for one another.

The following conclusions based on the findings could be made on prerequisites for the promotion of a culture of learning and teaching in Shiselweni high schools:

- There should be availability of teaching and learning materials provided in due time.
- Schools should be assisted with skills on how to create a culture of learning and teaching so that the principals can be able to promote it because it is impossible to promote something which does not exist.
- Schools should be supplied with well-qualified teachers.
- Schools should have enough structures, that is, enough classrooms, library, laboratories and teachers' accommodation.
- Schools should have clearly laid down school rules and regulations to enforce discipline.
- Schools should have principals who have good leadership qualities and be trained on how to lead schools effectively.
- The school environment should be made conducive to learning and teaching.

5.4.2 On the role of the principals in promoting a culture of learning and teaching.

Findings from the literature review revealed that principals are expected to work as leaders and managers of the schools they have been appointed to work with. In order to be successful, principals need to have quality leadership skills. According to Van Deventer and Kruger (2008: 141-142), there are a number of assumptions that are generally held about quality leadership in a school. These assumptions include the following:

- Empowerment of all stakeholders who are involved in the quest for quality teaching and learning.
- Activating, directing, guiding, mentoring, educating, assisting and supporting all staff concerned so that they focus on a shared vision, strategy and set of intended aims.
- Being a visionary leader who is conscious of the fact that to empower those who are nearer to the process of learning and teaching is to manage the process and is cost effective.

According to Van Deventer and Kruger (2008: 142), the leadership style that is adopted by the principal as a leader can have a positive or negative effect on the achievement of the school's main aim, which is effective teaching and learning. The researcher, in Chapter Two, discussed how each of the leadership styles influences the principal as a leader and all the stakeholders at large.

Findings from high-performing schools revealed that the principals of these schools fully involved all the stakeholders in the school activities. They worked together as a team. The principals were also teaching and competing with the teachers for better results. These principals had adopted themselves to participative leadership styles. It was easy for the researcher to notice this because she had read about these styles during the literature review. Moreover, the focus groups of teachers and learners supported this when they responded to the question which required them to explain how principals were promoting the culture of learning and teaching. It was indicated that some principals involved the teachers in decision-making.

Respondents from low-performing schools indicated that principals lack funds to renovate the classrooms so that they can be conducive for teaching and learning. Having adequate funds can help the principals buy the necessary teaching and learning materials in time.

Findings from low performing schools indicated that the principals were not contributing towards the academic achievement of learners. They did not teach nor supervise the teaching and learning processes in the school. They did not provide role models for what they wanted their schools to become. The results in these schools were very poor and there was no discipline in these schools. The next section will give the recommendations on how principals should promote a culture of learning and teaching and recommendations for further research.

5.5 Recommendations
5.5.1 Recommendations based on the findings of the study
The study was aimed at determining strategies that could be used by a principal to promote a culture of learning and teaching. Based on the findings and conclusions from the study, the   following recommendations are made, for a principal:

- Make the school conducive for learning and teaching by renovating the buildings, getting enough furniture, repairing broken doors and windows.
- Ensure that there are free lines of communication between all stakeholders and build healthy relationships.
- Have clearly stated goals and objectives to accomplish and lay down rules and regulations to enforce discipline in the school.
- Recruit highly qualified teachers and help them to be inspired to be committed to their work by rewarding every positive behavior and showing interest in their social wellbeing.
- Motivate learners by encouraging them to excel in their academic work and acknowledge their improvement every time.
- Empower their teachers through motivational speakers, staff development programs, workshops and re-enforcements.

- Include all the stakeholders in decision-making.

- Timely provide all the necessary resources for effective teaching and learning.

- Model what is wanted of the school to become.

- Market the school and request business people around the school to support the school financially.

- Accommodate all teachers so that they could be able to be in school on time and to conduct extra lessons.

- Supervise teaching and learning closely by checking the teachers' preparation books on a regular basis and checking learners' work.

The above strategies may help the principal to succeed in his role of promoting a culture of learning and teaching in Shiselweni high schools, in Swaziland.

5.5.2 Recommendations for further research

The following areas are recommended for further research:

- The study on the role of the principal in promoting a culture of learning and teaching was done on high schools. A similar study could be done on primary schools in Shiselweni. The study would help primary school principals to produce quality learners who would produce good results in high schools.

- The study employed qualitative research design. A study using quantitative research design to accommodate a larger sample may be conducted.

- The study focused on the role played by the principal in promoting a culture of learning and teaching, therefore, another study could be conducted to find out how can teachers contribute in the promotion of a culture of learning and teaching.

5.6 Limitations of the study

The study utilized qualitative methods which are explorative and descriptive. The findings of the study cannot be generalized to the whole country. This limitation can be seen in the size of the sample of the population that was interviewed. The sample was

drawn from six high schools that differed in their academic performance in the Shiselweni region. 50% of the sample came from low-performing schools and the other 50% from high performing schools. So the sample was a representative in terms of the schools where the research was conducted.

The use of focus group interviews presented the following challenges, as stated by Schurink and Schurink (1998: 2-5):

- It was not easy to recruit the focus groups of teachers, especially in the low-performing schools because they felt that they would betray their principals while responding to the interview questions.

- The respondents, especially those from low performing schools, appeared to be reserved about the role that was played by the principal in promoting a culture of learning and teaching. The researcher had to continually assure them of the confidentiality of the study and through probing the researcher managed to collect reasonable data from them.

- One focus group of learners from the low-performing schools refused to be tape recorded during the interviews. The researcher had to ask someone to record their responses in order to validate the data collected in that interview.

Another limitation was that during interviews, especially with the focus groups of learners, there were background noises which were also recorded. The reason for that was that the interviews with the learners were conducted immediately after school in the classrooms. The learners who were not participating were making a noise as they passed by the classrooms in which the interviews were conducted. The researcher transcribed those interviews immediately after recording in order to recall all the learners' responses.

5.7 Conclusion

According to Southworth (2002: 76) principals are required to be both organizational managers and leaders of effective teaching and learning. Their role as organizational managers of the schools may include aspects such as marketing the school, liaison with all the stakeholders in education, managing resources and so on. However, the principal

is also responsible to ensure that the teaching and learning activities are indeed carried out.

The main aim of the study was to determine strategies that could be used by the principal to promote a culture of learning and teaching in Shiselweni high schools. Lack of effective leadership skills in some of the principals in Shiselweni has led to a poor culture of learning and teaching. That has been manifested in the Junior Certificate examination results of these schools.

The findings which were explained in Chapter Four indicated that there is effective teaching and learning in a school where the principal works as an effective leader. The principal has to create conditions which would be conducive to effective learning and teaching. In addition to that, the principal has to provide all the necessary teaching and learning materials in time.

The findings of the study also revealed that the leadership style that the principal, as a leader adopts, can have a negative or positive effect on the culture of learning and teaching of the school. The researcher narrated the leadership styles in Chapter Two of this study and explained their impact on the school's culture of learning and teaching. Their advantages and disadvantages were also elucidated.

Based on the findings, in this final chapter, the researcher has managed to come up with strategies that may help high school principals in promoting a culture of learning and teaching in Shiselweni high schools. In summary, in this chapter, the researcher has presented the synthesis of the findings, conclusions and recommendations.

The finding of the study revealed that the success of every school rests on the effectiveness of the principal. The principal as a leader and the manager of the school has to execute his leadership and managerial duties effectively and efficiently to ensure effective learning and teaching in his school, which is the main aim of the school's existence.

REFERENCES

Ary, D. Jacobs, L.C., & Razavieh, A. 1990. *Introduction to research in education.* Fourth edition. New York: Holt, Rinchart and Wiston Inc.

Babbie, E.R. 1998. *The practice of social research*. Eighth edition. Belmont, CA: Wadswork.

Badenhorst, D.C (ed). 1993. School Management: *The task and role of the teacher*. Pretoria: Kagiso.

Bailey, J.R. 1994. 'Great individuals and their environments revisited: William James and contemporary leadership theory'. *Journal of Educational Studies*, 1(4), 28-36.

Bailey, K.D. 1978. *Methods of social research.* Third Edition. New York: The Free Press.

Basson, C.J.J., Van der Westhuizen, P.C. & Niemann, G.S.1991. Organizational theory in Van de Westhuizen, P.C. (Ed). *Effective educational management.* Pretoria: Haum.

Beare, H., Caldwell, B.J. & Millika, R.H. 1989. *Creating an excellent school*. New York: Routledge.

Bisschoff, T. 1997. *Financial school management explained*. Pretoria: Kagiso.

Bogdan, R. & Biklen, S.K. 1998. *Qualitative research for education: an introduction to theory and methods.* Boston: Allyn & Bacon.

Bolton, A. 2000. *Management academic unit.* Buckingham: Open University Press.

Borrows, D. & Kendall, S. 1997. 'Focus groups: what are they and how can they be used in nursing and health care research?' *Social Sciences in Health.* 3, 244-253.

Botha, R.J. 2004. 'Excellence in leadership: demands on the professional school principal'. *South African Journal of Education* 24(3): 239-243.

Botha, R.N. 2002. *Educational Leadership striving towards school excellence.* Department of further teacher education. Pretoria: University of South Africa.

Buchel, A.J. 1992. *Practical school management Course 11.* Pretoria: Acacia.

Bush, T. & Glover, D. 2003. *School leadership concepts and evidence.* Nottingham's: NCBL.

Bush, T. & West-Burnham, J. 1994. *The principles of educational management.* London: Financial Times.

Bush, T. 1995. *Theories of educational management.* London: NCSL.

Carl, A.E. 2005. 'The "Voice of the teacher" in curriculum development: a voice crying in the wilderness'. *South African Journal of Education,* 25(4), 225-228.

Cheng, Y.C. 1996. *School effectiveness and school based management: A mechanism for development.* London: Felmer.

Chisholm, L. & Vally, S. 1996. *The culture of learning and teaching in Gauteng schools*: Education policy unit. Johannesburg: University Press.

Chris, J.N. 2005. *Business Studies.* University of Cambridge International Examinations. UK: Cambridge University.

Cresswell, J.W. 1994. *Research design quantitative and qualitative approaches.* London: Sage.

Creswell, J. W. 2003. *Qualitative, Quantitative and Mixed Methods approaches.* Second edition. London: Sage.

Cronje, G.J de J., Du Toit, G.S., Marais A de K & Motlatla, MDC (eds). 2004. *Introduction to business management.* Cape Town: Oxford University press.

Davidoff, S. & Lazarus, S. 1997. *The learning school*: *an organization development approach.* Cape Town: Juta.

Davies, B & Ellison, L. 1991. *Marketing the secondary school.* Essex: Longman.

Denscombe, M. 2007. *The Good Research Guide for Small-scale Research Projects.* Third edition. England: MacGraw-Hill.

Denzin, N. K. & Lincoln, Y.S. 1994. *Handbook of Qualitative Research.* London: Sage.

Dlamini W. 2010. 'The Regional J.C Results'. *Times of Swaziland*, 7 March, 2010:2. Mbabane

Dlamini, S. M. 2004. *The principal as an instructional leader.* Paper presented at head teachers' instructional course on "Leading and managing schools". Manzini, I5-18 January.

Dludlu M.N. 2006. *Head teacher's instructional leadership practices and Teachers' effectiveness in Swaziland High Schools.* An unpublished Master of Science thesis submitted to the University of Swaziland: Luyengo.

Du Preez, P.J. 1998. *Educational management: a guide to educators and managers in education*. Lynwood Ridge, Pretoria: Amabhuku.

Evarard, B. & Morris, G. 1990. *Effective school management.* London: Paul Chapman.

Farley, S. 2002. Leadership. In Swansburg, RC & Swansburg, RJ (eds). *Introduction to management and leadership for nurse managers*. Toronto: Jones & Bartpett.

Firestone, W.A. & Wilson, B.L. 1984. 'Culture of school is a key to more effective instruction'. *NASSP Bulletin,* 68(476): 7-11.

Fullan, M.G. 1992. 'Visions that bind'. *Educational leadership,* 49(5): 19-22.

Garson, P. 2000. 'Vision for a new era';. *The Teacher.* 4 January: 4.

Gardner, J. 1990. *On leadership.* New York : Free Press.

Glesne, C. & Peshkin, A. 1992. *Becoming qualitative researchers: an introduction.* New York: Longman.

Graffiti, W.D. 1993. 'Teaching for excellence'. *Thrust for educational leadership,* 18-22.

Greenburg, J. & Baron A. 1993. Behavior in o*rganizations: understanding and managing the human side of work.* Fourth edition. Englewood Cliffs, NJ: Prentice Hall.

Guiltig, J., Ndhlovu, T. & Bertram, C. 1999. 'Creating People-Centered Schools' *School Organization and Change in South Africa Reader.* Cape Town : Oxford University, Press.

Hart, A.W & Bredeson, P. V. 1996. *The principal ship*: *a theory of professional learning and practice.* New York: McGraw-Hill Inc.

Haughey, M. & MacElwain, L. 1992. 'Principals as instructional supervisors''. *Alberta journal of Educational Research,* 38(2): 105-119.

Hawley, W.D., Rosenholtz, S.J., Goodstein, J. & Hasselbring, T. 1984. School leadership and student learning'. *Peabody Journal of Education* 61(4):53-83.

Henning, H.; Van Rensburg, W. & Smit, B. 2004. *Finding your way in qualitative research.* Pretoria: Van Schaik.

Hersey, P., Blanchhard, K.H & Johnson, D.E. 2001. *Management of organizational behavior*: *leading human resources*. New Jersey: Prentice Hall.

Hofstee, E. 2006*. Constructing a good Dissertation: a practical guide to finishing a masters, MBA or Phd on Schedule.* Sandton: EPE.

Kerry, T. & Murdoch, A. 1993. 'Education managers as leaders: some thought on the context of the changing nature of schools'. *School Organization*. 13(3):221-230.

Krathwohl, D.R. 2004. *Methods of educational and social science research: an integrated approach.* Second edition. Long Grove, Illinois: Waveland Press, Inc.

Krefting, L. 1991. 'Rigor in qualitative research: the assessment of trustworthiness'. *The Journal of Occupational Therapy*, 45: 214-224.

Krueger, R.A. & Casey, M.A. 2000*. Focus groups: a Practical Guide for Applied Research.* Third edition. Thousand Oaks, CA: Sage.

Krueger, R. A. 1994. *Focus Groups: A Practical Guide for Applied Research.* Second edition. Thousand Oaks, CA: Sage.

Krueger, R.A. 1988. Focus Groups: *A Practical Guide for Applied Research.* Newbury Park: Sage.

Krug, S.E. 1992. 'Instructional leadership: A constructivist perspective. *Education Administration Quarterly*, 28 (3): 430-443.

Kruger, A.G. 2003.Instructional leadership: the impact on the culture of teaching and learning in two effective secondary schools. *South African Journal of Education* 23(3):206-211.

Kumar, R. 1999. *Research Methodology: A Step-by-Step Guide for Beginners.* New Delhi: Sage.

Lagana, J.F. 1989. Managing change and school improvement effectively. *NASSP. Bulletin,* 73(518): 52-55.

Leedy, P. D. 1989. *Practical research: Planning and design.* New York: Macmillan.

Lewis, M. 2000. *Focus Group Interviews in Qualitative Research: A Review of the Literature Action Research E-Reports, 2.* Available at www.usyd.edu.au/arow/arer/2002.htm

Lord, C.G. 1997. *Social Psychology.* London: Harcourt Brace College.

Love, J. R. 1994. *Liberating leaders from the superman syndrome* .Lanham: University Press of America.

Macmillan, J.H & Schumacher, S. 2006. *Research in education. evidence-based enquiry*. Sixth edition. Boston: Person Education Inc.

Marks, H.M. & Printy, S.M. 2003. ''Principal leadership and school performance and instructional leadership. *Educational Administration Quarterly*, 39(3): 370-397.

Marsh, C.H. 1992. *Key concepts for understanding curriculum.* London: Falmer

Marshall, C. & Rossman, G. B. 2006. *Designing Qualitative Research*. Fourth edition. Thousand Oaks: Sage.

Masinga, W. 2011. 'Teachers, students protest off'. *Swazi Observer*. 19 September, 2011: 3. Mbabane.

Masinga, W. 2011. 'Government cuts budget by E447 million'. *Swazi Observer*. 26 September, 2011: 3. Mbabane.

Mathison, S. 1988. *Why Triangulate? Education Researcher*, 17(2): 13-17.

Measor, L. 1985. 'Interviewing: A Strategy in Qualitative Research'. In Burgess, R. G. (ed) *Strategies of Educational Research: Qualitative Methods*. London: Falmer.

Mc Ewan, E. K. 1998. *Seven steps to effective instructional Leadership.* California: Corwin.

Merriam, S.B. 2002. *Qualitative research in practice*: e*xample of discussion analysis*. San Fransisco: Jossey-Bay.

Merriam, S.B. 1998. *Qualitative research and case study research in education.San Fransisco*: Jossey Bass Publication.

Merton, R.K.; Fiske, M. & Kendall, P.L. 1988. *The Focused Interview: A Manual of Problems and procedures*. Second edition. London: Collier Macmillan.

Meyers, C. & Jones, T.B. 1993. *Promoting active learning.* San Fransisco: Jossey-Bass

Mnisi, N. & Shilubane, M. 1998. *From the spectator to an active participate: a joint effort towards the development of the culture of learning and teaching.* Paper presented at the EASA Conference, Broederstroom, January.

Morgan, D.L. & Krueger, R.A. 1993. 'When to use focus groups and why'. In Morgan, D.L. (ed) *Successful Focus Groups*. Newbury Park: Sage.

Mouton, J. 2008. *How to Succeed in your Master's and Doctoral Studies: A South African Guide and Resource Book*. Pretoria: Van Schaik.

Ndzabandzaba, D.M.T. 2004. *Perceived Leadership styles of secondary/high school head teachers in Swaziland.* An unpublished Master of Science dissertation submitted to the University of Swaziland. Mbabane: Luyengo.

Ndzimandze, M. 2011. 'March off, but schools remain closed today'. *Swazi Observer.* 19 September, 2011: 3. Mbabane.

Nelson Mandela Foundation. 'Research on emerging communities.*2005. Emerging Voices.* Cape Town: HSRC Press.

Patton, M.Q. 1990. *Qualitative evaluation and research methods.* Newbury Park: Sage. *Procedures and techniques*. Newburg Park: Sage.

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

Rabie, F. 2004. 'Focus Group Interviews and Data Analysis *Proceedings of the Nutrition Society*, 63,655-660.

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

Rossman, G.B. 2003. 'Learning in the field' *An introduction to qualitative research.* Thousand Oaks, CA: Sage.

Schumacher, S. & McMillan, J.H. 1993. *Research in Education: A Conceptual Introduction.* New York: Harper Collins College.

Schurink, W. J. & Schurink, E. M. 1998. *Focus Group Interviewing*. Pretoria: HSRC.

Schurink, W.J. 2003. *Qualitative research in management and organizational studies with reference to South Africa*. SA journal of Human Resource management 1 (3):2-14.

Seidel, J.V. 1998. 'Qualitative Data Analysis'. *The Ethnography v5 Manual*, Appendix E. Available online at: http://www.qualisresearch.com

Seidman, I.E. 1991. *Interviewing as qualitative research: a guide for researchers in the social sciences*. New York: Teachers College Press.

Sherman, R. R. & Webb, R.B. 1998. *Qualitative research in education: focus and method.* London: Falmer.

Simelane, T. 2011. 'Schools will close on August 5 – principals'. *Times of Swaziland*. 28 July, 2011: 5. Manzini.

Southworth, G. 2002. 'Instructional leadership in schools: reflections and empirical evidence. *School leadership and management* 22(1):73-91.

Sparg, L., Winberg, C. & Pointer, R. 1999. *Learning about education management.* Cape Town: Juta & Company Ltd.

Squelch, J. & Lemmer, E. 1994. *Eight keys to effective school management in South Africa.* Halfway House: Southern.

Staff reporters. 2010. '2009 JC Results Better-By 1%.' *Swazi Observer*. 7March, 2010:2-3.

Stevens, M.P. 1990. 'School climate and staff development: keys to school reform'. *NASSP Bulletin*, 74(529), 66-70.

Stewart, D. D. & Shamdasani, P.N. 1990. *Focus group: theory and practice.* Newbury Park: Sage.

Stolp, S. 1994. 'Leadership for school culture'. *Eric. Digest* , 91:1-6, June.

Strauss, A. L. & Corbin, J. 1990. *Basics of qualitative research: grounded theory procedures and techniques.* Newbury Park: Sage.

Sybouts, W. & Wendel, F.C. 1994. *The training and development of schools principals: A handbook.* Westport, C.T: Greenwood.

UNISA. 2001. 'Management of Educational Institutions'. *Guide for ME14M1E.* Pretoria: University of South Africa.

UNISA. 2007. 'Managing the school as an organization'. *Only study guide for HBEDMS-V.* Pretoria: University of South Africa.

Valerie, C. 2005. *Educational leadership*. 62(5)16-20 available on line: www.actionresearch.net//living/marianlothian/mlphdrefs.pdf

Van der Westhuizen, P.C. 1996. *Schools as organizations.* Pretoria: Van Schaik.

Van Deventer, I & Kruger, A.G. 2003. *An Educator's guide to school management skills.* Pretoria: Van Schaik.

Van Deventer, I. & Kruger, A.G. 2008. *An educator's guide to school management skills.* 5the Edition. Pretoria: Van Schaik Publishers.

Van Wyk, J.N. 1990. *Parent involvement in Black Urban Communities in Gauteng.* Unpublished D. Ed-thesis. Pretoria: UNISA.

Wellington, J. 2000. *Educational research. Contemporary issues and practical approaches.* London: Continuum.

World Bank Report. 2006. *Swaziland achieving basic education for all. Challenges and policy directions,* Volume 1, Swaziland.

Online publications

www.examscouncil.org.sz/Shared Documents/Results/JC/JC District

www.qualisresearch.com

www.aect.org/edtech/ed1/40/40-60.html

www.dinf.jp

www.times.co.sz

www.uir.unisa.ac.za/bitstream/handle/10500/926/03Chapter3.pdf

APPENDICES

APPENDIX A

LETTER OF CONSENT FROM REGIONAL EDUCATION OFFICE

I (Title)............. Initial(s)....................Surname..

Hereby give permission to Ndlela Julia Nel'siwe to do her research work for the degree of MEd in education Management in the following high schools.

- ➢ Nkungwini High School
- ➢ Mantambe High School
- ➢ Franson Christian High School
- ➢ Masiphula High School
- ➢ Hluthi High School

In terms of our agreement, she will do her research work between May 2011 and December 2011.

Mrs. Ndlela has assured us that all the information collected will be regarded as confidential and she will treat it as such.

Signature...   Official Stamp..

APPENDIX B

LETTER OF CONSENT FROM SCHOOLS MANAGER

I (Title)............. Initial(s)....................Surname...on the behalf of:

The Evangelical Church hereby gives Ndlela Julia Nelisiwe permission to do her research work in the following schools which belong to Evangelical Church:

- ➢ Franson Christian High School
- ➢ Florence Christian Academy

In terms of our agreement, she will do her research work between May 2011 and December 2011.

Mrs. Ndlela has assured me that all the information collected will be regarded as confidential and she will treat it as such.

Signature...   Official Stamp...

APPENDIX C

LETTER OF CONSENT FROM THE PRINCIPAL

Name of School...

Address...

Contact Number..

 I (Title)............. Initial(s)....................Surname..

Give Ndlela Julia Nelisiwe permission to conduct her research work for the Master's Degree in our school.

I acknowledge that she has fully informed me of the research that is expected of students for this course (Master's Degree).

In terms of our agreement she will do the research work between...................................... 2010 and .... 2011.

Mrs Ndlela has assured me that all the information collected will be regarded as confidential and she will treat it as such.

....
S i g n a t u r e

APPENDIX D

LETTER OF CONSENT FROM THE TEACHER

Name of School…………………………………………………………………

Address...

Contact Number...

 I (Title)............. Initial(s)...................Surname...

Agree to participate in the Research work done by Nelisiwe J. Ndlela for the master's degree in education management (MEd).

I acknowledge that she has fully informed me of the research that is expected of students for this course (Master's Degree).

In terms of our agreement she will do the research work between...................................... 2010 and .... 2011.

Mrs Ndlela has assured me that all the information collected will be regarded as confidential and she will treat it as such.

....
S i g n a t u r e

APPENDIX E

LETTER OF CONSENT FROM THE LEARNER

Name of School..

Address...

Contact Number...

 I (Title)............. Initial(s)....................Surname..

Agree to participate in the Research work done by Nelisiwe J. Ndlela for the master's degree in education management (MEd).

I acknowledge that she has fully informed me of the research that is expected of students for this course (Master's Degree).

In terms of our agreement she will do the research work between...................................... 2010 and .... 2011.

Mrs Ndlela has assured me that all the information collected will be regarded as confidential and she will treat it as such.

....

S i g n a t u r e

APPENDIX F

LETTER OF CONSENT FROM THE PARENT

Name of School...

Address..

Contact Number...

 I (Title)............. Initial(s)....................Surname...

Agree to participate in the Research work done by Nelisiwe J. Ndlela for the master's degree in education management (MEd).

I acknowledge that she has fully informed me of the research that is expected of students for this course (Master's Degree).

In terms of our agreement she will do the research work between...................................... 2010 and .... 2011.

Mrs Ndlela has assured me that all the information collected will be regarded as confidential and she will treat it as such.

....

S i g n a t u r e

APPENDIX G

The research questions:

1. What are prerequisites for promotion of the culture of learning and teaching in Shiselweni high schools?

2. How does the principal promote the culture of learning and teaching?

3. How should the principal promote the culture of learning and teaching?

APPENDIX H

<div align="right">

P. O. Box 14

MHLOSHENI

2 May 2011

</div>

The Principal

……………………………………………

Dear Sir / Madam

RE: REQUEST FOR PERMISSION TO CONDUCT INTERVIEWS.

I am conducting a study for my Masters' degree in Education management. My thesis is entitled: THE ROLE OF THE PRINCIPAL IN PROMOTING A CULTURE OF LEARNING AND TEACHING IN SHISELWENI HIGH SCHOOLS.

I kindly request your permission to conduct interviews in your school between 3 May 2011 and 12 May 2011. I am flexible to come during the time that is convenient to you.

The findings of the study will contribute towards promotion of the culture of learning and teaching in Shiselweni high schools and the whole country at large. The school will receive a copy of the thesis for feedback.

Thank you in advance for your co-operation

Yours Truly

…………………………………..

Julia Nelisiwe Ndlela (Researcher)

APPENDIX I

Interview schedule for the principals.

Good morning / afternoon Sir/ Madam

Thank you for allowing me to do my research project in your school and for participating in it. The purpose of this study is to determine strategies which can be used by principals to promote a culture of learning and teaching in Shiselweni high schools. I would like to assure you once again that all information gathered will be solely for the purposes of this study and will be kept confidential and anonymous.

Do you have any questions or concerns to be addressed before we can continue?

1. What are prerequisites for promotion of a culture of learning and teaching in Shiselweni high schools?

2. How do you promote the culture of learning and teaching in your school?

3. How should the principal promote a sound culture of learning and teaching in high schools in Shiselweni?

Thank you very much for your time and valuable contribution. We will keep in touch. Have a good day.

APPENDIX J

Interview questions for teachers

Good morning/ afternoon teachers

Thank you for allowing me to involve you in my research project. The purpose of this study is to determine strategies that can be used by principals in promoting a sound culture of learning and teaching in Shiselweni high schools. I would like to assure you once again that all the information obtained from the interviews will be regarded as confidential and will be used solely for the study. Do you have any questions or concerns to be addressed before we continue?

1. What are prerequisites for promotion of a culture of learning and teaching in Shiselweni high schools?

2. How does the principal promote the culture of learning and teaching in your school?

3. How should the principal promote the culture of learning and teaching in Shiselweni high schools?

Thank you very much for your time and your valuable contributions. We will keep in touch. Have a good day.

APPENDIX K

Interview questions for learners

Good morning/ afternoon learners

Thank you for participating in my research project. I would like to assure you once again that the information that will be collected from this interview will be regarded as confidential. The purpose of this research project is to determine strategies which can be used by principals to promote a culture of learning and teaching in Shiselweni high schools. Do you have any questions or concerns to be addressed before we continue?

1. What are prerequisites for promotion of a culture of learning and teaching in Shiselweni high schools?

2. How does the principal promote the culture of learning and teaching?

3. How should the principal promote the culture of learning and teaching in Shiselweni high schools?

Thank you for your participation and contributions. We will keep in touch. Have a good day.

APPENDIX L

Interview questions for parents

Good morning/ afternoon parent.

I am greatly honored to meet like this with you. Thank you for allowing me to involve you in my research project. I would like to assure you once again that the information collected in this interview will be regarded as confidential as possible. It is solely for the purpose of this research project. The purpose of this research project is to determine strategies which can be used by principals to promote a culture of learning and teaching in Shiselweni high schools. Do you have any questions or concerns to be addressed before we continue?

1. What are prerequisites for promotion of a culture of learning and teaching in Shiselweni high schools?

2. How does the principal promote the culture of learning and teaching in the school?

3. How should the principal promote the culture of learning and teaching in Shiselweni high schools?

Thank you for your time and your valuable contributions. We will keep in touch. Have a good day.

APPENDIX M

(Direct translation from English to siSwati)

Imibuto letawubutwa batali

Siyavuselana mtali

Ngitivela ngihlonipheke kakhula kutfola lelitfuba lekuhlangana nawe mtali. Ngiyabonga kuvuma kubambisana nami kululucwaningo lengilwentako. Angitsatse lelitfuba lekutsi ngiphindze ngikunikete siciniseko sekutsi konkhe lesitawukhulumisana ngako kutawuba yimfihlo. Loku lesitawukhulumisana ,siphendvulane ngako kutawusebenta kululucwaningo kuphela. Hhayi kulenye indzawo.

Inhloso yalolucwaningo kutfola tindlela letingasebentiswa baphatsi betikolwa kutsi batfutfukise lizinga lekufundza nekufundzisa etikolweni temfundvo lephakeme lapha eShiselweni. Kukhona yini longatsandza kukubuta noma kukwati singakachubeki?

1. Yini lokudzingekile kute kutowuba khona kutfutfuka kwelizinga lekufundza nekufundzisa etikolweni temfundvo lephakeme lapha e Shiselweni?

2. Wentani umphatsi sikolwa kutfutfukisa lizinga lekufundza nekufundzisa kulesikolwa?

3. Kufanele alitfutfukise kanjani lizinga lekufundza nekufundzisa umphatsi sikolwa?

Ngibonge kakhulu mtali kungipha sikhatsi sakho nekubambisana nawe. sitawuhle sitsintsana. Ngikufisela lusuku loluhle.

APPENDIX N

An interview transcript

I am interviewing the principal of Nkungwini High School.

R- Thank you sir for participating in my research project. The purpose of this study is to determine strategies to be used by principals in promoting a culture of learning and teaching in Shiselweni high schools. I would like to assure you once again that all the information that will be collected will be treated as confidential and will be used solely for the study. Do you have any questions or concerns before we continue?

P- No

R- What are prerequisites for promotion of a culture of learning and teaching in high schools, in Shiselweni?

P- First of all, there must be order in the school. There must be a set of rules and regulations upon which any behavior will be measured and corrected. There should be a team of dedicated teachers to work with. Disciplining of teachers and learners should be done in love. Behavioral outcomes must be stated clearly in the school. The leadership in the school must be participative so that all the stakeholders should be free to contribute towards the progress of the school.

R- How can the leadership of the school ensure that it is employing participative style of leadership?

P- When the leadership is participative all the stakeholders are free to raise their concerns and are able to voice their ideas. This can also help all the stake holders to associate themselves with all the successes of the school.

R- How do you promote a culture of learning and teaching?

P- I involve the teachers in decision making and let the learners know what is expected from them academically. I make follow up on learners' performance, control late coming and monitor absenteeism. On top of that, I assess all the tests written by
Learners and confronts learners who had performed poorly in the tests. I ask them to give me reasons for their performance and give them advice on how to study effectively.

R- Do you confront them individually or in groups?

P- I do it in groups, that is, class by class. I also delegate someone to do it for me sometimes.

R- How should the principal promote the culture of learning and teaching?

P- The principal as a leader should work hard to ensure that there is a positive climate in the school for both the teachers and the learners. Good performance by learners should be noted and encouraged. There should be no shouting at teachers in public. The principal should be firm when discouraging bad behavior. All the stake holders should know the expectations of the administration. The principals should ensure that teachers go to class and teach.

R- How can the principal ensure that all teachers go to class and they really teach?

P- The principal should check the teachers' preparation books and visit their classes as often as possible to observe when they are teaching. The principal should also make follow ups on school progress by checking learners' tests, class work and assignments. Learners should be motivated to do their best academically. Principals should celebrate success with both the learners and the teachers.
R- Is there anything we have left out?

P- I think I have answered all your questions.

R- Thank you sir for your time and your valuable contributions. Have a good day.