THE INSTRUCTIONAL LEADERSHIP ROLE OF THE SCHOOL PRINCIPAL IN THE IMPROVEMENT OF THE QUALITY OF EDUCATION: A CASE STUDY

by

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7. Above all, the Almighty, who gives me strength to achieve my goals.

DEDICATION

This dissertation is dedicated to my late brothers, Sekhotso Petrus and Mahlomola Solomon Rantie for their inspiration.

DECLARATION

I declare that **THE INSTRUCTIONAL LEADERSHIP ROLE OF THE SCHOOL PRINCIPAL IN THE IMPROVEMENT OF THE QUALITY OF EDUCATION: A CASE STUDY**, is my own work and that all sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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SIGNATURE   DATE

(MRS MC DHLAMINI)

SUMMARY

This research investigated the instructional leadership role of the school principal in the improvement of the quality of education. A qualitative method, using a case study, was employed. A literature study was conducted to explore the nature and scope of instructional leadership and quality. A purposefully selected sample from five secondary schools in the Potchefstroom area in the North West Province was used to collect data. The method entailed observation, interviews and document analysis. The principals and educators were asked to fill in biographical questionnaires.

Findings indicated that principals could improve the quality of teaching and learning through their instructional activities. These included, amongst others, formulating a clear vision; participatory decision making; resource provision; good time management and educators' development programmes. In-service training was recommended to help the principals and educators with the new curriculum; the funding model; IQMS and discipline. Newly appointed principals also needed to be adequately inducted.

KEY TERMS

Instructional leadership; learner-centred principalship; effective principalship; quality in education; school excellence; school improvement; effective teaching and learning; academic achievement; educational leadership; effective school management.

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LIST OF ABBREVIATIONS

AASA: AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

ABET: ADULT BASIC EDUCATION

ANC: AFRICAN NATIONAL CONGRESS

CASS: CONTINUOUS ASSESSMENT

CD: QA: CHIEF DIRECTORATE: QUALITY ASSURANCE

COLTS: CULTURE OF LEARNING, TEACHING AND SERVICE

COSAS: CONGRESS OF SOUTH AFRICAN STUDENTS

DANIDA: DANISH INTERNATIONAL DEVELOPMENT AGENCY

DoE: DEPARTMENT OF EDUCATION

ELRC: EDUCATORS LABOUR RELATIONS COUNCIL

FAMSA: FAMILY AND MARRIAGE SOCIETY OF SOUTH AFRICA

HOD: HEAD OF DEPARTMENT

IQMS: INTEGRATED QUALITY MANAGEMENT SYSTEM

NWED: NORTH WEST DEPARTMENT OF EDUCATION

OBE: OUTCOMES-BASED EDUCATION

PTA: PARENTS- TEACHERS ASSOCIATION

QC: QUALITY CONTROL

SADTU: SOUTH AFRICAN DEMOCRATIC TEACHERS' UNION

SASA: SOUTH AFRICAN SCHOOLS ACT

SGB: SCHOOL GOVERNING BODY

SIP: SCHOOL IMPROVEMENT PLAN

SMT: SCHOOL MANAGEMENT TEAM

TQM: TOTAL QUALITY MANAGEMENT

CHAPTER 1

ORIENTATION TO STUDY

1.1 INTRODUCTION

Since its inception in 1994, the post apartheid government of South Africa has undertaken a number of initiatives to transform its education system. Xaba (1999:1) cites the enactment of the South African Schools Act 84 of 1996; the introduction of Curriculum 2005; the devolution of the administrative power from the national to the provincial departments and the launching of COLTS (Culture of Learning, Teaching and Service) as examples of the government's efforts to improve education. In his address at the North West Summit COLTS conference held in April '98 in Mafikeng, father S'mangaliso Mkhatshwa, the former deputy Minister of Education, announced further transformation goals as: "the enhancement of educator productivity and discipline; prevention of underage enrolment and the introduction of HIV education"(Department of Education, North West province 1998:4).

According to the Minister those were efforts aimed at improving the quality of education. He further mentioned that the Education Department's ability to deliver high quality education is dependent to a very large extent on its management quality. For that reason the Department would see to the permanent appointment of acting principals. This implies that the principals have a significant role to play regarding educational quality improvement. The importance of the principal's role in the enhancement of quality in schools is corroborated by Webster (1991:1) where he links it to the primary aim of the school, namely learner growth. He even suggested that learner growth be used as a measure for effective principalship.

Kruger (1999:3) supports this notion of assessing the principal's effectiveness by learner growth by asserting that "the achievement of excellence in a school is dependent in the final analysis, on the quality of the educational experience of each of its learners". The primary task of the school is therefore quality teaching and learning. It follows therefore that all aspects of a school's organization should be geared towards making effective teaching and

learning possible. Similarly, Kruger (1999:4) argues that the administration, organization and work processes stipulated in the departmental regulations are subordinate to the principal's main responsibility, namely to create conditions in the school in which learners can receive quality instruction both inside and outside the classroom.

This role of the principal is described by many terms which include learner- centred principalship, instructional leadership and instructional management. Webster (1994:5) is however, skeptical about the use of the term 'management'. He argues that the term is a reflection of the educator's attempt to appeal to business-oriented economic and social notables of community. He further points out that the word principal is derived from the role of the head as the principal teacher. This view is consistent with the findings of effective school research which singles out the extent to which the principals influences teaching and learning as the key effectiveness variable (Ncube 2002:108).

Literature study also reveals that the search for effectiveness variables, with a view to educational transformation, has been a world wide phenomenon for some time (Horine, Harley & Rubach 1993: 32). One can also deduce that with time, researchers were continually changing their point of focus. Steyn (1996:120), on the contrary, argues that the focus on providing quality is not new; only the approach to achieve it is new. According to Harris, Jamieson and Russ (1996;5) some researchers investigated teaching strategies, curriculum issues, special programs and scholastic achievement scores whereas others simply focused on the question whether schooling made any difference to the life chances of a child.

The school effectiveness later gave way to the school improvement movement. The latter may be viewed as an improvement on some schemes drawn from effectiveness research findings. Bush and West Burnham (1996:26) on the other hand regard school improvement as the instruction of change in schools. Irrespective of the approach, the underlying reason for investigation in all movements is clearly to achieve the most effective results in the aims of education.

The aims of education are basically realized through teaching and learning. Glickman, Gordon & Gordon (1997:6) concur with this opinion by asserting that in effective schools main activities involve studying teaching and learning, setting common priorities, making

decisions regarding internal changes and resource allocation and assessing effects on learning. They further emphasized the importance of effective supervision of instruction that is democratically derived and studied. This supervision requires knowledge and interpersonal skills and provides for improved learning. This view led the federal government in America to fund the National Centre for Educational Leadership, the consortium of the Harvard, Vanderbilt and Chicago Universities. The assumption was clearly that developing principals' knowledge would necessarily improve the quality of education (Bolman & Deal 1994: 78).

Bolman and Deal (1994: 78) further state that efforts aimed at improving educational quality in America were always prompted by some widely recognized crisis. Throughout history various forces have impinged on schools to change. Lemahieu, Roy & Foss (1998:582) cited structural changes; curricular reform; effective school and school improvement as well as teacher improvement movements to illustrate how the role of the principals has been challenged to change at various stages in America. In the North West Province of South Africa the pressure on schools to change could also be attributed to a number of forces.

Firstly, South Africa is generally viewed as a Third World Country and to be behind its international rivals regarding offering and maintaining quality service standards. Hartshorne (1999:8) notes that the school system exists in a network of political, economic, social, community and trade union context. It follows that the schools are open to various societal impacts. The second source of pressure arose from the realization that 'apartheid' ideology, translated into inadequate, inferior education system which adversely impacted on economic growth (Hartshorne 1999:27). The South African government was confronted with a great challenge to change its policies of separation and isolation. In 1976 the riots were sparked off when the students revolted against tuition in Afrikaans. They then formed the Congress of South African Students (COSAS) which was affiliated to the then banned African National Congress (ANC). Their focus changed as they coordinated their strategies and aimed at rendering the country ungovernable. This resulted in the burning down of schools by learners. The officials of the Department of Education were barred from entering township schools' premises and the principals were perceived as dissidents. According to Teleki (1994:8) the principals were caught in the crossfire. They were expected to carry out the policies of the department of education which caused them to be viewed as stumbling blocks in the path of the freedom struggle or rebel against their employer and risk being dismissed.

The South African education system suffered a further blow with the establishment of the South African Democratic Teachers' Union (SADTU). According to Mhlongo (in Teleki 1994:32) teachers' demands included a stop to class visits; individual or panel inspection and the writing of Heads of Department (HOD) tests for promotion. Teachers were seen to be collaborating with learners in protest marches which added to the breakdown of pedagogic authority and the erosion of the culture of teaching and learning.

Xaba (1999:1) referred to this collapse of the culture of teaching and learning as a 'perennial outcry'. This notion is confirmed by the ongoing efforts by the Government to address problems in education. It is in the light of the situation cited above that the post-apartheid government delved in various transformational initiatives in an attempt to reintroduce conditions conducive to teaching and learning in public schools in particular. These included, amongst others, the establishment of the Quality Assurance Directorate by the National Department of Education.

According to Khosa and Motala (1999:1), the Chief Directorate: Quality Assurance (CD: QA) in the Department of Education (DoE) has a series of legislative and operational obligations relating to monitoring and evaluation. CD: QA commissioned a Quality Assurance Audit phase 1 early in 1998 in the nine provinces to investigate the role, function and activities of support services and to assess their effectiveness and quality enhancement capability at school level.

The enhancement of quality in education continues to be a subject of many research projects. Blauw (1998:2) criticizes the national schooling system for a lack of interest and commitment to the actual process of teaching and learning. He recommends that the system reconstructs and transforms its approach in order to attain quality teaching and learning. The launch of a nine-point education mobilization campaign by the then Minister Kader Asmal as part of the Culture of Learning, Teaching and Service(COLTS) (Steyn 2002:258) could be seen to be following these guidelines. Motala (1997:3) however criticizes COLTS, the programme which focused on restoring the culture of teaching and learning, for emphasizing an improvement in physical resources and capacity development of school governance while neglecting pedagogical issues like teaching and learning. It is thus clear that different aspects

of the school as an institution have always been under spotlight in its attempts to identify factors that improve educational quality in schools.

Improving the quality of education in schools is also viewed by Davies and Ellis (1995:5) as one of the aims in Government policies. This is confirmed by section 20(1)(a) of the South African Schools Act (SASA) 84 of 1996 subject to which the governing body of a public school must amongst others, strive towards the development of the school through "the provision of quality education for all learners"(Coetzee 2002:14). One also notes that according to the National Education Policy Act 27 of 1996 section 4(1) the Minister determines the National education policy directing it towards "enhancing the quality of education and education innovation through systematic research and development of education, monitoring and evaluating education provision and performance and training educators and managers"(Coetzee 2002:32).

The examples cited above are, however, what Maja (1995:4) refers to as macro policy initiatives which basically just provide framework and overall direction and aims for teaching and learning. These filter through to the meso level and into the micro patterns and practices. The schools need these policy directions from the top in order to function coherently and efficiently. Maja (1995:4) points out that the attempts aimed at meeting the aims and objectives of macro formulations within a school are influenced more by the external factors. Since the principal is in charge of all the activities at the school, it would appear that the impact of the environmental factors on all set goals and thus the extent to which the school meets the departmental expectations is determined by the principal. The role of the school principal is underscored by deductions from school effectiveness studies.

From the aforementioned studies all efforts of improving the quality of education would be in vain if they do not revisit the role of the school principal. There is thus a challenge on educational leaders not only to redefine their role in the new dispensation but also to acquire new skills in order to lead schools to adapt to new demands while focusing on effective teaching and learning. The question thus is whether the instructional leadership role of the principal can provide solutions to the problems experienced by South African schools regarding the quality of education. This leads to the following statement of the problem that is addressed in this study:

1.2 **PROBLEM STATEMENT**

How does the instructional leadership role of the school principal influence the quality of education in the public secondary schools in the Potchefstroom Area?

This gives rise to the following sub-problems:

- What is the nature and scope of instructional leadership in schools?
- What is the relationship between instructional leadership and educational quality?
- Which strategies can be employed to empower the principals for effective instructional leadership in order to improve educational quality?

1.3 **THE AIM OF RESEARCH**

The overall aim of this study is to determine the role of principals in managing the instructional programme of the schools so as to enhance quality in education by:

- providing a theoretical background regarding the nature of instructional leadership and quality in education.
- determining the link between instructional leadership and quality
- identifying strategies that equip principals for effective instructional leadership

Before attempting to address the foregoing questions, key terms that determine the conceptual frame of reference of this study need are clarified below.

1.4 **ELUCIDATION OF CONCEPTS**

1.4.1   Instructional leadership

Instructional leadership according to Budhal (2002:3) is one of the many managerial tasks of the principal. It involves the principal's immersion in the actual teaching and learning programme of the school. In order to understand the relationship between the instructional

leadership role of the principal and the quality of education, a number of definitions will be explored and the characteristics that define this role identified.

a) Definition 1

Foran (1990:9) refers to instructional leadership as clinical supervision and the best way to improve instruction. He explains the process as basically co-operative, in-class efforts between teacher and supervisor to improve instruction.

b) Definition 2

Keefe & Jenkins (1991: vii) define instructional leadership as 'the principal's role in providing direction, resources and support to the teachers and students for the improvement of teaching and learning in schools'.

c) Definition 3

According to Robbins and Alvy (2004:88) instructional leadership is a moral responsibility, where leaders are unwaveringly committed to student success and teacher growth.

From the three definitions above it can be deduced that instructional leadership involves direct, conscious efforts made by the principal as the main initiator to create conditions conducive to effective teaching that promotes achievement of desirable outcomes by learners. Literature on instructional leadership however, does not stipulate the evaluation process clearly. Bartell and Willis (in Kruger 1994:2) suggest that a single minded pursuit of quality in educational relationships in any cultural setting be used as an indication of good instructional leadership.

Quality is however, a term most frequently used in various sectors, but seldom understood in the same sense. Therefore the various meanings linked to quality will be investigated to establish a meaning that will be adhered to throughout this study.

1.4.2 Educational quality

    a) Definition 1

According to Arcaro (1995:16) quality refers to expecting the best from each and every student, not just from the top-level student.

    b) Definition 2

Doherty (1994:260) cites the following definitions:

- The total features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs
- Conformance to requirements which are measurable or definable and
- Fitness for purpose

In accordance with the exposition above, quality will be understood as a management process characterized by conformance to requirements; responsiveness; integration; focus on delivery; customer satisfaction and continuous improvement.

1.4.3   School improvement

    a) Definition 1

Harris, Jamieson & Russ (1996:15) define school improvement as a systematic, sustained effort aimed at change in learning in one or more schools with the ultimate aim of accomplishing educational goals more effectively.

    b) Definition 2

Bush and West Burnham (1996:26) regard school improvement as the instruction of change in a school.

c) Definition 3

Blauw (1998:3) views school improvement as a school based approach which is initiated and owned by the community that wishes to change the educational processes rather than the organizational features.

An examination of the three definitions above reveals that the concept of change is the common element among them. Definitions 1 and 2 clearly point out that the change is well planned and aimed at improving the educational goals. A brief discussion of the research procedure to be employed in this study will follow in the next section.

1.5 LITERATURE STUDY

An extensive literature study will be conducted in order to acquire clarification and theoretical background on instructional leadership and quality. The literature study will be extended further to explore the present state of the nature and scope of instructional leadership and quality in South Africa. The researcher intends to conduct this literature search by consulting newspaper reports; journal indices; dissertations of South African Universities; education encyclopedias; review magazines and publications on educational research methods. The following documents at the chosen sites will be examined: reports of various committees; parents' newsletters; students' newspapers; official correspondence; minutes of meetings and records of results. With the help of the following key words: *instructional leadership; school effectiveness; school improvement; educational quality and development of principals,* recent works will be consulted to become familiar with current trends to corroborate earlier theories on instructional leadership and quality.

1.6 RESEARCH METHOD

A case study, using qualitative approach, will be employed to gather information about current policies, programmes, school management development and the extent of instructional leadership so as to determine needs and links to quality. This will be attained through observation, interviews and document analysis.

The three qualitative research techniques above will be employed to explore the current state of instructional leadership and quality in the selected schools in the Potchefstroom Area. Interviews will be conducted with stakeholders to get rich information, like educators, the school management team (SMT) members, learner representative council (LRC) members and school governing body (SGB) members. They will be asked to provide their perceptions on the instructional leadership role of the principal and the quality of education offered at their schools. The principals will also be interviewed to find out about available programmes and to establish the extent of readiness to lead educational transformation effectively. Observation will be made at the selected sites after making the arrangements with the stakeholders.

1.7 DEMARCATION OF STUDY

The study will be conducted in five public secondary schools in the Potchefstroom Area, in the North West Province of South Africa. Those public schools are now generally referred to as 'the previously disadvantaged schools'. Since generalization is not the purpose of this study, the researcher will purposefully select schools in which data sources are deemed adequate and information rich.

1.8 THE PLANNING OF STUDY

The introduction in Chapter 1 will be followed by a literature study in Chapter 2 where theoretical issues on the nature and scope of instructional leadership and quality in schools will be explored. Chapter 3 will deal with the research design and methods of data collection. The research findings from the analysis and interpretation of data will be discussed in Chapter 4. Chapter 5 will comprise the summary, conclusion and recommendations of the study.

1.9 CONCLUSION

In the present chapter the orientation to this study was provided. From the discussion it became evident that change in the South African education system was mainly informed by reform in the country's governance. Therefore the main driving force clearly emanated from

a moral purpose of redressing past imbalances. This called for schools to adapt to radical changes where principals, teachers, parents and learners, who were in conflict, were expected to work collaboratively in creating an environment conducive to effective teaching and learning. Of particular interest is the role of principals, who were discredited as being 'agents of the apartheid system', in leading all stakeholders into the new dispensation. The research problem and the aim of research were stated. A brief discussion of the main concepts namely, quality in education and the instructional leadership role of the school principal, was followed by an outline of literature study to be made. The researcher then indicated the demarcation and planning of study.

In the next chapter the researcher will provide a literature study entailing the exposition of the main concepts. An attempt will be made to establish the link between the instructional leadership role of the principal and quality in education with a view to identifying the strategies that could be employed to equip the principals to improve educational quality.

CHAPTER 2

INSTRUCTIONAL LEADERSHIP AND QUALITY: A literature review

2.1 INTRODUCTION

The first chapter of this dissertation provided a general orientation regarding the main challenge facing the education system in the post apartheid South Africa, viz improving the quality of education in public schools. From the exposition it is evident that the modern principals are faced with a dilemma regarding the decision as to which of their many tasks improve the quality of education.

Literature studies, however, state clearly that the ultimate responsibility of the principal lies in improving the quality of teaching and learning (Donmoyer & Wagstaff 1990:20; Budhal 2000:38; Kruger 1999:31; Steyn 2002:255). Poor quality of learning, according to Steyn (2002:259), was one of the problems identified by the Department of Education (DoE). This led to the launching of a nine-point education mobilization campaign whose motto was 'TIRISANO' (working together to build South African education and training system for the twenty first century). Steyn further associates poor learning quality with bad or absent facilities, under prepared educators, lack of resources and a lack of purpose and discipline in schools, generally known as the lack of the culture of teaching and learning. This lack of the culture of teaching and learning has, in addition to the recent trends in South African schools, placed more responsibility on the principals coping with the challenges of building effective schools (Squelch & Lemmer 1994: vii). This chapter will thus entail a literature review of the instructional leadership role of the school principal in a quest to enhance the quality of education.

Firstly, the nature of the principal's instructional leadership will be analysed, then the nature of quality of education will be looked into. An attempt will then be made to establish the link between the principal's instructional leadership and quality of education.

2.2 THE INSTRUCTIONAL LEADERSHIP ROLE OF THE PRINCIPAL

2.2.1 The nature and scope of the principal's instructional leadership

In this section some elements of the instructional leadership role of the principal will be discussed. Budhal (2000:45) is of the opinion that the workload of principals in South Africa has become unmanageable and that many principals in secondary schools lack both the time for and an understanding of their leadership task. Steyn (2002:265) agrees with Budhal and points out that the new conditions and expectations in education can create new challenges for the role of the principal. Steyn further emphasizes that for the principal in the new dispensation, the challenge is to redefine the functions of leadership and management.

According to Badenhorst (1993:337), management, administration and leadership are terms used to describe the work done, amongst others, by the principals. It would appear that there was no point in distinguishing between these roles since the apartheid system schools administered using a 'Top Down' management model. Steyn (2002:253) describes the scenario as a regulated work environment where the principals and the teachers were at the receiving end. In the new dispensation however, the decision making process has been entrusted to the school's management teams (SMT's) which are headed by the principals. The principal as the head of the school is thus responsible for managerial duties such as administration, organization and work processes (Kruger 1996:4).

Kruger (1996:4) states that the main responsibility of the principal is to create conditions in the school in which learners can receive quality instruction both inside and outside classrooms. It is interesting to note that leadership, singled out as a function of the principal, is viewed as an important factor that contributes to the effectiveness of the school (Steyn 2002:265 & Lemmer 1994:1). Steyn further describes three broad areas of leadership as instructional, transformational and facilitative.

In the light that teaching and learning is viewed as the primary tasks of the school, it would appear that instructional leadership should enjoy priority among all the duties assigned to school principals. It is therefore important to understand whether it is a separate dimension of their tasks which requires special attention, or accept the view that in executing

administrative managerial tasks, the principal is influencing the instructional programme. This suggests a need for an elucidation of the concept: the ***instructional leadership of the school principal***

The dilemma of differentiating among the various roles of the school principals may be addressed using the following model:

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                    │     SCHOOL MANAGEMENT       │
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                                   │
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┌─────────────┬──────────────┬───────────┬──────────────┬───────────────┐
│INSTRUCTIONAL│ADMINISTRATIVE│SCHOOL     │FINANCIAL     │COMMUNITY      │
│LEADERSHIP   │TASKS         │MARKETER   │MANAGER       │LIAISON OFFICER│
│TASKS        │              │           │              │               │
└─────────────┴──────────────┴───────────┴──────────────┴───────────────┘
          \          \           │          /           /
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            └──────────┴─────┬───┴────┬───┴───────────┘
                    ┌─────────────────────────────┐
                    │      EFFECTIVE SCHOOLS      │
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FIGURE 2.1: SCHOOL MANAGEMENT AND INSTRUCTIONAL MANAGEMENT TASKS (Budhal 2000:15)

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From the model, instructional leadership is one of the many tasks of the principal. Donmoyer and Wagstaff (1990:20) however oppose the notion that instructional leadership is a separate function, distinct from other management duties, but concur with other researchers regarding the fact that it should be exercised through daily school activities. According to the DoE (2000:10) principals should prioritise their responsibilities pertaining to instructional leadership. Instructional leadership differs from other responsibilities of the principal in the sense that it is role-model orientated whereas other functions are task orientated in nature (Budhal 2000:16).

Other responsibilities like being a marketer, a financial manager and a community liaison officer also appear to derive their importance from their contribution to effective instructional

leadership. Botha (1999:23) notes that some schools were given greater financial self – sufficiency by the new education policy. That put some schools at the mercy of the community for financial support. The principal had to ensure that the school was purposefully marketed by addressing specific needs of the target group. As the community liaison officer, the principal would conduct the community's needs analysis and involve them actively in the formulation of the vision and mission of the school.

When the image of the school is favourable, it is easy for the school to attract many learners and financial support so as to thrive in competition with other schools. The commitment of stakeholders to any activity depends to a large extent on the effect on the final product, namely effective teaching and learning. From the example above it follows that although all the principal's managerial activities display a reciprocal relationship, instructional leadership seems to be a task that links directly to the primary aim of education, namely effective teaching and learning.

Effective teaching and learning are promoted through activities such as curriculum supervision; improving the instructional programme; working with staff to identify a vision and mission and building a close relationship with the community (Steyn 2002:265). Administration on the other hand entails budgets; infrastructure maintenance and record keeping amongst others. The principals should therefore design their action plans consciously to ensure the attainment of high performance standards. All other activities will thus receive attention based on their impact on teaching and learning. Kruger (1999:5) supports this view and suggests that learner performance be used as an indicator of effectiveness and success of a school.

A significant consistency among researchers regarding the principal's leadership role in an attempt to achieve success in schools is indicated in most literature (Bush and West-Burnham 1994:67, Steyn 2002:264 & Creemers 1996:39). Kruger (1999:7) underscores the principal's role by citing two basic assumptions regarding instructional leadership:

- The organizational structures and the organizational culture of the principal's influence on them relates directly to the effectiveness of teaching and learning

- The principal's personal convictions about the nature and purpose of education are expressed in the educational programme of the school.

Kruger (1999:7) further enumerates some behavioural characteristics of principals who are good instructional leaders and states that they:

- are dedicated to the aim of the school;
- have insight into the instructional programme of the school;
- have positive relationships with teachers and pupils;
- show consideration for others;
- support the staff and pupils;
- practice participative management, which includes teachers, pupils and the community;
- practice strong and visible leadership;
- mobilize aids in the attainment of the school's objectives;
- have high expectations and
- place a premium on the orderly running of the school's and show this by not interrupting it unnecessarily.

The elements above, however, do not occur automatically. A close examination reveals that these are mostly skills that could be acquired if one understands their importance and hence makes effort to master them. Given the number of challenges brought about with the advent of the democratic dispensation, it is normal to expect the principal to be lost in the day-to day routine thus neglecting their instructional tasks. Steyn (2002:255) notes that the change in governance has resulted in principals who are not prepared for the new role which further increases the chances that instructional leadership may be neglected. It is therefore important that all principals be familiar with the elements of instructional leadership to ensure that all their daily activities are geared towards enhancing teaching and learning.

2.2.2 The elements of instructional leadership

Foran (1990:9) succinctly states that activities like ordering of books; building master schedules; addressing disciplinary problems and other administrative tasks do not comprise the principal's instructional activities. Class visits and helping educators who experience curricular problems are cited as examples of the instructional duties of a principal. This raises the question 'what is the principal's duty as an instructional leader?' Kruger helps answer this question by providing some elements of instructional leadership. These could be linked to the behavioural characteristics of good instructional leaders cited earlier and include:

- objective determination- which corresponds to being dedicated to the aim of the school as a characteristic of good instructional leaders;
- curriculum coordination- which presupposes insight into the instructional programme of the school;
- creating the climate-which entails positive relationships with other stakeholders, showing consideration for others, supporting staff and practicing participative management which includes pupils and the community;
- remedial steps –which include mobilization of aids in the attainment of the school's objectives;
- didactic leadership-which could be viewed as practice of a strong and visible leadership;
- enrichment programmes –which imply having high expectations and
- evaluation and examination which link to curriculum coordination.

Authors agree consistently on these elements, although others only mention those elements that they deem to be more important and inclusive. Each element will be discussed below in order to establish its link to the primary aim of education.

2.2.2.1 Determining objectives

According to Kruger (1996:8) before aims and objectives can be formulated, clarity regarding the vision and mission of the school should be arrived at by the top management

and the staff of the school. This participation by all stakeholders is referred to by Steyn (2002:254) as the second dimension of school based management. The first dimension is the devolution of authority through decentralization to school managers. This implies that the principals are responsible and accountable for the mobilization of all stakeholders to participate in decision-making and determination of school objectives.

It is therefore important that the principal first facilitate a process whereby all stakeholders are involved in the formulation of the vision and mission statement. Kruger (1996:9) recommends that the process be aimed at a continued realization of educative teaching. His elucidation of the process of object determination from the school's mission can be illustrated as follows:

Step 1	The mission of the school

Step 2	The general academic aims

Step 3	Objective	Objective	Objective

Figure 2.2: Objective determination from the school's vision (Kruger 1996:9).

The diagram illustrates that the general aims are derived from the mission statement and used to formulate specific objectives. The objectives are in turn translated into daily activities. The principal could ensure maximum participation by involving the SMT members in the process of identifying general academic aims (Kruger 1996:9). The advantage is that all various subject departments are involved and fewer people help to speed up planning. Each departmental head conveys the suggestions from his / her particular department thus ensuring that other staff members will view the set goals as their own, which promotes commitment.

The principal should then ensure that the vision and mission statement of the school is communicated effectively to all the stakeholders. Webster (1994:44) explains the importance of this communication by referring to some basic functions of leadership, viz the exemplar and the ideologist function. The exemplar function entails modeling behaviour and implies

that the principals should practice what they preach and demonstrate expected behaviour to teachers. Ideologist function on the other hand refers to translating and interpreting school traditions, aims, faculty values, staff or group norms to all. Vision articulation also promotes learner growth.

Webster (1994:44) maintains that when the principal thoroughly articulates the mission, core values of the school tend to be internalized. When stakeholders internalize core values, they are motivated to contribute to the momentum that turns things around and aims them in the direction that leads to learner growth. The two functions are thus complimentary since the ideologist function basically prepares stakeholders to direct their effort towards identified objectives. In the exemplary role the principal engages in the actual teaching activity aimed at attaining set goals. The principal displaying these two functions is likely to enjoy the support of staff members who view him or her as sharing their experiences. The principal therefore plays a key role in objective determination and attainment. The responsibility of the principal does not end when all the objectives have been formulated, but it is expected that he/ she will guide all processes necessary to ensure the attainment of the planned goals. This requires some further skills from the principals.

Webster (1994:45) asserts that the principal as the 'teacher of teachers' or the 'principal teacher' possesses an ascribed as well as an achieved authority. The former derives from titles and position whereas the latter derives from knowledge or ability displayed in performing tasks. This means that the principal cannot hope to enjoy support and confidence of staff based on his or her position only but needs to be informed about everything that happens at the school. There is a general consensus that this role requires high visibility (Webster 1994:46 & Budhal 2000:26). Budhal describes visibility as simply 'wandering around' with the purpose of motivating teachers; monitoring instruction; being accessible to provide support as well as to be informed.

Visibility is however not to be restricted to the school environment since the objects determined at school level must always be in line with the guidelines provided at provincial and national level. The transformation initiatives of the post apartheid government alluded to earlier, necessitate the attendance of advocacy meetings and training workshops. Steyn (2002:255) concurs with this notion and states that new skills are required and educators need to update their subjects and knowledge continually. The visibility of the principals at such

workshops is imperative if educators are to be supported and the stress associated with the change process is to be alleviated. Budhal (2000:35) refers to such an involvement of the principal as spontaneous curricular support.

2.2.2.2 Curriculum coordination

According to the DoE (2000:1) instructional leaders are responsible for taking the lead in matters of school curriculum practice and development. The role of the instructional leaders is described as the implementation of the curriculum according to the national policy framework. Key issues in the new curriculum are its emphasis on outcomes and continuous assessment. The aim is to develop learners intellectually, socially, physically and morally. This implies that education involves the total sum of all the learner's experiences.

The responsibility of the principal entails the coordination of different subjects into the core curriculum and organizing all activities outside the classroom into the external curriculum. All other activities that promote the general ethos of the school form the hidden curriculum. In the light of the new South African approach to education known as Outcomes Based Education (OBE), the principal's role could be said to be greatly challenged.

Budhal (2000:35) suggests that principals update their knowledge of curricular content in order to offer valuable guidance and support. He also states the need for the principals to keep their educators well informed of new curricular development and to get them involved in designing curricular innovations and change. This is necessitated by the fact that according to the instructional leadership manual of the DoE (2000:2), the department does not 'hand down' policy to schools in an autocratic way. National guidelines for the new curriculum are issued and provincial departments and educators, to some extent, are allowed to interpret them when drawing up their own programme organizers or themes. It follows from the foregoing discussion that the principals cannot leave curricular support to chance.

Curricular support ensures a quick resolution of problems which is necessary for continuity of a strong culture of teaching and learning (Budhal 2000:35). The educators, where this support is lacking, become frustrated, insecure and helpless. The latter attributes affect teaching and learning adversely and the principals must always strive to become effective curricular supporters. Budhal (2000:56) offers the following guidelines for the principals:

- They should read widely and understand the curricular content which is offered at school.
- They should attend seminars and courses on the latest teaching methodologies.
- They should make available relevant information, journal articles and research findings on issues related to the curriculum of the school.

From the foregoing discussion it can be deduced that the principal has to ascertain across all grades that learners receive instruction as laid out in various manuals, in the most proper and effective way. In this way the principal facilitates the attainment of set goals. Mc Ewan (1998:43) refers to this facilitation as the creation of the culture and climate conducive to learning.

2.2.2.3 Creating the climate conducive to teaching and learning

Steyn (2000:266) alludes to the importance of creating a climate where learning is made exciting, where teachers are supported and where there is a sense of shared purpose. The concept according to Kruger (1996:20) refers to the complex psychological environment within an organization and it relates to concepts such as atmosphere, spirit and basic ambience. This organizational climate evolves over time and can be inferred from the behaviour of individuals within the organization. Behavioural patterns could thus be viewed as the expression of the climate that prevails within an organization.

The principals in their leadership role are better positioned to model and influence the behaviour of the followers in order to promote commitment, sense of ownership and effectiveness. It is thus important for the principals to be well-versed with what the school's climate entails so as to manipulate it to achieve quality in education.

Badenhorst (1993:346) highlights the concept further by referring to a continuum on which the organizational climate could be depicted ranging from open to closed climate. In an open climate there prevails an attitude of openness between the principal and staff members as well as between learners and educators. In an autonomous climate educators and learners

enjoy a high degree of autonomy, which indicates a more human orientated management style.

A more controlled climate on the other hand, is marked by a highly task orientated management style and high staff morale. A familiar climate is characterized by a jovial and friendly interaction between staff and the principal where there is very little task orientation with motivation and job satisfaction only average. A paternal climate is characterized by closeness due to the passivity of the principal which leads to a lack of cooperation, lack of involvement of teachers as well as students, very little job satisfaction and a low morale among educators.

Finally, there is a closed climate characterized by a high degree of uninvolvement of teachers as well as students, very little job satisfaction and a high staff turnover. Other stakeholders are also affected as Badenhorst (1993:346) points out that the school's culture is part of a community's culture. He argues for instance that a rural Afrikaner, being more paternalistic, would typically expect learners to be disciplined more strictly than an English language community would at their school.

In the light of the exposition above, it follows that creating a healthy school climate would be a more challenging and important aspect in many South African secondary schools which are becoming more multicultural. Badenhorst (1993:346) thus recommends that accepted beliefs, assumptions, philosophies and ideologies be scrutinized by all stakeholders including learners. The principal, as an instructional leader in the new dispensation, is therefore expected to familiarize him/herself with the various cultures of learners and staff members so as to promote a harmonious environment

A climate conducive to teaching and learning does not imply an absence of shortcomings which could prove detrimental if ignored. In essence the creation of a suitable climate means attending from time to time to situations that call for corrective action. As instructional leaders, the principals should be prepared to deal with such problematic situations by familiarizing themselves with remedial steps to be discussed below.

2.2.2.4 Remedial steps

It sometimes happens that educators experience personal setbacks which infringe on productivity, attendance or interpersonal relations with colleagues. The Education Labour Relations Council (ELRC$_1$) has presented schools with a Policy Handbook for Educators which provides principals with guidelines for handling educators' problematic behaviour. Strict adherence to policy, however, does not necessarily guarantee harmony in an organization. Kruger (1996:19) suggests for that reason that whenever principals take corrective action, they do it for the improvement of teaching and learning and for the professional development of educators.

He further suggests that principals encourage educators to attend workshops organized by the department so as to address curricular problems. Sometimes the learning problems may be attributed to the school's general environment or even the learners' disposition. For instance in winter, broken doors and malfunctioning electricity may encourage learners to bunk the classes to bask in the sun. It means therefore that the principal and staff should be well trained to trace the source of misconduct and to deal effectively with the situation. The principal could also enlist the help of departmental structures such as the Inclusive Education section to check if learning problems do not cause misconduct of some learners.

Given the complexity of the principal's task, it follows that he/ she will not always be available to provide individual assistance to each educator and each to learner. The responsibility to ensure high quality learning and teaching however still lies with him/ her. There are actions that could help eliminate unnecessary problems and promote teaching and learning if planned for properly. Kruger (1996:13) refers to such actions as sound didactic leadership skills, which could be divided into three groups as pointed out in the following section.

2.2.2.5 Didactic leadership

Didactic leadership could entail various methods to ensure effective teaching. In this section the following will be discussed:

- Effective administrative management,

- Instructional leadership through team work and

- Personal instructional leadership to teachers.

A brief discussion of method follows.

   a) *Effective administrative management*

Kruger (1996:14) lists a number of elements for administrative management aimed at effective teaching

   i.   Time utilization

To ensure efficient use of time, it is recommended that allocation of work be correctly done per period according to the departmental stipulations. There must be a year plan in place from which the timetables could be drawn. As alluded to earlier the modern principals have too may transformational issues to put up with. They may thus be tempted to spend too much time in the office doing paperwork, chatting on the phone, solving problems or just reflecting. Since the main objectives are to be realized in the classroom, Budhal (2000:45) recommends that some administrative work be delegated or performed after school hours.

   ii.   Composition and class sizes

With the introduction of OBE a number of new learning areas like Technology, Life Orientation and Arts and Culture were introduced as compulsory subjects in the Senior Phase. This coincided with the process of right sizing and restructuring. The emphasis on learner-centred teaching and preference to co-operative learning exacerbated the situation further since it requires smaller learner rolls and more learning space. This challenges the principals to mobilize funds for private educators on SGB's payroll or even raise funds to build additional classrooms. Parents could also be asked to support fund raising projects.

iii.   Provisioning

The principal must plan an effective provisioning system to support the teaching programme adequately. To attain this goal effective resource management is necessary. Budhal (2000:36) corroborates this view and suggests that principals be actively involved in the improvement of classroom circumstances to enhance teaching. He further recommends that the principal be in an ongoing of instructional dialogue with the staff to encourage the use of a variety of instructional material and teaching strategies. In the South African context it specifically refers to the acquisition of computers and televisions as well as appropriate skill training. The principal must improve the school marketing strategies to attract the sponsors.

iv.   Division of work

For educators to function effectively, Kruger (1991:14) suggests that the principals be wary of the workload assigned to each.

b) *Instructional leadership team*

The team according to Kruger (1999:14), can be composed of the vice principals, HOD's and the senior teachers. The team contributes to the improvement of teaching and appraisal of teachers. In many schools these teams act as subject committees which organize subject meetings, draw year plans and interpret subject policies and syllabi. The present developmental model for school based educator allows this team to be supplemented by any educator chosen by the appraisee. The principal could even be left out if a teacher being appraised so wishes. This implies that the schools must design their own teacher developmental programmes, which will afford the principal a chance to visit each educator in class. Kruger (1999:14) refers to the principal's visit to an individual teacher as personal instructional leadership.

c) *Personal instructional leadership*

The principal may conduct a class visit in order to assist an educator to develop more effective teaching strategies. The teachers' unions, especially SADTU, earlier rejected this

leadership opportunity. As a result many principals and educators still feel uncomfortable regarding class visits. The DoE (2000:17) divides the class visits into two categories that are the more formal part of the IQMS and the less formal one initiated by the school management as part of instructional activities. Given the limited time at the disposal of the principals, one sees no point in this distinction. For this reason Kruger (1999:14) refers to a clinical instructional model that can benefit both the teacher developmental programme and the school's own improvement plan. Therefore instead of there being two similar activities varying in degree of formality, the principal and the SMT could design one comprehensive activity to inform both programmes.

Personal instructional leadership according to Kruger (1999:15) and the $ELRC_2$ (2003:2) in Annexure A involves the following steps:

Step 1: A one on one meeting between Supervisor and Evaluee

- An educator and his/her immediate senior discuss procedures and processes that will provide the basis for the evaluation exercise.
- The supervisor and educator will also discuss the expected performance criteria.

Step 2: Educator's self evaluation

- The educator conducts self-evaluation in order to determine his/her strength and weaknesses.

Step 3: Supervisor's evaluation

- The supervisor monitors ongoing performance against the performance standards.
- The supervisor will provide balanced and constructive ongoing feedback-both positive and negative
- Every quarter during the cycle, supervisor and staff member jointly review the work programme and discuss progress, taking into account any changes in circumstances since the plan was developed.

- Quarterly reviews may comprise:
  - ➤ Checking the relevance of performance in the light of any changed circumstances and adjusting them if necessary.
  - ➤ Reviewing performance so far and agreeing on any adjustments necessary to improve performance
- It is expected that communication will occur throughout the cycle. Amendments and revisions should be mutually agreed to.

Step 4: Discussion

- Annual evaluation comprises of the following and should be conducted at the end of a cycle:
- Discussion between the supervisor and educator about performance against performance standards.
- An opportunity for educators to present their own evaluation of their performance
- An opportunity for the educator to consider and respond to the supervisor's evaluation of his/her performance.
- An opportunity for educator/staff to give a face to face feedback to the supervisor on how well they consider to have been supervised

Step 5: Evaluation report

- Completion of evaluation documentation, leading to an overall performance rating
- An educator's overall performance rating is determined by a combination of his/her ratings against the performance criteria and performance standards. It needs to be ensured that the overall rating reflects the real overall performance the educator.

Step 6: Moderation by SMT

- The purpose of moderation is to ensure, as far as possible, that supervisors are evaluating performance in a consistent way across the school, with a common understanding required at each level of the rating scale.

Step 7: Signing of evaluation report

- After discussion the evaluee will sign the report.

The principal may then use the knowledge gathered from the process to try and build on the strengths to eliminate the weaknesses so as to help the educators to be more effective. Budhal (2000:42) refers to these activities of the principal as exercising pastoral care which entails enrichment. Enrichment programmes will be discussed in the next section.

2.2.2.6 Enrichment programmes

According to Budhal (2000:17) enrichment programmes involve internal motivation to produce good work continually. Kruger (1999:16) enumerates two types of factors that give rise to work motivation as the external factors like salary and internal factors. He further asserts that teachers continually produce good work to experience a sense of responsibility, the feeling that performance produces satisfactory results and recognition of the value of their work. Teachers who experience these feelings clearly enjoy job satisfaction. This in turn enhances their intrinsic motivation.

Budhal (2000:41) corroborates the view that that recognition of individual teachers' strengths is a means of maintaining and developing teachers' skills which promotes their confidence and satisfaction. He recommends praise as an effective strategy for improving school climate. These views are supported in the Education Labour Relation Council's manual. According to $ELRC_2$ (2003:3), evaluation procedures, processes and performance standards for school based educators are adopted to provide bases for decisions on, amongst others, salary and grade progression, incentives and rewards.

In addition to motivation-related reasons above, the aim of evaluation is to improve the quality of teaching practice and educational management (ELRC$_2$ 2003:1). It follows therefore that evaluation programmes can be regarded as part of the enrichment programmes. The implication for the principals is that they should be wary of their approach to teacher evaluation since it is linked to their salary progression and could thus affect their motivation level adversely. The principals should avoid the temptation to use evaluation process as a punitive measure for teachers viewed as problematic by underscoring them so that they lose on pay increment. The ELRC$_2$ (2003:2) supports this notion and recommends that the principals and management teams need to:

- Enjoy the confidence and support of staff.
- Be objective and sensitive the needs of the evaluees.
- Display good communication, interpersonal and conflict resolution skills.
- Take their evaluation responsibilities seriously and be committed to the process.

From the exposition above it can be deduced that for teachers to be effective in their performance, a number of interactive factors needs to taken into consideration. It was briefly pointed out that enrichment programmes that are aimed at enhancing the level of motivation of educators are directly linked to the process of evaluation. A more detailed discussion on the evaluation processes follows in the next section.

2.2.2.7 Evaluation and examination

Evaluation according to Kruger (1999:17) includes staff development, examination and assessment of learners. He recommends that the principals include in evaluation systems:

- Qualitative measurement which involves control over the course of the instructional programme.
- Professional development aimed at improvement in practice by staff members.
- Staff motivation which involve recognition or promotions.

These three aspects can clearly be identified in the new IQMS model which was jointly developed by the DoE and the teachers' unions.

a) IQMS

According to DoE (2003:1) a number of initiatives aimed at improving the quality of public education are already underway and include, amongst others, Whole School Evaluation, systemic evaluation, National Teachers' Awards (NTA) and the Ministerial Recognition Awards. These initiatives cover teacher motivation, school improvement and the improvement of the system as a whole. Since school is about learners, the question arises 'how do these initiatives impact learner performance?'

Firstly, they directly impact on learner performance in that a weak, demoralised and disillusioned teacher cannot be expected to produce any quality work. Secondly, learner performance as depicted in assessment provide an important yardstick in educator evaluation. The principal should thus ensure that learner evaluation strategies are developed to regulate the total instructional programme effectively. This also requires of the principals and educators to have a clear understanding of the new OBE continuous assessment (CASS) model and strategies.

b) Continuous assessment

Continuous assessment according to the DoE (2000:22) forms the most important part of the new outcomes based education. It involves an ongoing assessment of a whole range of activities. Cass may be viewed under the following headings: formal, informal, self and peer assessment and recording.

i. Formal assessment

Educators develop learning activities specially designed for learners to achieve prescribed learning outcomes (LO's) per subject per grade (DoE 2000:22). When a learner achieves LO's at some expected level of performance then the learner proceeds to achieve the same LO at a higher, more complex level. It is expected that learners be fully informed about the

specific LO to be achieved as well as the expected level of performance so as to be able to carry out self and peer assessment activities. Since the educator acts mainly as a facilitator and learners are given the opportunity to work at own pace, learners are more involved and likely to enjoy success. In this way, their confidence is boosted and they become more independent learners.

ii.   Informal assessment

This also forms an important aspect of the new curriculum. Generally, it involves the educator observing learners informally. The learners need not be informed of the aspects being assessed. These according to the DoE (2000:23) may include:

- Cooperation,
- Punctuality,
- Cleanliness,
- Respect,
- Leadership and
- Any behavioural changes.

iii.   Self assessment

Self assessment helps learners understand their own strength and assume greater responsibility of their own learning. The learners may answer the following questions regarding what they experienced while completing a project:

- Did you enjoy it?
- Do you feel you have learnt a lot?
- Which aspects did you find the easiest?
- Which aspects do you need help with?

iv. Peer assessment

When learners are trained in assessment skills, they may assess one another. This could provide useful information that promotes learning especially when they help one another in group activities.

v. Assessment by others

This can be used as an opportunity to involve parents in their children's learning. They may not be experts, but they could be trained in interpreting performance levels. They should be asked to sign learners' books regularly. Learners are motivated when parents show interest in their school work. The principal could thus keep the parents informed about learner performance through progress reports and newsletters.

vi. Recording and reporting of assessment data

The DoE stipulates that educators keep their own and learner portfolios. These are files in which samples of learners' various tasks are kept to reflect the learner's general progress. Report cards are normally compiled quarterly and provide indication of where intervention strategies could be applied to help learners to improve their achievement.

2.2.2.8 Conclusion

From the foregoing exposition one could conclude that instructional leadership has as its ultimate objective the attainment of outcomes of the highest standard by learners. It became clear that teaching and learning are impacted upon by a variety of factors like teachers' job satisfaction, parental involvement, assessment and evaluation processes amongst others. The situation requires a principal who is well versed with the situation behind every classroom door at the school. Through interaction with various staff members by means of class visits, interviews and the actual class teaching, the principal could gather valuable information that could guide him/her regarding the actions to take in a quest to improve the quality of teaching and learning. But how does one recognize quality in education? Since quality is a concept not

universally understood in the same way, a number of approaches to quality will be investigated in an attempt to answer this question.

2.3 QUALITY IN EDUCTION

2.3.1   Introduction

The idea of improving quality in education has become increasingly important over the past few years. Quality Control (QC), Quality Assurance (QA), Total Quality Management (TQM) and the Intergrated Quality Management Systems (IQMS) are the themes that draw the attention of policymakers, administrators and practitioners across the international educational arena. In America the concept gained attention when the country lost its pre-eminence as the industrial leader of the world in the eighties. They started asking the question 'if Japan can, why can't we? According to Ritchie (1994:101) this led the United States Corporations and government agencies to adopt Deming's method of management for quality. He mentions the Florida Power and Light Company, the first US company to capture the Japanese Deming Prize for quality.

Those industrial shortcomings coincided with the observation of decreasing standards in scholastic achievement. A number of isolated attempts to improve the quality of education in America using Deming's management principles were made in the 1980's (Ritchie 1994: xv-xvi). These included the Total Quality Network by the American Association of School Administrators (AASA) in 1989. The underlying aim was clearly to break away from the traditional approach of finding the problem and solving it. The new approach would be to focus on managing the schools better for continual improvement in the quality of teaching and learning. One also notes that since World War II, education has borrowed a series of management terms from business.

Ritchie (1994:7) identifies Programme Evaluation; Review technique; Management by Objectives; Site Based Management and Personal Improvement Plan as examples of strategies that emerged as the problems developed in education. Those strategies were however found to be laden with flaws and to fail as more acute problems developed in the

educational field. It follows that it takes much more than increasing the number of reform initiatives to improve daily classroom life.

Hopkins, Ainscow &West (1994:7) concur with this notion and attribute the problems that arise when new reforms have to be implemented, to the need to maintain some continuity between the organization's present and previous practice. This need is normally referred to as resistance.

Resistance to change could be seen as another challenge in the South African educational context as well. Vakalisa (2000:8) supports this notion and asserts that 'educational reforms are easier to chart on paper, than they are to implement'. She claims that since teaching in schools has a tendency to form cultures, asking people in an organization to change is similar to asking them to make a paradigm shift. In the light of this argument, Vakalisa (2000:15) is of the opinion that the Ministry of Education in South Africa is attempting to replace a fossilized culture of education with a brand new educational culture modeled on practice of highly industrialized countries of the West. Botha (2000:131) attests to the new curriculum being a shift by claiming that the first major curriculum statement of the democratically elected government in South Africa signaled a break from the past.

Botha (2000:15) provides reasons for breaking from the past as to overturn the legacy of apartheid education; to improve skilled labour force and move the country into the next century. Motala (1997:3) enumerates the aspects focused upon by reform initiatives as equity, access, redress and quality. Botha (2000:13) expresses the same views in his statement that:

- No longer would curriculum shape or be shaped by narrow visions; concerns and identities
- No longer will it produce the limited interests of any one particular grouping at the expense of another and
- It would bridge all and encompass all.

As a result of equity, redress, access and quality issues there was a great exodus of learners from public schools to town and city schools that were previously inaccessible to them. This left public schools with those learners whose parents were ordinary labourers or unemployed

in most cases. The SASA (1996:37) stipulates that schools cannot deny learners access to teaching and learning on account of being unable to pay school fund. The schools could, however take legal action against parents which proved to be a futile exercise because in most cases parents are unemployed. This situation at public schools was exacerbated further given that the schools were already under-resourced. Human resource provision was also affected.

According to Lemmer (1999:37), the dwindling learner enrolment figures resulted in schools losing some good educators through the process of rightsizing and redeployment. The post provisioning model allows a school to have a certain number of educators based on prescribed educator: learner ratio. This would see educators being redeployed to other schools where there was a need. In some cases educators were moved to other cities notwithstanding their personal circumstances. This resulted in bitterness where one could find even a good educator becoming demoralized and unproductive. Whichever noble aims were envisaged tended to be nullified by the fact that educators declared to be in excess appeared to be those least liked by the principals and the SMT members since the model used to identify those educators was open to abuse. Teaching and learning were as a result adversely affected in public schools.

Access to learning was broadened through the inclusion of the Readiness class (Grade R) and the restructuring of Adult Basic Education and Training (ABET) in the system. With the introduction of so many radical changes in the education system one cannot help but wonder: Will the quality of education necessarily change? What are the most reliable indicators of quality improvement? Literature does not have a direct answer to these questions. Many authors have alluded to the vagueness of the term 'quality' (Botha 2000:134 & West-Burnham 1992:4). Literature reveals various approaches to the concept.

School effectiveness may be implied and quality evident in terms of measuring instrument not yet in use in the system. For instance, since the Government is educating a broader cross section of the community, more people may be more qualified for post matric employment, the school dropout rate may decrease and more educators may be employed. On the other hand Grade 12 results may drop since evaluation is done in terms of percentage. The scenario depicted above underscores the importance of designing an assessment tool as well as that of

knowing exactly what you are measuring. It might have been for this reason as noted by Tofte (1995:469), that Deming was critical of the use of examination results for decision on learner progress. Botha (2000:134) feels that the use of results encourages schools to teach for examinations, which deprives the learners of the opportunity to access the breadth of knowledge associated with education. Riley and Nuttall (1994:75) are also skeptical and argue that although the practitioners have drawn heavily from research on effectiveness, little research perspective on performance indicators are available. They are of the opinion that head teachers' practice could be informed better, if results were subjected to multi-level approaches involving sophisticated statistical techniques. Approaches to quality will be explored in the next section so as to arrive at a definition of quality that will be adhered to throughout this study.

2.3.2 The nature of quality in education

West-Burnham (1992:14) criticizes the view that quality is a universal panacea for organizational ills, an incontrovertible imperative and a reassuring message to clients. He also discourages the tendency in education service to view the achievement of quality as an intellectual problem rather than a management problem. In the South African context, Botha (2000:134) notes that the quality approach does not provide a satisfactory definition between any systems. His only explanation to justify why the concept shouldn't be abandoned is the persistent clinging of the educational field to the construct. It follows therefore that a definition of quality is needed that will provide a basis for measurement and that will be understood in the same way by all in education. Botha (2000:135) confirms this notion as he notes from the various definitions he had explored that each approach has a specific implication for the evaluation process. He therefore views any evaluative process as 'a function of the chosen general strategy'. This means, for instance, that if quality is defined as 'fitness for use' then it should be measured on the basis of customer satisfaction. The presence of a customer in education is however a controversial issue.

The presence of a customer in education was refuted by Edward Deming who is generally regarded as one of the quality gurus of the last five decades. Since quality in education is often linked to Total Quality Management (TQM), Botha (2000:135) sees a need to construct a knowledge base of client opinion. He further notes that the TQM, concept of clients

replaces the traditional boundary between the internal world of the school and the external community by an interlocking series of client and supplier relationship. This begs the question 'why is customer focus important in educational quality'? Frazier (1997:11) answers this question in his recommendation of a systems approach. He argues that significant improvement in quality will only come about when the principals address all major sources of variation for differences among students, even those outside the education system. He advocates the inclusion of external customers and suppliers as an integral part of the education process. The importance of a customer in an organization is illustrated as follows:

MANAGERS   **CUSTOMERS**

Frontline Workers   Frontline Workers

FIGURE 2.3 Customer focus in Traditional vs Continuous Quality Improvement Organisation (Frazier 1997:13)

From the diagram it can be deduced that in an organization committed to continuous quality improvement, the wants and needs of the customers are the driving force that change the organization's culture. A quality organization thus exists for its customers (Sallis 2002:15).An organization that is aware of the needs of its customers is able to plan to meet or even go beyond those expectations. This helps them develop foresight so as to prevent that the customers' needs surpass the organization's capability to deliver. The absence of cash

transaction however makes it difficult to identify the customer. Frazier (1997:12) supplies the following definitions of the customer:

- The user of any work output that has value added to it, or
- Anyone who can potentially create a perception of the organization.

According to Badenhorst (1993:337) the customer is anyone to whom a product or service is provided. These definitions clearly point out that that a customer is defined in terms of relationships and process rather than relative status (West-Burnham 1992:29). The nature of education necessitates classification of customers into internal and external customers. Internal customers are those within the organization like the educators, learners and managers. External suppliers include universities, textbook suppliers and computer companies. The school acts as a customer to these institutions. On the other hand, parents providing the school with learners could be viewed as suppliers as well as customers in the sense that they receive service from the school when their children are educated. The quality supplier- customer relationship is illustrated below.

Internal   External

Supplier

Customer

FIGURE 2.4 Quality supplier-Customer Relationships (West-Burnham 1992:30)

He deduced the following implications from the model:

- Everyone is a supplier and a customer
- There are equal responsibilities on supplier and customer

- Work processes have to be defined in terms of customer and suppliers
- It may be helpful to differentiate between internal and external customers and suppliers but not to discriminate in level of service

Supplier- customer chains may be of variable lengths but this cannot be used as an excuse to compromise service. The customer-supplier relationship thus focuses our thinking to see the process as a network of interlocking steps. The role of the participants is basically to identify the requirements. This implies that at all stages the customers and the suppliers must be aware of their interdependence in the provision of quality service. For instance, if there were no educators learners would not receive tuition and without learners educators would not have employment. The customer-supplier relationship could thus be viewed as a chain the links of which have equal strength. A closer look at the concept of quality in education is necessary at this stage for the customers and suppliers to know when they have attained it.

As previously alluded to, education has borrowed quality strategies from business. The term is associated with the Japanese belief system advocated by Edward Ewing and Joseph Juran. Frazier (1997:1) views quality as simply a different paradigm for encouraging people to accomplish a task. He refers to continuous quality improvement philosophy which has a broad set of principles and values that provide guidance to restructure and improve organizations. This implies that quality is not an end but a means.

Frazier (1997:1) enumerates two attributes of quality that make it generally difficult to describe. Firstly, quality is time bound. He cites an example of an eight-track tape which was a standard for its time but has since given way to laser discs. This means that due to technological development customer preference change from time to time. Secondly, quality is subjective. What is quality for one person may not be the same for another. For purposes of this study, as pointed out in section 1.4.2, quality will be understood as a management process characterized by conformance to requirements; responsiveness; integration; focus on delivery; customer satisfaction and continuous improvement. These attributes are briefly discussed below.

2.3.2.1 Conformance to requirements

This principle according to West-Burnham (1992:36) is the heart of quality management. It involves seeing to it that that service provided is fit for the purpose intended. He mentions the following areas where this principle could be applied in schools:

- Reporting on progress to the parents: the information must be expressed in such a way as to be comprehensible and comprehensive.
- Purchase of textbooks: they should be relevant, up-to-date, written at an appropriate level with a suitable format.
- Classroom organization: facilities and resources are easily available.

Through a process of needs analysis this list could be continued. Dimmock (in Botha 2000:133), major elements that determine quality in education are the teacher, the learner and the curriculum. This implies that a change in curriculum can affect the quality of education. Conformance to requirements therefore implies that before any changes could be effected the needs of the learner must be the starting point. The identified needs inform the process of improving teaching and learning in order to provide a more relevant curriculum aimed at the achievement of better learning outcomes. Considering the needs of the leaner, according to West-Burnham (1992:36), means approaching the education process by focusing on:

- The need to relate teaching strategies to individual ability,
- The flexible use of time to allow appropriate pacing and integrated units of study,
- Deployment of the full range of teaching strategies from the most didactic to the most flexible, to be determined by needs not ideology,
- Reviewing the role of the teacher as controller and emphasizing the role of the facilitator,
- Questioning teaching the 'class' when individual outcomes are the determinants of educational success,
- Recognition of the importance of intellectual and social skills development being reflected in the organization of learning,
- Ensuring that marking and assessment are formative rather than summative and

- Programming options to ensure that individual rather than systems' needs are met.

This approach seems to corroborate what Botha (2000:37) calls Deming's notions of quality process rather than product. West–Burnham (1992:37) calls it the application of Kaizen in education. It follows therefore that to ensure that anticipated outcomes are obtained; attention should be paid to every step of the teaching and learning process. According to Frazier (1997:17) the Kaizen approach implies that a society concentrate its resources on early childhood education, as opposed to worrying about high school graduates with academic and skill deficiencies.

He further opposes the tendency to see time as snapshots, because that distracts people from seeing the long-term patterns of change that lie behind an event. Organisations thus need to be aware that survival is a gradual process that may take years to manifest. This gradual unfolding of results is illustrated by Botha (2000:137) in an example where the results of a teacher's remark manifest years later after the learner has exited the system. This indicates that cause and effect are not necessarily close in time and proximity. The principals should therefore ensure that at every step of quality improvement attempts, all role players conform to requirements according to identified needs. Since time has been identified as an important determinant of quality, as soon as needs are identified the responsiveness of the organization is challenged.

2.3.2.2 Responsiveness

According to Frazier (1997:38) the term refers to a rapid response to complaints and requests and an open door policy. In the general school set up it also implies prompt attention to phone calls, letters and visits. In the classroom it means an atmosphere wherein learners feel accepted and free to express concerns and ask questions. Since the learners are heard, their contributions inform the educator's decision making and they could be said to be integrated.

2.3.2.3 Integration

Customers are fully integrated into an organization if their responses form the baseline for every decision making progress. Parent Teacher Associations (PTA's) occasionally involve parents in fundraising projects. These are called 'open day' events. The schools should however be open at all times and maximize contacts to an extent that parents' views form the basis for practically all decisions taken. This ensures an enhanced sense of shared purpose needed for commitment.

One of the DoE's initiatives was to integrate parents and learners into the schools governing bodies (SGB's). Learners also contribute towards the development of the school by compiling their own code of conduct which helps reduce disciplinary problems. This contributes significantly towards creating an environment conducive to teaching and learning. This involvement of the stakeholders helps the school to see through the customer's eye and obtain the necessary help for delivery. The discussion on delivery will follow in the next section.

2.3.2.4 Focus on delivery

In the school situation the educators are the ones seen to be doing the actual delivery. All other customers, internal or external, only support the educator. For instance, the parent sees to it that the learner is healthy, has the necessary requirements and attends school regularly. The school management also plays a very important role since they help manage the finances as well. In South Africa the introduction of OBE as well as the IQMS have serious implications on financial circumstances of the school. According to the IQMS, an educator has to perform at a certain minimum level to qualify for pay progression. The principal must therefore provide resources so that contextual factors do not hamper the educators' performance. These resources may include computer programs that help educators with administrative duties like compiling report cards. Educators will thus have more time on hand to plan for more effective delivery. This way the principal will easily identify areas of personal weaknesses in educators and offer support. Supporting the educator is corroborated by West-Burnham (1993:39) in his view that a 'quality organization centres all its resources on those who are in direct contact with the customers'. This further highlights the importance

of the customer in any effort to attain good quality results. Customer satisfaction will be discussed next.

2.3.2.5 Ensuring customer satisfaction

As pointed out earlier, a customer focused organization's primary goal is to determine its customer and then seek from the customer the characteristics of quality that need to be met. Frazier (1997:13) advocates that merely meeting those customer expectations is not enough. The organization needs to innovate and create unknown needs in order to 'delight the customer'. The school thus has an obligation to continually strive to satisfy customers. This entails a constant effort to identify needs, to meet them and to assess the extent to which they have been met satisfactorily. This effort will ensure the survival of the organization as tastes change with technological developments. West-Burnham (1992:40) suggests the following techniques to be used by schools to gather information regarding the customers' needs:

- Suggestion cards

Suggestion boxes could be placed at strategic positions or cards sent out to all customers, internal/external to suggest improvement.

- Shadowing

This implies that the suppliers place themselves in the situation of customers to experience the direct impact of the school policies. Examples are when a senior teaches a problematic class or when a primary teacher accompanies a class on their first day of secondary school attendance. Although the shadow's presence may somehow distort reality, some valuable feedback may still be obtained

- Interviews

Any information-rich groups may be targeted for data. This may include learners, parents, group of governors or even community members in the vicinity of the school.

- Surveys

Surveys allow quantification thus facilitating comparison over time and prioritization. They could be used to:

> Collect information about customer needs

> Identify specific problems

> Assess conformity to requirements

> Measure satisfaction

Surveys are also useful in that they could be used over a broad spectrum of aspects like specific lessons, meetings, uniform or even evaluation of buildings and textbooks.

- Team meetings

Various teams could be established to review services provided on a regular basis. These teams could take care of fundraising projects, resources and time management.

2.4   CONCLUSION

It has become clear from the preceding discussion that the focus of quality in education is continuous improvement. It involves transforming schools into environments conducive to teaching and learning, where the needs of learners, parents and the general society are considered. This requires a leader who is able to mobilize resources, motivate all stakeholders, create and communicate instructional goals well and harmonise all the participants' activities towards the attainment of the set goals. This calls for the discussion of the link between the instructional leadership role of the principal and quality in education.

2.5   THE LINK BETWEEN THE INSTRUCTIONAL LEADERSHIP ROLE AND QUALITY IN EDUCATION

According to West-Burnham (1992:98) no quality programme will work without appropriate leadership. He is of the opinion that before the issue of quality is raised within a school, the quality of leadership may need to be explored. Atkinson (in Dlamini 1995:56) corroborates this view in asserting that 'one of the-if not the single most important factors in improving education is the school principal'. Frazier (1997:25) also concurs with this view and

elucidates the concept further by differentiating between organizational management and leadership. He advocates that one manages within a paradigm but leads between paradigms. In their quest for quality the DoE in South Africa advocated a shift from the traditional paradigm to the OBE paradigm. This shift involved directing focus away from what learners were supposed to know to what learners actually knew (Botha 2000:132). This placed more challenge on the principal's leadership skills.

Principals need to remember that successful change hinges on the internalization of new values by organizational members (Frazier 1997:33). Values and beliefs that bind an organization together comprise culture. The principal needs to understand the prevailing organizational culture so as to lead members smoothly through new structural issues with minimum resistance. This is particularly difficult in cases where organizations were previously regarded as successful leaders. When faced with the challenge to change such organizations suffer what Frazier (1997:32) terms paradigm paralysis. This results when success has bred arrogance, complacency and isolation. The organization subsequently becomes blinded to innovation and new societal demands. Leaders must therefore constantly challenge and review their paradigms. West-Burnham (1992:87) agrees with this notion and claims that 'if culture is the personality of an organization, then a quality school is restless, constantly questioning, never satisfied, challenging norms and believing that things can always be better'.

It would therefore appear that for a school to continuously strive for quality, a number of skills are required from the principal as an instructional leader. Steyn (2002:265) provides a list of those requirements as:

- Defining and communicating a clear mission, goals and objectives.

This involves formulating a mission, goals and objectives with the collaboration of staff members to realize effective teaching and learning. According to Clarke (in Botha 2000:134) quality is a by-product of effectiveness and efficiency. Efficiency involves reaching stated and prioritized goals with given constraints whereas effectiveness refers to meeting the expectations. It follows therefore that when the principal, as an instructional leader, engages

in the process of translating values which inform the organisation's performance into a public and shared statement he/she is engaged in a quality process.

- Managing curriculum and instruction

This refers to the managing and coordinating of the curriculum in such a way that teaching time is used optimally. This implies planning time ahead, organizing workshops to clarify new curriculum aspects and making resources available. A principal can only engage in such activities if he/she aims at improving the quality of results obtained by learners. On the other hand those activities are part of the instructional activities of the principal. One can thus conclude that instructional leadership impacts directly on educational quality.

- Supervising teaching

Ensuring that educators receive guidance and support to enable them to teach as effectively as possible should be one of the principal's priorities. As mentioned previously, the DoE has introduced the IQMS which includes supervision of class teaching. Frazier (1997:116) refers to the purpose of any Quality Assurance system, in the light of which IQMS could be seen, by providing the following list. They are to:

- ➢ routinely gather information for assessment in order to identify and control problems before they arise,
- ➢ compare school sites, departments and the districts to the state and national standards,
- ➢ provide quality data to stakeholders for planning and decision making purposes and
- ➢ quickly feed information to those responsible for process management.

- Monitoring learner progress

Monitoring is done through tests and examinations. Those results are used to inform all programmes aimed at improving support for both teachers and learners. However this use of examination results constitutes a controversial area in quality debates. Since the inception of the new curriculum in South Africa, assessment of learners has always proved to be the most challenged area as attested to by changes year after year in assessment criteria and standards. According to Riley and Nuttall (1994:76) those responsible for the quality of the nation's schools often ask 'how can a school be run effectively and efficiently, if the areas in which it

is trying to perform are not known and evaluated systematically? This takes us back to what Botha commented on previously, viz that 'perceived quality carries a fundamental implication for the evaluative processes. This has resulted in pressure to produce criteria lists for monitoring and evaluation (Riley & Nuttall 1994:76). These criteria are qualitative statements that describe assessment to mediate input and output. Murgatroyd (in Botha 2000:135) lists aspects to be assessed in terms of quality as reliability; competence; responsiveness; accessibility; credibility; durability; performance and perceived quality. Since these are deduced from research findings which emphasize the role of the principal, aspects of this role as stated by Riley and Nuttall (1994:77) should be noted as well. They stated that:

➢ The head teacher and senior staff maintain a clear, positive, consistent sense of direction.

➢ Staff and pupils are motivated by the head teacher's personal interest, encouragement and concern.

➢ The head teacher gets directly involved in the improvement, particularly in early stages.

Performance indicators on the other hand tend to be quantitative measures of organizational aspects, often characterized in input and output terms. In the South African context it can be noted that the DoE more or less follows this approach because learners' reports consist of two sections: one for numerical summaries and the other for descriptive evaluation of aspects such as behaviour. Many adjustments may still be expected since the system is still in fundamental stages. It follows that any attempt to improve quality necessitates some form of performance indicators. The principal is therefore called upon to define quality, translate it into measurable terms and assist in all attempts to attain it as well as to account regarding whether it has been achieved or not.

- Promoting instructional climate

Creating an environment for learning is synonymous to driving out fear (Frazier 1997:41). He cites fear of ostracism, humiliation, loss of privileges, influence, status and loss of job as consequence of failure in a traditional organization. Corporal punishment may be viewed as a

way of instilling fear into learners to comply that was used in the traditional system. Many educators still struggle to discipline learners since they view a learner who freely expresses him/herself as insubordinate and frequently resort to corporal punishment to deal with such learners. An instructional climate that is conducive to teaching and learning is the one in which both educators and learners do not only tolerate, but welcome change and innovation. The principal should ensure that all aspects of the new policy are advocated to all stakeholders. He/she should facilitate a process where all role players are encouraged to formulate policies of the institution together. This collaborative approach to planning will promote a climate where all are free to air their views, to trust one another and to discover talents in one another so as to build quality relationships (Frazier1997:43).

2.6   CONCLUSION

Literature study in this chapter focused on the concept of instructional leadership of the principal and the concept of quality in education. It became clear that a significant relationship exists between the two concepts. The three major elements that determine educational quality, which are the educator; the learner and the curriculum were found to be focus of the principal's activities, as an instructional leader. It was further noted that the new OBE system was introduced based on the assumption that it would improve the quality of education. Since OBE is more learner-centred, it follows that educators should be more willing to adapt their strategies to be more innovative and to make learning accessible for all learners. This places some challenges on the principal.

Firstly, the principal needs to note that the introduction of the new curriculum implies some significant changes in the teaching approach of educators. For instance, cooperative learning needs more space for suitable desk arrangement. As a facilitator, the educator needs more resources to promote group activity and to assess effectively. The principal should also possess sound financial management skills. This also necessitates that the principal move around to take note of challenges in the classrooms so as to offer empathy. This was earlier referred to as the principal's visibility.

Visibility also provides opportunities for the principal to observe the nature of personal relationships and the personal awareness of their impact on others. The principal also needs

to realize that, as a leader, his/her behaviour determines the organizational motivation, its culture and its level of commitment. Educators are encouraged to strive for excellence when they see that the principal is empathetic; supportive; offers praise where it is due; has good negotiation skills, helps remove barriers and is always ready to empower them. The same attitude should be displayed to the learners.

Learners could be involved in identifying the characteristics of quality that need attention. This is consistent with customer focus approach since learners as recipients of service from the school also constitute the customer base of the school. The principal should therefore encourage and guide the learners to share the vision of quality performance with other stakeholders.

It follows therefore that instructional leadership offers the principal an opportunity of a holistic approach to improving the quality of education. In South Africa, the introduction of a new curriculum can be viewed as an attempt to improve educational quality since curriculum is one of the aspects that quality advocates focus upon. It is important that the principal ensures that educators experience a smooth transition into the new curriculum. This requires a firm theoretical background regarding the fundamental features of OBE and those of envisaged quality improvement. Instructional leadership for educational quality is thus a developmental process for continuous improvement entailing theory and on the job experience. The principals should however not view it as a guaranteed recipe, but should gear themselves up for hard work, setbacks and a great demand of their time in anticipation of quality outcomes.

The following chapter will focus on the research design and methods of data collection for the investigation.

CHAPTER 3

RESEARCH DESIGN

3.1 INTRODUCTION

The previous chapter focused on the essential characteristics of the concepts instructional leadership role of the principal and quality in education. An attempt was also made to establish the link between the two concepts. The present chapter will address the research design.

A qualitative approach will be employed since the main aim of this study is to describe the principals' and other stakeholders' perceptions of the role of the principal, as an instructional leader, in the improvement of educational quality. Human thoughts, emotions and behaviour will be expressed in verbal form, in stead of numbers. The discussion will entail qualitative research design, its techniques; sampling; validity and reliability.

3.2 A QUALITATIVE RESEARCH APPROACH

3.2.1   A brief overview

Qualitative research is a naturalistic inquiry involving the use of non-interfering data collection strategies to discover the natural flow of events and processes and how participants interpret them (McMillan & Schumacher 1993:372). According to Mamabolo (2002:236) qualitative research is rooted in a phenomenological paradigm which holds that reality is socially constructed through individual or collective definitions. It is thus an interactive research which aims to obtain in-depth understanding of the individual, group or event. Mamabolo elucidates the concept further by describing some of the essential characteristics (2002:236). She asserts, among others, that:

- Qualitative research seeks understanding and employs qualitative methods such as in-depth interviewing and participant observation

- Qualitative methods are humanistic. The methods by which people are studied affect how they are viewed. When people's words and acts are reduced to statistical equations we lose the human side of social life. Qualitative methods enable people to learn about concepts such as pain; beauty; suffering; frustrations and love whose essence is lost through other research approaches.

- In qualitative research the researcher has the natural setting as the direct source of data and the researcher is the key instrument. The researcher looks at the setting and people holistically. The people being studied are not reduced to variables but are viewed as a whole. In contrast to a natural science approach, the qualitative researcher or a phenomenologist strives for what Max Weber called "verstehen", understanding on a personal level of the motives and beliefs behind people's action.

- Qualitative research is descriptive and the data collected in a qualitative study are in verbal form rather than numerical. The written results of research contain quotations from the data to illustrate and substantiate the findings.

- Meaning is of essential concern for qualitative research. Researchers who use this approach are interested in the way different people make sense out of their lives.

- The task of the qualitative research researcher is to describe the meanings shared with the participants which, may in turn, make it possible to explain why people behave as they do.

In the light of the characteristics listed above it is clear that qualitative research lends itself useful for this study considering the aims stated earlier. Vulliamy (in Kwinda 2002:30) corroborates this notion in stating that the qualitative method is useful when focusing on teachers and principals and on classroom and school interaction.

Lemmer (1993:88) compares research to a journey. Before a journey is undertaken, some planning needs to be engaged in. In research this journey is called a research method.

3.2.2 Research method

The research method in this study is the qualitative method. According to Gall, Borg and Gall (1996:543), one of the main characteristics of quality research is its focus on the intensive study of specific instances of a phenomenon. Cohen, Manion and Morrison (2000:180) cite

examples such as a child, a clique, a school and a community to elucidate the concept of "an instance" further. McMillan and Schumacher (1993:37) use the term "case" instead of "an instance". A case study will thus be used to conduct this qualitative research. According to Gall et al (1996:545) a case study refers to "the in-depth study of instances of a phenomenon in its natural context and from the perspective of the participants involved in the phenomenon". McMillan and Schumacher (1993:37) explain the concept of the natural context by referring to 'non-contrived situations where there is no manipulation of conditions or experiences'. Hoberg (2002:37) corroborates these views by pointing out that case studies are largely used to probe contemporary real life situations of the research respondents. She further maintains that case studies emphasise detailed contextual analysis of a limited number of selected research respondents and their interpersonal relations.

From the exposition above it follows that case studies are most suitable where investigations involve complex dynamic interactions of events, human relationships and other factors. A case study is thus appropriate for this study since the main aim for this research is to investigate perceptions that are unique and peculiar to selected individuals regarding the principal's instructional leadership and its impact on educational quality. To highlight appropriateness of this method further, more discussion of case study method follows.

3.2.3   Purposes of case studies

Case study design, because of its flexibility and adoptability to a range of contents, processes, people and foci, provides some of the most useful methods available in educational research (McMillan & Schumacher 1993: 375). It further provides researchers an opportunity to ask questions and discover important in education so as to pursue further inquiry and prevent educational research from being stagnant and being filled with rhetorical abstraction. McMillan and Schumacher (1993:376) enumerate areas where these case studies are used as basic, applied and evaluation research. They cite purposes of case studies as:

- To develop a concept or model,
- To describe and analyse a situation,
- To evaluate a programme,

- To identify policy issues,
- To contribute to Large-Scale research projects and
- To serve as a precursor to qualitative research.

The aim of this study corresponds mainly with the second purpose, viz to describe, and analyse a situation, event or process. The use of case study in this qualitative research seeks answers to questions by examining various social settings and the individuals who inhabit those settings. According to McMillan and Schumacher (1993: 377) a detailed description and analysis of processes or themes voiced by participants in a particular situation can be obtained. They also recommend the use of case study when the research topic is controversial or confidential within an institution as well as in cases where participants are extremely busy like principals. Case studies are also valuable as alternative techniques when variables cannot be manipulated in order to determine resultant effects. Budhal (2000: 55) cites examples of such variables as the culture of teaching and learning; teacher morale and leadership styles. Techniques used to collect data in case study design will be discussed in the next section.

3.2.4   Data collection techniques

Kwinda (2002:30) differentiates between the concepts method and technique. She notes that the term method refers to a special form of procedure in any branch of mental activity whereas the term technique is a means of achieving one's purpose skillfully. The qualitative method of research thus entails special data collection techniques. As indicated in chapter 1 of this study (section 1.5), the techniques to be used here include participant observation, interviews and document analysis. Each of these will be discussed below.

3.2.4.1 The interview as research technique

McMillan and Schumacher (1993: 250) define interviews as vocal questionnaires. According to Budhal (2000: 57) interviews involve the gathering of data through direct verbal interactions between individuals. In Kwinda's view this technique is consistent with people's ability to make meaning through language (2002:31). An interview could thus be described as a conversation with a purpose. The purpose in this study is to interact directly with

respondents to gather information regarding how the principal and other stakeholders experience, feel and act as far as the instructional leadership of the principal and quality are concerned. Since the aim is not to search for universal principles, but rather to understand specific circumstances, cognizance should be taken of the fact that the world is dynamic. It follows that interviews are situational and responses should be viewed in terms of who offers them, how and when. McMillan and Schumacher (1993: 250) therefore view the interview technique as flexible and adaptable. They divide interviews into structured, semi structured and unstructured interviews.

In structured interviews, questions are in the form of limited response questions McMillan & Schumacher (1993: 251). The interviewer leads the interview and offers choices as guidelines. Kwinda (2002: 31) recommends this method in cases where a group is interviewed.

In semi structured interviews the interviewer does not take the lead, but conducts the interview without any preconceived ideas Kwinda (2002: 31). The interviewer has a liberty to ask broad questions in any order. According to Du Toit (in Kwinda1993: 31) this type of interviewing requires active listening by the interviewer, open questions and accurate record keeping.

For the purpose of this study, semi structured, open-ended questions were used (see Appendix D). According to Manion (in Budhal 2000: 58), the advantage is that open-ended items supply a frame of reference for respondents' answers, but put a minimum restraint on their answers and expression. The interviews were corroborated by brief notes taken as the researcher observed the principals performing management and leadership activities. Cognisance was taken of the prevailing climate, existing programs and interactions among all stakeholders. The researcher also interviewed three members of the executive committee of the Learners Representative Council (LRC) at each school. This necessitated the use of focus group interviews.

Lemmer (1993:111) asserts that focus group interviews can be used to interview a group of deliberately sampled people. It offers the interviewer an opportunity to create a social environment in which group members are stimulated by the perceptions and ideas of each other. This can increase the quality and richness of data through a more efficient strategy than

one-on-one interview (McMillan & Schumacher 1993: 432). This implies that the researcher should carefully plan the group, the set up and questions so as to obtain the most effective responses. The principal who is viewed as the key informant was interviewed using the personal interviews.

Personal interviews according to McMillan and Schumacher (1993: 427) are in-depth interviews of individual who have special knowledge; status or communication skill and who are willing to share that knowledge and skill with the researcher. The principal is chosen because he/she has access to observations unavailable to the researcher. To corroborate these interviews, the researcher engaged in document analysis.

3.2.4.2 Document analysis as a research technique

According to McMillan and Schumacher (1993: 433) this is a non-interactive strategy with little or no reciprocity between the researcher and participants. They define artifacts as tangible manifestations of the beliefs and behaviours that form a culture and describe people's experience, knowledge, actions and values. Artifacts in educational institutions may take the form of personal documents; official documents; objects and erosion measure. For the purpose of this study a brief discussion of these will follow in order to clarify how the researcher went about with document analysis.

a) Personal documents

These are any first person narratives that describe an individual's action, experiences and beliefs. According to McMillan and Schumacher (1993: 434) these documents may be discovered by the researcher or may be requested from participants. These include journals, notes on lesson plans or parents' development records of learners and diaries.

b) Official documents

These are abundant in an organization. The following could be scrutinized at each school:

- The school's vision and mission statement,
- Code of conduct for educators and learners,

- Registers

- Samples of educators and learners' portfolios

- Policy documents

- Integrated Quality Management Systems document

- Instructional programmes

- Year plan for curricular and extra curricular activities

- Timetables

- Minutes of staff and departmental meetings

c) Objects

Objects are created symbols and tangible entities that reveal social processes, meanings and values. Examples of symbols include logos of the school, teams and clubs (McMillan & Schumacher 1993:436). For purposes of this study, the researcher will examine the school logos and objects like certificates awarded for various achievements. The researcher will also check bulletin boards to see whether educators use them to acknowledge learners' achievements and to corroborate other observations.

3.2.4.3 Participant observation as a research technique

McMillan and Schumacher (1993:420) define participant-observation as "an active process which includes muted cues-facial expressions, gestures, tone of voice and other unverbalised social interactions which suggest the meanings of language". According to Glense and Peshkin (in Budhal 2000:56), the process entails a researcher engaged in a careful, systematic experiencing and conscious recording of details regarding many aspects of a situation. Lemmer (1995:109) enumerates the activities undertaken by the researcher, as a participant observer, as noting how people perceive reality; their words; feelings and beliefs. The researcher will therefore take note of non-verbal behaviour during interviews and unobtrusive observations and note these in a detailed and objective way to confirm possible interpretations that may emerge from various settings.

3.3 SITE SELECTION AND SAMPLING

Site selection and sampling processes are used to identify cases that the researcher is going to study (Budhal 2000:59).

3.3.1   Site selection

According to McMillan and Schumacher (1993:411) choosing a site is a negotiated process to obtain freedom of access to a site that is suitable for the research problems and accessible for the researcher in terms of time, mobility, skills and resources. The researcher usually obtains in advance information regarding the site, its potential suitability, general history, routines and social system. In this study the researcher chose five (5) public schools in the Potchefstroom Area of the North West Province of South Africa. The schools were easily accessible to the researcher. All the five schools were established prior to the 1994 democratic elections in South Africa and were, in the opinion of the researcher, viewed as rich sources of information. The researcher used purposeful sampling to choose other participants.

3.3.2   Purposeful sampling

Purposeful sampling according to McMillan and Schumacher (1993:413) involves choosing samples on the basis of being likely to be knowledgeable and informative regarding a particular phenomenon being investigated. A few cases studied in-depth may yield more information about a phenomenon, which makes purposeful sampling more useful in this study than probability sampling. A number of purposeful sampling strategies can be identified. These include site selection; comprehensive sampling; maximum variation sampling; network sampling and sampling by case type. The latter will be employed in this study therefore its discussion will follow.

3.3.2.1 Sampling by case type

Concept/theory based sampling is an example which involves selecting information- rich people or situations known to experience the concept under investigation. This means that prior information is used to decide on samples as well as in site selection. The aspects that the researcher considers are thus the research problem, the major data collection strategy and the availability of information-rich cases. The sample size thus depends on information richness of cases. As stated earlier, at each of the five schools the researcher intended to interview the principal, three educators, three learners and two SGB members. The SGB members were, however, uncooperative and the researcher decided to leave them out. The sample size was therefore (7x5) = 35. Coetzee (1999:7) points out that, researchers need to be consistent within the research strategies. The researcher thus needs to guard against bias and subjectivity in all phases of data collection at the five schools as well as in data analysis. McMillan and Schumacher (1993:385) corroborate this view and maintain that in a particular design and data collection strategy, the research is already addressing reliability

3.4 RELIABILITY IN QUALITATIVE RESEARCH

Reliability in qualitative research refers to the consistency of the researcher's interactive style, data recording, data analysis and interpretation of participants' meanings from the data (McMillan & Schumacher 1993:385). It is therefore the extent to which independent researchers could discover the same phenomena between the researcher and participants.

3.4.1   Reliability in research method

The qualitative process is somewhat personal and subjective. Therefore no two observers, interviewers or document analyst can interpret same phenomenon exactly alike. McMillan and Schumacher (1993:386) mention the multi-modal nature of the qualitative methods. This means that in addition to interviews and observations the researcher may use tape recorders or other technical instruments to collect additional data to corroborate findings. To ensure further that other researchers in similar studies, using the same methods of data collection and analysis obtain results that closely resemble results to be obtained in this study, the researcher will consider a number of aspects.

McMillan & Schumacher (1993:386) suggest that in an attempt to improve reliability, attention be paid the researcher's role, informant selection, social context, data collection and analytical strategies. A discussion of the strategies that will be applied to enhance reliability in this study follows.

3.4.1.1 Researcher's role

The researcher's social relationship with the participants is an important aspect that must be identified in a study (McMillan & Schumacher 1993:386). In this particular study it implies that the researcher is an educator in the same region where the selected schools are found, the researcher already has a social status within the group which poses a threat to the reliability of the study. The researcher will thus ensure that preconceived ideas and knowledge do not result in bias regarding the interpretation of research data.

This could be achieved by corroborating the findings by means of tape recorders, literal transcription of participants' responses and quotations from documents.

3.4.1.2 Informant selection

To ensure that future researchers contact informants similar to these contacted by the researcher in this study, informants are described as principals, SRC learners, SGB members and educators from public Secondary schools that were established before 1994 in the Potchefstroom Area in the North West Province.

3.4.1.3 Social context

The social context in which interviews are involved, interpersonal relations among group members may explain individual's actions and meanings (McMillan & Schumacher (1993:386). The researcher thus described the social context in terms of time, people or place to help in data analysis.

3.4.1.4 Data collection strategies

Gall et al (1996:574) recommend the triangulation process to eliminate biases that might result from relying exclusively on one data collection strategy, source or theory. In this study the process will entail interviews, observation and document analysis. The researcher will then match the statements from respondents with the information on biographical questionnaires (see Appendix B), evidence from documents and observational records. Finally, the statements will be checked for consistency with the theoretical framework established earlier. Drawing on corroborative evidence in this manner validates a case study (Gall, Ball & Gall 1996:574).

3.4.1.5 Data analysis strategies

The researcher needs to provide a retrospective account of how data was synthesized and identify strategies of data analysis and interpretation (McMillan & Schumacher 1993:388). Schedules and categories used for data analysis in this study will be listed in the appendix. This reduces threats to both reliability and validity which will be discussed later.

3.4.1.6 Analytical premises

Another way of guarding against unreliability is a clear description of the conceptual framework (McMillan & Schumacher 1993:388). Literature was studied from which prior research findings which informed this study were noted so as to be integrated or contrasted. Other researchers in similar studies could thus begin from similar analytical premises. Threats to reliability could also be reduced in the data collection process.

3.4.2   Reliability in data collection process

Verbatim accounts, low inference descriptors, multiple researchers, mechanically recorded data, participant researcher, member checking, participant review and negative cases are strategies that could be used in combination to reduce threats to reliability by qualitative researchers (McMillan & Schumacher 1993:388). From this list the researcher will discuss only those strategies that will be applied in this study.

3.4.2.1 Verbatim accounts

These are word for word accounts of interviews, transcripts and direct quotations from documents recorded to illustrate participants' meaning. The researcher in this study used tape recorders during interview sessions. Taped discussion were transcribed and listed in Appendix C. The advantage is that the researcher was afforded what Gall et al (1996:23) refers to as tacit knowledge. This includes largely unarticulated, contextual understanding that is often manifested in nods, silences, humour and naughty nuances. Tape recorders also helped to eliminate shortcomings that could result from memory loss.

3.4.2.2 Low inference descriptors

This involves recording precise, almost literal and detailed description of people and situations. The aspects to be considered are history, physical setting, environment and members' perceptions, amongst others (Blauw 1998:43, Gall, Borg & Gall 1996:572). This information helps one to make informed judgment about whether findings from a particular study are useful in understanding other situations. The researcher provided an outline of the physical setting, a brief historical background and some significant events of each chosen school.

The researcher has thus addressed reliability by providing the conceptual framework that forms the basis for this investigation; using triangulation and using tape recordings. Reliability was enhanced further by describing the socio-economic status of the communities in which the schools are situated, the schools' broader context, the conditions of the buildings and the type of social relationships that prevailed.

It is evident from the discussion above that reliability is a serious threat to qualitative research. This problem may be attributed to the fact that each individual being studied constructs his or her own reality, the researcher becomes the central focus of the inquiry process and no inquiry has any authority over any other. On the other hand, as will be seen in the following discussion, validity may be the major strength of qualitative research.

3.5 VALIDITY IN QUALITATIVE RESEARCH

The term according to McMillan and Schumacher (1993:391) refers to the degree to which explanations of phenomena match realities of the world. Budhal (2000:60) describes validity as "the authentic representation of what is happening in a social situation". Two types of validity are the external and the internal validity.

3.5.1 External validity

The term refers to the extent to which findings of a case study can be generalized to similar cases (Gall, Borg & Gall 1996:572). The use of a case study design is however not regarded as a probability sample of a larger population. The aim of this study is thus not to generalize the findings but to extend understanding of a phenomenon. Application of qualitative method in this study is therefore useful to the degree to which it contains detailed descriptions to enable others to understand similar situations and extend these understandings in subsequent research (McMillan & Schumacher 1993:394). External validity depends on translatability and comparability.

Comparability refers to the degree to which the research design is adequately described so that researchers may use the study to extend the findings to other studies. Translatability, on the other hand, is the degree to which the researcher uses theoretical frameworks and research strategies that are understood by other researchers.

To establish both comparability and translatability the researcher made an extensive literature study for a theoretical framework on which to base this study. The five selected secondary schools were considered on the basis of how typical they were. The researcher looked into the socio economic status, educational attainment, ethnic composition and location and other relevant factors pertaining to those schools. To highlight the contextual features further she will clearly state the common and contrasting dimensions of instructional leadership and quality observed under situation analysis in the next chapter in order to reduce the effects of unique historical experiences that could limit validity.

3.5.2 Internal validity

This term refers to the degree to which the interpretation and concepts have mutual meanings between participants and the researcher (McMillan & Schumacher 1993:391). According to Budhal (2000:62) ensuring internal validity in turn increases external validity. Strategies that increase internal validity include lengthy data collection period, participant language, field research and disciplined subjectivity. In this study validity will be strengthened by the participant language and field research.

3.5.2.1 Participants' language

The researcher was familiar with the language usage at the chosen sites. This placed the researcher at an advantage of grasping meaning better because connotative and denotative meanings in most expressions were familiar.

3.5.2.2 Field research

The nature of participant observation and in-depth interviews was such that reality of the impact of the principal's instructional leadership on educational quality was reflected in a natural setting. Collected data was thus relatively more accurate than in cases where experience is interpreted in a laboratory situation.

From the exposition above it can be deduced that addressing threats to reliability and validity ensures that other researchers view one's work as credible. It also became clear that reliability and validity are addressed in the research design as well as in data collection strategies. This implies therefore that the researchers need to plan and undertake their studies carefully considering all relevant issues such as research ethics.

3.6   RESEARCH ETHICS IN THIS STUDY

McMillan & Schumacher (1993:398) cite potential ethical dilemmas such as informed dialogue; confidentiality and anonymity; deception, privacy and empowerment as well as harm, caring and fairness.

3.6.1   Informed consent dialogue

This entails obtaining permission to enter the field. The researcher wrote letters to obtain permission to study at the selected sites to the district managers and the principals (see Appendix B). Intended use of data was explained in the letters as well as to the participants. Firstly the researcher pointed out that choice of participation was free. The participants were allowed to choose the time and places for interviews. The researcher ensured that there was no infringement on teaching time and avoided being judgmental and interfering. The researcher also guarded against insincerity and manipulation.

3.6.2   Confidentiality and anonymity

Protection of interviewees' confidence from other stakeholders is important. Private information obtained from respondents might make others feel bad and strain relationships. In this study this was most important since educators were expected to comment about the leadership of their principals. If informants are identifiable, consequences might be harmful in that the seniors might be offended and abuse their positions to the disadvantage of their junior colleagues. It is thus important that the researcher try to disguise features of the settings to make them similar to several possible sites.

The names of the schools and informants were coded. The informants were also assured of anonymity and confidentiality. Since letters permitting the researcher to use schools by the principals bore the schools' letterheads, they were omitted from the appendices to protect the identity of respondents. The researcher pointed out to all participants that the results would strictly be used for the purposes of this study.

3.6.3   Deception, privacy and empowerment

It happens that even participants who were well informed and who subsequently cooperated sometimes feel betrayed when they read research findings in print (McMillan & Schumacher 1993:399). On the other hand there are cases where researchers pose as hobos, vagrants and even army recruits without informing participants without any harmful consequences. What stands out here is that there are no guarantees that observing ethical issues will always result

in happy endings. This implies that the researcher should, in addition to being sensitive to ethical issues, also highlight the power of the participants in the success of the study. Their sense of importance may compensate for inconvenience that may be suffered. The researcher in this study thus informed the participant accordingly and encouraged them to discuss any problem they experienced during interviews.

3.6.4   Harm, caring and fairness

In this particular study the focus was on the instructional leadership of the principal and quality in education. The potential ethical problem is cited by McMillan and Schumacher (1993:400) as the principle of persons being treated as ends themselves rather than as a means to an end. This occurs when the researcher is only concerned about finding result regardless of any personal humiliation that some people may experience or loss of interpersonal relationships. The nature of relationships in school settings is such that people are likely to blame one another for one thing or the other, especially since line function is hierarchical. The researcher was thus careful to apply caring and fairness in all thoughts and action. All participants were encouraged to focus on making a meaningful contribution towards the improvement of quality rather than using this as an opportunity to expose other people's weaknesses.

From the discussion above it became clear that the researcher should always be wary of potential ethical dilemmas in all stages of the research process. To promote cooperation, open negotiations could prove valuable. For this study, a written request will be written to the departmental officials concerned; the aim of the research will be stated. Anonymity and confidentiality will be assured. The researcher will also assure all the stakeholders that the collected information will be used solely for the purposes of this study. Copies of permission letters to various stakeholders will be included in Appendix B.

3.7 CONCLUSION

This chapter focused on the methodology employed in this study. The qualitative approach was discussed and its suitability to this study pointed out. Data collection strategies that were used were identified as interviews, observation and document analysis. It was indicated that additional information was obtained by means of biographical questionnaires from the principals and educators to corroborate the findings. The researcher also indicated the site selection and sampling procedures used to choose information-rich cases. The researcher's role and its threat to reliability were also discussed. Informed consent; confidentiality and anonymity, harm; caring and fairness were outlined as the aspects to be considered in order to avoid problems related to ethical issues. The researcher also discussed empowerment of the participant as a way of encouraging participants to overlook lost privacy in favour of the valuable contribution made.

The next chapter will focus on the investigation; data analysis and interpretation.

CHAPTER 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

In the previous chapter the research methods and techniques used in this study were discussed. This discussion entailed qualitative data collection strategies, site selection, sampling and ethical issues.

The present chapter focuses on the context of the qualitative study, problems encountered and data processing. The researcher first places the setting in the larger context of educational organizations and processes, which according to McMillan and Schumacher (1993:506), reveals aspects that appear particular to the setting and those similar to the broader array of educational phenomena. This will be followed by the analysis of interview data, written documents and observational data. Patterns identified from data analysis and deduced findings will then be presented. Finally the implications derived from the findings will be discussed. The discussion of the context of this qualitative study follows in the next section.

4.2 THE CONTEXT OF THE QUALITATIVE STUDY

4.2.1 Data collection

4.2.1.1 Data collection methods

The study was conducted at five public secondary schools using the three qualitative data collection methods, which are observation, interviews and analysis of written documents. As indicated in section 3.3.2.1, the researcher interviewed the principal, three learners and three educators at each school. The principals and educators were asked to fill in biographical questionnaires (see Appendix B).

The researcher also took into consideration the size of the student body at each school and observed, amongst other things, the:

- Number of classrooms
- Educator: learner ratio
- Provision of learner support material (resources)
- Photocopying machines
- Computer facilities
- Sports field and equipment
- Maintenance of buildings and grounds
- Safety requirements
- Specialized classrooms like laboratories
- Punctuality of educators and learners
- Interpersonal relationships among stakeholders
- General behaviour and appearance of learners. Written documents were then examined.

4.2.1.2 The larger context of the selected education institutions

The five selected schools fall under the Potchefstroom Area in the North West Province of South Africa. The region consists of schools in rural villages, townships and cities. All the five schools were established prior to the 1994 democratic government elections in the country and are situated in the township.

Schools A, B, and E were previously under the jurisdiction of the Department of Education and Training (DET) which was for Blacks only. This Department was partly funded by taxes paid in by Black employees who, according to Jarvis and Edly (in Coutts 1996: 20), were largely employed as menial labourers. The contribution of the state to the fund was fixed at an inadequate level which ensured that black learners received, what Prinsloo (2003: 275) describes, as inferior and irrelevant education and training.

Jarvis Meek and Shepherd (in Coutts 1996: 127) further point out that in 1992 per capita expenditure on whites' education was about four times higher than the corresponding figure for black education. This unequal funding model underpinned other problems like the educator: learner ratio, which in 1991 was 1: 37 in the DET compared to 1:18 in the House of Assembly (White Education Department), 1: 20 in the House of Delegates (Indian Education Department) and 1: 23 in the House of Representatives (Coloureds Education Department). Jarvis et. al. (1996 : 131) also cite high failure rate, high drop out rate, poorly trained educators and under- resourcing as other problems that plagued black education in particular.

School D fell under the House of Delegates and school C under the House of Representatives. The problems cited in the section above affected these schools to a significant extent. Therefore all the selected schools could be said to belong to what is normally referred to as "previously disadvantaged schools".

As indicated in section 2.1, the schools suffered a further blow with the politicization of learners and educators and vandalism of schools that followed the 1976 riots. Educators joined unions some of which advocated the rejection of clinical supervision in classrooms and strikes to voice dissatisfaction with labour issues. Principals were perceived as agents of the oppressive system and consequently were intimidated and hampered from monitoring instructional programmes. Educators also decided to stop writing down work schedules and lesson plans.

It is interesting to note that in the guidelines for lesson observation for the IQMS, according to Performance Standard 3, it is acknowledged that evidence for lesson preparedness of educators need not be in written form (ELRC 2003:14). The researcher is of the opinion that the DoE still acknowledges the sensitivity of the issue and fears that educators may reject the IQMS if lesson plans are to be strictly in written form.

The learners also formed student movements, which successfully pressurized the DoE to recognize LRC'S. These were later accommodated in the SGB's. These learners use class boycotts as their main strategy of voicing disapproval of management issues. These strategies impact negatively on the authority of the school principals and

contribute to the loss of teaching time. Steyn (2002: 253) refers to this effect on the principals' role as a "crisis of authority".

From the exposition above it follows that national as well as provincial education authorities are not only faced with the challenge of redressing past inequalities, but also with that of reconstructing the culture of teaching and learning for the realization of quality education. It can also be deduced that the quality of education in schools across the Province would differ depending on the impact of various factors on each particular school.

The post apartheid government engaged in a number of activities in an attempt to restore the culture of teaching and learning in affected South African schools. These included the introduction of the South African Schools Act 84 of 1996 (RSA: 1996) and the Outcomes Based Curriculum 2005. The plan was to introduce the new system to Grade 8 learners in 2001 hoping to reach Grade 12 by 2005. The system was however revised which resulted in the introduction of National Curriculum Statements (NCS), which mainly restructured the assessment approach. The DoE envisages that the NCS will be implemented in Grade 12 by 2008 (NWED: 2005).

It is interesting to note that more than twelve years into the new dispensation the attainment of quality education still remains the largest challenge in the country. More information on the general situation at selected schools will be discussed in the next section.

4.2.1.3 The educational situation in the selected schools

Schools A and C are perceived to be schools where the quality of education is good based on the pass rate in matric and performance in extramural activities. The quality of education in school D and E could be described as average. School B, on the other hand, has been declared dysfunctional several times since 1994. Its learners are continually disrupting classes, even at other schools. It is interesting to note that school D had once been one of the best schools in the region, but has been showing a

progressive decline over the past few years. A detailed discussion of the situation at each school will be provided in section 4.4.2 (Observational data).

4.3 PROBLEMS ENCOUNTERED IN DATA COLLECTION

The researcher had planned to interview two governing body members at each school. However, this had to be left out since the parents were generally reluctant. The only member who could be reached was the chairperson of school A. The chairpersons of school D and E kept on postponing their appointments. The other problem encountered was the reluctance of school E learners to respond in English which was also their medium of instruction. The researcher allowed the learners to express themselves, as they felt comfortable. The learners subsequently mixed their mother tongue, Tswana, and English in their responses. These were then translated into English. It was also difficult to keep up with the disruptions of schools caused by workshops and protest actions. Some respondents finally arranged to be interviewed at their homes.

4.4 DATA PROCESSING

4.4.1 Data from written documents

At each school the researcher requested to examine some documents as listed in the checklist (see Appendix E). In some schools the researcher examined registers, policy documents, IQMS files, year planners, minutes of various meetings and the vision and mission statements. The following discussion focuses on the analysis of examined documents.

4.4.1.1 Schools' vision and mission statement

All the five schools had written vision and mission statements. The researcher learned from one principal that following a course, offered by a non-governmental organization, known as a Danish International Development Agency (DANIDA) project, all schools were instructed to compile their mission statements. After analysing the documents the researcher came to the conclusion that at some schools

these were only drawn in compliance with the instruction. It was only at school C where one could deduce that the mission statement acted as a basis for daily activities. The analysis revealed that schools did not review the vision and mission statements regularly since most of them failed to change them clearly in terms of short and long-term goals according to the changing needs of their communities.

The researcher noted that at school C the statement covered essential aspects, key values that inform all activities and clearly stated how the school envisaged satisfying its various stakeholders. Their vision and mission statement was thus adequately formulated and related to actions and achievements.

4.4.1.2 Timetables

All the schools had class, tests and exam timetables. However, it was only in schools A and C that there seemed to be a strict adherence to them. In school C, in particular, all documents clearly corresponded to the year planner. The timetables and year planners in other schools were more flexible. The researcher came to the conclusion that these documents reflected the time management abilities of each principal.

4.4.1.3 Registers

Examples of registers found in most schools were those for attendance, stocktaking, staff leave and admission. Their control ranged from poor to good. School E had designed class attendance registers for educators. Class representatives controlled these at the end of each period. The researcher gathered from learners themselves that these were not properly monitored since learners would allow educators to sign even in cases where they did not attend to their classes.

In some cases educators would attend their classes, teach until the end but for some reasons refuse to sign. The principal was apparently reluctant to deal with reported cases thus rendering the whole activity ineffective. In school C teachers even filed medical reports to corroborate their records since absenteeism of learners and educators was strictly controlled. The principal at school B even commented on the

slovenly appearance of some class registers as an indication of educators' attitude towards their work.

4.4.1.4 Files for Integrated Quality Management System (IQMS)

Each educator in all schools had an IQMS file. The panel consisting of a head of department for each subject, a peer educator, the principal or any other preferred person observe the educator in class and his/her general contribution to the school and fill in prescribed forms. The scores for each subsection are added to obtain a summative score that determines whether a particular educator qualifies for a pay or grade progression. Since the involvement of the principals in panels for educators depends on whether educators prefer to appoint them or not, principals are in most cases excluded. The researcher observed that these documents were only well planned for at school C.

The principal pointed out that she used the planned class visits to inform both the IQMS and the school's own educator development programmes. At all other schools it was evident that the principals waited for the Regional Office to issue submission dates for their Schools Improvement Plans (SIP's) before they could shelve everything else aside and hurriedly fit in class visits so as to complete the form. At school D some educators even refuse evaluation. The researcher came to the conclusion that linking pay progression to the IQMS gave some educators the impression that appraisal was an optional activity, which one would rather forfeit money in order to avoid. It became clear that most educators were still reluctant to be observed in their classrooms.

4.4.1.5 Year planners for curricular and extracurricular activities

All the five schools had year planners, which mainly reflected curricular activities, like tests and examinations. Most extra curricular activities were fitted in when necessary since bodies like Love Life and the Family and Marriage Society of South Africa (FAMSA) presented their debate and soccer programmes late. This hampered principals

from including them in the year plan. School C plans prize giving and matric dance annually. All other schools did not have their own independent extramural activity plans.

4.4.1.6 Programmes for instructional activities

Only the principal at school C conducted class visits regularly as part of instructional activities. Occasionally the subject advisors at all schools carried these out. The researcher gathered from some educators that the grades that enjoyed external monitoring were Grades 9 and 12. At school D the principal designed a developmental programme that he later abandoned when educators appeared unenthusiastic about it.

4.4.1.7 Educators' and learners' portfolios

At all the schools, the portfolios of educators and learners were kept for Grade 9 and Grade 12. There was evidence of control by educators, head of departments and subject advisors. It was interesting to note that the same educators did not control records of lower grades properly in some schools. The researcher noted that the principal at school C insisted on controlling portfolios personally for all grades from Grade 1 to 12. The researcher concluded that other schools were prompted to keep the records up to date in Grade 9 and 12 because the two grades were externally moderated. The researcher was also led to this conclusion by cases where, for an example, a teacher with a Grade 12 and a Grade 10 class would have a well kept Grade 12 file and no file for Grade 10.

4.4.1.8 School policies

There were sufficiently written policies at all schools. The common problem area was however the aspect of discipline. There was a lack of clearly stipulated measures to be followed for various categories of misconduct. Most schools emphasized their acknowledgement of learner constitutional rights but failed to outline clearly the actions to be followed in cases of contradiction. For instance, one school stated that drug abuse was an offence and that boys were to cut their hair short. The school however failed to stipulate clearly what action would be taken in the case where a boy wore dreadlocks and smoked dagga as part of his religious rites. The researcher also observed that the schools

did not review the school policies frequently since most of them were already into their sixth year.

4.4.1.9 Conclusion

From the analysis of the written documents, the researcher reached the conclusion that in schools A and C, where the quality of education was perceived to be good, there were written plans and evidence of strict adherence to them. It also became clear that if the DoE monitors progress, like in Grade 9 and 12, educators keep their records up to date. It follows therefore that learner performance is enhanced when the principal does not neglect planning, evaluation and monitoring of the learners and the teachers' work.

4.4.2 **Observational data**

The researcher made observations at five public secondary schools from the Potchefstroom Area of the North West Province of South Africa. A discussion of the observations made at each school follows:

4.4.2.1 School A

School A caters for both boys and girls. The learners' roll was 1343 and there were 42 educators. All the learners were black whereas the educators were multiracial. The educators were sufficiently qualified with a minimum of educators' diploma to honors degree. The principal had 10 years teaching experience and a postgraduate qualification.

The school had adequate classrooms with specialised classrooms like the library, science laboratories and home economics centre. The library was poorly resourced and used mainly as an extension of the staffroom. The administration block was very neat and equipped with computers and duplicating machines. Trophies and certificates of academic and extramural achievements were displayed in the staffroom.

The classrooms were arranged in four blocks of multiple storeys. This arrangement hampered control and encouraged ill-disciplined learners to hide behind the last block.

There was however strict control by security employees at the gate. This minimized late coming and random movement in and out of the campus during instructional time. It also minimized vandalism committed by learners since here and there one could see some broken doors and windows.

Very few learners could be seen loitering outside the classrooms during teaching time. Whenever educators were absent learners would sneak out to bask in the sun, which tempted them not to return to classes even when other educators came. The researcher also noted that there was more seriousness in matric classes than in lower grades. The school has shown a consistent improvement in its matric results from 70% to 83% over the past five years. The educators' general perception is that the principal concentrated too much on the Grade 12 educators, which made them, feel somehow less important. There was also an improvement in the school's achievement in soccer and debates.

The researcher came to the conclusion that the principal exhibited some elements of instructional leadership. He motivated learners, supported Grade 12 educators and was strict on time management. The improvement in matric results indicates that if he could apply the same strategies to all grades the improvement would be even more significant in quality.

4.4.2.2 School B

School B also catered for boys and girls. All learners and educators were black. The educator: learner ratio was 1: 43. The administrative offices, the staffroom and the school hall were neat and well maintained. The principal and clerk's offices were equipped with computers for administrative purposes. There were four blocks of dilapidated classrooms arranged in multiple storeys. These included a poorly furnished library, science laboratories, home economics and woodwork centres.

The fence around the school had been vandalized. Learners and strangers were seen entering or leaving the schoolyard at any time. The general discipline was therefore adversely affected.

During the 50 minutes break learners and educators could leave the campus, which resulted in the break time being totally unsupervised. Late coming after break was just as bad as it was in the morning. The school offered a relatively broader curriculum although learners had been generally underachieving. The school had been declared dysfunctional because of poor matric results for several years up to date. The culture of teaching and learning was perceived to be very poor. The principal was however very optimistic and confident that things would finally improve.

Although the learners were generally ill disciplined, it was interesting to note the pride they took in wearing their school uniform. The educators and learners portfolios ranged from good to bad. The teachers' morale was perceived as low. Educators had the impression that the top management was too prescriptive and were biased against females.

The IQMS process was grossly neglected as was evident in the absence of any written plan and control by heads of departments. There were no school based educator development programmes in the year planner as well.

The researcher came to the conclusion that school B was a school where the quality of education was poor. This is based on the general performance of learners and on the school being declared a "trapped school" for several years. The main problem appeared to be lack of discipline on the learners' side and the low morale of educators. Elements of instructional leadership were also virtually absent.

4.4.2.3 School C

School C also catered for boys and girls. All learners were black but the educators were multiracial. The educators were generally highly qualified in the subjects they taught. The school even made provision for relief educators to substitute absent staff. These were paid from school funds.

The administration block was very neat. The office was equipped with computers and photocopiers. One photocopier was situated in the staffroom where the tea lady volunteered

to help educators with copies. The school had even hired a more advanced copier to augment those supplied by the Department.

No learners could be seen outside classrooms during instruction time. Educators only came to the staffroom during the tea breaks. The main gate led to the principal's office and visitors were monitored strictly. Learners were only allowed to move out of the campus after school. The school is situated in the area of affluent business people, which enhances the general security of learners.

The researcher heard from the principal that the school was building additional classrooms from own funds. This was necessitated by the fact that parents who could afford it were removing their children from other schools to this school because of its consistently excellent results.

The school did not have many extramural activities, but learners enjoyed debates. Prize giving functions were organized annually to acknowledge good performance in all grades.

The principal had a postgraduate qualification and an extensive experience of working at various levels. No teaching periods were allocated to the principal. The year planner indicated that the principal engaged in clinical supervision of educators from Grade 1 to Grade 12.

The researcher came to the conclusion that the school was a good quality school. Elements of instructional leadership like good time and resource management, clinical supervision and motivation were evident. This impression was also confirmed by consistently good results across all the grades. Incidents of misconduct were minimal and handled more effectively since most learners were motivated and the parents were supportive.

4.4.2.4 School D

School D was also co-educational with black learners and multiracial staff. There were 37 educators and 1142 learners. The school was well equipped with beautiful buildings. The

fence had however been recently vandalized. The buildings were still intact but graffiti was beginning to show on classroom walls.

The school was known for good performance in the past, but the results were becoming poor. Learners could be seen leaving the school at random. Some learners even complained of gangsterism that emanated from the neighboring townships. Extramural activities had been suspended to focus more on academic work.

There was no evidence of clinical supervision. Even IQMS, which was linked to pay progression, was not in place. The principal's activities according to educators and learners consisted mainly of office work and general motivation of learners and well as educators.

Parental involvement was very poor as attested to by all stakeholders who were addressed by the researcher. The SGB was also perceived to be very passive. The parents failed to attend meetings even if the term reports of learners were withheld until collected personally by parents. Although the principal perceived the parents to be indifferent, learners held a view that parents had serious hampering factors, which the principal did not attempt to find out.

The researcher came to the conclusion that there was no sound relationship among all stakeholders, which resulted in the deterioration of quality in education.
The researcher noted that the quality of education at this school had once been good. It appeared that the principal was conversant with the aspects of instructional leadership as attested to by the educator developmental programme he had designed as well as the clinical supervision plan he had drawn. It appeared, however, that he could not win the hearts of other stakeholders through participative decision making so as to implement the plans.

 4.4.2.5 School E

At school E all 1346 learners and 34 educators were black. The school was also co-educational. Houses on all sides and even shacks on one side surrounded the school
The administration block was well kept but the classrooms were dilapidated. There was no fence around the school, which compromised learners' security and facilitated vandalism. One educator attested to several burglaries where the learners' computers were stolen. Some

classes did not have electricity, which made it difficult for teaching especially on dark and cloudy days.

Punctuality of both learners and educators was a serious problem since there were no controlled gates. Learners came and left at random. There was noise outside classes throughout the day. Only Grade 12 classes appeared to be more orderly.

There was little evidence of supervision of learners and educators' work. Only Grade 12 learners and educators had portfolios. The matric pass rate was said to be average. The principal was well qualified but only taught non-examinable subjects.

The researcher came to the conclusion that there was a lack of control and that some educators and learners were committed whereas others were not.

4.4.2.6 Conclusion

After observing the five schools, the perception of the researcher was that learners perform better in schools were principals managed resources well like in school A and C. At schools where windows were broken, fences vandalized and classrooms untidy, the learners were prone to late coming, uncontrolled departure and loitering outside class during teaching periods which resulted in loss of time that led to poor performance. The researcher came to the conclusion that, where most elements of instructional leadership were observed, learners tended to perform significantly better. The fact that schools A, B and E were situated in close proximity to one another implied that the schools catered for the same communities and were impacted upon by the same societal factors. The great difference in learner performance, however, suggests that the way the principal handles matters makes a difference in learner performance.

4.4.3   Interview data

Interview data was collected from interviews with different respondents as indicated in section 1.5.2 and section 3.3.2.1. These groups are depicted in Table 4.1 below.

Respondent	Gender		Total
	Male	**Female**	
Principals	4	1	5
Learners	9	6	15
Educators	5	10	15
Total	18	17	35

Table 4.1 Three groups of interviewees

The data was then analysed using the procedure for qualitative data analysis, which involved developing units and categories, and then searching for patterns. The interpretation of the results then followed.

4.4.3.1 Developing units

The process involves isolation of general units of meaning. These units are basically broad themes and issues that recur frequently from interview transcripts. According to Flick (2002: 178), expressions are classified by their units of meaning which can be single words or short sequence words. This is in order to attach annotations and codes or labels to them. Strauss and Corbin (1990: 61) view this process as the attachment of conceptual labels on discreet happenings, events and other instances of phenomenon. An example will serve to illustrate the process below:

The following is an extract from an interview with an educator of school D (see Appendix D):

"No, in the sense…er…that so ***many events have taken place***, whereby ***learners are stabbing another seriously, there is no security*** and there er…….. ***there are few male teachers***……….er educators and the few who are there are ***not always available*** and when they are ***bullying one another around*** ". The researcher read the transcripts and highlighted the informant's comments or perceptions on a particular issue; these are then extracted as

unitized data. In the example above units are represented in bold italics. A full list of units meaning (unitized data) is provided (see Appendix F) in Table 4.2.

The next step in the procedure is to categorise unitized data by grouping them around phenomena discovered in the data, which are particularly relevant to the research question.

4.4.3.2 Categorizing interview data

According to Strauss and Corbin (1990: 74) categorization refers to the asking of questions about the data and making comparisons for similarities and differences between each incident, event and other instances of phenomena. Similar events and incidents are labeled and grouped to form categories. In this study the researcher extracted units of data from interviews with all groups of informants that were similar and grouped them to form categories listed in Table 4.2 (Refer to Appendix F). An extract of Table 4.2 below illustrates how five units of related data were grouped into one category.

CATEGORY: The principal as an instructional leader must ensure safety and security for learner performance to improve.

- The principal must mobilize means of installing electronic security devices to protect equipment that enhances learning like computers.
- The principal must engage all relevant stakeholders to enhance security by erecting security fences around the premises
- The principal must involve all relevant experts in educating learners of the harmful effects of drug abuse and gangsterism.
- The principal must ensure that policies are in place to deal with misbehaviour
- The principal must encourage good behaviour with incentives

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Table 4.2 list of categories

In the next section the researcher discusses how categories are grouped to form patterns.

4.4.3.3 Developing patterns of interview data.

According to McMillan and Schumacher (1993: 495) a pattern is a relationship among categories. The researcher looked for links between categories and grouped similar categories together to form patterns given in Table 4.3 below.

Pattern 1: The principal's involvement with curricular issues enhances the quality of education
• Principals as instructional leaders need to be well conversant with all aspects of the new curriculum   • Principals as instructional leaders need to carry out clinical supervision to identify areas where educators need assistance in order to improve learners performance   • Principals need to deal promptly with curricular problems experienced by educators   • Principals need to provide resources in accordance with the requirements of the new curriculum

Pattern 2: The principal's leadership role influences teaching and learning
• Principals need to communicate the school vision to educators, learners and other stakeholders   • Principals must model exemplary commitment to learners and educators   • Principals must encourage all stakeholders to be involved in decision making processes   • Principals must deal efficiently with disciplinary issues involving learners and educators   • Principals must be patient, trustworthy and competent to enjoy educators' support and cooperation   • Principals must possess skills to communicate directions and listen attentively

Pattern 3: The principal's learner management ability improves the quality of education

- Principals as instructional leaders must recognize learners as individuals with rights
- Principals must reinforce learner discipline in order to promote teaching and learning
- Principals must have high expectations of educators and learners' performance
- Principals must motivate learners by providing incentives to acknowledge excellence in both curricular and extra curricular activities
- Principals need to display an empathetic attitude towards learners by familiarizing themselves with learners individual personal

Pattern 4: The principal's visibility enhances the quality of teaching and learning

- Principals need to attend transformational workshops to support educators and help them adapt to change effectively
- Principals need to wander about to monitor instructions, to be informed and to offer support
- Principals involved in the actual teaching are perceived to be knowledgeable of what they expect of the educators

Pattern 5: The Department of Education needs to support principals to improve the quality of education

- The Department must explain the schools' funding model clearly to all stakeholders
- The principals need to be trained on being newly appointed to the posts and for all newly introduced changes in the education system
- Principals as well as all other stakeholders need to be trained in alternative, positive disciplinary measures
- The Department needs to address the human and physical resource needs necessitated by the new curriculum
- The Department needs to step up safety and security in schools

- The Department should support principals in enhancing educators' job satisfaction through improved conditions of service
- The Department should consider alternative ways of encouraging educators to engage in appraisal processes other than by linking it to pay progression

Pattern 6: Social factors affect the quality of teaching and learning

- People vandalise schools to voice political dissatisfaction or because of poverty
- Criminals gain easy access into school and even use learners to traffic unlawful substances
- Continual absenteeism of educators on pay strikers hampers learners progress
- Lack of parental involvement and unemployment exacerbate financial problems in schools and frustrate principals' effort to provide resources
- Learners ' misinterpretation and abuse of their rights demoralize principals and educators
- Historical preference of males in senior position discourage female staff members

Table 4.3 Lists of patterns from grouped categories.

The researcher identified 6 patterns as shown above. In Appendix G these will only be listed. In the example below the researcher illustrates, with the use of pattern 5, how interview transcripts from all categories contribute to a pattern.

Pattern 5: The Department of Education needs to offer principals more support to improve the quality of education

HOD (school D)

"*Uh………………..main challenge that actually faces the school …… is the ………………unavailability of……………….physical resources and curricular support of the ISC's (Institutional Support Coordinator) or the other structures of………….within the Education Department*".

School D, as mentioned in section 4.4.2, is a school that was adequately provided for in the previous dispensation. Its performance was good, but it has now declined to an extent that the

school has become dysfunctional. Vandalism has started and parents have become indifferent. The principal attributes the apathy and reluctance of parents to pay school fees to the confusion brought about by the media regarding the government's new school funding model. The parents have been led to think that education is free. The principal also complained that the NWED sends money to schools too late for schools to function normally before midyear examinations. It is therefore very difficult for principals to make resources available, because even resources obtainable from the DoE are always delayed by procedural stipulations.

Principal (school D)

"*Er.... I would like to say there was not much training of principals. They started with the DANIDA workshop where we were work shopped on the mission and vision statement but fell a little bit short, it was not the induction per se, because when you come to the reality practice, something happened, you've got to be er.............hands on and you've got to be er..................able to change the mind set of leaders of education you've got to assume a leadership role and now the Department is emphasizing more a management role than a leadership role*".

This principal claimed that principals were inadequately prepared by the NWED to lead the educators into the new education system. The statement supports the HOD's observation that there was a lack of curriculum support from the structures of the educational department.

Principal (school B)

"*Ja, what.........what I would say is that the Department is trying its best to give us workshops. It's not that good and er.... the manner in which they are conducted..............really does not give the Department a sort of er.............er......clear indication of whether what they plough into us is correct or not, because there is no mechanism that they are also using er......... as a follow up to that, just to make sure that is.........everything in accordance with what they have sort of taught us. So that is why I'm saying that really they need to go and revisit that and then after that it is these that after making a follow up, they would say this is correct and secondly on that ....er the Department is also failing in inducting principals. They just take it for granted that if you are able to convince the panel that you are the right candidate, then you'll be able to do everything as you have answered them. Ja, they are failing in that*".

School B is a dysfunctional school according to their matric performance. The principal feels that the Department has not offered the necessary support. The few workshops that were organized were apparently not adequate to boost their confidence. Principals and educators of the schools, which are viewed as schools where the quality of education is good, also shared this notion.

Principal (school C)

"Ma 'am, that is a very very...that's a very sad thing, because er.…..… I personally believe that the more could have been done, and its not critisizing, no, it's a matter of in- service training. Luckily I come from a system, where we were forced by the system to empower ourselves. I mean to me it's funny.………the past eleven years to hear that other people must empower you. Er…… I was ……………I was brought up in a system where………where…………….the responsibility was your own. I mean when you fall behind it's your problem, ………I mean if people get appointed as principals, they don't get... I mean I was on a four day training now and within my union. I feel that the Department should really go that way; especially...do you know why I say especially? Especially in the context that they allow people……………people to jump post levels, which I personally... you ask my personal opinion, I don't think that should ever happen. I cannot imagine that you can jump from post level 2 to post level 4. If you do that, it is a recipe for crisis. I don't think any principal has been really adequately trained. I'm talking about these workshops that we attend, if you attend a workshop for a day, but is that to be informed or is that to see that I know what I have to go and do?"

The principal of the school C is an experienced person and attested to the fact that a principal should be abreast of developments. She emphasized the importance of experience as a prerequisite to occupation of higher leadership positions. She also acknowledged that principals in the region were not adequately trained for the new education system. She pointed out that although each principal was responsible for own personal development, the Department should be held accountable for inducting new principals and thoroughly training all others in transformational matters given that inexperienced educators are appointed to senior posts. What clearly stood out in her argument was the fact that in order to improve the

quality of education in the schools, principals needed to be knowledgeable in all educational aspects.

Educator (school C)

 "An instructional leader ... as regarding daily practice, I think we are lucky because Mrs. T was at the Department for quite a long time, so er... I believe that she knows the importance of eh... all workshops and things going on in the Department; that she must be a hands-on person that you can't just sit in your office and run a school. Er... it doesn't work like that, you are a general manager, you must know everything of all the sections of a school".

The Department of Education should thus ensure that all principals know exactly what is expected from the educators by offering them in-service training and offer feedback opportunities to ascertain whether information was interpreted properly. The research findings derived from these patterns will be presented in the next section.

4.4.3.4 Conclusion

An analysis of the interview respondents' views highlighted factors that impact negatively and those that impact positively on the performance of learners. These emerged as patterns from which the research findings were derived. These findings will be presented in the next sections.

4.5   RESEARCH FINDINGS AND IMPLICATIONS

4.5.1   **Research findings**

From the analysis of data from literature study, observations, interviews and written documents, the researcher derived the following as the major findings of this study:

4.5.1.1 The principal can improve the quality of teaching and learning by

defining and communicating a clear vision to all stakeholders.

The interviews revealed that in some schools the principals neglected their role of communicating the schools' goals to other stakeholders. As Siegel and Byrne (1990:67) noted, the role of leaders in Quality organisations differs from that in Traditional organisations. They maintain that the leader should be well versed with the mission, vision and values of the organization in order to demonstrate them to other stakeholders. Botha (2000:136) refers to this task as a definition of the constant purpose of the organisation, the principles of improvement and values. This means that the principal can mobilize all stakeholders towards the attainment of set goals by regularly communicating the vision and mission of the school. This helps all to be focused on shared goals. It also implied that the principal should involve all stakeholders even in the process of formulating the vision to promote the sense of ownership. This view is highlighted by an HOD of school B, an underperforming school:

HOD$_1$ (school B)
 "………there are no ladies on the school's management team, except for one who is acting. It is………… it is affecting them in the sense that when you look at the number of ladies we have here at school and you look at their participation as far as discipline among the learners you find that it is a small number and I think through empowering them, they could become actively involved. So most of them just sit and fold arms and when they see a situation going worse, they don't come in and help. Maybe because they feel they are not part of the school".

It is interesting to note that if the principal does not communicate the school's vision, people direct their attention to different goals, which may contribute to poor learner performance. The following extracts are responses of various interviewees to the request that they state the vision and mission at school B, where learner performance was viewed as low:

HOD$_1$ (school B)

"We ... we do have a vision..........er mission at our school and ... (Inaudible)...it's a technical oriented school. We are trying to rebuild it in such a way that it complies with that mission, that it begets children with a technical aspect also".

HOD2 (school B)

"Ja, although that vision and mission does not necessarily er.........fit the school because............er......... it was done last year, it does not fit. We need to come up with a new vision and mission. When you come up with a vision and a statement, you need to come with opportunities, threats and the weaknesses and then from there the strengths and the strategies".

Teacher (school B)

"The aim of our mission is to develop our kids holistically so that they become er reliable, er...dedicated and er... how can I put it? That they become very effective in the economy as well as trustworthy citizens of our country".

Principal (school B)

"Ja, truly speaking I...I...I would like to see my school being one of the most seen and noted schools in the province in terms of its achievements and er... so many things that are in line with what is expected of a school".

Literature study illustrates the importance of the school's vision by outlining how all objectives are derived from it (see section 2.2.1). It follows that if it is formulated collaboratively with all stakeholders, the vision forms the basis for a sound relationship in which everybody is geared towards a common goal. The principal of school C, a good quality school, corroborated this view:

Principal (school C)

"I had to look at it everyday and ask myself: am I doing what it say there?"

The researcher came to the conclusion that the vision of a school determines basically all the daily activities and should therefore be formulated by all and communicated effectively until all members internalize it so that everyone understands quality improvement in the same way and contributes meaningfully.

4.5.1.2 Principals as instructional leaders can improve the quality of education
through a collaborative approach to decision making.

One of most significant shifts at national level in South Africa during the last few years has been the move to greater openness and greater accountability effected through the introduction of South African Schools Act 84 of 1996 (RSA: 1996) with new guidelines regarding the establishment of:

- school governing bodies (SGB's)

- learner representative councils (LRC's) and

- school management teams (SMT's)

As alluded to in chapter 3 (section 3.2), a quality organisation exists for its customers. This view is deduced from literature study (Refer Sallis 2002: 15; Frazier 1997: 12; Badenhorst 1993:337 & West Burnham 1992:29). This notion places schools in more of a market economy in which there is more explicit competition. This competition subjects public schools to a constant threat presented by the possibility of the exodus of learners to better resourced and performing ex Model C schools.

In the light of the exposition above it becomes clear that principals need to consider the needs of the schools' clients in order to ensure continued improvement in the quality of education. This implies that all stakeholders should be involved in all school activities through participative decision-making. This collaborative consultation enhances their sense of ownership regarding set goals. The principal, as an instructional leader, can increase the participation of stakeholders in quality improvement initiatives by considering that:

a) Parents as suppliers and customers of schools

Parents supply schools with learners and financial assistance and receive education necessary for their learners to be prepared for employment. The parents can thus be placed on either side of what West-Burnham (1992:32) refers to as a customer – supplier relationship that resembles a chain with all the links being of equal strength. The principal must therefore ensure that there exists an effective parental involvement in all curricular and extra-curricular activities. The principal of school C illustrates the importance of effective parental involvement: (Refer Appendix D)

Principal (school C)

" *I mean the SGB also represent the parents...er...it is also imperative that you have an open line of communication and I do that regularly by means of newsletters that regularly go out to my parents to keep them abreast, to keep an open line of communication … they are my stakeholders that I must have them involved. It's useless having them but you don't talk to them and you don't give them feedback, and you don't have parents' evenings. ……Our school fees are much higher than most schools although it's between seven and eight hundred rand a year which, makes it difficult for some parents and eh…. still …… er …… I don't have a problem. My parents pay because they know they get quality for what they pay for. They are proud of the school, they ………they voice their opinion, they say to me, sir you gotta apply this, we will try our best and you know, people can always say but they are the poorest of the poor. My dear, do you know who pays first at my school? The poorest of the poor*"

b) Learners' needs must be considered.

The main aim of education, according to Kruger (1996: 4), is educative teaching. This means that in a school all efforts should be geared towards producing good learner, performance. Learners are identified by Dimmock (in Botha 2000: 133) as one of the major elements that determine quality in education. The principal, as an instructional leader thus needs to identify the needs of learners in order to decide on appropriate strategies that will maximize the chances that learners experience success. From interviews it became clear that if learners are involved in their own

educational matters they become supportive, empathetic and motivated. The following extracts highlight this view:

Learner ₁(school A)

"I would suggest that the principal should not think what he wants to do with the school, he must consult our parents and us also. And we must talk what we want to do with our school. We can say to the principal, as we are learners; we can maybe urge our parents to contribute to the school".

Learner ₂ (school A)

"If a person says to him: principal I don't have uniform, no one works at home, the principal must take the responsibility to go to that house to check what is happening at that house so that he can do something about that".

Learner ₁ (school E)

" …where you find, like we have already alluded to earlier about the instruments not being a problem,…… when they see that the school lacks some equipment, they would go all out to acquire something to improvise, because they know that things are done for their sake. So when teachers ask them to bring something from home to perform experiments, they don't say they've paid school fees and therefore expect the school to provide, they bring whatever is needed".

Learner ₂ (school A)

"Every time we ask the principal to give learners who have done well, maybe some pens, so that they can be motivated, he feels really bad, you know? I don't know why. Is it because he doesn't have money to buy those pens or what, because it's a way of encouraging learners to do well"… "All I know is that "Umuntu ngumuntu ngabantu" [We need others to help us cope]. He cannot do it alone. He must consult other people to sponsor for the benefit of the school".

c) Educators need a leader with a democratic and transparent style.

Siegel and Byrne (1994: 67) maintain that it is the leader who ensures that everyone is aware of the importance of attaining all set goals. They further assert that the extent to which

excellence and improvement exist, emerge and continue depends on the quality of leadership (1994:68). The extracts below confirm these claims:

Educator (school B)

"I think it is high time male principals are made aware of the importance of including women in management and the like".

Educator (school D)

"Er...the principal is doing everything single-handedly, and then he thinks only he will handle it, he should delegate… I would recommend that principal must engage everybody in the school activities for clarity. Er... again I think that the principal should play open cards with educators, he must be transparent".

The interviews reveal that some educators and learners feel that the principals were still not democratic in their management approach. This perception could be the reason for the apparent lack of parental involvement .It follows also that if educators are not actively engaged in decision making they do not support school plans committedly .The resultant low morale of educators results in learners who are also demotivated and who subsequently perform badly.

4.5.1.3 The principal can improve the quality of education by addressing all the
         factors that impact negatively on the process of teaching and learning

Through observation and interviews, various factors that hamper effective teaching and learning were identified. The principals as instructional leaders should do all in their capacity to deal promptly with problems associated with:

a) Lack of physical resources.

It is important for principals to ensure that the buildings and surroundings are well maintained. Learner support material such as textbooks, televisions, science equipment and computers should be made available and safely kept. These are necessary in order that teaching should comply with the principles of the National Curriculum Statements (NWED 2005:8), which, amongst others, include high knowledge and high skills; inclusivity and

quality. This implies that visual learners, auditory learners as well as tactile learners will enjoy equal opportunities to experience success if lessons include material to suit all learning styles. Availability of space and resources also facilitate co-operative learning which offers learners expanded opportunities to explore different strategies to solve problems thus enhancing the development of higher cognitive skills. Security measures should be made adequate for learner safety and resource maintenance. Various respondents in interviews expressed the importance of resources.

HOD (school D)

"I would say due to lack of resources, the quality is not what it should be and by that I mean below average".

Learner (school E)

"...nothing else but electricity. We don't have electricity in all the blocks. We are about to write the final exams as we have written our trial exam. Many classes that we used for exams were dark".

Learner (school D)

"Environment because of many of the people who are staying in this area, are dangerous, they come into the school and they do violence in the school".

b) Discipline

Literature study highlights the importance of creating a climate where teaching and learning are made exciting and effective (Steyn 2002:266; Kruger 1996:20; Badenhorst 1993:346; Mc Ewan 1998:43). Ill –discipline is one of the major threats to such a climate. Squelch and Lemmer (1994:40) confirm this view by associating high academic and non-academic achievement with effective discipline. They elucidate the discipline problems by citing compounding factors as violence, drug abuse, divorce and poverty.

As mentioned in section 2.2.3, disciplinary problems may also result when educators have short-comings in curricular issues. The researcher came to the conclusion that poor discipline contributed to the poor quality of teaching and learner performance.

This view emanates from the observation that

- Learners have taken advantage of the abolishment of corporal punishment and acknowledgement of human rights and rendered schools chaotic.
- Principals have never been trained, as leaders of educators, in drafting school policies with more positive and effective disciplinary measures.
- Even educators abuse their rights and seek protection from their union to evade punishment for misconduct.

These observations were corroborated by respondent as expressed in the following extracts:

Principal (school D)

"…they suddenly went to the union and the union said we were not allowed in (classrooms), so their attitude hampered my role as an instructional leader".

Learners (school D)

L 1: *"Ja, it's about laughing, many of the learners at school……they laugh about the other teachers that do not know Afrikaans and in English even though their English is okay, they feel like ma'am they must show them that they are not……talking the right thing".*

L 2: *"The lack of respect for one another. Other teachers don't respect learners and other learners don't respect teachers because they are always chatting back when the teacher says keep quiet".*

L 3: *"These learners………they came to school to smoke dagga and cigarettes"*

L 4: *"…there are older children who feel that they are not going to do what they are supposed to do, whether a teacher tells them to do it…"*

Educator (school D)

"…so many events have taken place whereby learners are stabbing one another seriously, there is no security enough".

Principal (school D)

"...the fact that corporal punishment has been totally abolished, makes these learners, you know, feel that er...what should be interpreted as freedom is now licentiousness, they can do what they want and nobody can stop them".

c) Poor time management skills

Through effective communication and collaborative strategies, the principal should plan various activities. These activities could be divided into various categories like administrative, instructional and extracurricular. These could then be translated into year planners, term planners, timetables and duty lists. Time frames should be agreed upon and the principals should ensure strict adherence to them. Time observation should apply to external customers like sponsors, visitors and parents as well. As far as possible the principals must be consulted per appointment with the help of the secretary so as not to disrupt his or her instructional schedule. Respondents in interviews suggested examples of incidents that wasted meaningful instructional time:

Learners (school E)

L 2: *"We have another challenge whereby teachers cannot handle problematic learners who prefer to hang outside classes. Others refuse to get into classes to study saying that they would rather study at home because other learners are noisy and disturbing".*

L 1: *"I think that learners copy their behaviour from educators, where you find a teacher would arrive thirty minutes late".*

L 2: *"... a Grade 11 learner told me that for the whole week, last week, a teacher informed them that they are on strike so they could not teach them before being assured of the percentage of pay rise".*

L 1: *"Because they (educators) spend almost all their time in the staffroom drinking tea".*

L 2: *"Then we also have this problem about teachers, on the 26th 7th when...ja, pay days, they tend to forget that their pay is at the banks, they can withdraw after work...they go during school time to get money in town".*

Literature study and interviews point out that learners perform best when favourable conditions prevail. It is thus imperative that the principals ensure that learners feel safe and comfortable at school. They should deal effectively with bullying, harassment or intimidation of learners from peers and educators, which may cause emotional stress. Educators should also be supported with teaching equipment to enhance curricular competence and ensure improved learner performance. The principals should also protect teaching time.

4.5.1.4 The principal as an instructional leader can improve the quality of education by being directly involved in both curricular and extracurricular activities.

Creemers (1996:53) argues that effective schools study should restrict their selection of factors to those conditional for and directly related to quality instruction time or opportunity to learn. He further proposes that educational quality improvement be viewed as educational change that enhances student outcomes.

The foregoing argument points to the importance of the outcomes attained by learners in determining the quality of education in a school. This also points to the importance of the role of educators because the quality of learning depends on the quality of teaching, Kruger (1996:7) confirms this view by recommending that the principals know what to expect from teachers for them to provide effective instruction. It follows therefore that in the context of the new curriculum, the principal needs to be knowledgeable by being in the actual teaching so as to comprehend the teachers' challenges. Literature study and interviews identify some ways in which principals could be directly involved in learner performance. These include:

a) Curriculum co ordination

Kruger (1999:15) identifies curricular and extracurricular activities as the main aspects of the school's broad curriculum. He suggests that in order for the principals to adjust the overall

Departmental curriculum to the needs of the schools' communities, they should study the departmental prescripts, establish the learners' subject choices, draw up teaching time tables, control time tables and staff duty allocation. In order to accomplish this, the principal needs to know staff members well and to be able to identify areas of need so as to offer the necessary support. This requires a deeper knowledge of the context, which can only be acquired if one is involved in the actual teaching.

It is not possible for the principal to master all learning areas but if he or she is involved in teaching one area, it is quiet easier to understand how to help others since assessment in the new curriculum involves integration across learning areas. This enhances the confidence of the educators which, according to Budhal (2000:89), enables them to teach more effectively. This view is shared by the principal of school C and some learners:

Principal (school C)
"So I would like the policy-makers to put much more emphasis that people will qualify themselves to be better in their respective subjects, …… and with OBE and the new FET that is now being introduced, I say even more, you should have a wider perspective on the specific subject to guide the children of all the combinations and permutations of seeking for knowledge".

The principals must also take into account the value of meaningful extramural activities for learners. The extracts below from interview data highlight this notion:

Learners (school E)
L_3*: In the past, we used to have sports during the last period, which is now used for cleaning of classes. Exercises are good for a healthy, relaxed mind, but at our school there is no commitment to sports".*

Learner (school A)
L_1: *"No, our principal doesn't care about those things. He is not that type. He concentrates on the ……on our books, not on our sports activities".*

Learners (school B)

L₁"*He would always say: people go for sports, to stop taking drugs, we must go there and enjoy ourselves*".

From the extracts above it is clear that principals are neglecting extramural activities and putting more focus on academic activities even though they are not involved in the actual teaching activities.

b) Didactic leadership

Since instruction is the core activity in a school, the principal, as an instructional leader, must ensure at all times that there is effective teaching and learning in every classroom. In spite of the principals' workload and the complexity of their role alluded to in chapter 2, literature study and responses from interviewees still point out the importance of personal instructional leadership as one of the means of ensuring that there is effective teaching and learning at schools. Refer Appendix D and the extracts below:

Educator (School C)

"*...er we had a meeting...a staff meeting and er... with me...we sat together, er…with all the material we got in curriculum 2005 ,er…and she (principal) with me to go through everything again and she got a specialist in for me, to just put me, you know, to equip me again and er..., you know, she sits together, so we sat together and we er...discussed the different things we must do, all the components of curriculum 2005 and we had to report back to her whether everything was alright, but she really helped me a lot* ".

Educator (School C)

"*Eh, because I feel she must know exactly what we are doing. If it's a school if you don't know what the teachers are doing in their classes, er...if you are a leader you can't take the lead on what you give the teachers*".

Principal (School C)

"So it is the integral part of my management at school... is the IQMS, development plan. It's to improve the quality of my education and my educators at school. So...sir, thank God once again, I do not have people at my school that aggravate against it, I do not have staff at my school that say "no do not come to my class"...Everybody at my school accepts it". "... I firmly believe you cannot run a school if you only sit in this office, I mean three, four times a day.... I take.........I mean nothing will happen at a school, if people don't see you around,...........I mean I can go past a class, I needn't have to get into a class to know that you are around............but then you must at least come to the rescue of the teacher... You can be around because you must intervene if you see something is wrong".

Principal (School D)

"...there is an issue of teachers not...of the principals not going into their...er...their...their classrooms. That hampers this thing. I used to do it at the beginning of the year...but now they eh...went...sadly they went to the union, the union said we are not allowed in. So that attitude hampers my role as an instructional leader.

School D (Educator)

"Ummmh...I would recommend that er...number one, he (principal) has to try to be very knowledgeable in as far as all the learning areas that we are actually having here in the school by actually interacting more often with the educators, so that once he is informed he will definitely render assistance that will actually...assistance that will actually help, but if he is not in the know how to go about these educators around here, it will be very, very difficult. So these personal interventions to educators and maybe the Department will actually better equip him to know actually how to go about interacting and actually helping in as far as er...instructional purposes are actually concerned".

From the foregoing discussions, it would appear that educators and learners perceive the principal as an agent of change. The researcher is therefore of opinion that educators would prefer that the principals be involved in the actual teaching. Since it is impossible for any principal to be an expert in all learning areas, this involvement would put him or her in a

better position to understand educators' curricular challenges and to seek appropriate assistance.

4.5.1.5 There is a need for principals to be trained after being appointed to the
        position and prior to the introduction of any change in the school system.

All the interviewed principals complained that the lack of training hampered their tasks as instructional leaders. According to Squelch and Lemmer (1994:11) the principal should be in a position to advise his or her staff on all educational matters relating to pupils. This implies that principals are viewed by all stakeholders as the most responsible and as accountable people who should be able to provide help or solutions for all problems in a school. It is therefore important that the DoE train principals especially in curriculum transformational matters. Failure in this respect hampers successful attainment of set goals as highlighted by principals in the following extracts:

Principal (school A)

"Er...specifically we did not...like...they did not call the principals to go for a training neh! We attend the training...the workshops with the teachers and ....when we are able to go, like I was not able to go during the school holidays, because I was busy with the Grade 12's and right now all the management... the HOD's and the deputy are gone, so I've got to be here".

Principal (school B)

"...the Department is also failing in inducting principals. They just take if for granted that if you're able to convince the panel that you are the right candidate, then you'll be able to do everything as you have answered them, Ja...and they are failing in that".

Principal (school C)

"...if people get appointed as principals, they don't get... I mean I was on a four day training now and within my union and I feel that the Department should really go that way, especially...you know why I say especially? Especially within the context that they allow people to jump from post level 2 to post level 4. If you do that, it is a recipe for crisis..."

Principal (school D)

"Er...I would like to say there was not much training of principals. They started by having a DANIDA workshop where we were workshopped on the mission and vision statement, but that fell a bit short, it was not the induction per se, because when you come to the reality practice, something happened, you've got to be er...hands-on and you've got to be able to change the mind set of learners, of the educators, you've got to assume a leadership role and right now the Department is emphasizing more a management role than a leadership role"

All the interviewed principals complained that the DoE in the Southern Region of the NW Province had failed to induct newly appointed principals. They even felt that old principals were inadequately trained to guide schools into the new dispensation. The research findings pointed out that the main areas that needed attention were the school funding model; the IQMS; discipline and the new curriculum.

4.5.1.6 The principal could improve the quality of education in a school through effective teacher development programmes.

Through observation and interviews the researcher realised that in some schools teacher development was neglected, in others it was limited whereas in others it was non-existent. It was in one school where it was effectively planned, implemented and controlled. As Squelch and Lemmer (1994:114) argue, a teacher development or appraisal system should provide the principal with an opportunity to meet individual staff members to discuss work performance, progress and achievements. It should also help teachers to become more effective to improve the quality of teaching in general.

In order to maintain a high level of academic standards and achievements, it is therefore imperative that the principals promote staff development programmes in schools. These also inform the school improvement plan and can even help district officers identify areas where they can intervene. Various respondents had the following remarks about the IQMS which is a teacher development programme initiated by the directorate of Quality Assurance:

HOD (school B)

"The...the system itself is very good, but I think the Department has not yet won the confidence of the educators in the implementation of this IQMS in the sense that the Department has attached monetary value to it. And ......they should not have done that and the teachers are slow to respond to that, they are not willing, in fact, to take it along. I think it could have been separated from money and it could have been part and parcel of the policy of the Department to be implemented. So educators are really dragging their feet in implementing it.

Principal (school B)

"...er like I've already said, they make it to be so difficult due to the fact that the very appraisees who are the people who need help are not honest ja...about themselves and hence make the process to be difficult".

Principal (school D)

"Their attitude is that they want it to be done but they are focusing mainly on the monetary aspect of it and not on the development. To cite an example, when er...we had... when we wanted to implement it we had other things in place during class or visitation...two of the fellows decided to give class tests, so we suspended the whole thing then, cause that's not how we understood it. They wanted to be incentivised but they don't want the process to be open".

Educator (School D)

" It (the IQMS) is not done at all, because I believe the IQMS is having...it's er...the backbone of the school, its having everything, it's for us, it's having everything, incentives, opportunities and even job satisfaction especially, it gets up, but because of the implementation which is not done, we remain demoralised and demotivated".

Findings from the research indicated that educator development programmes were only in place in one school. In all other schools this is limited to the introductory OBE courses offered by the subject advisors. It also became clear that as the curriculum is adjusted to other grades, the subject advisors are not available to guide in the implementation phases. The educators are thus left to suffer since the principals are not trained either. The researcher

came to the conclusion that although the implementation of restructuring policies places even greater importance on the need for professional development, it is the most neglected activity in the schools. It also became evident that where educators were open to development, like in school C, learner performance was generally good.

In the next section, the implications of the research findings will be discussed.

4.5.2 Implications of the research findings

From the research findings above, a number of implications emerged. These implications addressed the three sub problems stated in section 1.3, as will be shown below. Most importantly, the findings confirm the researcher's presupposition that the instructional leadership role of the principal impacts the quality of education.

4.5.2.1 The link between instructional leadership and educational quality.

Findings implied that where principals paid more attention to their instructional activities, learner performance was higher. It is therefore imperative that principals at schools perceived to be of poorer educational quality improve their skills in tasks such as objective determination through collaborative decision-making; curriculum co-ordination; didactic leadership and effective administrative management.

4.5.2.2 The nature and scope of instructional leadership

The researcher noted that in the two schools perceived to be of a good educational quality, more elements of instructional leadership could be identified. For poor performing schools, the following implications emerged:

a) The principals need to communicate the schools' vision and mission statements regularly and ensure that all members cooperate towards a common goal.

b) There is a need for principals to maintain sound relationships among all stakeholders through participative decision-making.

c) Principals, as instructional leaders, should possess effective resource management skills

d) Principals, as instructional leaders, need to device ways of motivating educators and learners to perform optimally.

4.5.2.3 Strategies that could be used to equip principals for effective instructional leadership.

The research findings implied the following regarding the support for principals as instructional leaders.

a) The DoE needs to introduce In-service Training (INSET) courses for principals and educators to ensure a more effective transition to the new curriculum system.

b) The DoE needs to apply more effective strategies in order to assist educators who experience specific curricular problems.

c) There is a need for the DoE to train principals in more positive alternative approaches to disciplinary problems.

d) There is a need for the DoE to support principals in their efforts to ensure school safety and security.

e) The DoE needs to develop more effective methods of communicating policy transformational issues that directly impact schools' administration like funding.

4.6   CONCLUSION

In this chapter, the qualitative study was discussed. The focus was on the context of study, problems encountered and data processing. The researcher explained how data was collected using observation, document analysis and interviews. Firstly the broader context of the five selected schools from the Southern Region of the North West Province was discussed. The analysis of documents examined at schools was provided, then and followed by data processing. The process comprised unitizing of data, identification of categories and the discussion of emerging patterns.

From emerging patterns the researcher derived findings as well as implications. The research findings support the presuppositions of the researcher that "the instructional leadership of the principal can influence the quality of education in public secondary schools'. The implications revealed the areas where the principals could change in order to enhance their

instructional leadership skills. The areas where the DoE could support principals to be more effective were also pointed out.

The next chapter will provide the summary of the study, recommendations and the conclusion.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter discussed the research findings and the implications that emerged from those findings. In this final chapter, the summary of the study, conclusions from the study, the recommendations and the concluding remarks will be presented.

5.2 SUMMARY OF THE STUDY

As stated in section 1.7 this study was divided into five chapters which dealt with aspects as will be shown below.

In *chapter 1,* an orientation to the study was provided. The discussion entailed a brief overview of historical events that prompted initiatives to improve educational quality. The researcher indicated the state of the crisis which developed in South Africa which adversely impacted on *the quality of education,* particularly in the public schools. However, more than ten years into the new education system, one notes that the quality of education in public schools stills remains a challenge. The researcher came to this conclusion on observing that, amongst other things, many public schools were declared dysfunctional and many school days were still being lost in teachers' strike actions and some schools still had dilapidated buildings and no electricity. That quality in education in public schools needed attention was also indicated by numerous intervention programmes introduced by the DOE like the IQMS and COLTS. It is this observation that aroused the researcher's interest to explore how *the quality of education could be improved* through the *instructional leadership role of the school principal.* The statement of the research aim was followed by the elucidation of the main concepts. Then the research method that would be employed in this study was briefly described.

Chapter 2 dealt with the literature study. The researcher looked into the nature of the principals' instructional leadership role and quality in education. It became clear that the three major elements that indicate educational quality, which are the curriculum, the educator and the learner, were the main aspects on which all the identified instructional activities of the principals were focused. Those activities included, amongst others, curriculum coordination; didactic leadership; objective determination; enrichment; evaluation and the creation of a climate conducive to teaching and learning. This apparent link formed the basis for the researcher's presupposition that educational quality could be improved through the principal's instructional activities. The aspects of quality that were identified were integration; conformance to requirements; focus on delivery and customer satisfaction.

Chapter 3 focused on the methodology used in this study. The qualitative approach was explained and its suitability to this research indicated.

Chapter 4 dealt with the presentation, analysis and interpretation of data. Data from interviews, observation and literature study was first unitized. Then categories were identified. The patterns that emerged were then used to derive the research findings which led to some implications. The study confirmed the researcher's assumption that the principals, through their instructional leadership activities, could guide and motivate all stakeholders to help enhance the quality of the outcomes attained by the learners at school.

Chapter 5 will provide the conclusions derived from the study and the recommendations as to how the principals could improve themselves as instructional leaders thereby improving the quality of teaching and learning. These recommendations will also include suggestions regarding how the DoE could support the principals as instructional leaders in their quest to improve educational quality

5.3 CONCLUSIONS FROM THE STUDY

5.3.1 Introduction

The literature study conducted in chapter 2 and responses from interviews (see Appendix D) indicated that the principal, as an instructional leader, is viewed as the main driving force

behind all quality improvement efforts in their schools. However, in the Potchefstroom Area of the North West Province, a number of obstacles still prevail that hamper the principals from working effectively. The researcher concluded that some of these hampering factors could be attended to by the principals themselves, whereas others needed the attention of the DoE. The following are the main conclusions and findings from the study with regard to the instructional leadership role of the school principal in the improvement of quality of education in selected schools in the Potchefstroom Area of the North West Province:

5.3.2 Communicating a clear vision to all stakeholders

In section 2.2.1, it was pointed out that all the school goals should be derived from its vision and mission statement. It follows therefore that even the decisions pertaining to quality improvement should also derive their guidelines from the school's vision. This notion underscores the importance of communicating the vision to all the stakeholders continually. According to literature, stakeholders become more committed to a goal if they share a sense of ownership in the process of goal setting (see section 4.5.1.1). This view is corroborated by an HOD at school B (see Appendix D):

"… … …*there are no ladies on the school's management team, except for one who is acting. It is ……it is affecting them in the sense that when you look at the number of ladies we have here at school and you look at their participation as far as discipline among the learners you find that it is a small number and I think through empowering them , they could become actively involved. So most of them just sit and fold their arms and when they see a situation going worse, they don't come in and help. Maybe because they feel they are not part of the school"*

This implies that stakeholders can only be able to participate effectively if they are all aware of the ideal state where the school needs to be taken to, as stated in the vision. Failure to communicate the vision regularly could also result in a situation observed at school B where all the interviewed personnel provided different statements when asked to state their school's vision (see Appendix D). The researcher concluded that there was no coordination of efforts which probably explained why the school was continually dysfunctional. To further indicate that this principal neglected the school's vision another HOD commented:

"*…Ja, although that vision and mission does not necessarily …er…fit the school because it was done last year and for this year it does not fit.*"

The principal at school C, a good quality school, expressed the importance of the vision regarding all daily activities at her school:
"*I have to look at it everyday and ask myself: am I doing what it says there?*"

From the exposition above, one could deduce that it is imperative that the principal should involve all the stakeholders in the formulation of the school's vision and mission statement. If this is not done and the principal does not ensure that the vision is adequately advocated and regularly revised, one finds that each educator's practice will be informed by his/her own underlying assumptions about the purpose of education. This could lead to a situation where what happens in a school is contrary to what the school purports to be aiming for.

5.3.3 Collaborative decision making

As indicated in section 4.5.1.2, the educators and learners expected principals to encourage participatory decision making and transparency. Even the learners assert that the principal who is perceived to be autocratic leads parents to be apathetic towards their duties of attending meetings and paying school funds (see Appendix D). The researcher thus attributed poor learner performance to the lack of parental involvement, absence of teamwork and commitment which follow whenever role-players feel left out. The principal of school C corroborated this view:

"*My parents pay because they know they get quality for what they pay for. They are proud of the school, they…they voice their opinion, they say to me: ma'am you got to apply this, we will try our best*".

Another educator in school B had this to say (see Appendix D):

"*I think it's high time male principals are made aware of the importance of including women in management and the like*"

In school D, an under performing school, an educator commented:

"Er... the principal is doing everything single-handedly, and then he thinks only he will handle it, he should delegate... I would recommend that principal must engage everybody in the school activities for clarity. ...er... again I think that the principal should play open cards with educators, he must be transparent"

The researcher realized that even if a principal could come up with a good initiative, if educators perceive it to be a product of his autocratic attitude they would reject it. This view emanates from the response of school E educators to the period attendance register that was designed by their principal and that of school D educators to their principal's development plan. The principals on the other hand blame the politicization of educators for their lack of cooperation. The principal of school D commented (see Appendix D):

"...but now we live in a dispensation where these guys are critical about everything that the principal is saying and they question it and they don't want to implement it"

Even the learners complained of lack of participatory approach in their principals' behaviour. A learner from school A, (see Appendix D), had this to say:

"I would suggest that the principal should not think what he wants to do with the school, he must consult our parents and us also. We must talk what we want to do with our school. We can say to the principal, as we are learners, we can maybe urge our parents to contribute to the school"

It would appear that the principals still applied the 'Top Down' approach to decision making. This behaviour could imply the need for principals to be trained in order to lead in a democratic set-up. This is necessitated by the fact that societal developments and changes will always have some impact on the school. The researcher noted from the comments of school D's principal that even if they can be aware of this impact, the principals are however not aware of the crucial role the school could play by educating the society about responsibilities and values embedded within democracy. The principal claimed:

"Our new constitution is so broad and each one makes a claim to the correct interpretation of it."

This principal blamed the government for misleading parents to believe that school fund has been abolished. It is also interesting to note that the principal of school C managed to convince parents from the same area to pay even higher fees.

The researcher concluded that the principals could prevent a lot of problems if they could work together with all stakeholders in decision making processes.

5.3.4 Training of the principals

From interviews it became clear that the principals in the Potchefstroom Area of the North West Province were not adequately trained upon being newly appointed to the posts and before the introduction of the new education system (see Appendix D). The educators also attested to the fact that the principals seldom, if ever, attended workshops for the new curriculum. Their excuse was that training was done during school hours which forced them to remain behind to help monitor the kids. The principal of school C agreed that the DoE failed to train them but apportioned some blame on the principals for making no efforts on their own to improve. She referred to a four day union course she had attended:

"I mean the fee was R770, 00; my staying there was more than R600, 00; my petrol was R1200, 00. It came out of my own pocket".

The researcher came to the conclusion that poor learner performance partly resulted from the fact that some principals were not adequately informed so as to lead change confidently. Meaningful clinical supervision cannot take place when the principal has no idea what the implications of the new policies are for classroom practice.

5.3.5 Resource provisioning

Through observation and interviews (see section 4.5.1.3), the researcher noted that inadequate resources still played a major role in the poor quality of teaching and learning.

This manifested in the form of dilapidated classrooms; broken doors and windows; lack of electricity; shortage of computers and broken security fence. It became clear that, once more, some principals blamed the department of education while others devised means to secure these amenities. An educator from school B stated:

"They have…consulted Public Works; they have written letters to the department, they have done what they think it must be done." To this HOD_1 attested:

"I think it's about three …three years, he's been writing letters on a monthly basis and quarterly basis to the department and there have been promises that the school will be repaired."

On the other hand the principal of school C, who has won the confidence of the parents, could say:

"…but I pay like R6000, 00 per month for this machine. With what? With school fees."

From the exposition above it is clear that the NWED still had a backlog regarding resource provisioning. It is also clear that the principal who is concerned about the quality of education at his/her school will not fold arms while waiting for the supply, but will engage the parents and other interested parties to acquire them.

5.3.6 Promoting instructional climate

From the interview responses, the researcher identified a number of factors that threatened a climate conducive to teaching and learning. These included, amongst others, ill discipline; union activities like strikes; lack of control and low morale of educators (see section 4.5.1.6). As learners and educators of school D pointed out there is a need for principals to ensure that schools are drug free and violence free (see Appendix D). This implies repairing infrastructure to ensure that there are gates to control entrance into the school yard and even more sophisticated security system for equipment like computers. This could only be possible if public confidence in the school is restored through involving them in planning for quality. The researcher is of the opinion that although lack of structural features like gates promotes

misconduct like dodging and late coming, a collaborative approach to more positive disciplinary measures could prove to be effective. A learner from school E corroborates this view:

"Anyway, even though security structures like fence are absent, teachers talk to us in good spirit, urging us to regard them like our parents. They assure us of protection similar to what we would get at home."

5.3.7 Educators' development programmes

As noted in section 4.5.1.6, most principals did not implement developmental programmes for educators. Although the researcher noted during the analysis of written documents that they were not even planned for in some schools, the principals blamed the teachers' unions for their failure to implement them. It would appear that linking the IQMS to pay progression would encourage educators to be developed. On the contrary they still refused class visits. An HOD from school B commented:

"...but I think the Department has not yet won the confidence of educators in the implementation of this IQMS in the sense that the Department has attached monetary value to it."

Another outcry concerning the model was about the liberty of appraisees to choose their own appraisers and the self appraisal section. The principal of school B complained:

" ...er... like I've already said, they make it to be so difficult due to the fact that the very appraisees who are the people who need help are not honest, ja ...about themselves and hence make the process to be difficult."

The researcher came to the conclusion that an impression was created that the schools could replace their school based educators' developmental programmes with the IQMS. On the other hand if designed properly, in line with the particular needs of an individual school, these developmental programmes could prove more effective since they would be addressing contextual problems which could be overlooked by the more general model of the IQMS.

Both of these initiatives are very important in informing the school based improvement strategic plans as well as the school improvement plans of the DoE (SIP).It follows therefore that any quality improvement initiative that is not informed by a well designed educator development programme is bound to leave out the most basic elements that promote effective teaching and learning.

5.3.8 Introduction of new policies

Interview responses pointed to a general outcry regarding the manner in which the DoE introduced all the various aspects of the new education system (see section 4.5.1.5). The major problem areas included the new curriculum; the IQMS; the abolishment of corporal punishment and the school funding model. Various respondents expressed different views regarding the discipline issue. Whereas some learners were happy about it, others felt that the move has compromised discipline and hence their chances of passing well (see Appendix D). On the other hand almost all educators felt disadvantaged. A learner even commented:

"We have another challenge whereby teachers cannot handle problematic learners who prefer to hang outside classes."

The responses regarding all other new initiatives (see Appendix D) point to the fact that all stakeholders were not adequately engaged in the change process. It would appear that they should have been shown the need to change by clearly outlining the disadvantages of the previous system and indicating the merits of the new. This could have given them a chance to assess and maybe see the need to arm themselves with alternative strategies. Regarding the funding model, the principals felt that the parents were purposely misled to think that school fund had been cancelled. To this the principal of school C claimed:

"I'm not a politician, I cannot say they are liars, but I just don't lie good enough, that's why I'm not a politician."

The researcher felt that for all stakeholders to embrace change there is a need for them to be guided through the process to ensure that misunderstandings are eliminated. It is thus imperative for the principals to be proactive in ensuring that they keep stakeholders well

informed about policy issues that will have an impact on the running of their schools so as not to jeopardize the quality of teaching and learning.

5.3.9 Time management

From observations and interviews (see section 4.5.1.3c) the researcher noted that poor learner performance could also be attributed to poor time management. Teaching time was sacrificed for, among other things, the training of educators for the new curriculum during normal teaching time. The principal of school C complained:

"It was hectic, I …I had six to seven teachers per day not at school."

Examination of written documents revealed in some schools that time was taken to plan activities that were never implemented. A case in point is the teacher development programme that was planned for in school D. The principal asserted (see Appendix D):

"...when we wanted to implement it, we had other things in place during class visitation …two of the fellows decided to give class tests, so we suspended the whole thing then, 'cause that's not how we understood it …"

The researcher also gathered from interviews that more time was wasted through unbecoming behaviour of both learners and educators of late coming; bunking classes; disrespectful attitude and union strikes. School E learners claimed:

"It's because they (educators) spend almost all their time in the staff room drinking tea."

The examples cited above indicate that the principals are not only faced with the challenge of protecting teaching time but also with that of regaining their authority as institutional leaders. The researcher concluded that there was a need for the principals to exercise their authority and ensure that all stakeholders strictly stick to agreed upon plans and time frames.

5.3.10 Summary

It became clear from the findings above that if the secondary school principals wanted to improve the quality of teaching and learning, they needed to be willing to facilitate change; promote participatory decision making and engage all stakeholders in setting academic achievement goals. This implies empowering all role players to become involved in all phases of planning. It follows that the principals will need to have good quality improvement goals; good organizational skills; fundraising ability and good time management skills to provide continual professional development for educators and basic functional training for other participants, like parents, regarding their role in quality improvement plans of the school.

5.4 RECOMMENDATIONS TO THE STUDY

5.4.1 Introduction

In the light of the conclusions mentioned above, the researcher would like to suggest a few ways in the form of recommendations, regarding how the principals could improve as instructional leaders so as to enhance the quality of teaching and learning. Recommendations will also be offered regarding how the DoE could support the principals in their effort to achieve academic excellence.

5.4.2 Communicating a clear vision

As indicated in section 4.5.1.1 literature review pointed out the need for principals to be well acquainted with the vision so as advocate it to all other participants in the school. A general complaint was that the principals worked single-handedly (see Appendix D).This implied that principals should involve other role-players when formulating the school vision for all to understand the quality improvement initiatives in the same way. An HOD at school B even insinuated that a vision formulated the previous year was no longer applicable. The implication was that the vision should be the basis of all school activities so much that any slightest change in contextual factors should be an indication that the vision needs to be adjusted. In the light of these views the researcher would like to recommend that the

principals should emphasize the need for all stakeholders to frequently evaluate their daily activities against what is stipulated in the mission statement. This approach could help all to internalize the school aims as their own and become more committed. The school vision would thus be playing a unifying role as well.

5.4.3 Collaborative decision making

In section 4.5.1.2 it was indicated that collaborative decision making somehow ensured continued improvement in the quality of education. Most respondents, including learners, complained about the autocratic behaviour of the principals. The researcher is of the opinion that this approach emanated from the "Top-Down" model which appears to be the only management course that principals and the SMT members ever received in the previous government and happens to be copied into the new system. The principals thus need to be more democratic and equip parents, learners and educators to ensure meaningful participatory decision making. It would appear that in most schools it was perceived that the principals discriminated against women, learners and parents (see Appendix D). An HOD of school B was very outspoken about this and even attributed the indifference of female staff to disciplinary problems to being ignored in major decisions at their school. The learners of schools E, A and D were of the opinion that the apparent lack of parental involvement was merely failure from the principals' side to consider logistical circumstances that hamper them from attending meetings. It follows therefore that if the principal could encourage all stakeholders to participate actively and help with views regarding what they hope to achieve, there would be less resistance to change. The principals should therefore focus on promoting teamwork, allowing for objective reflection, innovation, problem solving and transparency. The researcher would also like to suggest that the principals encourage all committees that are formed at school to be wary of gender equity, including the SMT.

5.4.4 Training of principals

From interviews with all the principals (see Appendix D), it emerged that there was a need for the DoE to conduct training sessions to induct newly appointed principals and prior to the introduction of new policies to the education system. An educator from school D (see Appendix D) stated:

" Ummmh...I would recommend that er... number one, he has to try to be very knowledgeable in as far as all learning areas that we are actually having here in the school by actually interacting more often with the educators".

It would appear therefore that the onus to ensure that the principals are well equipped to run the schools effectively in the new dispensation does not only lie with the DoE, but with themselves as well. The principal of school C supported this view:

"So it's a hand in glove situation, you cannot isolate... live in isolation ...must know there are other good people as well and you must get ready to learn from them and also share as if you're the king on a little island of expertise, but then you must share with them."

She also cited a case where she parted with her own money to attend a four-day union course from which she issued all educators with material to help them understand new curricular issues. On the basis of the above views, the researcher would like to urge the principals to consider personal development in addition to what the DoE is supposed to offer. As the principal of school C suggested, they could also form a forum where they could share ideas and equip one another. The researcher is of the opinion that they could also form clusters where a good performing school is paired with a dysfunctional school and one principal acts as a mentor for the other. The principals could even enrol extramurally to familiarize themselves with solutions from global research findings.

5.4.5 Resource provisioning

As indicated in section 4.2.1.2, government funding in public secondary schools has always been perceived to be inadequate. All the interviewed principals were generally dissatisfied with the new funding model as well (see Appendix D). The principal of school C however pointed out that if you do not limit your contributions to parents and the DoE, donations as simple as soil from the local council could make a difference. She also emphasized strict control and accountability over these limited resources. Since most respondents alluded to the indifference of parents and referred to the misconception emerging from the government announcements to the public, the researcher proposes that the principals organize workshops to educate their stakeholders. It is only when parents have the correct facts that they can

support initiatives like the fundraising projects. The principals could set up finance committees comprising representatives from all stakeholders to help conduct needs audits, to distribute resources fairly, to help acquire and maintain more resources. Failure to engage others for transparency may result in a situation where suspicions hamper support of other role players. The principal of school C describes the reaction of misinformed parents:

"hey hey…you bunch of skelms (rogues); the government say that education is free!"

The implication for the DoE is that they should have trained the principals regarding the new funding model. Courses could also be organized for the LRC learners and the SGB members to help the principal to cascade the information to the parents.

5.4.6 Promoting the instructional climate

Literature study in section 2.2.2.3 indicated that high academic and non academic achievements are associated with effective discipline. Ill discipline was identified as one of the major factors that hamper a climate conducive to effective teaching and learning by most respondents (see Appendix D). From the examination of written documents the researcher noted some shortcomings regarding the procedure followed in cases of misconduct (see section 4.4.1.8). The researcher would like to propose on the basis of responses from learners and educators as well, that the principals should involve all stakeholders in drafting a comprehensive school policy. Included in this policy should be clearly outlined steps to be followed in specific types of misconduct. Learners of school D, in particular, even complained of drug abuse in the school premises. The principals should thus point out to the learners that some behaviour constitutes criminal offence and learners and parents should sign to acknowledge that such cases be referred to the police. The researcher is of the opinion that the principal could facilitate the election of a disciplinary committee and actively involve parents, police, nurses and other relevant organization that would help inform learners of the consequences of behaviour like substance abuse. A collaborative approach in discouraging misconduct and encouraging good behaviour could be more effective.

This view is confirmed by learners from school A, who complained of corporal punishment and suggested that the principal organize a simple gesture of giving them pens to

acknowledge good performance and motivate them. Educators also indicated that they would appreciate it if the principals affirmed them by acknowledging good performance. It follows that principals could increase the chances that learners achieve good quality results if they could identify factors that hamper effective teaching and learning and dealing promptly with them.

5.4.7 Educators development programmes

In section 2.3.1, literature study pointed out that the curriculum reform in South Africa implied a paradigm shift. The view emanated from observation of a need for a new philosophical base within a new system since it did not involve some reduction or minor additions in content. The move seemed to have even more serious implications as far as classroom practice was concerned.

Regarding limited resources as indicated in section 5.4.5 above, textbook acquisition for the new content was the first challenge. To this the principal of school C (see Appendix D) indicated that educators had to select books before they were trained on the new content and assessment standards. The situation above implies the need for educators to be adequately trained for the implementation of the new curriculum. They needed to understand values underpinning democracy and to be agents of change since they work directly with learners. The researcher also deduced from interviews that the principals needed to revisit their educator development models. Regular class visits should be conducted for the principals to know what is happening behind each classroom door so as to support educators where necessary. The principal of school C stated:

"... I firmly believe you cannot run a school if you only sit in this office, I mean three, four times a day...I take... I mean nothing will happen at a school if people don't see you around..."

The DoE should consider making the IQMS more mandatory by instituting more effective disciplinary measures than forfeiting a small percentage of salary increase. They could also consider intense INSET programmes where educators could be trained for a whole year then come and introduce courses at school level to develop colleagues. The principals on the other hand, could identify areas of need from the IQMS reports with the HOD's. From these the

HOD's could offer help where they can or seek external help from subject advisors, motivational speakers and lecturers from FET (Further Education and Training) institutions. The educators could also be encouraged to study further to keep abreast of developments.

5.4.8 Introduction of new policies

From interview responses (see section 4.5.1.5) the researcher deduced that there was an outcry regarding the manner in which all new policies were introduced. The principals complained that training infringed on teaching time and caused shortage in manpower thus preventing them from attending. To this the researcher proposes that training be done after school hours or during the holidays. The DoE could also organize to train some selected schools on a pilot basis. This could reveal strengths and shortcomings so that when training is done on a broader scale many hampering factors are already eliminated.

Some comments of the principals indicated that they were aware of the sources of their problems regarding the role of parents in the new dispensation. A case in point is the reluctance of parents to pay school funds at school D. The principal commented that the government communicated the new school funding model wrongly to the public. The implication here is that school should have taken an initiative to educate its community properly regarding all newly introduced policies. The researcher also deduced from all respondents that the DoE needed to train the principals on the new funding model as well as on more positive alternative disciplinary measures.

5.4.9 Time management

As alluded to in section 5.3.9, teaching time was wasted when educators were taken for training during school time. The DoE could prevent this by using the school holidays for training. The researcher is of the opinion that other cited time wasters like late coming; bunking of classes by learners and educators are well within the control of the principal. To address these, the principals only need to establish codes of conduct together with all the stakeholders and make sure that monitoring and control of work take place regularly. They could also ensure that even parents consult them per appointment after school.

5.4.10 Summary

From the exposition above it became clear that the key to improving the quality of results achieved by the learners is the willingness of principals to assume the role of effective instructional leaders. This implies the need to maintain high teacher morale by implementing staff development, maintaining good discipline and supplying all the needed resources and allowing for participatory decision making. Parents, learners and educators should be involved in all phases of planning to promote a sense of ownership which enhances commitment. All the planned goals should be derived from the school vision which was formulated by all to ensure that all efforts are unified towards improving the quality of teaching and learning.

5.5 LIMITATION TO THE STUDY

As a research project based on qualitative method, a case study on the role of the instructional leadership role of the school principal in the improvement of educational quality, with special reference to Potchefstroom Area of the NW Province, demonstrated both its strength and limitations intrinsic to such an investigation. Although a small sample is a limitation, the research was not aimed at generalization, but at being exploratory. The strength lies in the fact that the analysis of data provided a rich source of information. Purposeful sampling also allowed for a selection of respondents viewed as rich sources of information. The exclusion of other schools such as the ex Model C schools and the SGB members could also have limited the study somehow.

5.6 SUGGESTIONS FOR FUTURE RESEARCH

The researcher is of the opinion that if future studies could include ex Model C schools, more could be explored pertaining to the instructional leadership role of the school principal in the improvement of educational quality. This perception emanates from the observation that despite the massive exodus of learners from the previously disadvantaged schools to these schools, referred to in chapter 2, these schools were never declared dysfunctional, but consistently featured among top schools in terms of Grade 12 results. The inclusion of the SGB members in the research could also provide some useful information.

5.7 CONCLUDING REMARKS

From the findings in this study, the researcher concluded that the instructional leadership role of the school principal does have an impact on the quality of education. Literature study, observational data and interviews highlighted some factors that hampered the principals from executing their instructional duties effectively. It is in the light of those factors that the researcher provided some recommendations regarding how the principals could improve as instructional leaders as well as how the DoE could support them in their endeavour to improve the quality of education. The researcher is also of the opinion that the principals from dysfunctional schools could be paired with the principals of good performing schools to be mentored. They could compare and contrast the situations so as to identify hampering factors and discover more effective strategies of improving their skills as instructional leaders.

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APPENDIX A: LETTERS OF PERMISSION

<div align="right">
PO Box 2003

Potchefstroom

2520
</div>

The Principal

……………..

PO Box…….

…………….

Dear sir/ madam

Re: Permission to conduct a research at your school

Approval is hereby requested for use of your school as a research site.

I am an educator in the Potchefstroom Area. I am presently registered for MEd degree with the University of South Africa. The title of my dissertation is: **The instructional leadership role of the school principal in the improvement of quality in education: A case study.**

For the purpose of this investigation I need to conduct interviews with the principal; two HOD's; an educator; the SGB chairperson and treasurer as well as three learners from the executive committee of the LRC. I would like to look at some documents if available (see the attached checklist).

I promise to use all information obtained solely for the purpose of this study and to handle it in the strictest confidence.

Thanking you in anticipation.

Yours faithfully

Dhlamini MC (Mrs)

————————————

PO Box 2003

Potchefstroom

2520

The Area Project Office

Potchefstroom

Private Bag X 909

2520

Sir/ madam

RE: PERMISSION TO CONDUCT A RESEARCH PROJECT IN YOUR SCHOOLS

I am conducting a study entitled**: The instructional leadership role of the school principal in the improvement of quality of education: A case study** with Unisa.

The study is aimed at finally assisting the principals, as instructional leaders, to improve the quality of teaching and learning in their schools.

I am therefore asking for permission to involve the principal; 2 SGB members; 3 educators and 3 LRC members per school from 5 schools in your area in this study.

Thanking you in anticipation

Yours faithfully

Dhlamini MC (Mrs)

………………….

DEPARTMENT OF EDUCATION
Lefapha La Thuto
Departement van Onderwys

NORTH WEST PROVINCE

POTCHEFSTROOM
AREA PROJECT OFFICE

Private Bag X 919, POTCHEFSTROOM, 2520   TELEPHONE 018-2974201 FAX 018-2974201

TO: MRS M.C. DHLAMINI

FROM: S.S. YSSEL
           APO MANAGER
           POTCHEFSTROOM

DATE: 16 MAY 2005

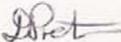**SUBJECT: PERMISSION FOR EMPERICAL RESEARCH IN SCHOOL**

Permission is hereby granted to carry out empirical research in the Potchefstroom Area.

Kindly take note of the following:

- Participation of schools and individuals are voluntary.
- Permission from principals are a prerequisite for you to continue at a school.
- Your research should not interfere with the day to day operations or the teaching and learning at the school.

I trust that you will find this in order.

Yours sincerely

MS S.S. YSSEL

SS123/dp

Re a dira mo dikolong ☐ Ons werk in ons skole ☐ We are working in our schools ☐ Re a sebetsa dikolong
Siyasebenz' ezikoleni ☐ Ha tirha eswikolweni ☐ Re a shuma zwikoloni ☐ Siya sebenta etikoleni
☐ Siyasebenz' ezikolweni ☐ Siya berenga ezikolweniConfidential

APPENDIX B

The principals and educators were asked to fill in biographical questionnaires. The researcher intended to use this information later in the description of the research site as well as for the purpose of corroborating data.

BIOGRAPHICAL INFORMATION: EDUCATORS

NB

- Please answer all questions as honestly as possible.

- Your responses will be used for research purposes only.

- Information will be treated as anonymous and confidential.

Qualifications: Academic ………………………

                                                    ………………………

                                                    ………………………

                                             Professional……………………...

                                                    ……………………

                                             Other   ……………………

                                                    ……………………

1) What is your present post level?

2) Indicate the number of years as an educator.

3) How many years have you been at this school?

4) Subjects and grades presently taught.

5) What is the average number of learners per subject per class?

6) How would you rate the availability of resources?

(poor, sufficient, excellent) (✓)

7) Do you have access to any functional library?

8) How would you rate the curricular support you get from your principal?

   (poor, good, excellent) (✓)

9) In which extra mural activity are you involved?

10) How many developmental workshops have you attended this year?

THANK YOU FOR YOUR COOPERATION

BIOGRAPHICAL DETAILS: PRINCIPALS

NB: Please answer all questions as honestly.

Your responses will be used for research purposes only.

All information will be dealt with in strict confidence

Qualifications   Academic……………….

                                                                ………………

                                                                ………………

                                                    Professional……………..

                                                                ……………..

                                                    Other   ……………..

                                                                ……………..

1. How many years in total have you served as a post level 1 educator

2. Did you ever serve as an HOD?

3. Indicate the number of years you served as a principal in the previous system

4. How many educators are on the Department's payroll

5. Are there any educators on the SGB's payroll? If so state their number

6. Which subjects and grades do you teach this year?

7. How many staff development workshops did your staff attend this year?

How many of those workshops did you attend?

List any outstanding achievements the school has attained under your leadership………………………………………………………………….…………

……………………………………………………………………….…………..

THANK YOU FOR YOUR COOPERATION

APPENDIX C

The following are lists of questions asked to different categories of respondents. The researcher asked additional follow-up questions during interviews to seek clarification.

INTERVIEW SCHEDULE 1: PRINCIPALS

- Could you briefly describe the climate prevailing at your school at the moment?

- Do you have a vision and mission statement for the school? How does it manifest in the day to day educational practice at your school?

- Since the inception of the new government, a number of changes has been introduced in the education system. In the light of these changes, what are the main challenges facing your school?

- The assumption underlying the introduction of changes was that they would improve the quality of education. In your opinion, what is quality in education?

- How do you know when you have attained quality?

- Apart from educators and learners, which other stakeholders are active in your school?

- When you reflect back a little, how would you describe the training, if any, you as a principal ever received in preparation for the new dispensation?

- Decision making in the old could be described as "TOP-DOWN". Would you say you now have more freedom to effect innovations and curricular changes?

- In your opinion, which activities of a principal encourage learners to achieve good results?

- How would you describe the general attitude of educators towards the IQMS?

- In what way is the IQMS beneficial to the instructional programme of the school?

- How do you encourage educators to be more committed to excel in their work?

- In your particular situation, would you say that the new funding model has been beneficial and why?

- Could you suggest a few ways in which a modern principal in a public school; could be supported in his or her role as an instructional leader? Who should offer that support?

- What is you role as an instructional leader?

- If you were to advise educational policy makers regarding the improvement of quality in secondary schools, which two aspects would you rate as the most crucial?

INTERVIEW SCHEDULE: EDUCATORS AND HOD'S

- As an educator, how do you experience being at this school?
- Could you briefly describe the climate prevailing at your school?
- Do you have a vision and mission statement for the school and could you mention a few aims stated in it?
- Since the inception of the new government, a number of changes has been introduced in the education system. In the light of these changes, which challenges face your school?
- One of the changes that were introduced was the new Curriculum 2005. In your opinion, does its underlying principle, the OBE, improve the quality of education?
- What role has the principal played in helping you cope with the transition?
- Generally, what is the level of educators' job satisfaction?
- What is the most important incentive, the principal's support or a good salary?
- What is the learner: educator ratio in your classes?
- When you attend workshops on transitional issues like the implementation of the OBE in the FET band, do you prefer that the principal attend as well and why?
- How often does your principal attend educators' workshops?
- Besides educators and learners, which other stakeholders are active at your school?
- In what way does the principal encourage the learners to achieve good results?
- Briefly describe an effective principal?
- If you were to advise your principal so as to increase efforts to support educators in their instructional activities, what recommendations would you make?
- How would you describe the general attitude of educators towards the IQMS?
- Are the physical conditions of the school conducive to teaching and learning?
- If I came looking for the principal, where would I be most likely to find him?
- Could you suggest a few ways in which a modern principal in a public secondary school could be supported in his /her instructional activities? Who should offer that support?

INTERVIEW SCHEDULE: LRC LEARNERS

- How do you experience being at this school?

- How would you describe the quality of teaching and learning at your school?

- What do you dislike most about your school?

- What role do parents play at your school?

- What is the motto of your school and what role does it play in your day to day activities at the school?

- Which disciplinary measures are normally followed at your school?

- Would you describe your principal as generally visible or always locked behind the office door?

- What is your principal's attitude towards extra mural activities?

- In your observation, which of the activities at the school receive the principal's best attention?

- How does your principal encourage you to study?

- If you had an opportunity to advise your principal in order to improve his/her effectiveness, what would you suggest?

APPENDIX D

The following are transcripts of interviews with various respondents:

TRANSCRIBED INTERVIEWS WITH THE SCHOOL PRINCIPALS

Key: R-Researcher

R: "Do you have a specific vision and mission statement for the school and how is it manifested in the day to day educational practice?"

Principal (school B)
" Ja, truly speaking, I…I……I would like to see my school as one of the most seen and noted schools in the province in terms of its achievements and er…so many things that are in line with what is expected of a school"

Principal (school C)
"……I think I have given you a copy, but …er…er…if I have to summarise all that, that I have to look at it everyday and ask myself : am I doing what it says there?"

R: "Apart from educators, which other stakeholders are active at your school?"

Principal (school C)
" I mean the SGB also represent the parents… … er … it is also imperative that you have an open line of communication and I do that regularly by means of newsletters that regularly go out to my parents to keep them abreast, to keep an open line of communication. They are my stakeholders that I must have them involved. It's useless having them but you don't talk to them and you don't give them the feedback; and you don't have parents' evenings …….Our fees are much higher than most schools although it's between seven and eight hundred rand a year, which makes it difficult for some parents and er… still…er.. I don't have a problem. My parents pay because they know they get quality for they pay for. They are proud of the school, they… … they voice their opinion, they say to me: 'sir you've gotta apply this, we will try our best' and you know people can always say but they are the poorest of the poor. My dear, do you know who pays first at my school? The poorest of the poor".

R: "What do you think of the newly introduced Integrated Quality and Management System, the IQMS?"

Principal (school C)

"… so it is the integral part of my management at school … is the IQMS development plan. It's to improve the quality of my education and my educators at school. So … .sir thank God once again, I do not have people at my school that aggravate against it, I do not have staff at my school that say; "no do not come to my class", everybody at my school accept it. I firmly believe you cannot run a school if you this sit in this office. I mean three; four times a day …I take… I mean nothing will happen at a school if people don't see you around. I mean go past a class, I needn't have to get into a class to know that you are around … … but then at least you must come to the rescue of the teacher …. You can be around because you must intervene if you see something is wrong.

Principal (school D)

"…there is an issue of the teachers not …of the principals not going into their …er…their classrooms. That hampers this thing. I used to do it at the beginning of the year …but now they … er …went to the union, the union said we are not allowed in. So that attitude hampers my role as an instructional leader"

R: "What is your staff's general attitude towards the IQMS?"

Principal (school D)

The attitude is that they want it to be done, but they are focusing mainly on the monetary aspect of it, and not on the development. To cite an example, when …er… when we wanted to implement it, we had other things in place, during the planned visitation time, two of the fellows decided to give class tests and we suspended the whole activity, because it is not how we understood it. They wanted to be incentivised but they don't want the system to be open.

Principal (school B)

"… er …like I've already said, they make it to be so difficult due to the fact that the very appraisees who are the people who need help are not honest, ja … about themselves and hence make the process to be difficult".

R: "How would you describe the nature of training you, as principals, ever received in preparation for the introduction of the new education system?"

Principal (school A)

"Er…specifically we did not …like … they did not call the principals to go for a training neh! We attend the training … the workshops with the teachers and … … … when we are able to go during the school holidays, because I was busy with the Grade 12,s and right now all the management … the HOD's and the deputy are gone, so I've got to be here".

Principals (school B)

"Ja, what … I would say is that the Department is trying its best to give us workshops…is not that good and … er… the manner in which they are conducted … really does not give the Department a sort of … er … clear indication of whether what they plough into us is correct or not, because there is no mechanism that they are also using… er… as a follow up to that, just to make sure that is everything in accordance with what they have sort of taught us. So that is why I'm saying that really they need to go and revisit that and then after that it is then that after making a follow up they would say this is correct, and secondly on that … er… the Depart is also failing in inducting principals. They just take it for granted that if you're able to convince the panel that you are the right candidate and then you'll be able to do everything as you have answered them, ja … they are failing in that".

Principal (school C)

"Ma'am, that is a very very ………. that's a very sad thing, because er … … … I personally believe that er … more could have been done, and it's not criticizing, no. it's a matter of in-service training. Luckily I come from a system where we were forced by the system to empower ourselves. I mean to me it's funny … … … the past eleven years, to hear that other people must empower you. Er …I was … … …I was brought up in a system where … … …the responsibility was your own. I mean when you fall behind it's your problem,… … I mean … if people get appointed as principals, they don't get … I mean I was on a four day training now and within my union and I feel that the Department should really go that way, especially … you know why I say especially? Especially in the context that they allow people to jump from post level 2 to post level 4. If you do that it is a recipe for crisis I don't think any principal has been really adequately trained. I'm talking about these workshops that we

attend, if you attend a workshop for a day, but is that to be informed or is that to see that I know what I have to go and do? They only organize workshops for educators. I'm not saying they should train me on all learning areas, but at least on one subject of my specialization like Economics in my case. There was a course few weeks ago, but I couldn't go and leave the school unattended. It was hectic, I … I had six to seven teachers per day not at school. I would go out of my way assisting other principals with my knowledge, with my expertise, with my knowledge that I've gained. I … do it. Many of my stuff that I got I distribute it to my staff even if they are not principals, they might still be teachers but it enriches them, it … widens their vision about circumstances because that's why I went there. And don't think the school paid for me to go there. I mean the fee was R770, 00, my staying there was more than R600, 00 and my petrol was R1200, 00. It came out of my pocket. So now what's so difficult about your original question? It's because I come from a system where we believed you must empower yourself. I mean isn't it my task to walk in front of my staff and say people this is the way, follow? But it is a very important question you asked, we must be trained. So it's a hand in glove situation, you cannot isolate … live in isolation as if you are a king on a little island of expertise but then you must also know there are other good people as well and you must get ready to learn from them and also share with them.   The Department must sometimes bend over and say to principals we will empower you, especially somebody who has never been a principal".

Principal (school D)

"Er … I would like to say there was not much training of principals. They started by having a DANIDA workshop where we were work shopped on this mission and vision statement, but that fell a bit short, it was not the induction per se, because when you come to the reality practice, something happened, you've got to be …er… hands-on and you've got to be able to change the mind set of learners, of the educators, you've got to assume a leadership role and right now the Department is emphasizing more a management role than a leadership role".

R: "Since the inception of the new government, a number of changes have been introduced in the education system. In the light of these changes, which main challenges face your school?"

Principal (school D)

"The maintenance of … er… discipline and order. Our new constitution is so broad and each one makes a claim to the correct interpretation of it. We take this example of the freedom of expression, learners tend to interpret it that they don't have to wear uniform to school; they can wear any hairstyle that they feel comfortable in their expressing their freedom of expression. The right to education is also misinterpreted, the children are not aware of their obligation, that a right has an obligation that you've got to learn and the fact that corporal punishment has been totally abolished makes these learners, you know, feel that … er … what should be interpreted as licentiousness. They can do what they want and nobody can stop them. Now that is the real major thing that we help them".

R: "If you were to advise the educational policy makers, regarding the improvement of quality of education in public secondary schools, which two aspects would you regard as the most crucial?"

Principal (school B)

"Ja, the Department has to look into perhaps giving them (educators) more information. They can either introduce in-service training for those educators for more quality and …er… results or rather education as a whole, and secondly it's a question of service delivery. The Department has to make sure that schools are … have got all the necessary equipment that they need in teaching the learners and before they do that teachers need to be work shopped into how to make use of such equipment because right now, if I can just cite an example, it is true like they tried to give Science kit, the Somerset Science kit, but you could ask yourself today: 'Are they still working, are they still applicable?'

Principal (school C)

"So I would like the policy makers to put much more emphasis that people will qualify themselves to be better in their respective subjects,…And with OBE and the new FET that is now being introduced, I say even more, you should have a wider perspective on the specific subject to guide the children in all the combination and permutations of seeking for knowledge.

R: In your particular situation could you say that the new funding model has been beneficial? In what way?"

Principal (school D)

"There is a lot of confusion in this school funding model. …The Department has this way of doing things, of saying things and …er … like … er ...some schools are going to be non-fee paying schools and without having identified non-fee paying schools they go on air, public media, by saying that, an impression is being created to the parents that school fee is now going to be abolished, and this idea of free education …they don't explain to the parents that some parents must pay. Now some people expect the Department to do that and the Department expects parents to do that too and yet the Department says to us that school fees are not enforceable, you see that's the whole confusion".

Principal (school C)

"Oh … ma'am, that's… that's a very difficult question because it's a political question, because I'm not a politician. I cannot say they are liars, but I don' just lie good enough, that's why I'm not a politician. The fact is … that it comes down to the point where they say education is free and as I've said to you last time, that's not the truth …, I just bear the brunt. I sit here on ground level where …er … I have to beg the parents to pay their school fees and motivate the parents that it's essential and then they attack me and the SGB and the financial committee and say: hey, hey you bunch of skelms, the department and the government says that education is free!. I don't think the situation is like it should be. I mean that's the kind of machines they give to schools. I'm not ungrateful, but that machine is slow, it's like an oxwagon, the one next door is the best on the market. But I pay like R6000, 00 per month for this machine, with what? With school fees".

R: "What is your instructional leadership role as a principal?"

Principal (school D)

"It's just to motivate teachers to do their best. I have here a workshop that I conduct to the educators, Star Development manual, we have one here … er … on the scientific basis of education, where we encourage them to have a repertoire of … er …of educational teaching strategies, where we encourage them to look at the role of the IQMS and Appraisal within how education … how that can empower us and … a capacity building thing that we have here, teacher planning for successful leading and teaching, how they develop the lesson plans. We spoke to them about how to motivate learners. What we need is the classroom

management assessment and … er… classroom observation, how to equip them with observation skills. Now that is not there… more can be done in this regard, but I would assume that if they listen and participate then they can benefit from what I'm saying, but now we live in a dispensation of democracy where these guys are critical of everything that the principal is saying and they question it and they don't want to implement it".

TRANSCRIBED INTERVIEWS WITH HOD'S AT THE FIVE SELECTED SCHOOLS

R: "Does your school have a vision and mission statement and how does it manifest in the day to day educational practice at your school?"

HOD_1 (school B)

"We do have a vision … … …. er … mission at our school and … … … (inaudible) … … it's a technical oriented school. We are trying to rebuild it in such a way that it complies with that mission, that it begets children with a technical aspect also".

HOD_2 (school)

"Ja, although that vision and mission does not necessarily … er … … … fit the school because it was done last year, it does not fit. We need to come up with a new vision and mission. When you come with a vision and a statement you need to come with opportunities, threats and the weaknesses and then from there the strength and the strategies"

R: "Briefly describe educational quality and say how you know when you have attained it".

HOD (school D)

"I would say due to lack of resources, the quality is not what it should be and by that I mean below average".

R: "Since the inception of the new government, a number of changes has been introduced in the education system, what in your opinion are the main challenges facing your school?"

HOD (school B)

"Firstly, the main one is gender equity"

R: "Alright, could you elaborate a little on the gender issue?"

HOD $_1$ (school B)

"Er… on the gender issue, if you now look at our management system, we have the principal, the deputy principal … they are both male and then we have three departmental heads, heads of department, they are all males …male and currently we are not yet, we've not yet… have got a chance to either get a position of a female on our …on our staff er … who would also be on a management position although we have one lady who is acting on a technical section as a head of department, but in an acting capacity".

R: "Apart from the fact that it is a policy issue, are there particular problems that you can attribute to this gender issue?"

HOD $_1$ (school B)

"There are no ladies on the school's management team, except for one who is acting. It is, I … … in my opinion. I'm saying it is. It is affecting them in the sense that when you look at the numbers of ladies on the staff and you look at their participation in as far as different activities……among the school, you find that it is a small number and I think, through empowering them, they could become actively involved. So most of them just sit and fold arms even when they see a situation going worse, they don't come in and help maybe because they feel they are not part of the school".

R: "If you were to advise your principal so as to increase his effort to support educators in instructional activities, what would you recommend?"

HOD$_4$ (school B)

"Er …he should not sit in the office. Er …immediately once there is a problem, immediately er… he must not take sides. When … when the Head of Department brings a problem to him he must check that problem immediately, he must not postpone it by a month and then try to solve it".

R: "When you attend workshops, on transitional issues like the implementation of the new curriculum, do you prefer that the principal accompany you or to go all by yourself and why?"

HOD$_2$ (school B)

"Ja, sometimes … sometimes it is necessary that the principal should attend these workshops because he must be capacitated. There is no sense if the teacher has more information than the principal. It must not be the responsibility of educators only".

R: "How often does your principal attend educators' workshops?"

HOD$_2$ (school B)

"Never!"

HOD (school D)

"Er… like I said earlier on, the principal has to be head-on … er … hands-on. So for him to be hands-on is to know actually what is expected of the teachers, so it's imperative that he actually attends … er … these workshops so that he can know what is expected of us educators. So he has got to know of all the latest developments in as far as teaching and learning are concerned".

HOD$_1$ (school B)

"Very, good, I think the principal must be with, must be present at these workshops in the sense that eventually he is a person who is going to be responsible for the implementation of the OBE, when … and for control also, the principal has to know what is going on. If the principal is not updated on this, on these workshops and the teachers are working on their own and when the teachers experience problems, the next best person is the principal and where the principal can say I can't help if a teacher comes with a problem and tell him, he will not be able to put the case back with the department".

R: "How often does your principal attend educators' workshops?"

HOD$_1$ (school B)

"Er … I've never seen him attend one"

R: "How would you describe the general attitude of the educators towards the IQMS?"

HOD$_1$ (school B)

"The … the system… the system itself is very good, but I think the Department has not won the confidence of the educators in the implementation of this IQMS in the sense that the Department has attached monetary value to it. And … they should not have done that and the teachers are slow to respond to that, they are not willing, in fact, to take it along. I think it could have separated from money and it could have been part and parcel of the policy of the Department to be implemented. So the educators are really dragging their feet to implement it"

TRANSCRIBED INTERVIEWS WITH THE EDUCATORS AT THE FIVE SELECTED SCHOOLS

R: "Does your school have a vision and mission statement and how does it manifest in the daily activities of the school?"

Educator (school B)

"The aim of our mission is to develop our kids holistically so that they become er… reliable … … … er … dedicated and … er … how ca I put it? That they become very effective in the economy as well as trustworthy citizens of our country"

Educator (school D)

"Uhmm … more so that I'm actually new here I don't know it by heart; because it's only been a year that I've been here".

R: "When you attend workshops on transitional issues like the implementation of the new curriculum, do you prefer that the principal accompany you or to go all by yourself and why?"

Educator $_1$(school C)

"Er … because I feel she must know exactly what we are doing. If it's a school she can't run a school if you don't know what the teachers are doing in their classes. Er … if you are a leader, you can't take the lead on what you give the teachers. So I feel that she must also be brought into this whole thing so that er … if we've got a problem or if there is something we don't agree with and she knows that, or if there is an extra course that we have to attend or like that, that she is also aware of".

"An instructional leader … as regarding daily practice, I think we are lucky because Mrs T was at the Department for quite a long time, so er … I believe that she knows the importance of er …all workshops and things going on in the Department, that she must be a hands-on person, that you can't just sit in your office and run a school. Er … it doesn't work like that, you are a general manager, you must know everything of all the sections of a school".

R: "Are the physical conditions of your school conducive to teaching and learning?"

Educator (school D)

"No, in the sense that er … that so many incidents have taken place whereby learners are stabbing one another seriously. There is no security enough and then er … there are few male teachers er… educators and the few who are there are not always available when there are fights among learners and when they are bullying one another around"

R: "What role has the principal in helping you cope with the transition?"

Educator (school C)

"Er … we had a meeting … a staff meeting and er …with me … we sat together er … with all the material we got in curriculum 2005 er… and she sat with me to go through everything again and she got a specialist in for me to just put me, you know? To equip me again and er …d'you know? She sat together, so we sat together and we er … discussed the different things we must do, all the components of curriculum 2005 er … with me… we had to report back to her whether everything was alright, but she really helped me a lot".

R: "How would you describe the general attitude of the educators towards the IQMS?"

Educator (school D)

"… let us say IQMS, after having done or should that be done at school, should the IQMS be done at school, I think it will lead us somewhere, if he makes sure that it is implemented and it is done. He … er … it will lead us at least to a certain incentive".

R: "Now are you saying that the IQMS is not done at all?"
Educator (school C)

"It is not done at all, because I believe the IQMS is having … er … the backbone of the school, it's having everything, it's for us, it's having incentives, opportunities and even job satisfaction' especially, it gets up but because of the implementation which is not done we remain demoralized, demotivated"

R: "If you were to advise the principal to improve efforts to support you in instructional activities, which recommendations would you make?"

Educator (school B)

"Firstly, I would say teachers are managers and as managers, they manage their classes. They also need to be assisted in that aspect and be involved in more activities, because even if we end up being a threat to male teachers, women are always excluded when men are given some jobs. I think it's high time male principals are made aware of the importance of including women in management and the like"

Educator (school D)

"Uhmm … I would recommend that er … number one, that he has to try to be very knowledgeable in as far as all the learning areas that we are actually having here in the school by actually interacting more often with the educators, so that he can also know what is the latest trends. So that once he is informed, he will definitely render assistance that will actually … assistance that will actually help, but if he is not in the know how to go about these educators around here, it will be very, very difficult. So these Personal interventions to educators and maybe the department will actually better equip him to know actually how to go about interacting and actually helping in as far as er … instructional purposes are actually concerned"

TRANSCRIBED INTERVIEWS WITH LEARNERS AT THE FIVE SELECTED SCHOOLS

R: "What would you describe as the main challenges facing your school?"

Learners (school E)

L_1:"… nothing else but electricity. We don't have electricity in all the blocks. We are about to write the final exams as we have written our trial exam. Many classes that we used for the exam were dark"

L_2: "We have another challenge whereby teachers cannot handle problematic learners who prefer to hang outside classes. Others refuse to get into classes to study saying that they would rather study at home because other learners are noisy and disturbing."

Learners (school D)

L_2: "Except for textbooks, our teachers are trying their best, 'cause in our classes there are Afrikaans learners and English learners. So they have to use two languages and every time like they are talking English then he's got to explain it to the other children and when he has a lack of textbooks and stuff, so it's a bit tough for them".

R: "Is language a problem?"

L_1: " Ja, it's about laughing, many of the learners at school … they laugh about the other teachers that do not know Afrikaans and in English even though their English is not okay, they feel like, ma'am, they must show them that they are not … they are not talking the right thing".

R: "What do you dislike most about your school?"

Learners (school D)

L_1: "What we dislike? I dislike mostly the environment"

R: "The environment in which sense?"

L_2: "Environment because many of the people that are staying in this areas are dangerous, they come into the school and they do violence in the school"

R: "Community members?"

L_1: "Ja, the community members".

R: "Any other thing?"

L_2: "The lack of respect for one another. Other teachers don't respect learners and other learners do not respect teachers, because they are always chatting back when the teachers say keep quiet, they will in fact try to impress their friends with the teacher".

L_3: "There are some who just come to school to create chaos and disorder"

L_4: "These learners … they come to school to smoke and dagga and cigarettes"

R: "Would you describe your school as a safe environment?"

Learners (school E)

L_1 "Yes, you don't see things like accidents happening at the school, people coming from the township to attack a learner at school, committing murder. Anyway even though security structures like fence are absent, teachers talk to us in good spirit, urging us to regard them as our parents. They assure us of protection similar to that we would get at home".

R: How would you describe your principal's attitude towards extramural activities?

Learners (school E)

L_3: "In the past we used to have sports during the last period which is now used for cleaning classes. Exercises are good for a health relaxed mind, but at our school there is no commitment to sports"

Learners (school A)

L_1: No, our principal doesn't care about those things. He concentrates on the … on our books, not our sports activities".

Learners (school B)

L_1: "He would say: 'People, go for sports, to stop taking drugs, we must go there to enjoy ourselves"

R: "Does he ever attend those activities?"

L$_1$: "No"

Learners (school D)

L$_3$: "What are extramural activities?"

R: "Any activity not in the classroom like …" (interrupted)

L$_1$: "Actually, all sports have been cut out this because of the matric results. They felt we should concentrate more on our school work, so sports have been cut out altogether".

R: "Would you say that everybody is time conscious at this school?"

Learners (school E)

L$_2$: "No, I could say some of them can't keep time. In the morning they drag their feet, it's like people are forced against their will to come to school. They have all sorts of excuses for late coming. If a teacher gives some work and gives us time to complete it in class, people would just chat and hope to complete at home should they get a chance"

L$_1$: "I think learners copy their behaviour from educators where you find a teacher coming thirty minutes late"

R: "And the principal?"

All: "Haai, always punctual"

R: "How does he encourage other stakeholders to be punctual?"

L$_3$: "There are some papers, period attendance registers, in which the monitors control the educators' attendance in terms of regularity and punctuality. He holds meetings on Fridays as a follow-up on these records. I give him credit on punctuality".

R: "Does that mean … do those efforts results?"

L$_2$: "They do produce results, but some teachers do not want to … even when they have attended their periods, they are just reluctant to sign.

R: "As people that control those registers, do you regularly receive feedback?"

L$_1$: "No"

L$_2$: "I for one, I usually get feedback because I insist on being informed on the steps taken to address the problem. We have received a new timetable for revision in Grade 12, but now not

a single person has attended to us. A Grade 11 learner told me that for a whole week last week, a teacher informed them that they are on strike, so they could not teach them before being assured of a pay rise percentage. I think this has nothing to do with us. All we ask is that teachers should guide us, or are we also supposed to strike? Then we also have this problem about teachers on the 26th, 27th when they…"

R: "On pay days?"

L_2: "Ja, on pay days, they tend to forget that their pay is at the banks, they can withdraw after work. In commerce we say you get rewards after producing something not vice versa. They go during school time to get money in town. They waste our time. When you ask for some explanation of work, they tell you that it is for self study, but   today" (interrupted)

L_1: "Actually when they are behind with the syllabus, they come, close to the exam time and try to push the entire backlog within four or five days".

R:" Would you describe disciplinary measures normally followed in your school as effective? Elaborate a little".

Learner (school A)

L1: "I … don't think, I don't think that er… the punishment at school is … according to the punishment at school … it' like if we don't … if we don't get punished, we take things for granted"

L_3: "Excessive punishment …" (interrupted)

L_2: "Ja …because maybe I do something wrong for this teacher, then the teacher comes, and punishes us for what we did not do. The next day when that teacher comes, she doesn't even greet us, she says stupid things …I don't like the way they are treating us because we are human beings too".

L_1: "In terms of punishment, there is a way of disciplining a child and that of abusing the child, but other teachers … he or she can er … discipline you, others …they hate you (inaudible)"

Learners (school E)

L2: "Today learners are ill-disciplined and relaxed because they know that even if you get wrong answers, the teacher will not punish you. So personally I would recommend that corporal punishment be reinstated"

L_1: "Yes, I can say that because since it's abolishment there is no discipline at school, everybody does what he likes"

Learners (school B)

L_1: "Mostly, people who are in a problem …er they are taken to the headmaster, if it is a serious …serious offence they get a written warning"

L_2: "Most of the learners in our school, they are like they don't want anyone to tell them what to do"

R: "What would you like to see the principal paying more attention to, so as to improve your learning outcomes?"

Learners (school A)

L_1: "I would suggest that the principal should not think what she wants to do with the school, she must consult our parents and us also. And we must talk what we want to do with our school. We can say to the principal, as we are learners, we can maybe urge our parents to contribute to the school"

L_2: "If a person says to him: 'Principal I don't have uniform, no one works at home, the principal must take the responsibility to go to that house to check what is happening at that house so that he can do something about that. So that he doesn't just say: "At the end of the month I just want uniform". He must take some responsibility and give us some break and not just apply pressure to all of us"

L_2: "Every time we ask the principal to give the learners who have done well maybe some pens so that they can be motivated, he feels really bad, you know, I don't why or is it because he doesn't have to buy those pens or what because it's a way of encouraging learners to do well"

L1: "All I know is that "Umuntu ngu umuntu nga bantu" [no man is an island, we need others to help us cope]. He cannot do it alone; he must consult other people to sponsor for the benefit of the school".

Learners (school E)

L$_1$: "Er …for now it's very late, but what I would like … or for next year's plans, at least in terms of sports, he should encourage learners to be more active at school. Even at home when you study, you often feel like playing, so as to attend to the issue of late coming on the side of educators"

R: "Any other input?"

L2: "Educators' attendance as well, around winter it really becomes very poor"

L3: "It's because they spend almost all their time in the staffroom drinking tea"

APPENDIX E

CHECKLIST

Please indicate the documents that are available for analysis with a tick (✓).

	Available	Unavailable
• The school's vision and mission statement		
• Code of conduct for educators and for learners		
• Registers		
• Samples of educators' and learners' portfolios		
• Policy documents		
• IQMS documents		
• Instructional programmes		
• Year planners for curricular and extra-curricular activities		
• Timetables		
• Minutes of various meetings		

APPENDIX F

Category: 1 People vandalise schools to express political dissatisfaction or because of poverty
- People in the school area enter the premises and do violent acts.   - An educator describes the physical condition of his school as a 'post-war situation   - The buildings are falling apart.   - There is no security fence.

Category: 2 Criminals gain easy access into school and even use learners to traffic illegal substances
- Some schools do not have fences and security gates.   - There is no security alarm for computers and other valuable resources.   - Learners obtain dagga and other drugs.   - Learners are seen to be becoming materialistic which leads them to selling drugs so as to afford a 'flashy lifestyle'.

Category: 3 Learners' progress is hampered by perpetual educators' union strikes
- Educators stay away from school for weeks protesting about salaries.   - Some educators report for duty in classes but refuse to teach until salary negotiations are settles.

Category: 4 Lack of parental involvement and their unemployment exacerbate financial problems in schools and frustrate the principals' attempts to provide resources

- Parents do not come to school for learners' reports and school meetings.
- Most parents are unemployed and indifferent towards school matters.
- Meetings are scheduled for times that are inconvenient in terms of time and distance.

Category: 5 Learners' misinterpretation and abuse of rights demoralize principals and educators

- Learners and parents claim that education is free.
- Principals struggle to get school fund from parents.
- Learners demonstrate their freedom of expression by wearing their private clothes and unacceptable hairstyles.
- Abolishment of corporal punishment is interpreted as freedom to misbehave.
- Learners do not realize that rights imply responsibilities.

Categories: 6 Historical preference of males in senior positions discourage female staff members

- Most SMT members are mainly members
- Female educators feel left out.
- Female educators express their frustration by becoming apathetic to misconduct committed by learners.
- It's high time male principals include ladies in the SMT.

Category 7: The DoE needs to explain the school's funding model clearly for all stakeholders.

- Principals do not understand what the different sections of the funding model imply to their situations.
  - Parents understand education to be free.
  - If learners get a clear explanation, they could help cascade the information to the parents.

Category 8: The principals need to trained upon being newly appointed to the posts and for all newly introduced changes in the education system

- The principals need to have a clear understanding of the NCS to help the educators.
- Principals need to understand the new post provisioning model.
- The new system allows people to be promoted to senior positions without management experience which underscores the need for induction.

Category 9: Principals as well as all other stakeholders need to be trained in alternative, positive disciplinary measures.

- Learners have become more uncooperative and ill disciplined.
- Educators, principals and parents were never prepared for the abolishment of corporal punishment.
- Educator training never included any guidelines for disciplining the learners positively.
- Educators who are ill prepared to handle the new curriculum become even more frustrated when dealing with difficult learners.

Category 10: The DoE needs to address the human and physical resources necessitated by the new curriculum

- New subjects were introduced in all the grades.
- The principals struggle with the post provisioning model
- Educators' roll depends on learner enrolment and is thus unstable.
- Lack of resources resulting from the previous system still prevails.

Category 11: The principal as an instructional leader must ensure safety and security for learner performance to improve

- The principal must mobilize means of installing electronic security devices to protect equipment that enhances learning like computers.
- The principal must engage all relevant stakeholders to enhance security by erecting security fence around the premises.
- The principal must involve all relevant experts in educating learners of the harmful effects of drug abuse and gangsterism.
- The principals must ensure that the policies are in place to deal wirh misbehaviour.
- The principal must encourage good behaviour with incentives

Category 12: The DoE needs to step up safety and security in schools

- Many people who are staying in this area are dangerous.
- They came to school to smoke dagga.
- Learners are stabbing one another
- There is no security enough

Category 13: The DoE needs to support the principals in their endeavour to manage time effectively by not disrupting classes
• The DoE removes the educators from classes for training in the NCS. • The DoE grants educators time-off for union activities during school time. • The principals are frequently called to meetings during school time

Category 14: The DoE should support principals in enhancing educators' job satisfaction.
• The DoE should deal promptly with matters pertaining to educators' salaries and general conditions of service. • The IQMS must not be linked to salary progression so that all could see the process to be mainly developmental. • The panel for the educator's developmental process should consist of experts like the subject advisors, HOD's and principals. • Peers of own choice are perceived to be subjective.

Category 15: Principals need to attend workshops on issues of transformations to support educators and help them adapt to change
• The principal is responsible for the coordination of the schools' curricular and extra curricular activities. • The principals need to ensure that the school set up is adjusted in such a way that the new curriculum implementation is not hampered. • Principals need to attend workshops intended for educators in addition to those meant for principals only.

Category 16: Principals need to wander about to monitor instruction to be informed and to offer support.

- Principals must not sit in the office all the time.
- By wandering around the principal is seen to be interested in what is taking place in the school.
- Principals get opportunities to intervene where necessary.

Category 17: Principals involved in the actual teaching are perceived to be knowledgeable in what is expected of the educators

- Personal experience in the actual teaching reveals a lot of challenges and opportunities.
- A principal, who actually teaches, is in a position to understand other people's problems and to offer support.

Category 18: The principal needs to communicate the school's vision to educators, learners and other stakeholders

- Educators go about their work as they will.
- Learners are not developed holistically.
- Some principals perceive educators as poor readers and implementers of the school aims.

Category 19: Principals must model exemplary commitment to learners and educators

- Principals must attend punctually and regularly.
- Educators and learners consistently agreed on the principals' strong points and weaknesses.

Category 20: Principals must encourage all stakeholders to be involved in decision making processes

- Principals doing everything single handedly demoralize educators.
- Principals must delegate.
- Principals must engage everybody for clarity.
- Principals must play open cards and be transparent.

Category 21: Principals must deal effectively with disciplinary issues involving learners and educators in order to promote teaching and learning

- Discipline is a major problem at most schools.
- Learners copy their behaviour from educators.
- It seems principals do no react to reported cases of educators' misconduct.
- Some principals attend to cases long after they have been reported thus rendering their intervention ineffective.
- Educators come late to school and do not attend their periods.
- Some learners come to school to create chaos and disorder
- Learners smoke dagga and cigarettes at school.
- There are older children who feel like nobody will tell them what to do.
- They always chat back when teachers tell them to keep quiet.
- Some learners have spoiled newly painted toilet walls with graffiti.

Category 22: Principals need to be patient, trustworthy and competent

- The staff morale is low.
- Educators need a principal who can sympathise with them when they experience personal and curricular problems.
- Educators must trust the principal enough to confide in him.

Category 23: Principals must possess skills to communicate directions clearly and listen attentively

- The principal must be straight with you when you have done something wrong.
- Principals could design a note book where educators can read and acknowledge notices.
- Parents must receive regular communication by means of newsletters.
- Principals must arrange meeting collaboratively to ensure satisfactory attendance.
- Learners must receive clear instructions and clarification so as to cascade them to their parents.
- Principals must allow for deliration sessions where learners and educators express their views regarding where they hope to take the schools.
- Parents try their best to support a principal who is perceived to be a good listener.

Category 24: Principals as instructional leaders must recognise learners as individuals with rights

- Some learners interpret disciplinary methods followed at some schools as an expression of hatred and as abuse
- Some principals beat learners all over the body
- Learners need a chance to contribute to the development of the school

Category 25: Principals must motivate learners to perform by providing some incentives to acknowledge excellence in both curricular and extra curricular activities

- Principals need to motivate learners to perform.
- Incentives, as small as pens, can motivate learners.
- Learners claim that no amount of punishment can make them study.
- Positive methods of encouraging learners to work must be employed.

Category 26: Principals need to display an empathetic attitude towards learners by familiarizing themselves with learner's individual circumstances.

- Learners expect the principals to visits their homes to witness their problems so as to be more sympathetic.
- Principals will not punish a child for uniform if they are aware of their socio-economic constraints.
- When principals are informed of the personal background of learners he /she will be able to strategise for feasible support from parents.

Category 27: Principals as instructional leaders need to be well versed with all aspects of the new curriculum

- Principals need to be able to help when educators experience curricular problems.
- Educators cannot have confidence in principals who do not know what is expected of them.
- Principals will be able to see when HOD's neglect their duties only if they know what the new curriculum stipulates

Category 28: Principals as instructional need to carry out clinical supervision to identify areas where educators need assistance in order to improve learners' performance
• Principals are responsible for the implementation of the new curriculum at the schools. • A principal must be hands-on. • A principal must know what is happening in each classroom. • Principals must not be intimidated by claims that unions do not allow class visits.

Category 29: Principals need to provide resources in accordance with the requirements of the new curriculum
• Lack of resources hampers teaching and learning. • Educators and learners complain of complain of dilapidated buildings. • Overcrowding in classes is still a problem. • Problems around textbooks now include uncertainty regarding the correct selection. • Photocopying machines supplied by the NWED are said to be extremely slow and inconvenient. • Laboratories and libraries need to be revamped. • Only the computers used for administrative purposes are available and fully functional

Table 4.2: List of categories with units of data.

APPENDIX G

LIST 0F PATTERNS

- The principal's involvement with curricular issues enhances the quality of education
- The principal's leadership role influences teaching and learning
- Principals' learner management ability improves the quality of education
- The principal's visibility enhances the quality of teaching and learning
- The Department of Education needs to support principals to improve the quality of education
- Social factors affect the q uality of teaching and learning

THE INSTRUCTIONAL LEADERSHIP ROLE OF THE SCHOOL PRINCIPAL IN THE IMPROVEMENT OF THE QUALITY OF EDUCATION: A CASE STUDY

by

MAKOMETSI.CONSTANCE DHLAMINI

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7. Above all, the Almighty, who gives me strength to achieve my goals.

DEDICATION

This dissertation is dedicated to my late brothers, Sekhotso Petrus and Mahlomola Solomon Rantie for their inspiration.

DECLARATION

I declare that **THE INSTRUCTIONAL LEADERSHIP ROLE OF THE SCHOOL PRINCIPAL IN THE IMPROVEMENT OF THE QUALITY OF EDUCATION: A CASE STUDY**, is my own work and that all sources that I have used or quoted have been indicated and acknowledged by means of complete references.

………………………..   ………………………

SIGNATURE   DATE

(MRS MC DHLAMINI)

SUMMARY

This research investigated the instructional leadership role of the school principal in the improvement of the quality of education. A qualitative method, using a case study, was employed. A literature study was conducted to explore the nature and scope of instructional leadership and quality. A purposefully selected sample from five secondary schools in the Potchefstroom area in the North West Province was used to collect data. The method entailed observation, interviews and document analysis. The principals and educators were asked to fill in biographical questionnaires.

Findings indicated that principals could improve the quality of teaching and learning through their instructional activities. These included, amongst others, formulating a clear vision; participatory decision making; resource provision; good time management and educators' development programmes. In-service training was recommended to help the principals and educators with the new curriculum; the funding model; IQMS and discipline. Newly appointed principals also needed to be adequately inducted.

KEY TERMS

Instructional leadership; learner-centred principalship; effective principalship; quality in education; school excellence; school improvement; effective teaching and learning; academic achievement; educational leadership; effective school management.

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LIST OF ABBREVIATIONS

AASA: AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

ABET: ADULT BASIC EDUCATION

ANC: AFRICAN NATIONAL CONGRESS

CASS: CONTINUOUS ASSESSMENT

CD: QA: CHIEF DIRECTORATE: QUALITY ASSURANCE

COLTS: CULTURE OF LEARNING, TEACHING AND SERVICE

COSAS: CONGRESS OF SOUTH AFRICAN STUDENTS

DANIDA: DANISH INTERNATIONAL DEVELOPMENT AGENCY

DoE: DEPARTMENT OF EDUCATION

ELRC: EDUCATORS LABOUR RELATIONS COUNCIL

FAMSA: FAMILY AND MARRIAGE SOCIETY OF SOUTH AFRICA

HOD: HEAD OF DEPARTMENT

IQMS: INTEGRATED QUALITY MANAGEMENT SYSTEM

NWED: NORTH WEST DEPARTMENT OF EDUCATION

OBE: OUTCOMES-BASED EDUCATION

PTA: PARENTS- TEACHERS ASSOCIATION

QC: QUALITY CONTROL

SADTU: SOUTH AFRICAN DEMOCRATIC TEACHERS' UNION

SASA: SOUTH AFRICAN SCHOOLS ACT

SGB: SCHOOL GOVERNING BODY

SIP: SCHOOL IMPROVEMENT PLAN

SMT: SCHOOL MANAGEMENT TEAM

TQM: TOTAL QUALITY MANAGEMENT

CHAPTER 1

ORIENTATION TO STUDY

1.1 INTRODUCTION

Since its inception in 1994, the post apartheid government of South Africa has undertaken a number of initiatives to transform its education system. Xaba (1999:1) cites the enactment of the South African Schools Act 84 of 1996; the introduction of Curriculum 2005; the devolution of the administrative power from the national to the provincial departments and the launching of COLTS (Culture of Learning, Teaching and Service) as examples of the government's efforts to improve education. In his address at the North West Summit COLTS conference held in April '98 in Mafikeng, father S'mangaliso Mkhatshwa, the former deputy Minister of Education, announced further transformation goals as: "the enhancement of educator productivity and discipline; prevention of underage enrolment and the introduction of HIV education"(Department of Education, North West province 1998:4).

According to the Minister those were efforts aimed at improving the quality of education. He further mentioned that the Education Department's ability to deliver high quality education is dependent to a very large extent on its management quality. For that reason the Department would see to the permanent appointment of acting principals. This implies that the principals have a significant role to play regarding educational quality improvement. The importance of the principal's role in the enhancement of quality in schools is corroborated by Webster (1991:1) where he links it to the primary aim of the school, namely learner growth. He even suggested that learner growth be used as a measure for effective principalship.

Kruger (1999:3) supports this notion of assessing the principal's effectiveness by learner growth by asserting that "the achievement of excellence in a school is dependent in the final analysis, on the quality of the educational experience of each of its learners". The primary task of the school is therefore quality teaching and learning. It follows therefore that all aspects of a school's organization should be geared towards making effective teaching and

learning possible. Similarly, Kruger (1999:4) argues that the administration, organization and work processes stipulated in the departmental regulations are subordinate to the principal's main responsibility, namely to create conditions in the school in which learners can receive quality instruction both inside and outside the classroom.

This role of the principal is described by many terms which include learner- centred principalship, instructional leadership and instructional management. Webster (1994:5) is however, skeptical about the use of the term 'management'. He argues that the term is a reflection of the educator's attempt to appeal to business-oriented economic and social notables of community. He further points out that the word principal is derived from the role of the head as the principal teacher. This view is consistent with the findings of effective school research which singles out the extent to which the principals influences teaching and learning as the key effectiveness variable (Ncube 2002:108).

Literature study also reveals that the search for effectiveness variables, with a view to educational transformation, has been a world wide phenomenon for some time (Horine, Harley & Rubach 1993: 32). One can also deduce that with time, researchers were continually changing their point of focus. Steyn (1996:120), on the contrary, argues that the focus on providing quality is not new; only the approach to achieve it is new. According to Harris, Jamieson and Russ (1996;5) some researchers investigated teaching strategies, curriculum issues, special programs and scholastic achievement scores whereas others simply focused on the question whether schooling made any difference to the life chances of a child.

The school effectiveness later gave way to the school improvement movement. The latter may be viewed as an improvement on some schemes drawn from effectiveness research findings. Bush and West Burnham (1996:26) on the other hand regard school improvement as the instruction of change in schools. Irrespective of the approach, the underlying reason for investigation in all movements is clearly to achieve the most effective results in the aims of education.

The aims of education are basically realized through teaching and learning. Glickman, Gordon & Gordon (1997:6) concur with this opinion by asserting that in effective schools main activities involve studying teaching and learning, setting common priorities, making

decisions regarding internal changes and resource allocation and assessing effects on learning. They further emphasized the importance of effective supervision of instruction that is democratically derived and studied. This supervision requires knowledge and interpersonal skills and provides for improved learning. This view led the federal government in America to fund the National Centre for Educational Leadership, the consortium of the Harvard, Vanderbilt and Chicago Universities. The assumption was clearly that developing principals' knowledge would necessarily improve the quality of education (Bolman & Deal 1994: 78).

Bolman and Deal (1994: 78) further state that efforts aimed at improving educational quality in America were always prompted by some widely recognized crisis. Throughout history various forces have impinged on schools to change. Lemahieu, Roy & Foss (1998:582) cited structural changes; curricular reform; effective school and school improvement as well as teacher improvement movements to illustrate how the role of the principals has been challenged to change at various stages in America. In the North West Province of South Africa the pressure on schools to change could also be attributed to a number of forces.

Firstly, South Africa is generally viewed as a Third World Country and to be behind its international rivals regarding offering and maintaining quality service standards. Hartshorne (1999:8) notes that the school system exists in a network of political, economic, social, community and trade union context. It follows that the schools are open to various societal impacts. The second source of pressure arose from the realization that 'apartheid' ideology, translated into inadequate, inferior education system which adversely impacted on economic growth (Hartshorne 1999:27). The South African government was confronted with a great challenge to change its policies of separation and isolation. In 1976 the riots were sparked off when the students revolted against tuition in Afrikaans. They then formed the Congress of South African Students (COSAS) which was affiliated to the then banned African National Congress (ANC). Their focus changed as they coordinated their strategies and aimed at rendering the country ungovernable. This resulted in the burning down of schools by learners. The officials of the Department of Education were barred from entering township schools' premises and the principals were perceived as dissidents. According to Teleki (1994:8) the principals were caught in the crossfire. They were expected to carry out the policies of the department of education which caused them to be viewed as stumbling blocks in the path of the freedom struggle or rebel against their employer and risk being dismissed.

The South African education system suffered a further blow with the establishment of the South African Democratic Teachers' Union (SADTU). According to Mhlongo (in Teleki 1994:32) teachers' demands included a stop to class visits; individual or panel inspection and the writing of Heads of Department (HOD) tests for promotion. Teachers were seen to be collaborating with learners in protest marches which added to the breakdown of pedagogic authority and the erosion of the culture of teaching and learning.

Xaba (1999:1) referred to this collapse of the culture of teaching and learning as a 'perennial outcry'. This notion is confirmed by the ongoing efforts by the Government to address problems in education. It is in the light of the situation cited above that the post-apartheid government delved in various transformational initiatives in an attempt to reintroduce conditions conducive to teaching and learning in public schools in particular. These included, amongst others, the establishment of the Quality Assurance Directorate by the National Department of Education.

According to Khosa and Motala (1999:1), the Chief Directorate: Quality Assurance (CD: QA) in the Department of Education (DoE) has a series of legislative and operational obligations relating to monitoring and evaluation. CD: QA commissioned a Quality Assurance Audit phase 1 early in 1998 in the nine provinces to investigate the role, function and activities of support services and to assess their effectiveness and quality enhancement capability at school level.

The enhancement of quality in education continues to be a subject of many research projects. Blauw (1998:2) criticizes the national schooling system for a lack of interest and commitment to the actual process of teaching and learning. He recommends that the system reconstructs and transforms its approach in order to attain quality teaching and learning. The launch of a nine-point education mobilization campaign by the then Minister Kader Asmal as part of the Culture of Learning, Teaching and Service(COLTS) (Steyn 2002:258) could be seen to be following these guidelines. Motala (1997:3) however criticizes COLTS, the programme which focused on restoring the culture of teaching and learning, for emphasizing an improvement in physical resources and capacity development of school governance while neglecting pedagogical issues like teaching and learning. It is thus clear that different aspects

of the school as an institution have always been under spotlight in its attempts to identify factors that improve educational quality in schools.

Improving the quality of education in schools is also viewed by Davies and Ellis (1995:5) as one of the aims in Government policies. This is confirmed by section 20(1)(a) of the South African Schools Act (SASA) 84 of 1996 subject to which the governing body of a public school must amongst others, strive towards the development of the school through "the provision of quality education for all learners"(Coetzee 2002:14). One also notes that according to the National Education Policy Act 27 of 1996 section 4(1) the Minister determines the National education policy directing it towards "enhancing the quality of education and education innovation through systematic research and development of education, monitoring and evaluating education provision and performance and training educators and managers"(Coetzee 2002:32).

The examples cited above are, however, what Maja (1995:4) refers to as macro policy initiatives which basically just provide framework and overall direction and aims for teaching and learning. These filter through to the meso level and into the micro patterns and practices. The schools need these policy directions from the top in order to function coherently and efficiently. Maja (1995:4) points out that the attempts aimed at meeting the aims and objectives of macro formulations within a school are influenced more by the external factors. Since the principal is in charge of all the activities at the school, it would appear that the impact of the environmental factors on all set goals and thus the extent to which the school meets the departmental expectations is determined by the principal. The role of the school principal is underscored by deductions from school effectiveness studies.

From the aforementioned studies all efforts of improving the quality of education would be in vain if they do not revisit the role of the school principal. There is thus a challenge on educational leaders not only to redefine their role in the new dispensation but also to acquire new skills in order to lead schools to adapt to new demands while focusing on effective teaching and learning. The question thus is whether the instructional leadership role of the principal can provide solutions to the problems experienced by South African schools regarding the quality of education. This leads to the following statement of the problem that is addressed in this study:

1.2 **PROBLEM STATEMENT**

How does the instructional leadership role of the school principal influence the quality of education in the public secondary schools in the Potchefstroom Area?

This gives rise to the following sub-problems:

- What is the nature and scope of instructional leadership in schools?
- What is the relationship between instructional leadership and educational quality?
- Which strategies can be employed to empower the principals for effective instructional leadership in order to improve educational quality?

1.3 **THE AIM OF RESEARCH**

The overall aim of this study is to determine the role of principals in managing the instructional programme of the schools so as to enhance quality in education by:

- providing a theoretical background regarding the nature of instructional leadership and quality in education.
- determining the link between instructional leadership and quality
- identifying strategies that equip principals for effective instructional leadership

Before attempting to address the foregoing questions, key terms that determine the conceptual frame of reference of this study need are clarified below.

1.4 **ELUCIDATION OF CONCEPTS**

1.4.1 **Instructional leadership**

Instructional leadership according to Budhal (2002:3) is one of the many managerial tasks of the principal. It involves the principal's immersion in the actual teaching and learning programme of the school. In order to understand the relationship between the instructional

leadership role of the principal and the quality of education, a number of definitions will be explored and the characteristics that define this role identified.

a) Definition 1

Foran (1990:9) refers to instructional leadership as clinical supervision and the best way to improve instruction. He explains the process as basically co-operative, in-class efforts between teacher and supervisor to improve instruction.

b) Definition 2

Keefe & Jenkins (1991: vii) define instructional leadership as 'the principal's role in providing direction, resources and support to the teachers and students for the improvement of teaching and learning in schools'.

c) Definition 3

According to Robbins and Alvy (2004:88) instructional leadership is a moral responsibility, where leaders are unwaveringly committed to student success and teacher growth.

From the three definitions above it can be deduced that instructional leadership involves direct, conscious efforts made by the principal as the main initiator to create conditions conducive to effective teaching that promotes achievement of desirable outcomes by learners. Literature on instructional leadership however, does not stipulate the evaluation process clearly. Bartell and Willis (in Kruger 1994:2) suggest that a single minded pursuit of quality in educational relationships in any cultural setting be used as an indication of good instructional leadership.

Quality is however, a term most frequently used in various sectors, but seldom understood in the same sense. Therefore the various meanings linked to quality will be investigated to establish a meaning that will be adhered to throughout this study.

1.4.2 Educational quality

a) Definition 1

According to Arcaro (1995:16) quality refers to expecting the best from each and every student, not just from the top-level student.

b) Definition 2

Doherty (1994:260) cites the following definitions:

- The total features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs
- Conformance to requirements which are measurable or definable and
- Fitness for purpose

In accordance with the exposition above, quality will be understood as a management process characterized by conformance to requirements; responsiveness; integration; focus on delivery; customer satisfaction and continuous improvement.

1.4.3   School improvement

a) Definition 1

Harris, Jamieson & Russ (1996:15) define school improvement as a systematic, sustained effort aimed at change in learning in one or more schools with the ultimate aim of accomplishing educational goals more effectively.

b) Definition 2

Bush and West Burnham (1996:26) regard school improvement as the instruction of change in a school.

c) Definition 3

Blauw (1998:3) views school improvement as a school based approach which is initiated and owned by the community that wishes to change the educational processes rather than the organizational features.

An examination of the three definitions above reveals that the concept of change is the common element among them. Definitions 1 and 2 clearly point out that the change is well planned and aimed at improving the educational goals. A brief discussion of the research procedure to be employed in this study will follow in the next section.

1.5 **LITERATURE STUDY**

An extensive literature study will be conducted in order to acquire clarification and theoretical background on instructional leadership and quality. The literature study will be extended further to explore the present state of the nature and scope of instructional leadership and quality in South Africa. The researcher intends to conduct this literature search by consulting newspaper reports; journal indices; dissertations of South African Universities; education encyclopedias; review magazines and publications on educational research methods. The following documents at the chosen sites will be examined: reports of various committees; parents' newsletters; students' newspapers; official correspondence; minutes of meetings and records of results. With the help of the following key words: *instructional leadership; school effectiveness; school improvement; educational quality and development of principals,* recent works will be consulted to become familiar with current trends to corroborate earlier theories on instructional leadership and quality.

1.6 RESEARCH METHOD

A case study, using qualitative approach, will be employed to gather information about current policies, programmes, school management development and the extent of instructional leadership so as to determine needs and links to quality. This will be attained through observation, interviews and document analysis.

The three qualitative research techniques above will be employed to explore the current state of instructional leadership and quality in the selected schools in the Potchefstroom Area. Interviews will be conducted with stakeholders to get rich information, like educators, the school management team (SMT) members, learner representative council (LRC) members and school governing body (SGB) members. They will be asked to provide their perceptions on the instructional leadership role of the principal and the quality of education offered at their schools. The principals will also be interviewed to find out about available programmes and to establish the extent of readiness to lead educational transformation effectively. Observation will be made at the selected sites after making the arrangements with the stakeholders.

1.7 DEMARCATION OF STUDY

The study will be conducted in five public secondary schools in the Potchefstroom Area, in the North West Province of South Africa. Those public schools are now generally referred to as 'the previously disadvantaged schools'. Since generalization is not the purpose of this study, the researcher will purposefully select schools in which data sources are deemed adequate and information rich.

1.8 THE PLANNING OF STUDY

The introduction in Chapter 1 will be followed by a literature study in Chapter 2 where theoretical issues on the nature and scope of instructional leadership and quality in schools will be explored. Chapter 3 will deal with the research design and methods of data collection. The research findings from the analysis and interpretation of data will be discussed in Chapter 4. Chapter 5 will comprise the summary, conclusion and recommendations of the study.

1.9 CONCLUSION

In the present chapter the orientation to this study was provided. From the discussion it became evident that change in the South African education system was mainly informed by reform in the country's governance. Therefore the main driving force clearly emanated from

a moral purpose of redressing past imbalances. This called for schools to adapt to radical changes where principals, teachers, parents and learners, who were in conflict, were expected to work collaboratively in creating an environment conducive to effective teaching and learning. Of particular interest is the role of principals, who were discredited as being 'agents of the apartheid system', in leading all stakeholders into the new dispensation. The research problem and the aim of research were stated. A brief discussion of the main concepts namely, quality in education and the instructional leadership role of the school principal, was followed by an outline of literature study to be made. The researcher then indicated the demarcation and planning of study.

In the next chapter the researcher will provide a literature study entailing the exposition of the main concepts. An attempt will be made to establish the link between the instructional leadership role of the principal and quality in education with a view to identifying the strategies that could be employed to equip the principals to improve educational quality.

CHAPTER 2

INSTRUCTIONAL LEADERSHIP AND QUALITY: A literature review

2.1 INTRODUCTION

The first chapter of this dissertation provided a general orientation regarding the main challenge facing the education system in the post apartheid South Africa, viz improving the quality of education in public schools. From the exposition it is evident that the modern principals are faced with a dilemma regarding the decision as to which of their many tasks improve the quality of education.

Literature studies, however, state clearly that the ultimate responsibility of the principal lies in improving the quality of teaching and learning (Donmoyer & Wagstaff 1990:20; Budhal 2000:38; Kruger 1999:31; Steyn 2002:255). Poor quality of learning, according to Steyn (2002:259), was one of the problems identified by the Department of Education (DoE). This led to the launching of a nine-point education mobilization campaign whose motto was 'TIRISANO' (working together to build South African education and training system for the twenty first century). Steyn further associates poor learning quality with bad or absent facilities, under prepared educators, lack of resources and a lack of purpose and discipline in schools, generally known as the lack of the culture of teaching and learning. This lack of the culture of teaching and learning has, in addition to the recent trends in South African schools, placed more responsibility on the principals coping with the challenges of building effective schools (Squelch & Lemmer 1994: vii). This chapter will thus entail a literature review of the instructional leadership role of the school principal in a quest to enhance the quality of education.

Firstly, the nature of the principal's instructional leadership will be analysed, then the nature of quality of education will be looked into. An attempt will then be made to establish the link between the principal's instructional leadership and quality of education.

2.2 THE INSTRUCTIONAL LEADERSHIP ROLE OF THE PRINCIPAL

2.2.1 The nature and scope of the principal's instructional leadership

In this section some elements of the instructional leadership role of the principal will be discussed. Budhal (2000:45) is of the opinion that the workload of principals in South Africa has become unmanageable and that many principals in secondary schools lack both the time for and an understanding of their leadership task. Steyn (2002:265) agrees with Budhal and points out that the new conditions and expectations in education can create new challenges for the role of the principal. Steyn further emphasizes that for the principal in the new dispensation, the challenge is to redefine the functions of leadership and management.

According to Badenhorst (1993:337), management, administration and leadership are terms used to describe the work done, amongst others, by the principals. It would appear that there was no point in distinguishing between these roles since the apartheid system schools administered using a 'Top Down' management model. Steyn (2002:253) describes the scenario as a regulated work environment where the principals and the teachers were at the receiving end. In the new dispensation however, the decision making process has been entrusted to the school's management teams (SMT's) which are headed by the principals. The principal as the head of the school is thus responsible for managerial duties such as administration, organization and work processes (Kruger 1996:4).

Kruger (1996:4) states that the main responsibility of the principal is to create conditions in the school in which learners can receive quality instruction both inside and outside classrooms. It is interesting to note that leadership, singled out as a function of the principal, is viewed as an important factor that contributes to the effectiveness of the school (Steyn 2002:265 & Lemmer 1994:1). Steyn further describes three broad areas of leadership as instructional, transformational and facilitative.

In the light that teaching and learning is viewed as the primary tasks of the school, it would appear that instructional leadership should enjoy priority among all the duties assigned to school principals. It is therefore important to understand whether it is a separate dimension of their tasks which requires special attention, or accept the view that in executing

administrative managerial tasks, the principal is influencing the instructional programme. This suggests a need for an elucidation of the concept: the ***instructional leadership of the school principal***

The dilemma of differentiating among the various roles of the school principals may be addressed using the following model:

FIGURE 2.1: SCHOOL MANAGEMENT AND INSTRUCTIONAL MANAGEMENT TASKS (Budhal 2000:15)

From the model, instructional leadership is one of the many tasks of the principal. Donmoyer and Wagstaff (1990:20) however oppose the notion that instructional leadership is a separate function, distinct from other management duties, but concur with other researchers regarding the fact that it should be exercised through daily school activities. According to the DoE (2000:10) principals should prioritise their responsibilities pertaining to instructional leadership. Instructional leadership differs from other responsibilities of the principal in the sense that it is role-model orientated whereas other functions are task orientated in nature (Budhal 2000:16).

Other responsibilities like being a marketer, a financial manager and a community liaison officer also appear to derive their importance from their contribution to effective instructional

leadership. Botha (1999:23) notes that some schools were given greater financial self – sufficiency by the new education policy. That put some schools at the mercy of the community for financial support. The principal had to ensure that the school was purposefully marketed by addressing specific needs of the target group. As the community liaison officer, the principal would conduct the community's needs analysis and involve them actively in the formulation of the vision and mission of the school.

When the image of the school is favourable, it is easy for the school to attract many learners and financial support so as to thrive in competition with other schools. The commitment of stakeholders to any activity depends to a large extent on the effect on the final product, namely effective teaching and learning. From the example above it follows that although all the principal's managerial activities display a reciprocal relationship, instructional leadership seems to be a task that links directly to the primary aim of education, namely effective teaching and learning.

Effective teaching and learning are promoted through activities such as curriculum supervision; improving the instructional programme; working with staff to identify a vision and mission and building a close relationship with the community (Steyn 2002:265). Administration on the other hand entails budgets; infrastructure maintenance and record keeping amongst others. The principals should therefore design their action plans consciously to ensure the attainment of high performance standards. All other activities will thus receive attention based on their impact on teaching and learning. Kruger (1999:5) supports this view and suggests that learner performance be used as an indicator of effectiveness and success of a school.

A significant consistency among researchers regarding the principal's leadership role in an attempt to achieve success in schools is indicated in most literature (Bush and West-Burnham 1994:67, Steyn 2002:264 & Creemers 1996:39). Kruger (1999:7) underscores the principal's role by citing two basic assumptions regarding instructional leadership:

- The organizational structures and the organizational culture of the principal's influence on them relates directly to the effectiveness of teaching and learning

- The principal's personal convictions about the nature and purpose of education are expressed in the educational programme of the school.

Kruger (1999:7) further enumerates some behavioural characteristics of principals who are good instructional leaders and states that they:

- are dedicated to the aim of the school;
- have insight into the instructional programme of the school;
- have positive relationships with teachers and pupils;
- show consideration for others;
- support the staff and pupils;
- practice participative management, which includes teachers, pupils and the community;
- practice strong and visible leadership;
- mobilize aids in the attainment of the school's objectives;
- have high expectations and
- place a premium on the orderly running of the school's and show this by not interrupting it unnecessarily.

The elements above, however, do not occur automatically. A close examination reveals that these are mostly skills that could be acquired if one understands their importance and hence makes effort to master them. Given the number of challenges brought about with the advent of the democratic dispensation, it is normal to expect the principal to be lost in the day-to day routine thus neglecting their instructional tasks. Steyn (2002:255) notes that the change in governance has resulted in principals who are not prepared for the new role which further increases the chances that instructional leadership may be neglected. It is therefore important that all principals be familiar with the elements of instructional leadership to ensure that all their daily activities are geared towards enhancing teaching and learning.

2.2.2 The elements of instructional leadership

Foran (1990:9) succinctly states that activities like ordering of books; building master schedules; addressing disciplinary problems and other administrative tasks do not comprise the principal's instructional activities. Class visits and helping educators who experience curricular problems are cited as examples of the instructional duties of a principal. This raises the question 'what is the principal's duty as an instructional leader?' Kruger helps answer this question by providing some elements of instructional leadership. These could be linked to the behavioural characteristics of good instructional leaders cited earlier and include:

- objective determination- which corresponds to being dedicated to the aim of the school as a characteristic of good instructional leaders;
- curriculum coordination- which presupposes insight into the instructional programme of the school;
- creating the climate-which entails positive relationships with other stakeholders, showing consideration for others, supporting staff and practicing participative management which includes pupils and the community;
- remedial steps –which include mobilization of aids in the attainment of the school's objectives;
- didactic leadership-which could be viewed as practice of a strong and visible leadership;
- enrichment programmes –which imply having high expectations and
- evaluation and examination which link to curriculum coordination.

Authors agree consistently on these elements, although others only mention those elements that they deem to be more important and inclusive. Each element will be discussed below in order to establish its link to the primary aim of education.

2.2.2.1 Determining objectives

According to Kruger (1996:8) before aims and objectives can be formulated, clarity regarding the vision and mission of the school should be arrived at by the top management

and the staff of the school. This participation by all stakeholders is referred to by Steyn (2002:254) as the second dimension of school based management. The first dimension is the devolution of authority through decentralization to school managers. This implies that the principals are responsible and accountable for the mobilization of all stakeholders to participate in decision-making and determination of school objectives.

It is therefore important that the principal first facilitate a process whereby all stakeholders are involved in the formulation of the vision and mission statement. Kruger (1996:9) recommends that the process be aimed at a continued realization of educative teaching. His elucidation of the process of object determination from the school's mission can be illustrated as follows:

Step 1	The mission of the school

Step 2	The general academic aims

Step 3	Objective	Objective	Objective

Figure 2.2: Objective determination from the school's vision (Kruger 1996:9).

The diagram illustrates that the general aims are derived from the mission statement and used to formulate specific objectives. The objectives are in turn translated into daily activities. The principal could ensure maximum participation by involving the SMT members in the process of identifying general academic aims (Kruger 1996:9). The advantage is that all various subject departments are involved and fewer people help to speed up planning. Each departmental head conveys the suggestions from his / her particular department thus ensuring that other staff members will view the set goals as their own, which promotes commitment.

The principal should then ensure that the vision and mission statement of the school is communicated effectively to all the stakeholders. Webster (1994:44) explains the importance of this communication by referring to some basic functions of leadership, viz the exemplar and the ideologist function. The exemplar function entails modeling behaviour and implies

that the principals should practice what they preach and demonstrate expected behaviour to teachers. Ideologist function on the other hand refers to translating and interpreting school traditions, aims, faculty values, staff or group norms to all. Vision articulation also promotes learner growth.

Webster (1994:44) maintains that when the principal thoroughly articulates the mission, core values of the school tend to be internalized. When stakeholders internalize core values, they are motivated to contribute to the momentum that turns things around and aims them in the direction that leads to learner growth. The two functions are thus complimentary since the ideologist function basically prepares stakeholders to direct their effort towards identified objectives. In the exemplary role the principal engages in the actual teaching activity aimed at attaining set goals. The principal displaying these two functions is likely to enjoy the support of staff members who view him or her as sharing their experiences. The principal therefore plays a key role in objective determination and attainment. The responsibility of the principal does not end when all the objectives have been formulated, but it is expected that he/ she will guide all processes necessary to ensure the attainment of the planned goals. This requires some further skills from the principals.

Webster (1994:45) asserts that the principal as the 'teacher of teachers' or the 'principal teacher' possesses an ascribed as well as an achieved authority. The former derives from titles and position whereas the latter derives from knowledge or ability displayed in performing tasks. This means that the principal cannot hope to enjoy support and confidence of staff based on his or her position only but needs to be informed about everything that happens at the school. There is a general consensus that this role requires high visibility (Webster 1994:46 & Budhal 2000:26). Budhal describes visibility as simply 'wandering around' with the purpose of motivating teachers; monitoring instruction; being accessible to provide support as well as to be informed.

Visibility is however not to be restricted to the school environment since the objects determined at school level must always be in line with the guidelines provided at provincial and national level. The transformation initiatives of the post apartheid government alluded to earlier, necessitate the attendance of advocacy meetings and training workshops. Steyn (2002:255) concurs with this notion and states that new skills are required and educators need to update their subjects and knowledge continually. The visibility of the principals at such

workshops is imperative if educators are to be supported and the stress associated with the change process is to be alleviated. Budhal (2000:35) refers to such an involvement of the principal as spontaneous curricular support.

2.2.2.2 Curriculum coordination

According to the DoE (2000:1) instructional leaders are responsible for taking the lead in matters of school curriculum practice and development. The role of the instructional leaders is described as the implementation of the curriculum according to the national policy framework. Key issues in the new curriculum are its emphasis on outcomes and continuous assessment. The aim is to develop learners intellectually, socially, physically and morally. This implies that education involves the total sum of all the learner's experiences.

The responsibility of the principal entails the coordination of different subjects into the core curriculum and organizing all activities outside the classroom into the external curriculum. All other activities that promote the general ethos of the school form the hidden curriculum. In the light of the new South African approach to education known as Outcomes Based Education (OBE), the principal's role could be said to be greatly challenged.

Budhal (2000:35) suggests that principals update their knowledge of curricular content in order to offer valuable guidance and support. He also states the need for the principals to keep their educators well informed of new curricular development and to get them involved in designing curricular innovations and change. This is necessitated by the fact that according to the instructional leadership manual of the DoE (2000:2), the department does not 'hand down' policy to schools in an autocratic way. National guidelines for the new curriculum are issued and provincial departments and educators, to some extent, are allowed to interpret them when drawing up their own programme organizers or themes. It follows from the foregoing discussion that the principals cannot leave curricular support to chance.

Curricular support ensures a quick resolution of problems which is necessary for continuity of a strong culture of teaching and learning (Budhal 2000:35). The educators, where this support is lacking, become frustrated, insecure and helpless. The latter attributes affect teaching and learning adversely and the principals must always strive to become effective curricular supporters. Budhal (2000:56) offers the following guidelines for the principals:

- They should read widely and understand the curricular content which is offered at school.
- They should attend seminars and courses on the latest teaching methodologies.
- They should make available relevant information, journal articles and research findings on issues related to the curriculum of the school.

From the foregoing discussion it can be deduced that the principal has to ascertain across all grades that learners receive instruction as laid out in various manuals, in the most proper and effective way. In this way the principal facilitates the attainment of set goals. Mc Ewan (1998:43) refers to this facilitation as the creation of the culture and climate conducive to learning.

2.2.2.3 Creating the climate conducive to teaching and learning

Steyn (2000:266) alludes to the importance of creating a climate where learning is made exciting, where teachers are supported and where there is a sense of shared purpose. The concept according to Kruger (1996:20) refers to the complex psychological environment within an organization and it relates to concepts such as atmosphere, spirit and basic ambience. This organizational climate evolves over time and can be inferred from the behaviour of individuals within the organization. Behavioural patterns could thus be viewed as the expression of the climate that prevails within an organization.

The principals in their leadership role are better positioned to model and influence the behaviour of the followers in order to promote commitment, sense of ownership and effectiveness. It is thus important for the principals to be well-versed with what the school's climate entails so as to manipulate it to achieve quality in education.

Badenhorst (1993:346) highlights the concept further by referring to a continuum on which the organizational climate could be depicted ranging from open to closed climate. In an open climate there prevails an attitude of openness between the principal and staff members as well as between learners and educators. In an autonomous climate educators and learners

enjoy a high degree of autonomy, which indicates a more human orientated management style.

A more controlled climate on the other hand, is marked by a highly task orientated management style and high staff morale. A familiar climate is characterized by a jovial and friendly interaction between staff and the principal where there is very little task orientation with motivation and job satisfaction only average. A paternal climate is characterized by closeness due to the passivity of the principal which leads to a lack of cooperation, lack of involvement of teachers as well as students, very little job satisfaction and a low morale among educators.

Finally, there is a closed climate characterized by a high degree of uninvolvement of teachers as well as students, very little job satisfaction and a high staff turnover. Other stakeholders are also affected as Badenhorst (1993:346) points out that the school's culture is part of a community's culture. He argues for instance that a rural Afrikaner, being more paternalistic, would typically expect learners to be disciplined more strictly than an English language community would at their school.

In the light of the exposition above, it follows that creating a healthy school climate would be a more challenging and important aspect in many South African secondary schools which are becoming more multicultural. Badenhorst (1993:346) thus recommends that accepted beliefs, assumptions, philosophies and ideologies be scrutinized by all stakeholders including learners. The principal, as an instructional leader in the new dispensation, is therefore expected to familiarize him/herself with the various cultures of learners and staff members so as to promote a harmonious environment

A climate conducive to teaching and learning does not imply an absence of shortcomings which could prove detrimental if ignored. In essence the creation of a suitable climate means attending from time to time to situations that call for corrective action. As instructional leaders, the principals should be prepared to deal with such problematic situations by familiarizing themselves with remedial steps to be discussed below.

2.2.2.4 Remedial steps

It sometimes happens that educators experience personal setbacks which infringe on productivity, attendance or interpersonal relations with colleagues. The Education Labour Relations Council (ELRC$_1$) has presented schools with a Policy Handbook for Educators which provides principals with guidelines for handling educators' problematic behaviour. Strict adherence to policy, however, does not necessarily guarantee harmony in an organization. Kruger (1996:19) suggests for that reason that whenever principals take corrective action, they do it for the improvement of teaching and learning and for the professional development of educators.

He further suggests that principals encourage educators to attend workshops organized by the department so as to address curricular problems. Sometimes the learning problems may be attributed to the school's general environment or even the learners' disposition. For instance in winter, broken doors and malfunctioning electricity may encourage learners to bunk the classes to bask in the sun. It means therefore that the principal and staff should be well trained to trace the source of misconduct and to deal effectively with the situation. The principal could also enlist the help of departmental structures such as the Inclusive Education section to check if learning problems do not cause misconduct of some learners.

Given the complexity of the principal's task, it follows that he/ she will not always be available to provide individual assistance to each educator and each to learner. The responsibility to ensure high quality learning and teaching however still lies with him/ her. There are actions that could help eliminate unnecessary problems and promote teaching and learning if planned for properly. Kruger (1996:13) refers to such actions as sound didactic leadership skills, which could be divided into three groups as pointed out in the following section.

2.2.2.5 Didactic leadership

Didactic leadership could entail various methods to ensure effective teaching. In this section the following will be discussed:

- Effective administrative management,

- Instructional leadership through team work and

- Personal instructional leadership to teachers.

A brief discussion of method follows.

   a) *Effective administrative management*

Kruger (1996:14) lists a number of elements for administrative management aimed at effective teaching

   i.   Time utilization

To ensure efficient use of time, it is recommended that allocation of work be correctly done per period according to the departmental stipulations. There must be a year plan in place from which the timetables could be drawn. As alluded to earlier the modern principals have too may transformational issues to put up with. They may thus be tempted to spend too much time in the office doing paperwork, chatting on the phone, solving problems or just reflecting. Since the main objectives are to be realized in the classroom, Budhal (2000:45) recommends that some administrative work be delegated or performed after school hours.

   ii.   Composition and class sizes

With the introduction of OBE a number of new learning areas like Technology, Life Orientation and Arts and Culture were introduced as compulsory subjects in the Senior Phase. This coincided with the process of right sizing and restructuring. The emphasis on learner-centred teaching and preference to co-operative learning exacerbated the situation further since it requires smaller learner rolls and more learning space. This challenges the principals to mobilize funds for private educators on SGB's payroll or even raise funds to build additional classrooms. Parents could also be asked to support fund raising projects.

iii.   Provisioning

The principal must plan an effective provisioning system to support the teaching programme adequately. To attain this goal effective resource management is necessary. Budhal (2000:36) corroborates this view and suggests that principals be actively involved in the improvement of classroom circumstances to enhance teaching. He further recommends that the principal be in an ongoing of instructional dialogue with the staff to encourage the use of a variety of instructional material and teaching strategies. In the South African context it specifically refers to the acquisition of computers and televisions as well as appropriate skill training. The principal must improve the school marketing strategies to attract the sponsors.

iv.   Division of work

For educators to function effectively, Kruger (1991:14) suggests that the principals be wary of the workload assigned to each.

b) *Instructional leadership team*

The team according to Kruger (1999:14), can be composed of the vice principals, HOD's and the senior teachers. The team contributes to the improvement of teaching and appraisal of teachers. In many schools these teams act as subject committees which organize subject meetings, draw year plans and interpret subject policies and syllabi. The present developmental model for school based educator allows this team to be supplemented by any educator chosen by the appraisee. The principal could even be left out if a teacher being appraised so wishes. This implies that the schools must design their own teacher developmental programmes, which will afford the principal a chance to visit each educator in class. Kruger (1999:14) refers to the principal's visit to an individual teacher as personal instructional leadership.

c) *Personal instructional leadership*

The principal may conduct a class visit in order to assist an educator to develop more effective teaching strategies. The teachers' unions, especially SADTU, earlier rejected this

leadership opportunity. As a result many principals and educators still feel uncomfortable regarding class visits. The DoE (2000:17) divides the class visits into two categories that are the more formal part of the IQMS and the less formal one initiated by the school management as part of instructional activities. Given the limited time at the disposal of the principals, one sees no point in this distinction. For this reason Kruger (1999:14) refers to a clinical instructional model that can benefit both the teacher developmental programme and the school's own improvement plan. Therefore instead of there being two similar activities varying in degree of formality, the principal and the SMT could design one comprehensive activity to inform both programmes.

Personal instructional leadership according to Kruger (1999:15) and the ELRC$_2$ (2003:2) in Annexure A involves the following steps:

Step 1: A one on one meeting between Supervisor and Evaluee

- An educator and his/her immediate senior discuss procedures and processes that will provide the basis for the evaluation exercise.
- The supervisor and educator will also discuss the expected performance criteria.

Step 2: Educator's self evaluation

- The educator conducts self-evaluation in order to determine his/her strength and weaknesses.

Step 3: Supervisor's evaluation

- The supervisor monitors ongoing performance against the performance standards.
- The supervisor will provide balanced and constructive ongoing feedback-both positive and negative
- Every quarter during the cycle, supervisor and staff member jointly review the work programme and discuss progress, taking into account any changes in circumstances since the plan was developed.

- Quarterly reviews may comprise:
  - ➢ Checking the relevance of performance in the light of any changed circumstances and adjusting them if necessary.
  - ➢ Reviewing performance so far and agreeing on any adjustments necessary to improve performance
- It is expected that communication will occur throughout the cycle. Amendments and revisions should be mutually agreed to.

Step 4: Discussion

- Annual evaluation comprises of the following and should be conducted at the end of a cycle:
- Discussion between the supervisor and educator about performance against performance standards.
- An opportunity for educators to present their own evaluation of their performance
- An opportunity for the educator to consider and respond to the supervisor's evaluation of his/her performance.
- An opportunity for educator/staff to give a face to face feedback to the supervisor on how well they consider to have been supervised

Step 5: Evaluation report

- Completion of evaluation documentation, leading to an overall performance rating
- An educator's overall performance rating is determined by a combination of his/her ratings against the performance criteria and performance standards. It needs to be ensured that the overall rating reflects the real overall performance the educator.

Step 6: Moderation by SMT

- The purpose of moderation is to ensure, as far as possible, that supervisors are evaluating performance in a consistent way across the school, with a common understanding required at each level of the rating scale.

Step 7: Signing of evaluation report

- After discussion the evaluee will sign the report.

The principal may then use the knowledge gathered from the process to try and build on the strengths to eliminate the weaknesses so as to help the educators to be more effective. Budhal (2000:42) refers to these activities of the principal as exercising pastoral care which entails enrichment. Enrichment programmes will be discussed in the next section.

2.2.2.6 Enrichment programmes

According to Budhal (2000:17) enrichment programmes involve internal motivation to produce good work continually. Kruger (1999:16) enumerates two types of factors that give rise to work motivation as the external factors like salary and internal factors. He further asserts that teachers continually produce good work to experience a sense of responsibility, the feeling that performance produces satisfactory results and recognition of the value of their work. Teachers who experience these feelings clearly enjoy job satisfaction. This in turn enhances their intrinsic motivation.

Budhal (2000:41) corroborates the view that that recognition of individual teachers' strengths is a means of maintaining and developing teachers' skills which promotes their confidence and satisfaction. He recommends praise as an effective strategy for improving school climate. These views are supported in the Education Labour Relation Council's manual. According to ELRC$_2$ (2003:3), evaluation procedures, processes and performance standards for school based educators are adopted to provide bases for decisions on, amongst others, salary and grade progression, incentives and rewards.

In addition to motivation-related reasons above, the aim of evaluation is to improve the quality of teaching practice and educational management (ELRC$_2$ 2003:1). It follows therefore that evaluation programmes can be regarded as part of the enrichment programmes. The implication for the principals is that they should be wary of their approach to teacher evaluation since it is linked to their salary progression and could thus affect their motivation level adversely. The principals should avoid the temptation to use evaluation process as a punitive measure for teachers viewed as problematic by underscoring them so that they lose on pay increment. The ELRC$_2$ (2003:2) supports this notion and recommends that the principals and management teams need to:

- Enjoy the confidence and support of staff.
- Be objective and sensitive the needs of the evaluees.
- Display good communication, interpersonal and conflict resolution skills.
- Take their evaluation responsibilities seriously and be committed to the process.

From the exposition above it can be deduced that for teachers to be effective in their performance, a number of interactive factors needs to taken into consideration. It was briefly pointed out that enrichment programmes that are aimed at enhancing the level of motivation of educators are directly linked to the process of evaluation. A more detailed discussion on the evaluation processes follows in the next section.

2.2.2.7 Evaluation and examination

Evaluation according to Kruger (1999:17) includes staff development, examination and assessment of learners. He recommends that the principals include in evaluation systems:

- Qualitative measurement which involves control over the course of the instructional programme.
- Professional development aimed at improvement in practice by staff members.
- Staff motivation which involve recognition or promotions.

These three aspects can clearly be identified in the new IQMS model which was jointly developed by the DoE and the teachers' unions.

a) IQMS

According to DoE (2003:1) a number of initiatives aimed at improving the quality of public education are already underway and include, amongst others, Whole School Evaluation, systemic evaluation, National Teachers' Awards (NTA) and the Ministerial Recognition Awards. These initiatives cover teacher motivation, school improvement and the improvement of the system as a whole. Since school is about learners, the question arises 'how do these initiatives impact learner performance?'

Firstly, they directly impact on learner performance in that a weak, demoralised and disillusioned teacher cannot be expected to produce any quality work. Secondly, learner performance as depicted in assessment provide an important yardstick in educator evaluation. The principal should thus ensure that learner evaluation strategies are developed to regulate the total instructional programme effectively. This also requires of the principals and educators to have a clear understanding of the new OBE continuous assessment (CASS) model and strategies.

b) Continuous assessment

Continuous assessment according to the DoE (2000:22) forms the most important part of the new outcomes based education. It involves an ongoing assessment of a whole range of activities. Cass may be viewed under the following headings: formal, informal, self and peer assessment and recording.

i. Formal assessment

Educators develop learning activities specially designed for learners to achieve prescribed learning outcomes (LO's) per subject per grade (DoE 2000:22). When a learner achieves LO's at some expected level of performance then the learner proceeds to achieve the same LO at a higher, more complex level. It is expected that learners be fully informed about the

specific LO to be achieved as well as the expected level of performance so as to be able to carry out self and peer assessment activities. Since the educator acts mainly as a facilitator and learners are given the opportunity to work at own pace, learners are more involved and likely to enjoy success. In this way, their confidence is boosted and they become more independent learners.

ii.   Informal assessment

This also forms an important aspect of the new curriculum. Generally, it involves the educator observing learners informally. The learners need not be informed of the aspects being assessed. These according to the DoE (2000:23) may include:

- Cooperation,
- Punctuality,
- Cleanliness,
- Respect,
- Leadership and
- Any behavioural changes.

iii.   Self assessment

Self assessment helps learners understand their own strength and assume greater responsibility of their own learning. The learners may answer the following questions regarding what they experienced while completing a project:

- Did you enjoy it?
- Do you feel you have learnt a lot?
- Which aspects did you find the easiest?
- Which aspects do you need help with?

iv.   Peer assessment

When learners are trained in assessment skills, they may assess one another. This could provide useful information that promotes learning especially when they help one another in group activities.

v.   Assessment by others

This can be used as an opportunity to involve parents in their children's learning. They may not be experts, but they could be trained in interpreting performance levels. They should be asked to sign learners' books regularly. Learners are motivated when parents show interest in their school work. The principal could thus keep the parents informed about learner performance through progress reports and newsletters.

vi.   Recording and reporting of assessment data

The DoE stipulates that educators keep their own and learner portfolios. These are files in which samples of learners' various tasks are kept to reflect the learner's general progress. Report cards are normally compiled quarterly and provide indication of where intervention strategies could be applied to help learners to improve their achievement.

2.2.2.8 Conclusion

From the foregoing exposition one could conclude that instructional leadership has as its ultimate objective the attainment of outcomes of the highest standard by learners. It became clear that teaching and learning are impacted upon by a variety of factors like teachers' job satisfaction, parental involvement, assessment and evaluation processes amongst others. The situation requires a principal who is well versed with the situation behind every classroom door at the school. Through interaction with various staff members by means of class visits, interviews and the actual class teaching, the principal could gather valuable information that could guide him/her regarding the actions to take in a quest to improve the quality of teaching and learning. But how does one recognize quality in education? Since quality is a concept not

universally understood in the same way, a number of approaches to quality will be investigated in an attempt to answer this question.

2.3 QUALITY IN EDUCTION

2.3.1   Introduction

The idea of improving quality in education has become increasingly important over the past few years. Quality Control (QC), Quality Assurance (QA), Total Quality Management (TQM) and the Intergrated Quality Management Systems (IQMS) are the themes that draw the attention of policymakers, administrators and practitioners across the international educational arena. In America the concept gained attention when the country lost its pre-eminence as the industrial leader of the world in the eighties. They started asking the question 'if Japan can, why can't we? According to Ritchie (1994:101) this led the United States Corporations and government agencies to adopt Deming's method of management for quality. He mentions the Florida Power and Light Company, the first US company to capture the Japanese Deming Prize for quality.

Those industrial shortcomings coincided with the observation of decreasing standards in scholastic achievement. A number of isolated attempts to improve the quality of education in America using Deming's management principles were made in the 1980's (Ritchie 1994: xv-xvi). These included the Total Quality Network by the American Association of School Administrators (AASA) in 1989. The underlying aim was clearly to break away from the traditional approach of finding the problem and solving it. The new approach would be to focus on managing the schools better for continual improvement in the quality of teaching and learning. One also notes that since World War II, education has borrowed a series of management terms from business.

Ritchie (1994:7) identifies Programme Evaluation; Review technique; Management by Objectives; Site Based Management and Personal Improvement Plan as examples of strategies that emerged as the problems developed in education. Those strategies were however found to be laden with flaws and to fail as more acute problems developed in the

educational field. It follows that it takes much more than increasing the number of reform initiatives to improve daily classroom life.

Hopkins, Ainscow &West (1994:7) concur with this notion and attribute the problems that arise when new reforms have to be implemented, to the need to maintain some continuity between the organization's present and previous practice. This need is normally referred to as resistance.

Resistance to change could be seen as another challenge in the South African educational context as well. Vakalisa (2000:8) supports this notion and asserts that 'educational reforms are easier to chart on paper, than they are to implement'. She claims that since teaching in schools has a tendency to form cultures, asking people in an organization to change is similar to asking them to make a paradigm shift. In the light of this argument, Vakalisa (2000:15) is of the opinion that the Ministry of Education in South Africa is attempting to replace a fossilized culture of education with a brand new educational culture modeled on practice of highly industrialized countries of the West. Botha (2000:131) attests to the new curriculum being a shift by claiming that the first major curriculum statement of the democratically elected government in South Africa signaled a break from the past.

Botha (2000:15) provides reasons for breaking from the past as to overturn the legacy of apartheid education; to improve skilled labour force and move the country into the next century. Motala (1997:3) enumerates the aspects focused upon by reform initiatives as equity, access, redress and quality. Botha (2000:13) expresses the same views in his statement that:

- No longer would curriculum shape or be shaped by narrow visions; concerns and identities
- No longer will it produce the limited interests of any one particular grouping at the expense of another and
- It would bridge all and encompass all.

As a result of equity, redress, access and quality issues there was a great exodus of learners from public schools to town and city schools that were previously inaccessible to them. This left public schools with those learners whose parents were ordinary labourers or unemployed

in most cases. The SASA (1996:37) stipulates that schools cannot deny learners access to teaching and learning on account of being unable to pay school fund. The schools could, however take legal action against parents which proved to be a futile exercise because in most cases parents are unemployed. This situation at public schools was exacerbated further given that the schools were already under-resourced. Human resource provision was also affected.

According to Lemmer (1999:37), the dwindling learner enrolment figures resulted in schools losing some good educators through the process of rightsizing and redeployment. The post provisioning model allows a school to have a certain number of educators based on prescribed educator: learner ratio. This would see educators being redeployed to other schools where there was a need. In some cases educators were moved to other cities notwithstanding their personal circumstances. This resulted in bitterness where one could find even a good educator becoming demoralized and unproductive. Whichever noble aims were envisaged tended to be nullified by the fact that educators declared to be in excess appeared to be those least liked by the principals and the SMT members since the model used to identify those educators was open to abuse. Teaching and learning were as a result adversely affected in public schools.

Access to learning was broadened through the inclusion of the Readiness class (Grade R) and the restructuring of Adult Basic Education and Training (ABET) in the system. With the introduction of so many radical changes in the education system one cannot help but wonder: Will the quality of education necessarily change? What are the most reliable indicators of quality improvement? Literature does not have a direct answer to these questions. Many authors have alluded to the vagueness of the term 'quality' (Botha 2000:134 & West-Burnham 1992:4). Literature reveals various approaches to the concept.

School effectiveness may be implied and quality evident in terms of measuring instrument not yet in use in the system. For instance, since the Government is educating a broader cross section of the community, more people may be more qualified for post matric employment, the school dropout rate may decrease and more educators may be employed. On the other hand Grade 12 results may drop since evaluation is done in terms of percentage. The scenario depicted above underscores the importance of designing an assessment tool as well as that of

knowing exactly what you are measuring. It might have been for this reason as noted by Tofte (1995:469), that Deming was critical of the use of examination results for decision on learner progress. Botha (2000:134) feels that the use of results encourages schools to teach for examinations, which deprives the learners of the opportunity to access the breadth of knowledge associated with education. Riley and Nuttall (1994:75) are also skeptical and argue that although the practitioners have drawn heavily from research on effectiveness, little research perspective on performance indicators are available. They are of the opinion that head teachers' practice could be informed better, if results were subjected to multi-level approaches involving sophisticated statistical techniques. Approaches to quality will be explored in the next section so as to arrive at a definition of quality that will be adhered to throughout this study.

2.3.2 The nature of quality in education

West-Burnham (1992:14) criticizes the view that quality is a universal panacea for organizational ills, an incontrovertible imperative and a reassuring message to clients. He also discourages the tendency in education service to view the achievement of quality as an intellectual problem rather than a management problem. In the South African context, Botha (2000:134) notes that the quality approach does not provide a satisfactory definition between any systems. His only explanation to justify why the concept shouldn't be abandoned is the persistent clinging of the educational field to the construct. It follows therefore that a definition of quality is needed that will provide a basis for measurement and that will be understood in the same way by all in education. Botha (2000:135) confirms this notion as he notes from the various definitions he had explored that each approach has a specific implication for the evaluation process. He therefore views any evaluative process as 'a function of the chosen general strategy'. This means, for instance, that if quality is defined as 'fitness for use' then it should be measured on the basis of customer satisfaction. The presence of a customer in education is however a controversial issue.

The presence of a customer in education was refuted by Edward Deming who is generally regarded as one of the quality gurus of the last five decades. Since quality in education is often linked to Total Quality Management (TQM), Botha (2000:135) sees a need to construct a knowledge base of client opinion. He further notes that the TQM, concept of clients

replaces the traditional boundary between the internal world of the school and the external community by an interlocking series of client and supplier relationship. This begs the question 'why is customer focus important in educational quality'? Frazier (1997:11) answers this question in his recommendation of a systems approach. He argues that significant improvement in quality will only come about when the principals address all major sources of variation for differences among students, even those outside the education system. He advocates the inclusion of external customers and suppliers as an integral part of the education process. The importance of a customer in an organization is illustrated as follows:

MANAGERS   **CUSTOMERS**

Frontline Workers

Frontline Workers

FIGURE 2.3 Customer focus in Traditional vs Continuous Quality Improvement Organisation (Frazier 1997:13)

From the diagram it can be deduced that in an organization committed to continuous quality improvement, the wants and needs of the customers are the driving force that change the organization's culture. A quality organization thus exists for its customers (Sallis 2002:15).An organization that is aware of the needs of its customers is able to plan to meet or even go beyond those expectations. This helps them develop foresight so as to prevent that the customers' needs surpass the organization's capability to deliver. The absence of cash

transaction however makes it difficult to identify the customer. Frazier (1997:12) supplies the following definitions of the customer:

- The user of any work output that has value added to it, or
- Anyone who can potentially create a perception of the organization.

According to Badenhorst (1993:337) the customer is anyone to whom a product or service is provided. These definitions clearly point out that that a customer is defined in terms of relationships and process rather than relative status (West-Burnham 1992:29). The nature of education necessitates classification of customers into internal and external customers. Internal customers are those within the organization like the educators, learners and managers. External suppliers include universities, textbook suppliers and computer companies. The school acts as a customer to these institutions. On the other hand, parents providing the school with learners could be viewed as suppliers as well as customers in the sense that they receive service from the school when their children are educated. The quality supplier- customer relationship is illustrated below.

Internal   External

Supplier

Customer

FIGURE 2.4 Quality supplier-Customer Relationships (West-Burnham 1992:30)

He deduced the following implications from the model:

- Everyone is a supplier and a customer
- There are equal responsibilities on supplier and customer

- Work processes have to be defined in terms of customer and suppliers
- It may be helpful to differentiate between internal and external customers and suppliers but not to discriminate in level of service

Supplier- customer chains may be of variable lengths but this cannot be used as an excuse to compromise service. The customer-supplier relationship thus focuses our thinking to see the process as a network of interlocking steps. The role of the participants is basically to identify the requirements. This implies that at all stages the customers and the suppliers must be aware of their interdependence in the provision of quality service. For instance, if there were no educators learners would not receive tuition and without learners educators would not have employment. The customer-supplier relationship could thus be viewed as a chain the links of which have equal strength. A closer look at the concept of quality in education is necessary at this stage for the customers and suppliers to know when they have attained it.

As previously alluded to, education has borrowed quality strategies from business. The term is associated with the Japanese belief system advocated by Edward Ewing and Joseph Juran. Frazier (1997:1) views quality as simply a different paradigm for encouraging people to accomplish a task. He refers to continuous quality improvement philosophy which has a broad set of principles and values that provide guidance to restructure and improve organizations. This implies that quality is not an end but a means.

Frazier (1997:1) enumerates two attributes of quality that make it generally difficult to describe. Firstly, quality is time bound. He cites an example of an eight-track tape which was a standard for its time but has since given way to laser discs. This means that due to technological development customer preference change from time to time. Secondly, quality is subjective. What is quality for one person may not be the same for another. For purposes of this study, as pointed out in section 1.4.2, quality will be understood as a management process characterized by conformance to requirements; responsiveness; integration; focus on delivery; customer satisfaction and continuous improvement. These attributes are briefly discussed below.

2.3.2.1 Conformance to requirements

This principle according to West-Burnham (1992:36) is the heart of quality management. It involves seeing to it that that service provided is fit for the purpose intended. He mentions the following areas where this principle could be applied in schools:

- Reporting on progress to the parents: the information must be expressed in such a way as to be comprehensible and comprehensive.
- Purchase of textbooks: they should be relevant, up-to-date, written at an appropriate level with a suitable format.
- Classroom organization: facilities and resources are easily available.

Through a process of needs analysis this list could be continued. Dimmock (in Botha 2000:133), major elements that determine quality in education are the teacher, the learner and the curriculum. This implies that a change in curriculum can affect the quality of education. Conformance to requirements therefore implies that before any changes could be effected the needs of the learner must be the starting point. The identified needs inform the process of improving teaching and learning in order to provide a more relevant curriculum aimed at the achievement of better learning outcomes. Considering the needs of the leaner, according to West-Burnham (1992:36), means approaching the education process by focusing on:

- The need to relate teaching strategies to individual ability,
- The flexible use of time to allow appropriate pacing and integrated units of study,
- Deployment of the full range of teaching strategies from the most didactic to the most flexible, to be determined by needs not ideology,
- Reviewing the role of the teacher as controller and emphasizing the role of the facilitator,
- Questioning teaching the 'class' when individual outcomes are the determinants of educational success,
- Recognition of the importance of intellectual and social skills development being reflected in the organization of learning,
- Ensuring that marking and assessment are formative rather than summative and

- Programming options to ensure that individual rather than systems' needs are met.

This approach seems to corroborate what Botha (2000:37) calls Deming's notions of quality process rather than product. West–Burnham (1992:37) calls it the application of Kaizen in education. It follows therefore that to ensure that anticipated outcomes are obtained; attention should be paid to every step of the teaching and learning process. According to Frazier (1997:17) the Kaizen approach implies that a society concentrate its resources on early childhood education, as opposed to worrying about high school graduates with academic and skill deficiencies.

He further opposes the tendency to see time as snapshots, because that distracts people from seeing the long-term patterns of change that lie behind an event. Organisations thus need to be aware that survival is a gradual process that may take years to manifest. This gradual unfolding of results is illustrated by Botha (2000:137) in an example where the results of a teacher's remark manifest years later after the learner has exited the system. This indicates that cause and effect are not necessarily close in time and proximity. The principals should therefore ensure that at every step of quality improvement attempts, all role players conform to requirements according to identified needs. Since time has been identified as an important determinant of quality, as soon as needs are identified the responsiveness of the organization is challenged.

2.3.2.2 Responsiveness

According to Frazier (1997:38) the term refers to a rapid response to complaints and requests and an open door policy. In the general school set up it also implies prompt attention to phone calls, letters and visits. In the classroom it means an atmosphere wherein learners feel accepted and free to express concerns and ask questions. Since the learners are heard, their contributions inform the educator's decision making and they could be said to be integrated.

2.3.2.3 Integration

Customers are fully integrated into an organization if their responses form the baseline for every decision making progress. Parent Teacher Associations (PTA's) occasionally involve parents in fundraising projects. These are called 'open day' events. The schools should however be open at all times and maximize contacts to an extent that parents' views form the basis for practically all decisions taken. This ensures an enhanced sense of shared purpose needed for commitment.

One of the DoE's initiatives was to integrate parents and learners into the schools governing bodies (SGB's). Learners also contribute towards the development of the school by compiling their own code of conduct which helps reduce disciplinary problems. This contributes significantly towards creating an environment conducive to teaching and learning. This involvement of the stakeholders helps the school to see through the customer's eye and obtain the necessary help for delivery. The discussion on delivery will follow in the next section.

2.3.2.4 Focus on delivery

In the school situation the educators are the ones seen to be doing the actual delivery. All other customers, internal or external, only support the educator. For instance, the parent sees to it that the learner is healthy, has the necessary requirements and attends school regularly. The school management also plays a very important role since they help manage the finances as well. In South Africa the introduction of OBE as well as the IQMS have serious implications on financial circumstances of the school. According to the IQMS, an educator has to perform at a certain minimum level to qualify for pay progression. The principal must therefore provide resources so that contextual factors do not hamper the educators' performance. These resources may include computer programs that help educators with administrative duties like compiling report cards. Educators will thus have more time on hand to plan for more effective delivery. This way the principal will easily identify areas of personal weaknesses in educators and offer support. Supporting the educator is corroborated by West-Burnham (1993:39) in his view that a 'quality organization centres all its resources on those who are in direct contact with the customers'. This further highlights the importance

of the customer in any effort to attain good quality results. Customer satisfaction will be discussed next.

2.3.2.5 Ensuring customer satisfaction

As pointed out earlier, a customer focused organization's primary goal is to determine its customer and then seek from the customer the characteristics of quality that need to be met. Frazier (1997:13) advocates that merely meeting those customer expectations is not enough. The organization needs to innovate and create unknown needs in order to 'delight the customer'. The school thus has an obligation to continually strive to satisfy customers. This entails a constant effort to identify needs, to meet them and to assess the extent to which they have been met satisfactorily. This effort will ensure the survival of the organization as tastes change with technological developments. West-Burnham (1992:40) suggests the following techniques to be used by schools to gather information regarding the customers' needs:

- Suggestion cards

Suggestion boxes could be placed at strategic positions or cards sent out to all customers, internal/external to suggest improvement.

- Shadowing

This implies that the suppliers place themselves in the situation of customers to experience the direct impact of the school policies. Examples are when a senior teaches a problematic class or when a primary teacher accompanies a class on their first day of secondary school attendance. Although the shadow's presence may somehow distort reality, some valuable feedback may still be obtained

- Interviews

Any information-rich groups may be targeted for data. This may include learners, parents, group of governors or even community members in the vicinity of the school.

- Surveys

Surveys allow quantification thus facilitating comparison over time and prioritization. They could be used to:

> ➢ Collect information about customer needs
> ➢ Identify specific problems
> ➢ Assess conformity to requirements
> ➢ Measure satisfaction

Surveys are also useful in that they could be used over a broad spectrum of aspects like specific lessons, meetings, uniform or even evaluation of buildings and textbooks.

- Team meetings

Various teams could be established to review services provided on a regular basis. These teams could take care of fundraising projects, resources and time management.

2.4 CONCLUSION

It has become clear from the preceding discussion that the focus of quality in education is continuous improvement. It involves transforming schools into environments conducive to teaching and learning, where the needs of learners, parents and the general society are considered. This requires a leader who is able to mobilize resources, motivate all stakeholders, create and communicate instructional goals well and harmonise all the participants' activities towards the attainment of the set goals. This calls for the discussion of the link between the instructional leadership role of the principal and quality in education.

2.5 THE LINK BETWEEN THE INSTRUCTIONAL LEADERSHIP ROLE AND QUALITY IN EDUCATION

According to West-Burnham (1992:98) no quality programme will work without appropriate leadership. He is of the opinion that before the issue of quality is raised within a school, the quality of leadership may need to be explored. Atkinson (in Dlamini 1995:56) corroborates this view in asserting that 'one of the-if not the single most important factors in improving education is the school principal'. Frazier (1997:25) also concurs with this view and

elucidates the concept further by differentiating between organizational management and leadership. He advocates that one manages within a paradigm but leads between paradigms. In their quest for quality the DoE in South Africa advocated a shift from the traditional paradigm to the OBE paradigm. This shift involved directing focus away from what learners were supposed to know to what learners actually knew (Botha 2000:132). This placed more challenge on the principal's leadership skills.

Principals need to remember that successful change hinges on the internalization of new values by organizational members (Frazier 1997:33). Values and beliefs that bind an organization together comprise culture. The principal needs to understand the prevailing organizational culture so as to lead members smoothly through new structural issues with minimum resistance. This is particularly difficult in cases where organizations were previously regarded as successful leaders. When faced with the challenge to change such organizations suffer what Frazier (1997:32) terms paradigm paralysis. This results when success has bred arrogance, complacency and isolation. The organization subsequently becomes blinded to innovation and new societal demands. Leaders must therefore constantly challenge and review their paradigms. West-Burnham (1992:87) agrees with this notion and claims that 'if culture is the personality of an organization, then a quality school is restless, constantly questioning, never satisfied, challenging norms and believing that things can always be better'.

It would therefore appear that for a school to continuously strive for quality, a number of skills are required from the principal as an instructional leader. Steyn (2002:265) provides a list of those requirements as:

- Defining and communicating a clear mission, goals and objectives.

This involves formulating a mission, goals and objectives with the collaboration of staff members to realize effective teaching and learning. According to Clarke (in Botha 2000:134) quality is a by-product of effectiveness and efficiency. Efficiency involves reaching stated and prioritized goals with given constraints whereas effectiveness refers to meeting the expectations. It follows therefore that when the principal, as an instructional leader, engages

in the process of translating values which inform the organisation's performance into a public and shared statement he/she is engaged in a quality process.

- Managing curriculum and instruction

This refers to the managing and coordinating of the curriculum in such a way that teaching time is used optimally. This implies planning time ahead, organizing workshops to clarify new curriculum aspects and making resources available. A principal can only engage in such activities if he/she aims at improving the quality of results obtained by learners. On the other hand those activities are part of the instructional activities of the principal. One can thus conclude that instructional leadership impacts directly on educational quality.

- Supervising teaching

Ensuring that educators receive guidance and support to enable them to teach as effectively as possible should be one of the principal's priorities. As mentioned previously, the DoE has introduced the IQMS which includes supervision of class teaching. Frazier (1997:116) refers to the purpose of any Quality Assurance system, in the light of which IQMS could be seen, by providing the following list. They are to:

➢ routinely gather information for assessment in order to identify and control problems before they arise,
➢ compare school sites, departments and the districts to the state and national standards,
➢ provide quality data to stakeholders for planning and decision making purposes and
➢ quickly feed information to those responsible for process management.

- Monitoring learner progress

Monitoring is done through tests and examinations. Those results are used to inform all programmes aimed at improving support for both teachers and learners. However this use of examination results constitutes a controversial area in quality debates. Since the inception of the new curriculum in South Africa, assessment of learners has always proved to be the most challenged area as attested to by changes year after year in assessment criteria and standards. According to Riley and Nuttall (1994:76) those responsible for the quality of the nation's schools often ask 'how can a school be run effectively and efficiently, if the areas in which it

is trying to perform are not known and evaluated systematically? This takes us back to what Botha commented on previously, viz that 'perceived quality carries a fundamental implication for the evaluative processes. This has resulted in pressure to produce criteria lists for monitoring and evaluation (Riley & Nuttall 1994:76). These criteria are qualitative statements that describe assessment to mediate input and output. Murgatroyd (in Botha 2000:135) lists aspects to be assessed in terms of quality as reliability; competence; responsiveness; accessibility; credibility; durability; performance and perceived quality. Since these are deduced from research findings which emphasize the role of the principal, aspects of this role as stated by Riley and Nuttall (1994:77) should be noted as well. They stated that:

➢ The head teacher and senior staff maintain a clear, positive, consistent sense of direction.
➢ Staff and pupils are motivated by the head teacher's personal interest, encouragement and concern.
➢ The head teacher gets directly involved in the improvement, particularly in early stages.

Performance indicators on the other hand tend to be quantitative measures of organizational aspects, often characterized in input and output terms. In the South African context it can be noted that the DoE more or less follows this approach because learners' reports consist of two sections: one for numerical summaries and the other for descriptive evaluation of aspects such as behaviour. Many adjustments may still be expected since the system is still in fundamental stages. It follows that any attempt to improve quality necessitates some form of performance indicators. The principal is therefore called upon to define quality, translate it into measurable terms and assist in all attempts to attain it as well as to account regarding whether it has been achieved or not.

- Promoting instructional climate

Creating an environment for learning is synonymous to driving out fear (Frazier 1997:41). He cites fear of ostracism, humiliation, loss of privileges, influence, status and loss of job as consequence of failure in a traditional organization. Corporal punishment may be viewed as a

way of instilling fear into learners to comply that was used in the traditional system. Many educators still struggle to discipline learners since they view a learner who freely expresses him/herself as insubordinate and frequently resort to corporal punishment to deal with such learners. An instructional climate that is conducive to teaching and learning is the one in which both educators and learners do not only tolerate, but welcome change and innovation. The principal should ensure that all aspects of the new policy are advocated to all stakeholders. He/she should facilitate a process where all role players are encouraged to formulate policies of the institution together. This collaborative approach to planning will promote a climate where all are free to air their views, to trust one another and to discover talents in one another so as to build quality relationships (Frazier1997:43).

2.6   CONCLUSION

Literature study in this chapter focused on the concept of instructional leadership of the principal and the concept of quality in education. It became clear that a significant relationship exists between the two concepts. The three major elements that determine educational quality, which are the educator; the learner and the curriculum were found to be focus of the principal's activities, as an instructional leader. It was further noted that the new OBE system was introduced based on the assumption that it would improve the quality of education. Since OBE is more learner-centred, it follows that educators should be more willing to adapt their strategies to be more innovative and to make learning accessible for all learners. This places some challenges on the principal.

Firstly, the principal needs to note that the introduction of the new curriculum implies some significant changes in the teaching approach of educators. For instance, cooperative learning needs more space for suitable desk arrangement. As a facilitator, the educator needs more resources to promote group activity and to assess effectively. The principal should also possess sound financial management skills. This also necessitates that the principal move around to take note of challenges in the classrooms so as to offer empathy. This was earlier referred to as the principal's visibility.

Visibility also provides opportunities for the principal to observe the nature of personal relationships and the personal awareness of their impact on others. The principal also needs

to realize that, as a leader, his/her behaviour determines the organizational motivation, its culture and its level of commitment. Educators are encouraged to strive for excellence when they see that the principal is empathetic; supportive; offers praise where it is due; has good negotiation skills, helps remove barriers and is always ready to empower them. The same attitude should be displayed to the learners.

Learners could be involved in identifying the characteristics of quality that need attention. This is consistent with customer focus approach since learners as recipients of service from the school also constitute the customer base of the school. The principal should therefore encourage and guide the learners to share the vision of quality performance with other stakeholders.

It follows therefore that instructional leadership offers the principal an opportunity of a holistic approach to improving the quality of education. In South Africa, the introduction of a new curriculum can be viewed as an attempt to improve educational quality since curriculum is one of the aspects that quality advocates focus upon. It is important that the principal ensures that educators experience a smooth transition into the new curriculum. This requires a firm theoretical background regarding the fundamental features of OBE and those of envisaged quality improvement. Instructional leadership for educational quality is thus a developmental process for continuous improvement entailing theory and on the job experience. The principals should however not view it as a guaranteed recipe, but should gear themselves up for hard work, setbacks and a great demand of their time in anticipation of quality outcomes.

The following chapter will focus on the research design and methods of data collection for the investigation.

CHAPTER 3

RESEARCH DESIGN

3.1 INTRODUCTION

The previous chapter focused on the essential characteristics of the concepts instructional leadership role of the principal and quality in education. An attempt was also made to establish the link between the two concepts. The present chapter will address the research design.

A qualitative approach will be employed since the main aim of this study is to describe the principals' and other stakeholders' perceptions of the role of the principal, as an instructional leader, in the improvement of educational quality. Human thoughts, emotions and behaviour will be expressed in verbal form, in stead of numbers. The discussion will entail qualitative research design, its techniques; sampling; validity and reliability.

3.2 A QUALITATIVE RESEARCH APPROACH

3.2.1   A brief overview

Qualitative research is a naturalistic inquiry involving the use of non-interfering data collection strategies to discover the natural flow of events and processes and how participants interpret them (McMillan & Schumacher 1993:372). According to Mamabolo (2002:236) qualitative research is rooted in a phenomenological paradigm which holds that reality is socially constructed through individual or collective definitions. It is thus an interactive research which aims to obtain in-depth understanding of the individual, group or event. Mamabolo elucidates the concept further by describing some of the essential characteristics (2002:236). She asserts, among others, that:

- Qualitative research seeks understanding and employs qualitative methods such as in-depth interviewing and participant observation

- Qualitative methods are humanistic. The methods by which people are studied affect how they are viewed. When people's words and acts are reduced to statistical equations we lose the human side of social life. Qualitative methods enable people to learn about concepts such as pain; beauty; suffering; frustrations and love whose essence is lost through other research approaches.

- In qualitative research the researcher has the natural setting as the direct source of data and the researcher is the key instrument. The researcher looks at the setting and people holistically. The people being studied are not reduced to variables but are viewed as a whole. In contrast to a natural science approach, the qualitative researcher or a phenomenologist strives for what Max Weber called "verstehen", understanding on a personal level of the motives and beliefs behind people's action.

- Qualitative research is descriptive and the data collected in a qualitative study are in verbal form rather than numerical. The written results of research contain quotations from the data to illustrate and substantiate the findings.

- Meaning is of essential concern for qualitative research. Researchers who use this approach are interested in the way different people make sense out of their lives.

- The task of the qualitative research researcher is to describe the meanings shared with the participants which, may in turn, make it possible to explain why people behave as they do.

In the light of the characteristics listed above it is clear that qualitative research lends itself useful for this study considering the aims stated earlier. Vulliamy (in Kwinda 2002:30) corroborates this notion in stating that the qualitative method is useful when focusing on teachers and principals and on classroom and school interaction.

Lemmer (1993:88) compares research to a journey. Before a journey is undertaken, some planning needs to be engaged in. In research this journey is called a research method.

3.2.2 Research method

The research method in this study is the qualitative method. According to Gall, Borg and Gall (1996:543), one of the main characteristics of quality research is its focus on the intensive study of specific instances of a phenomenon. Cohen, Manion and Morrison (2000:180) cite

examples such as a child, a clique, a school and a community to elucidate the concept of "an instance" further. McMillan and Schumacher (1993:37) use the term "case" instead of "an instance". A case study will thus be used to conduct this qualitative research. According to Gall et al (1996:545) a case study refers to "the in-depth study of instances of a phenomenon in its natural context and from the perspective of the participants involved in the phenomenon". McMillan and Schumacher (1993:37) explain the concept of the natural context by referring to 'non-contrived situations where there is no manipulation of conditions or experiences'. Hoberg (2002:37) corroborates these views by pointing out that case studies are largely used to probe contemporary real life situations of the research respondents. She further maintains that case studies emphasise detailed contextual analysis of a limited number of selected research respondents and their interpersonal relations.

From the exposition above it follows that case studies are most suitable where investigations involve complex dynamic interactions of events, human relationships and other factors. A case study is thus appropriate for this study since the main aim for this research is to investigate perceptions that are unique and peculiar to selected individuals regarding the principal's instructional leadership and its impact on educational quality. To highlight appropriateness of this method further, more discussion of case study method follows.

3.2.3   Purposes of case studies

Case study design, because of its flexibility and adoptability to a range of contents, processes, people and foci, provides some of the most useful methods available in educational research (McMillan & Schumacher 1993: 375). It further provides researchers an opportunity to ask questions and discover important in education so as to pursue further inquiry and prevent educational research from being stagnant and being filled with rhetorical abstraction. McMillan and Schumacher (1993:376) enumerate areas where these case studies are used as basic, applied and evaluation research. They cite purposes of case studies as:

- To develop a concept or model,
- To describe and analyse a situation,
- To evaluate a programme,

- To identify policy issues,
- To contribute to Large-Scale research projects and
- To serve as a precursor to qualitative research.

The aim of this study corresponds mainly with the second purpose, viz to describe, and analyse a situation, event or process. The use of case study in this qualitative research seeks answers to questions by examining various social settings and the individuals who inhabit those settings. According to McMillan and Schumacher (1993: 377) a detailed description and analysis of processes or themes voiced by participants in a particular situation can be obtained. They also recommend the use of case study when the research topic is controversial or confidential within an institution as well as in cases where participants are extremely busy like principals. Case studies are also valuable as alternative techniques when variables cannot be manipulated in order to determine resultant effects. Budhal (2000: 55) cites examples of such variables as the culture of teaching and learning; teacher morale and leadership styles. Techniques used to collect data in case study design will be discussed in the next section.

3.2.4 Data collection techniques

Kwinda (2002:30) differentiates between the concepts method and technique. She notes that the term method refers to a special form of procedure in any branch of mental activity whereas the term technique is a means of achieving one's purpose skillfully. The qualitative method of research thus entails special data collection techniques. As indicated in chapter 1 of this study (section 1.5), the techniques to be used here include participant observation, interviews and document analysis. Each of these will be discussed below.

3.2.4.1 The interview as research technique

McMillan and Schumacher (1993: 250) define interviews as vocal questionnaires. According to Budhal (2000: 57) interviews involve the gathering of data through direct verbal interactions between individuals. In Kwinda's view this technique is consistent with people's ability to make meaning through language (2002:31). An interview could thus be described as a conversation with a purpose. The purpose in this study is to interact directly with

respondents to gather information regarding how the principal and other stakeholders experience, feel and act as far as the instructional leadership of the principal and quality are concerned. Since the aim is not to search for universal principles, but rather to understand specific circumstances, cognizance should be taken of the fact that the world is dynamic. It follows that interviews are situational and responses should be viewed in terms of who offers them, how and when. McMillan and Schumacher (1993: 250) therefore view the interview technique as flexible and adaptable. They divide interviews into structured, semi structured and unstructured interviews.

In structured interviews, questions are in the form of limited response questions McMillan & Schumacher (1993: 251). The interviewer leads the interview and offers choices as guidelines. Kwinda (2002: 31) recommends this method in cases where a group is interviewed.

In semi structured interviews the interviewer does not take the lead, but conducts the interview without any preconceived ideas Kwinda (2002: 31). The interviewer has a liberty to ask broad questions in any order. According to Du Toit (in Kwinda1993: 31) this type of interviewing requires active listening by the interviewer, open questions and accurate record keeping.

For the purpose of this study, semi structured, open-ended questions were used (see Appendix D). According to Manion (in Budhal 2000: 58), the advantage is that open-ended items supply a frame of reference for respondents' answers, but put a minimum restraint on their answers and expression. The interviews were corroborated by brief notes taken as the researcher observed the principals performing management and leadership activities. Cognisance was taken of the prevailing climate, existing programs and interactions among all stakeholders. The researcher also interviewed three members of the executive committee of the Learners Representative Council (LRC) at each school. This necessitated the use of focus group interviews.

Lemmer (1993:111) asserts that focus group interviews can be used to interview a group of deliberately sampled people. It offers the interviewer an opportunity to create a social environment in which group members are stimulated by the perceptions and ideas of each other. This can increase the quality and richness of data through a more efficient strategy than

one-on-one interview (McMillan & Schumacher 1993: 432). This implies that the researcher should carefully plan the group, the set up and questions so as to obtain the most effective responses. The principal who is viewed as the key informant was interviewed using the personal interviews.

Personal interviews according to McMillan and Schumacher (1993: 427) are in-depth interviews of individual who have special knowledge; status or communication skill and who are willing to share that knowledge and skill with the researcher. The principal is chosen because he/she has access to observations unavailable to the researcher. To corroborate these interviews, the researcher engaged in document analysis.

3.2.4.2 Document analysis as a research technique

According to McMillan and Schumacher (1993: 433) this is a non-interactive strategy with little or no reciprocity between the researcher and participants. They define artifacts as tangible manifestations of the beliefs and behaviours that form a culture and describe people's experience, knowledge, actions and values. Artifacts in educational institutions may take the form of personal documents; official documents; objects and erosion measure. For the purpose of this study a brief discussion of these will follow in order to clarify how the researcher went about with document analysis.

a) *Personal documents*

These are any first person narratives that describe an individual's action, experiences and beliefs. According to McMillan and Schumacher (1993: 434) these documents may be discovered by the researcher or may be requested from participants. These include journals, notes on lesson plans or parents' development records of learners and diaries.

b) *Official documents*

These are abundant in an organization. The following could be scrutinized at each school:

- The school's vision and mission statement,
- Code of conduct for educators and learners,

- Registers
- Samples of educators and learners' portfolios
- Policy documents
- Integrated Quality Management Systems document
- Instructional programmes
- Year plan for curricular and extra curricular activities
- Timetables
- Minutes of staff and departmental meetings

c) Objects

Objects are created symbols and tangible entities that reveal social processes, meanings and values. Examples of symbols include logos of the school, teams and clubs (McMillan & Schumacher 1993:436). For purposes of this study, the researcher will examine the school logos and objects like certificates awarded for various achievements. The researcher will also check bulletin boards to see whether educators use them to acknowledge learners' achievements and to corroborate other observations.

3.2.4.3 Participant observation as a research technique

McMillan and Schumacher (1993:420) define participant-observation as "an active process which includes muted cues-facial expressions, gestures, tone of voice and other unverbalised social interactions which suggest the meanings of language". According to Glense and Peshkin (in Budhal 2000:56), the process entails a researcher engaged in a careful, systematic experiencing and conscious recording of details regarding many aspects of a situation. Lemmer (1995:109) enumerates the activities undertaken by the researcher, as a participant observer, as noting how people perceive reality; their words; feelings and beliefs. The researcher will therefore take note of non-verbal behaviour during interviews and unobtrusive observations and note these in a detailed and objective way to confirm possible interpretations that may emerge from various settings.

3.3 SITE SELECTION AND SAMPLING

Site selection and sampling processes are used to identify cases that the researcher is going to study (Budhal 2000:59).

3.3.1 Site selection

According to McMillan and Schumacher (1993:411) choosing a site is a negotiated process to obtain freedom of access to a site that is suitable for the research problems and accessible for the researcher in terms of time, mobility, skills and resources. The researcher usually obtains in advance information regarding the site, its potential suitability, general history, routines and social system. In this study the researcher chose five (5) public schools in the Potchefstroom Area of the North West Province of South Africa. The schools were easily accessible to the researcher. All the five schools were established prior to the 1994 democratic elections in South Africa and were, in the opinion of the researcher, viewed as rich sources of information. The researcher used purposeful sampling to choose other participants.

3.3.2 Purposeful sampling

Purposeful sampling according to McMillan and Schumacher (1993:413) involves choosing samples on the basis of being likely to be knowledgeable and informative regarding a particular phenomenon being investigated. A few cases studied in-depth may yield more information about a phenomenon, which makes purposeful sampling more useful in this study than probability sampling. A number of purposeful sampling strategies can be identified. These include site selection; comprehensive sampling; maximum variation sampling; network sampling and sampling by case type. The latter will be employed in this study therefore its discussion will follow.

3.3.2.1 Sampling by case type

Concept/theory based sampling is an example which involves selecting information- rich people or situations known to experience the concept under investigation. This means that prior information is used to decide on samples as well as in site selection. The aspects that the researcher considers are thus the research problem, the major data collection strategy and the availability of information-rich cases. The sample size thus depends on information richness of cases. As stated earlier, at each of the five schools the researcher intended to interview the principal, three educators, three learners and two SGB members. The SGB members were, however, uncooperative and the researcher decided to leave them out. The sample size was therefore (7x5) = 35. Coetzee (1999:7) points out that, researchers need to be consistent within the research strategies. The researcher thus needs to guard against bias and subjectivity in all phases of data collection at the five schools as well as in data analysis. McMillan and Schumacher (1993:385) corroborate this view and maintain that in a particular design and data collection strategy, the research is already addressing reliability

3.4 RELIABILITY IN QUALITATIVE RESEARCH

Reliability in qualitative research refers to the consistency of the researcher's interactive style, data recording, data analysis and interpretation of participants' meanings from the data (McMillan & Schumacher 1993:385). It is therefore the extent to which independent researchers could discover the same phenomena between the researcher and participants.

3.4.1   Reliability in research method

The qualitative process is somewhat personal and subjective. Therefore no two observers, interviewers or document analyst can interpret same phenomenon exactly alike. McMillan and Schumacher (1993:386) mention the multi-modal nature of the qualitative methods. This means that in addition to interviews and observations the researcher may use tape recorders or other technical instruments to collect additional data to corroborate findings. To ensure further that other researchers in similar studies, using the same methods of data collection and analysis obtain results that closely resemble results to be obtained in this study, the researcher will consider a number of aspects.

McMillan & Schumacher (1993:386) suggest that in an attempt to improve reliability, attention be paid the researcher's role, informant selection, social context, data collection and analytical strategies. A discussion of the strategies that will be applied to enhance reliability in this study follows.

3.4.1.1 Researcher's role

The researcher's social relationship with the participants is an important aspect that must be identified in a study (McMillan & Schumacher 1993:386). In this particular study it implies that the researcher is an educator in the same region where the selected schools are found, the researcher already has a social status within the group which poses a threat to the reliability of the study. The researcher will thus ensure that preconceived ideas and knowledge do not result in bias regarding the interpretation of research data.

This could be achieved by corroborating the findings by means of tape recorders, literal transcription of participants' responses and quotations from documents.

3.4.1.2 Informant selection

To ensure that future researchers contact informants similar to these contacted by the researcher in this study, informants are described as principals, SRC learners, SGB members and educators from public Secondary schools that were established before 1994 in the Potchefstroom Area in the North West Province.

3.4.1.3 Social context

The social context in which interviews are involved, interpersonal relations among group members may explain individual's actions and meanings (McMillan & Schumacher (1993:386). The researcher thus described the social context in terms of time, people or place to help in data analysis.

3.4.1.4 Data collection strategies

Gall et al (1996:574) recommend the triangulation process to eliminate biases that might result from relying exclusively on one data collection strategy, source or theory. In this study the process will entail interviews, observation and document analysis. The researcher will then match the statements from respondents with the information on biographical questionnaires (see Appendix B), evidence from documents and observational records. Finally, the statements will be checked for consistency with the theoretical framework established earlier. Drawing on corroborative evidence in this manner validates a case study (Gall, Ball & Gall 1996:574).

3.4.1.5 Data analysis strategies

The researcher needs to provide a retrospective account of how data was synthesized and identify strategies of data analysis and interpretation (McMillan & Schumacher 1993:388). Schedules and categories used for data analysis in this study will be listed in the appendix. This reduces threats to both reliability and validity which will be discussed later.

3.4.1.6 Analytical premises

Another way of guarding against unreliability is a clear description of the conceptual framework (McMillan & Schumacher 1993:388). Literature was studied from which prior research findings which informed this study were noted so as to be integrated or contrasted. Other researchers in similar studies could thus begin from similar analytical premises. Threats to reliability could also be reduced in the data collection process.

3.4.2   Reliability in data collection process

Verbatim accounts, low inference descriptors, multiple researchers, mechanically recorded data, participant researcher, member checking, participant review and negative cases are strategies that could be used in combination to reduce threats to reliability by qualitative researchers (McMillan & Schumacher 1993:388). From this list the researcher will discuss only those strategies that will be applied in this study.

3.4.2.1 Verbatim accounts

These are word for word accounts of interviews, transcripts and direct quotations from documents recorded to illustrate participants' meaning. The researcher in this study used tape recorders during interview sessions. Taped discussion were transcribed and listed in Appendix C. The advantage is that the researcher was afforded what Gall et al (1996:23) refers to as tacit knowledge. This includes largely unarticulated, contextual understanding that is often manifested in nods, silences, humour and naughty nuances. Tape recorders also helped to eliminate shortcomings that could result from memory loss.

3.4.2.2 Low inference descriptors

This involves recording precise, almost literal and detailed description of people and situations. The aspects to be considered are history, physical setting, environment and members' perceptions, amongst others (Blauw 1998:43, Gall, Borg & Gall 1996:572). This information helps one to make informed judgment about whether findings from a particular study are useful in understanding other situations. The researcher provided an outline of the physical setting, a brief historical background and some significant events of each chosen school.

The researcher has thus addressed reliability by providing the conceptual framework that forms the basis for this investigation; using triangulation and using tape recordings. Reliability was enhanced further by describing the socio-economic status of the communities in which the schools are situated, the schools' broader context, the conditions of the buildings and the type of social relationships that prevailed.

It is evident from the discussion above that reliability is a serious threat to qualitative research. This problem may be attributed to the fact that each individual being studied constructs his or her own reality, the researcher becomes the central focus of the inquiry process and no inquiry has any authority over any other. On the other hand, as will be seen in the following discussion, validity may be the major strength of qualitative research.

3.5   VALIDITY IN QUALITATIVE RESEARCH

The term according to McMillan and Schumacher (1993:391) refers to the degree to which explanations of phenomena match realities of the world. Budhal (2000:60) describes validity as "the authentic representation of what is happening in a social situation". Two types of validity are the external and the internal validity.

3.5.1   External validity

The term refers to the extent to which findings of a case study can be generalized to similar cases (Gall, Borg & Gall 1996:572). The use of a case study design is however not regarded as a probability sample of a larger population. The aim of this study is thus not to generalize the findings but to extend understanding of a phenomenon. Application of qualitative method in this study is therefore useful to the degree to which it contains detailed descriptions to enable others to understand similar situations and extend these understandings in subsequent research (McMillan & Schumacher 1993:394). External validity depends on translatability and comparability.

Comparability refers to the degree to which the research design is adequately described so that researchers may use the study to extend the findings to other studies. Translatability, on the other hand, is the degree to which the researcher uses theoretical frameworks and research strategies that are understood by other researchers.

To establish both comparability and translatability the researcher made an extensive literature study for a theoretical framework on which to base this study. The five selected secondary schools were considered on the basis of how typical they were. The researcher looked into the socio economic status, educational attainment, ethnic composition and location and other relevant factors pertaining to those schools. To highlight the contextual features further she will clearly state the common and contrasting dimensions of instructional leadership and quality observed under situation analysis in the next chapter in order to reduce the effects of unique historical experiences that could limit validity.

3.5.2   Internal validity

This term refers to the degree to which the interpretation and concepts have mutual meanings between participants and the researcher (McMillan & Schumacher 1993:391). According to Budhal (2000:62) ensuring internal validity in turn increases external validity. Strategies that increase internal validity include lengthy data collection period, participant language, field research and disciplined subjectivity. In this study validity will be strengthened by the participant language and field research.

3.5.2.1 Participants' language

The researcher was familiar with the language usage at the chosen sites. This placed the researcher at an advantage of grasping meaning better because connotative and denotative meanings in most expressions were familiar.

3.5.2.2 Field research

The nature of participant observation and in-depth interviews was such that reality of the impact of the principal's instructional leadership on educational quality was reflected in a natural setting. Collected data was thus relatively more accurate than in cases where experience is interpreted in a laboratory situation.

From the exposition above it can be deduced that addressing threats to reliability and validity ensures that other researchers view one's work as credible. It also became clear that reliability and validity are addressed in the research design as well as in data collection strategies. This implies therefore that the researchers need to plan and undertake their studies carefully considering all relevant issues such as research ethics.

3.6   RESEARCH ETHICS IN THIS STUDY

McMillan & Schumacher (1993:398) cite potential ethical dilemmas such as informed dialogue; confidentiality and anonymity; deception, privacy and empowerment as well as harm, caring and fairness.

3.6.1   Informed consent dialogue

This entails obtaining permission to enter the field. The researcher wrote letters to obtain permission to study at the selected sites to the district managers and the principals (see Appendix B). Intended use of data was explained in the letters as well as to the participants. Firstly the researcher pointed out that choice of participation was free. The participants were allowed to choose the time and places for interviews. The researcher ensured that there was no infringement on teaching time and avoided being judgmental and interfering. The researcher also guarded against insincerity and manipulation.

3.6.2   Confidentiality and anonymity

Protection of interviewees' confidence from other stakeholders is important. Private information obtained from respondents might make others feel bad and strain relationships. In this study this was most important since educators were expected to comment about the leadership of their principals. If informants are identifiable, consequences might be harmful in that the seniors might be offended and abuse their positions to the disadvantage of their junior colleagues. It is thus important that the researcher try to disguise features of the settings to make them similar to several possible sites.

The names of the schools and informants were coded. The informants were also assured of anonymity and confidentiality. Since letters permitting the researcher to use schools by the principals bore the schools' letterheads, they were omitted from the appendices to protect the identity of respondents. The researcher pointed out to all participants that the results would strictly be used for the purposes of this study.

3.6.3   Deception, privacy and empowerment

It happens that even participants who were well informed and who subsequently cooperated sometimes feel betrayed when they read research findings in print (McMillan & Schumacher 1993:399). On the other hand there are cases where researchers pose as hobos, vagrants and even army recruits without informing participants without any harmful consequences. What stands out here is that there are no guarantees that observing ethical issues will always result

in happy endings. This implies that the researcher should, in addition to being sensitive to ethical issues, also highlight the power of the participants in the success of the study. Their sense of importance may compensate for inconvenience that may be suffered. The researcher in this study thus informed the participant accordingly and encouraged them to discuss any problem they experienced during interviews.

3.6.4   Harm, caring and fairness

In this particular study the focus was on the instructional leadership of the principal and quality in education. The potential ethical problem is cited by McMillan and Schumacher (1993:400) as the principle of persons being treated as ends themselves rather than as a means to an end. This occurs when the researcher is only concerned about finding result regardless of any personal humiliation that some people may experience or loss of interpersonal relationships. The nature of relationships in school settings is such that people are likely to blame one another for one thing or the other, especially since line function is hierarchical. The researcher was thus careful to apply caring and fairness in all thoughts and action. All participants were encouraged to focus on making a meaningful contribution towards the improvement of quality rather than using this as an opportunity to expose other people's weaknesses.

From the discussion above it became clear that the researcher should always be wary of potential ethical dilemmas in all stages of the research process. To promote cooperation, open negotiations could prove valuable. For this study, a written request will be written to the departmental officials concerned; the aim of the research will be stated. Anonymity and confidentiality will be assured. The researcher will also assure all the stakeholders that the collected information will be used solely for the purposes of this study. Copies of permission letters to various stakeholders will be included in Appendix B.

3.7 CONCLUSION

This chapter focused on the methodology employed in this study. The qualitative approach was discussed and its suitability to this study pointed out. Data collection strategies that were used were identified as interviews, observation and document analysis. It was indicated that additional information was obtained by means of biographical questionnaires from the principals and educators to corroborate the findings. The researcher also indicated the site selection and sampling procedures used to choose information-rich cases. The researcher's role and its threat to reliability were also discussed. Informed consent; confidentiality and anonymity, harm; caring and fairness were outlined as the aspects to be considered in order to avoid problems related to ethical issues. The researcher also discussed empowerment of the participant as a way of encouraging participants to overlook lost privacy in favour of the valuable contribution made.

The next chapter will focus on the investigation; data analysis and interpretation.

CHAPTER 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

In the previous chapter the research methods and techniques used in this study were discussed. This discussion entailed qualitative data collection strategies, site selection, sampling and ethical issues.

The present chapter focuses on the context of the qualitative study, problems encountered and data processing. The researcher first places the setting in the larger context of educational organizations and processes, which according to McMillan and Schumacher (1993:506), reveals aspects that appear particular to the setting and those similar to the broader array of educational phenomena. This will be followed by the analysis of interview data, written documents and observational data. Patterns identified from data analysis and deduced findings will then be presented. Finally the implications derived from the findings will be discussed. The discussion of the context of this qualitative study follows in the next section.

4.2 THE CONTEXT OF THE QUALITATIVE STUDY

4.2.1 Data collection

4.2.1.1 Data collection methods

The study was conducted at five public secondary schools using the three qualitative data collection methods, which are observation, interviews and analysis of written documents. As indicated in section 3.3.2.1, the researcher interviewed the principal, three learners and three educators at each school. The principals and educators were asked to fill in biographical questionnaires (see Appendix B).

The researcher also took into consideration the size of the student body at each school and observed, amongst other things, the:

- Number of classrooms
- Educator: learner ratio
- Provision of learner support material (resources)
- Photocopying machines
- Computer facilities
- Sports field and equipment
- Maintenance of buildings and grounds
- Safety requirements
- Specialized classrooms like laboratories
- Punctuality of educators and learners
- Interpersonal relationships among stakeholders
- General behaviour and appearance of learners. Written documents were then examined.

4.2.1.2 The larger context of the selected education institutions

The five selected schools fall under the Potchefstroom Area in the North West Province of South Africa. The region consists of schools in rural villages, townships and cities. All the five schools were established prior to the 1994 democratic government elections in the country and are situated in the township.

Schools A, B, and E were previously under the jurisdiction of the Department of Education and Training (DET) which was for Blacks only. This Department was partly funded by taxes paid in by Black employees who, according to Jarvis and Edly (in Coutts 1996: 20), were largely employed as menial labourers. The contribution of the state to the fund was fixed at an inadequate level which ensured that black learners received, what Prinsloo (2003: 275) describes, as inferior and irrelevant education and training.

Jarvis Meek and Shepherd (in Coutts 1996: 127) further point out that in 1992 per capita expenditure on whites' education was about four times higher than the corresponding figure for black education. This unequal funding model underpinned other problems like the educator: learner ratio, which in 1991 was 1: 37 in the DET compared to 1:18 in the House of Assembly (White Education Department), 1: 20 in the House of Delegates (Indian Education Department) and 1: 23 in the House of Representatives (Coloureds Education Department). Jarvis et. al. (1996 : 131) also cite high failure rate, high drop out rate, poorly trained educators and under- resourcing as other problems that plagued black education in particular.

School D fell under the House of Delegates and school C under the House of Representatives. The problems cited in the section above affected these schools to a significant extent. Therefore all the selected schools could be said to belong to what is normally referred to as "previously disadvantaged schools".

As indicated in section 2.1, the schools suffered a further blow with the politicization of learners and educators and vandalism of schools that followed the 1976 riots. Educators joined unions some of which advocated the rejection of clinical supervision in classrooms and strikes to voice dissatisfaction with labour issues. Principals were perceived as agents of the oppressive system and consequently were intimidated and hampered from monitoring instructional programmes. Educators also decided to stop writing down work schedules and lesson plans.

It is interesting to note that in the guidelines for lesson observation for the IQMS, according to Performance Standard 3, it is acknowledged that evidence for lesson preparedness of educators need not be in written form (ELRC 2003:14). The researcher is of the opinion that the DoE still acknowledges the sensitivity of the issue and fears that educators may reject the IQMS if lesson plans are to be strictly in written form.

The learners also formed student movements, which successfully pressurized the DoE to recognize LRC'S. These were later accommodated in the SGB's. These learners use class boycotts as their main strategy of voicing disapproval of management issues. These strategies impact negatively on the authority of the school principals and

contribute to the loss of teaching time. Steyn (2002: 253) refers to this effect on the principals' role as a "crisis of authority".

From the exposition above it follows that national as well as provincial education authorities are not only faced with the challenge of redressing past inequalities, but also with that of reconstructing the culture of teaching and learning for the realization of quality education. It can also be deduced that the quality of education in schools across the Province would differ depending on the impact of various factors on each particular school.

The post apartheid government engaged in a number of activities in an attempt to restore the culture of teaching and learning in affected South African schools. These included the introduction of the South African Schools Act 84 of 1996 (RSA: 1996) and the Outcomes Based Curriculum 2005. The plan was to introduce the new system to Grade 8 learners in 2001 hoping to reach Grade 12 by 2005. The system was however revised which resulted in the introduction of National Curriculum Statements (NCS), which mainly restructured the assessment approach. The DoE envisages that the NCS will be implemented in Grade 12 by 2008 (NWED: 2005).

It is interesting to note that more than twelve years into the new dispensation the attainment of quality education still remains the largest challenge in the country. More information on the general situation at selected schools will be discussed in the next section.

4.2.1.3 The educational situation in the selected schools

Schools A and C are perceived to be schools where the quality of education is good based on the pass rate in matric and performance in extramural activities. The quality of education in school D and E could be described as average. School B, on the other hand, has been declared dysfunctional several times since 1994. Its learners are continually disrupting classes, even at other schools. It is interesting to note that school D had once been one of the best schools in the region, but has been showing a

progressive decline over the past few years. A detailed discussion of the situation at each school will be provided in section 4.4.2 (Observational data).

4.3 PROBLEMS ENCOUNTERED IN DATA COLLECTION

The researcher had planned to interview two governing body members at each school. However, this had to be left out since the parents were generally reluctant. The only member who could be reached was the chairperson of school A. The chairpersons of school D and E kept on postponing their appointments. The other problem encountered was the reluctance of school E learners to respond in English which was also their medium of instruction. The researcher allowed the learners to express themselves, as they felt comfortable. The learners subsequently mixed their mother tongue, Tswana, and English in their responses. These were then translated into English. It was also difficult to keep up with the disruptions of schools caused by workshops and protest actions. Some respondents finally arranged to be interviewed at their homes.

4.4 DATA PROCESSING

4.4.1 Data from written documents

At each school the researcher requested to examine some documents as listed in the checklist (see Appendix E). In some schools the researcher examined registers, policy documents, IQMS files, year planners, minutes of various meetings and the vision and mission statements. The following discussion focuses on the analysis of examined documents.

4.4.1.1 Schools' vision and mission statement

All the five schools had written vision and mission statements. The researcher learned from one principal that following a course, offered by a non-governmental organization, known as a Danish International Development Agency (DANIDA) project, all schools were instructed to compile their mission statements. After analysing the documents the researcher came to the conclusion that at some schools

these were only drawn in compliance with the instruction. It was only at school C where one could deduce that the mission statement acted as a basis for daily activities. The analysis revealed that schools did not review the vision and mission statements regularly since most of them failed to change them clearly in terms of short and long-term goals according to the changing needs of their communities.

The researcher noted that at school C the statement covered essential aspects, key values that inform all activities and clearly stated how the school envisaged satisfying its various stakeholders. Their vision and mission statement was thus adequately formulated and related to actions and achievements.

4.4.1.2 Timetables

All the schools had class, tests and exam timetables. However, it was only in schools A and C that there seemed to be a strict adherence to them. In school C, in particular, all documents clearly corresponded to the year planner. The timetables and year planners in other schools were more flexible. The researcher came to the conclusion that these documents reflected the time management abilities of each principal.

4.4.1.3 Registers

Examples of registers found in most schools were those for attendance, stocktaking, staff leave and admission. Their control ranged from poor to good. School E had designed class attendance registers for educators. Class representatives controlled these at the end of each period. The researcher gathered from learners themselves that these were not properly monitored since learners would allow educators to sign even in cases where they did not attend to their classes.

In some cases educators would attend their classes, teach until the end but for some reasons refuse to sign. The principal was apparently reluctant to deal with reported cases thus rendering the whole activity ineffective. In school C teachers even filed medical reports to corroborate their records since absenteeism of learners and educators was strictly controlled. The principal at school B even commented on the

slovenly appearance of some class registers as an indication of educators' attitude towards their work.

4.4.1.4 Files for Integrated Quality Management System (IQMS)

Each educator in all schools had an IQMS file. The panel consisting of a head of department for each subject, a peer educator, the principal or any other preferred person observe the educator in class and his/her general contribution to the school and fill in prescribed forms. The scores for each subsection are added to obtain a summative score that determines whether a particular educator qualifies for a pay or grade progression. Since the involvement of the principals in panels for educators depends on whether educators prefer to appoint them or not, principals are in most cases excluded. The researcher observed that these documents were only well planned for at school C.

The principal pointed out that she used the planned class visits to inform both the IQMS and the school's own educator development programmes. At all other schools it was evident that the principals waited for the Regional Office to issue submission dates for their Schools Improvement Plans (SIP's) before they could shelve everything else aside and hurriedly fit in class visits so as to complete the form. At school D some educators even refuse evaluation. The researcher came to the conclusion that linking pay progression to the IQMS gave some educators the impression that appraisal was an optional activity, which one would rather forfeit money in order to avoid. It became clear that most educators were still reluctant to be observed in their classrooms.

4.4.1.5 Year planners for curricular and extracurricular activities

All the five schools had year planners, which mainly reflected curricular activities, like tests and examinations. Most extra curricular activities were fitted in when necessary since bodies like Love Life and the Family and Marriage Society of South Africa (FAMSA) presented their debate and soccer programmes late. This hampered principals

from including them in the year plan. School C plans prize giving and matric dance annually. All other schools did not have their own independent extramural activity plans.

4.4.1.6 Programmes for instructional activities

Only the principal at school C conducted class visits regularly as part of instructional activities. Occasionally the subject advisors at all schools carried these out. The researcher gathered from some educators that the grades that enjoyed external monitoring were Grades 9 and 12. At school D the principal designed a developmental programme that he later abandoned when educators appeared unenthusiastic about it.

4.4.1.7 Educators' and learners' portfolios

At all the schools, the portfolios of educators and learners were kept for Grade 9 and Grade 12. There was evidence of control by educators, head of departments and subject advisors. It was interesting to note that the same educators did not control records of lower grades properly in some schools. The researcher noted that the principal at school C insisted on controlling portfolios personally for all grades from Grade 1 to 12. The researcher concluded that other schools were prompted to keep the records up to date in Grade 9 and 12 because the two grades were externally moderated. The researcher was also led to this conclusion by cases where, for an example, a teacher with a Grade 12 and a Grade 10 class would have a well kept Grade 12 file and no file for Grade 10.

4.4.1.8 School policies

There were sufficiently written policies at all schools. The common problem area was however the aspect of discipline. There was a lack of clearly stipulated measures to be followed for various categories of misconduct. Most schools emphasized their acknowledgement of learner constitutional rights but failed to outline clearly the actions to be followed in cases of contradiction. For instance, one school stated that drug abuse was an offence and that boys were to cut their hair short. The school however failed to stipulate clearly what action would be taken in the case where a boy wore dreadlocks and smoked dagga as part of his religious rites. The researcher also observed that the schools

did not review the school policies frequently since most of them were already into their sixth year.

4.4.1.9 Conclusion

From the analysis of the written documents, the researcher reached the conclusion that in schools A and C, where the quality of education was perceived to be good, there were written plans and evidence of strict adherence to them. It also became clear that if the DoE monitors progress, like in Grade 9 and 12, educators keep their records up to date. It follows therefore that learner performance is enhanced when the principal does not neglect planning, evaluation and monitoring of the learners and the teachers' work.

4.4.2 **Observational data**

The researcher made observations at five public secondary schools from the Potchefstroom Area of the North West Province of South Africa. A discussion of the observations made at each school follows:

4.4.2.1 School A

School A caters for both boys and girls. The learners' roll was 1343 and there were 42 educators. All the learners were black whereas the educators were multiracial. The educators were sufficiently qualified with a minimum of educators' diploma to honors degree. The principal had 10 years teaching experience and a postgraduate qualification.

The school had adequate classrooms with specialised classrooms like the library, science laboratories and home economics centre. The library was poorly resourced and used mainly as an extension of the staffroom. The administration block was very neat and equipped with computers and duplicating machines. Trophies and certificates of academic and extramural achievements were displayed in the staffroom.

The classrooms were arranged in four blocks of multiple storeys. This arrangement hampered control and encouraged ill-disciplined learners to hide behind the last block.

There was however strict control by security employees at the gate. This minimized late coming and random movement in and out of the campus during instructional time. It also minimized vandalism committed by learners since here and there one could see some broken doors and windows.

Very few learners could be seen loitering outside the classrooms during teaching time. Whenever educators were absent learners would sneak out to bask in the sun, which tempted them not to return to classes even when other educators came. The researcher also noted that there was more seriousness in matric classes than in lower grades. The school has shown a consistent improvement in its matric results from 70% to 83% over the past five years. The educators' general perception is that the principal concentrated too much on the Grade 12 educators, which made them, feel somehow less important. There was also an improvement in the school's achievement in soccer and debates.

The researcher came to the conclusion that the principal exhibited some elements of instructional leadership. He motivated learners, supported Grade 12 educators and was strict on time management. The improvement in matric results indicates that if he could apply the same strategies to all grades the improvement would be even more significant in quality.

4.4.2.2 School B

School B also catered for boys and girls. All learners and educators were black. The educator: learner ratio was 1: 43. The administrative offices, the staffroom and the school hall were neat and well maintained. The principal and clerk's offices were equipped with computers for administrative purposes. There were four blocks of dilapidated classrooms arranged in multiple storeys. These included a poorly furnished library, science laboratories, home economics and woodwork centres.

The fence around the school had been vandalized. Learners and strangers were seen entering or leaving the schoolyard at any time. The general discipline was therefore adversely affected.

During the 50 minutes break learners and educators could leave the campus, which resulted in the break time being totally unsupervised. Late coming after break was just as bad as it was in the morning. The school offered a relatively broader curriculum although learners had been generally underachieving. The school had been declared dysfunctional because of poor matric results for several years up to date. The culture of teaching and learning was perceived to be very poor. The principal was however very optimistic and confident that things would finally improve.

Although the learners were generally ill disciplined, it was interesting to note the pride they took in wearing their school uniform. The educators and learners portfolios ranged from good to bad. The teachers' morale was perceived as low. Educators had the impression that the top management was too prescriptive and were biased against females.

The IQMS process was grossly neglected as was evident in the absence of any written plan and control by heads of departments. There were no school based educator development programmes in the year planner as well.

The researcher came to the conclusion that school B was a school where the quality of education was poor. This is based on the general performance of learners and on the school being declared a "trapped school" for several years. The main problem appeared to be lack of discipline on the learners' side and the low morale of educators. Elements of instructional leadership were also virtually absent.

4.4.2.3 School C

School C also catered for boys and girls. All learners were black but the educators were multiracial. The educators were generally highly qualified in the subjects they taught. The school even made provision for relief educators to substitute absent staff. These were paid from school funds.

The administration block was very neat. The office was equipped with computers and photocopiers. One photocopier was situated in the staffroom where the tea lady volunteered

to help educators with copies. The school had even hired a more advanced copier to augment those supplied by the Department.

No learners could be seen outside classrooms during instruction time. Educators only came to the staffroom during the tea breaks. The main gate led to the principal's office and visitors were monitored strictly. Learners were only allowed to move out of the campus after school. The school is situated in the area of affluent business people, which enhances the general security of learners.

The researcher heard from the principal that the school was building additional classrooms from own funds. This was necessitated by the fact that parents who could afford it were removing their children from other schools to this school because of its consistently excellent results.

The school did not have many extramural activities, but learners enjoyed debates. Prize giving functions were organized annually to acknowledge good performance in all grades.

The principal had a postgraduate qualification and an extensive experience of working at various levels. No teaching periods were allocated to the principal. The year planner indicated that the principal engaged in clinical supervision of educators from Grade 1 to Grade 12.

The researcher came to the conclusion that the school was a good quality school. Elements of instructional leadership like good time and resource management, clinical supervision and motivation were evident. This impression was also confirmed by consistently good results across all the grades. Incidents of misconduct were minimal and handled more effectively since most learners were motivated and the parents were supportive.

4.4.2.4 School D

School D was also co-educational with black learners and multiracial staff. There were 37 educators and 1142 learners. The school was well equipped with beautiful buildings. The

fence had however been recently vandalized. The buildings were still intact but graffiti was beginning to show on classroom walls.

The school was known for good performance in the past, but the results were becoming poor. Learners could be seen leaving the school at random. Some learners even complained of gangsterism that emanated from the neighboring townships. Extramural activities had been suspended to focus more on academic work.

There was no evidence of clinical supervision. Even IQMS, which was linked to pay progression, was not in place. The principal's activities according to educators and learners consisted mainly of office work and general motivation of learners and well as educators.

Parental involvement was very poor as attested to by all stakeholders who were addressed by the researcher. The SGB was also perceived to be very passive. The parents failed to attend meetings even if the term reports of learners were withheld until collected personally by parents. Although the principal perceived the parents to be indifferent, learners held a view that parents had serious hampering factors, which the principal did not attempt to find out.

The researcher came to the conclusion that there was no sound relationship among all stakeholders, which resulted in the deterioration of quality in education.
The researcher noted that the quality of education at this school had once been good. It appeared that the principal was conversant with the aspects of instructional leadership as attested to by the educator developmental programme he had designed as well as the clinical supervision plan he had drawn. It appeared, however, that he could not win the hearts of other stakeholders through participative decision making so as to implement the plans.

 4.4.2.5 School E

At school E all 1346 learners and 34 educators were black. The school was also co-educational. Houses on all sides and even shacks on one side surrounded the school
The administration block was well kept but the classrooms were dilapidated. There was no fence around the school, which compromised learners' security and facilitated vandalism. One educator attested to several burglaries where the learners' computers were stolen. Some

classes did not have electricity, which made it difficult for teaching especially on dark and cloudy days.

Punctuality of both learners and educators was a serious problem since there were no controlled gates. Learners came and left at random. There was noise outside classes throughout the day. Only Grade 12 classes appeared to be more orderly.

There was little evidence of supervision of learners and educators' work. Only Grade 12 learners and educators had portfolios. The matric pass rate was said to be average. The principal was well qualified but only taught non-examinable subjects.

The researcher came to the conclusion that there was a lack of control and that some educators and learners were committed whereas others were not.

4.4.2.6 Conclusion

After observing the five schools, the perception of the researcher was that learners perform better in schools were principals managed resources well like in school A and C. At schools where windows were broken, fences vandalized and classrooms untidy, the learners were prone to late coming, uncontrolled departure and loitering outside class during teaching periods which resulted in loss of time that led to poor performance. The researcher came to the conclusion that, where most elements of instructional leadership were observed, learners tended to perform significantly better. The fact that schools A, B and E were situated in close proximity to one another implied that the schools catered for the same communities and were impacted upon by the same societal factors. The great difference in learner performance, however, suggests that the way the principal handles matters makes a difference in learner performance.

4.4.3 Interview data

Interview data was collected from interviews with different respondents as indicated in section 1.5.2 and section 3.3.2.1. These groups are depicted in Table 4.1 below.

Respondent	Gender		Total
	Male	**Female**	
Principals	4	1	5
Learners	9	6	15
Educators	5	10	15
Total	18	17	35

Table 4.1 Three groups of interviewees

The data was then analysed using the procedure for qualitative data analysis, which involved developing units and categories, and then searching for patterns. The interpretation of the results then followed.

4.4.3.1 Developing units

The process involves isolation of general units of meaning. These units are basically broad themes and issues that recur frequently from interview transcripts. According to Flick (2002: 178), expressions are classified by their units of meaning which can be single words or short sequence words. This is in order to attach annotations and codes or labels to them. Strauss and Corbin (1990: 61) view this process as the attachment of conceptual labels on discreet happenings, events and other instances of phenomenon. An example will serve to illustrate the process below:

The following is an extract from an interview with an educator of school D (see Appendix D):

"No, in the sense…er…that so *many events have taken place*, whereby *learners are stabbing another seriously, there is no security* and there er…….. *there are few male teachers*……….er educators and the few who are there are *not always available* and when they are *bullying one another around* ". The researcher read the transcripts and highlighted the informant's comments or perceptions on a particular issue; these are then extracted as

unitized data. In the example above units are represented in bold italics. A full list of units meaning (unitized data) is provided (see Appendix F) in Table 4.2.

The next step in the procedure is to categorise unitized data by grouping them around phenomena discovered in the data, which are particularly relevant to the research question.

4.4.3.2 Categorizing interview data

According to Strauss and Corbin (1990: 74) categorization refers to the asking of questions about the data and making comparisons for similarities and differences between each incident, event and other instances of phenomena. Similar events and incidents are labeled and grouped to form categories. In this study the researcher extracted units of data from interviews with all groups of informants that were similar and grouped them to form categories listed in Table 4.2 (Refer to Appendix F). An extract of Table 4.2 below illustrates how five units of related data were grouped into one category.

CATEGORY: The principal as an instructional leader must ensure safety and security for learner performance to improve.

- The principal must mobilize means of installing electronic security devices to protect equipment that enhances learning like computers.
- The principal must engage all relevant stakeholders to enhance security by erecting security fences around the premises
- The principal must involve all relevant experts in educating learners of the harmful effects of drug abuse and gangsterism.
- The principal must ensure that policies are in place to deal with misbehaviour
- The principal must encourage good behaviour with incentives

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Table 4.2 list of categories

In the next section the researcher discusses how categories are grouped to form patterns.

4.4.3.3 Developing patterns of interview data.

According to McMillan and Schumacher (1993: 495) a pattern is a relationship among categories. The researcher looked for links between categories and grouped similar categories together to form patterns given in Table 4.3 below.

Pattern 1: The principal's involvement with curricular issues enhances the quality of education
• Principals as instructional leaders need to be well conversant with all aspects of the new curriculum • Principals as instructional leaders need to carry out clinical supervision to identify areas where educators need assistance in order to improve learners performance • Principals need to deal promptly with curricular problems experienced by educators • Principals need to provide resources in accordance with the requirements of the new curriculum

Pattern 2: The principal's leadership role influences teaching and learning
• Principals need to communicate the school vision to educators, learners and other stakeholders • Principals must model exemplary commitment to learners and educators • Principals must encourage all stakeholders to be involved in decision making processes • Principals must deal efficiently with disciplinary issues involving learners and educators • Principals must be patient, trustworthy and competent to enjoy educators' support and cooperation • Principals must possess skills to communicate directions and listen attentively

Pattern 3: The principal's learner management ability improves the quality of education

- Principals as instructional leaders must recognize learners as individuals with rights
- Principals must reinforce learner discipline in order to promote teaching and learning
- Principals must have high expectations of educators and learners' performance
- Principals must motivate learners by providing incentives to acknowledge excellence in both curricular and extra curricular activities
- Principals need to display an empathetic attitude towards learners by familiarizing themselves with learners individual personal

Pattern 4: The principal's visibility enhances the quality of teaching and learning

- Principals need to attend transformational workshops to support educators and help them adapt to change effectively
- Principals need to wander about to monitor instructions, to be informed and to offer support
- Principals involved in the actual teaching are perceived to be knowledgeable of what they expect of the educators

Pattern 5: The Department of Education needs to support principals to improve the quality of education

- The Department must explain the schools' funding model clearly to all stakeholders
- The principals need to be trained on being newly appointed to the posts and for all newly introduced changes in the education system
- Principals as well as all other stakeholders need to be trained in alternative, positive disciplinary measures
- The Department needs to address the human and physical resource needs necessitated by the new curriculum
- The Department needs to step up safety and security in schools

- The Department should support principals in enhancing educators' job satisfaction through improved conditions of service
- The Department should consider alternative ways of encouraging educators to engage in appraisal processes other than by linking it to pay progression

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Pattern 6: Social factors affect the quality of teaching and learning

- People vandalise schools to voice political dissatisfaction or because of poverty
- Criminals gain easy access into school and even use learners to traffic unlawful substances
- Continual absenteeism of educators on pay strikers hampers learners progress
- Lack of parental involvement and unemployment exacerbate financial problems in schools and frustrate principals' effort to provide resources
- Learners ' misinterpretation and abuse of their rights demoralize principals and educators
- Historical preference of males in senior position discourage female staff members

Table 4.3 Lists of patterns from grouped categories.

The researcher identified 6 patterns as shown above. In Appendix G these will only be listed. In the example below the researcher illustrates, with the use of pattern 5, how interview transcripts from all categories contribute to a pattern.

Pattern 5: The Department of Education needs to offer principals more support to improve the quality of education

HOD (school D)

"*Uh……………….main challenge that actually faces the school …… is the ………………unavailability of………………physical resources and curricular support of the ISC's (Institutional Support Coordinator) or the other structures of………….within the Education Department*".

School D, as mentioned in section 4.4.2, is a school that was adequately provided for in the previous dispensation. Its performance was good, but it has now declined to an extent that the

school has become dysfunctional. Vandalism has started and parents have become indifferent. The principal attributes the apathy and reluctance of parents to pay school fees to the confusion brought about by the media regarding the government's new school funding model. The parents have been led to think that education is free. The principal also complained that the NWED sends money to schools too late for schools to function normally before midyear examinations. It is therefore very difficult for principals to make resources available, because even resources obtainable from the DoE are always delayed by procedural stipulations.

Principal (school D)

"*Er.... I would like to say there was not much training of principals. They started with the DANIDA workshop where we were work shopped on the mission and vision statement but fell a little bit short, it was not the induction per se, because when you come to the reality practice, something happened, you've got to be er.............hands on and you've got to be er..................able to change the mind set of leaders of education you've got to assume a leadership role and now the Department is emphasizing more a management role than a leadership role*".

This principal claimed that principals were inadequately prepared by the NWED to lead the educators into the new education system. The statement supports the HOD's observation that there was a lack of curriculum support from the structures of the educational department.

Principal (school B)

"*Ja, what.........what I would say is that the Department is trying its best to give us workshops. It's not that good and er.... the manner in which they are conducted..............really does not give the Department a sort of er.............er......clear indication of whether what they plough into us is correct or not, because there is no mechanism that they are also using er......... as a follow up to that, just to make sure that is.........everything in accordance with what they have sort of taught us. So that is why I'm saying that really they need to go and revisit that and then after that it is these that after making a follow up, they would say this is correct and secondly on that ....er the Department is also failing in inducting principals. They just take it for granted that if you are able to convince the panel that you are the right candidate, then you'll be able to do everything as you have answered them. Ja, they are failing in that*".

School B is a dysfunctional school according to their matric performance. The principal feels that the Department has not offered the necessary support. The few workshops that were organized were apparently not adequate to boost their confidence. Principals and educators of the schools, which are viewed as schools where the quality of education is good, also shared this notion.

Principal (school C)

"Ma 'am, that is a very very...that's a very sad thing, because er......... I personally believe that the more could have been done, and its not critisizing, no, it's a matter of in- service training. Luckily I come from a system, where we were forced by the system to empower ourselves. I mean to me it's funny..........the past eleven years to hear that other people must empower you. Er...... I was ....I was brought up in a system where.........where................the responsibility was your own. I mean when you fall behind it's your problem, ...I mean if people get appointed as principals, they don't get... I mean I was on a four day training now and within my union. I feel that the Department should really go that way; especially...do you know why I say especially? Especially in the context that they allow people..............people to jump post levels, which I personally... you ask my personal opinion, I don't think that should ever happen. I cannot imagine that you can jump from post level 2 to post level 4. If you do that, it is a recipe for crisis. I don't think any principal has been really adequately trained. I'm talking about these workshops that we attend, if you attend a workshop for a day, but is that to be informed or is that to see that I know what I have to go and do?"

The principal of the school C is an experienced person and attested to the fact that a principal should be abreast of developments. She emphasized the importance of experience as a prerequisite to occupation of higher leadership positions. She also acknowledged that principals in the region were not adequately trained for the new education system. She pointed out that although each principal was responsible for own personal development, the Department should be held accountable for inducting new principals and thoroughly training all others in transformational matters given that inexperienced educators are appointed to senior posts. What clearly stood out in her argument was the fact that in order to improve the

quality of education in the schools, principals needed to be knowledgeable in all educational aspects.

Educator (school C)

"An instructional leader ... as regarding daily practice, I think we are lucky because Mrs. T was at the Department for quite a long time, so er... I believe that she knows the importance of eh... all workshops and things going on in the Department; that she must be a hands-on person that you can't just sit in your office and run a school. Er... it doesn't work like that, you are a general manager, you must know everything of all the sections of a school".

The Department of Education should thus ensure that all principals know exactly what is expected from the educators by offering them in-service training and offer feedback opportunities to ascertain whether information was interpreted properly. The research findings derived from these patterns will be presented in the next section.

4.4.3.4 Conclusion

An analysis of the interview respondents' views highlighted factors that impact negatively and those that impact positively on the performance of learners. These emerged as patterns from which the research findings were derived. These findings will be presented in the next sections.

4.5   RESEARCH FINDINGS AND IMPLICATIONS

4.5.1   **Research findings**

From the analysis of data from literature study, observations, interviews and written documents, the researcher derived the following as the major findings of this study:

4.5.1.1 The principal can improve the quality of teaching and learning by

defining and communicating a clear vision to all stakeholders.

The interviews revealed that in some schools the principals neglected their role of communicating the schools' goals to other stakeholders. As Siegel and Byrne (1990:67) noted, the role of leaders in Quality organisations differs from that in Traditional organisations. They maintain that the leader should be well versed with the mission, vision and values of the organization in order to demonstrate them to other stakeholders. Botha (2000:136) refers to this task as a definition of the constant purpose of the organisation, the principles of improvement and values. This means that the principal can mobilize all stakeholders towards the attainment of set goals by regularly communicating the vision and mission of the school. This helps all to be focused on shared goals. It also implied that the principal should involve all stakeholders even in the process of formulating the vision to promote the sense of ownership. This view is highlighted by an HOD of school B, an underperforming school:

HOD$_1$ (school B)

 "………there are no ladies on the school's management team, except for one who is acting. It is………… it is affecting them in the sense that when you look at the number of ladies we have here at school and you look at their participation as far as discipline among the learners you find that it is a small number and I think through empowering them, they could become actively involved. So most of them just sit and fold arms and when they see a situation going worse, they don't come in and help. Maybe because they feel they are not part of the school".

It is interesting to note that if the principal does not communicate the school's vision, people direct their attention to different goals, which may contribute to poor learner performance. The following extracts are responses of various interviewees to the request that they state the vision and mission at school B, where learner performance was viewed as low:

HOD$_1$ (school B)

"We … we do have a vision………er mission at our school and … (Inaudible)…it's a technical oriented school. We are trying to rebuild it in such a way that it complies with that mission, that it begets children with a technical aspect also".

HOD2 (school B)

"Ja, although that vision and mission does not necessarily er………fit the school because…………er……… it was done last year, it does not fit. We need to come up with a new vision and mission. When you come up with a vision and a statement, you need to come with opportunities, threats and the weaknesses and then from there the strengths and the strategies".

Teacher (school B)

"The aim of our mission is to develop our kids holistically so that they become er reliable, er…dedicated and er… how can I put it? That they become very effective in the economy as well as trustworthy citizens of our country".

Principal (school B)

"Ja, truly speaking I…I…I would like to see my school being one of the most seen and noted schools in the province in terms of its achievements and er… so many things that are in line with what is expected of a school".

Literature study illustrates the importance of the school's vision by outlining how all objectives are derived from it (see section 2.2.1). It follows that if it is formulated collaboratively with all stakeholders, the vision forms the basis for a sound relationship in which everybody is geared towards a common goal. The principal of school C, a good quality school, corroborated this view:

Principal (school C)

"I had to look at it everyday and ask myself: am I doing what it say there?"

The researcher came to the conclusion that the vision of a school determines basically all the daily activities and should therefore be formulated by all and communicated effectively until all members internalize it so that everyone understands quality improvement in the same way and contributes meaningfully.

4.5.1.2 Principals as instructional leaders can improve the quality of education
through a collaborative approach to decision making.

One of most significant shifts at national level in South Africa during the last few years has been the move to greater openness and greater accountability effected through the introduction of South African Schools Act 84 of 1996 (RSA: 1996) with new guidelines regarding the establishment of:

- school governing bodies (SGB's)

- learner representative councils (LRC's) and

- school management teams (SMT's)

As alluded to in chapter 3 (section 3.2), a quality organisation exists for its customers. This view is deduced from literature study (Refer Sallis 2002: 15; Frazier 1997: 12; Badenhorst 1993:337 & West Burnham 1992:29). This notion places schools in more of a market economy in which there is more explicit competition. This competition subjects public schools to a constant threat presented by the possibility of the exodus of learners to better resourced and performing ex Model C schools.

In the light of the exposition above it becomes clear that principals need to consider the needs of the schools' clients in order to ensure continued improvement in the quality of education. This implies that all stakeholders should be involved in all school activities through participative decision-making. This collaborative consultation enhances their sense of ownership regarding set goals. The principal, as an instructional leader, can increase the participation of stakeholders in quality improvement initiatives by considering that:

a) Parents as suppliers and customers of schools

Parents supply schools with learners and financial assistance and receive education necessary for their learners to be prepared for employment. The parents can thus be placed on either side of what West-Burnham (1992:32) refers to as a customer – supplier relationship that resembles a chain with all the links being of equal strength. The principal must therefore ensure that there exists an effective parental involvement in all curricular and extra-curricular activities. The principal of school C illustrates the importance of effective parental involvement: (Refer Appendix D)

> Principal (school C)
>
> *" I mean the SGB also represent the parents...er...it is also imperative that you have an open line of communication and I do that regularly by means of newsletters that regularly go out to my parents to keep them abreast, to keep an open line of communication … they are my stakeholders that I must have them involved. It's useless having them but you don't talk to them and you don't give them feedback, and you don't have parents' evenings. ……Our school fees are much higher than most schools although it's between seven and eight hundred rand a year which, makes it difficult for some parents and eh…. still …… er …… I don't have a problem. My parents pay because they know they get quality for what they pay for. They are proud of the school, they ………they voice their opinion, they say to me, sir you gotta apply this, we will try our best and you know, people can always say but they are the poorest of the poor. My dear, do you know who pays first at my school? The poorest of the poor"*

b) Learners' needs must be considered.

The main aim of education, according to Kruger (1996: 4), is educative teaching. This means that in a school all efforts should be geared towards producing good learner, performance. Learners are identified by Dimmock (in Botha 2000: 133) as one of the major elements that determine quality in education. The principal, as an instructional leader thus needs to identify the needs of learners in order to decide on appropriate strategies that will maximize the chances that learners experience success. From interviews it became clear that if learners are involved in their own

educational matters they become supportive, empathetic and motivated. The following extracts highlight this view:

Learner ₁(school A)

"I would suggest that the principal should not think what he wants to do with the school, he must consult our parents and us also. And we must talk what we want to do with our school. We can say to the principal, as we are learners; we can maybe urge our parents to contribute to the school".

Learner ₂ (school A)

"If a person says to him: principal I don't have uniform, no one works at home, the principal must take the responsibility to go to that house to check what is happening at that house so that he can do something about that".

Learner ₁ (school E)

" …where you find, like we have already alluded to earlier about the instruments not being a problem,…… when they see that the school lacks some equipment, they would go all out to acquire something to improvise, because they know that things are done for their sake. So when teachers ask them to bring something from home to perform experiments, they don't say they've paid school fees and therefore expect the school to provide, they bring whatever is needed".

Learner ₂ (school A)

"Every time we ask the principal to give learners who have done well, maybe some pens, so that they can be motivated, he feels really bad, you know? I don't know why. Is it because he doesn't have money to buy those pens or what, because it's a way of encouraging learners to do well"… "All I know is that "Umuntu ngumuntu ngabantu" [We need others to help us cope]. He cannot do it alone. He must consult other people to sponsor for the benefit of the school".

c) Educators need a leader with a democratic and transparent style.

Siegel and Byrne (1994: 67) maintain that it is the leader who ensures that everyone is aware of the importance of attaining all set goals. They further assert that the extent to which

excellence and improvement exist, emerge and continue depends on the quality of leadership (1994:68). The extracts below confirm these claims:

Educator (school B)

 "I think it is high time male principals are made aware of the importance of including women in management and the like".

Educator (school D)

"Er...the principal is doing everything single-handedly, and then he thinks only he will handle it, he should delegate... I would recommend that principal must engage everybody in the school activities for clarity. Er... again I think that the principal should play open cards with educators, he must be transparent".

The interviews reveal that some educators and learners feel that the principals were still not democratic in their management approach. This perception could be the reason for the apparent lack of parental involvement .It follows also that if educators are not actively engaged in decision making they do not support school plans committedly .The resultant low morale of educators results in learners who are also demotivated and who subsequently perform badly.

4.5.1.3 The principal can improve the quality of education by addressing all the
   factors that impact negatively on the process of teaching and learning

Through observation and interviews, various factors that hamper effective teaching and learning were identified. The principals as instructional leaders should do all in their capacity to deal promptly with problems associated with:

   a) Lack of physical resources.

It is important for principals to ensure that the buildings and surroundings are well maintained. Learner support material such as textbooks, televisions, science equipment and computers should be made available and safely kept. These are necessary in order that teaching should comply with the principles of the National Curriculum Statements (NWED 2005:8), which, amongst others, include high knowledge and high skills; inclusivity and

quality. This implies that visual learners, auditory learners as well as tactile learners will enjoy equal opportunities to experience success if lessons include material to suit all learning styles. Availability of space and resources also facilitate co-operative learning which offers learners expanded opportunities to explore different strategies to solve problems thus enhancing the development of higher cognitive skills. Security measures should be made adequate for learner safety and resource maintenance. Various respondents in interviews expressed the importance of resources.

HOD (school D)

"I would say due to lack of resources, the quality is not what it should be and by that I mean below average".

Learner (school E)

"...nothing else but electricity. We don't have electricity in all the blocks. We are about to write the final exams as we have written our trial exam. Many classes that we used for exams were dark".

Learner (school D)

"Environment because of many of the people who are staying in this area, are dangerous, they come into the school and they do violence in the school".

b) Discipline

Literature study highlights the importance of creating a climate where teaching and learning are made exciting and effective (Steyn 2002:266; Kruger 1996:20; Badenhorst 1993:346; Mc Ewan 1998:43). Ill –discipline is one of the major threats to such a climate. Squelch and Lemmer (1994:40) confirm this view by associating high academic and non-academic achievement with effective discipline. They elucidate the discipline problems by citing compounding factors as violence, drug abuse, divorce and poverty.

As mentioned in section 2.2.3, disciplinary problems may also result when educators have short-comings in curricular issues. The researcher came to the conclusion that poor discipline contributed to the poor quality of teaching and learner performance.

This view emanates from the observation that

- Learners have taken advantage of the abolishment of corporal punishment and acknowledgement of human rights and rendered schools chaotic.
- Principals have never been trained, as leaders of educators, in drafting school policies with more positive and effective disciplinary measures.
- Even educators abuse their rights and seek protection from their union to evade punishment for misconduct.

These observations were corroborated by respondent as expressed in the following extracts:

Principal (school D)

 "…they suddenly went to the union and the union said we were not allowed in (classrooms), so their attitude hampered my role as an instructional leader".

Learners (school D)

L 1: *"Ja, it's about laughing, many of the learners at school……they laugh about the other teachers that do not know Afrikaans and in English even though their English is okay, they feel like ma'am they must show them that they are not……talking the right thing"*.

L 2: *"The lack of respect for one another. Other teachers don't respect learners and other learners don't respect teachers because they are always chatting back when the teacher says keep quiet"*.

L 3: *"These learners………they came to school to smoke dagga and cigarettes"*

L 4: *"…there are older children who feel that they are not going to do what they are supposed to do, whether a teacher tells them to do it…"*

Educator (school D)

"…so many events have taken place whereby learners are stabbing one another seriously, there is no security enough".

Principal (school D)

"...the fact that corporal punishment has been totally abolished, makes these learners, you know, feel that er...what should be interpreted as freedom is now licentiousness, they can do what they want and nobody can stop them".

c) Poor time management skills

Through effective communication and collaborative strategies, the principal should plan various activities. These activities could be divided into various categories like administrative, instructional and extracurricular. These could then be translated into year planners, term planners, timetables and duty lists. Time frames should be agreed upon and the principals should ensure strict adherence to them. Time observation should apply to external customers like sponsors, visitors and parents as well. As far as possible the principals must be consulted per appointment with the help of the secretary so as not to disrupt his or her instructional schedule. Respondents in interviews suggested examples of incidents that wasted meaningful instructional time:

Learners (school E)

L 2: *"We have another challenge whereby teachers cannot handle problematic learners who prefer to hang outside classes. Others refuse to get into classes to study saying that they would rather study at home because other learners are noisy and disturbing".*

L 1: *"I think that learners copy their behaviour from educators, where you find a teacher would arrive thirty minutes late".*

L 2: *"... a Grade 11 learner told me that for the whole week, last week, a teacher informed them that they are on strike so they could not teach them before being assured of the percentage of pay rise".*

L 1: *"Because they (educators) spend almost all their time in the staffroom drinking tea".*

L 2: *"Then we also have this problem about teachers, on the 26th 7th when...ja, pay days, they tend to forget that their pay is at the banks, they can withdraw after work...they go during school time to get money in town".*

Literature study and interviews point out that learners perform best when favourable conditions prevail. It is thus imperative that the principals ensure that learners feel safe and comfortable at school. They should deal effectively with bullying, harassment or intimidation of learners from peers and educators, which may cause emotional stress. Educators should also be supported with teaching equipment to enhance curricular competence and ensure improved learner performance. The principals should also protect teaching time.

4.5.1.4 The principal as an instructional leader can improve the quality of
education by being directly involved in both curricular and extracurricular
activities.

Creemers (1996:53) argues that effective schools study should restrict their selection of factors to those conditional for and directly related to quality instruction time or opportunity to learn. He further proposes that educational quality improvement be viewed as educational change that enhances student outcomes.

The foregoing argument points to the importance of the outcomes attained by learners in determining the quality of education in a school. This also points to the importance of the role of educators because the quality of learning depends on the quality of teaching, Kruger (1996:7) confirms this view by recommending that the principals know what to expect from teachers for them to provide effective instruction. It follows therefore that in the context of the new curriculum, the principal needs to be knowledgeable by being in the actual teaching so as to comprehend the teachers' challenges. Literature study and interviews identify some ways in which principals could be directly involved in learner performance. These include:

a) Curriculum co ordination

Kruger (1999:15) identifies curricular and extracurricular activities as the main aspects of the school's broad curriculum. He suggests that in order for the principals to adjust the overall

Departmental curriculum to the needs of the schools' communities, they should study the departmental prescripts, establish the learners' subject choices, draw up teaching time tables, control time tables and staff duty allocation. In order to accomplish this, the principal needs to know staff members well and to be able to identify areas of need so as to offer the necessary support. This requires a deeper knowledge of the context, which can only be acquired if one is involved in the actual teaching.

It is not possible for the principal to master all learning areas but if he or she is involved in teaching one area, it is quiet easier to understand how to help others since assessment in the new curriculum involves integration across learning areas. This enhances the confidence of the educators which, according to Budhal (2000:89), enables them to teach more effectively. This view is shared by the principal of school C and some learners:

Principal (school C)
"So I would like the policy-makers to put much more emphasis that people will qualify themselves to be better in their respective subjects, …… and with OBE and the new FET that is now being introduced, I say even more, you should have a wider perspective on the specific subject to guide the children of all the combinations and permutations of seeking for knowledge".

The principals must also take into account the value of meaningful extramural activities for learners. The extracts below from interview data highlight this notion:

Learners (school E)
L_3*: In the past, we used to have sports during the last period, which is now used for cleaning of classes. Exercises are good for a healthy, relaxed mind, but at our school there is no commitment to sports".*

Learner (school A)
L_1: *"No, our principal doesn't care about those things. He is not that type. He concentrates on the ……on our books, not on our sports activities".*

Learners (school B)

L₁"*He would always say: people go for sports, to stop taking drugs, we must go there and enjoy ourselves*".

From the extracts above it is clear that principals are neglecting extramural activities and putting more focus on academic activities even though they are not involved in the actual teaching activities.

b) Didactic leadership

Since instruction is the core activity in a school, the principal, as an instructional leader, must ensure at all times that there is effective teaching and learning in every classroom. In spite of the principals' workload and the complexity of their role alluded to in chapter 2, literature study and responses from interviewees still point out the importance of personal instructional leadership as one of the means of ensuring that there is effective teaching and learning at schools. Refer Appendix D and the extracts below:

Educator (School C)

"*...er we had a meeting...a staff meeting and er... with me...we sat together, er…with all the material we got in curriculum 2005 ,er…and she (principal) with me to go through everything again and she got a specialist in for me, to just put me, you know, to equip me again and er..., you know, she sits together, so we sat together and we er...discussed the different things we must do, all the components of curriculum 2005 and we had to report back to her whether everything was alright, but she really helped me a lot* ".

Educator (School C)

"*Eh, because I feel she must know exactly what we are doing. If it's a school if you don't know what the teachers are doing in their classes, er...if you are a leader you can't take the lead on what you give the teachers*".

Principal (School C)

"So it is the integral part of my management at school... is the IQMS, development plan. It's to improve the quality of my education and my educators at school. So...sir, thank God once again, I do not have people at my school that aggravate against it, I do not have staff at my school that say "no do not come to my class"...Everybody at my school accepts it". "... I firmly believe you cannot run a school if you only sit in this office, I mean three, four times a day.... I take.........I mean nothing will happen at a school, if people don't see you around,...........I mean I can go past a class, I needn't have to get into a class to know that you are around............but then you must at least come to the rescue of the teacher... You can be around because you must intervene if you see something is wrong".

Principal (School D)

"...there is an issue of teachers not...of the principals not going into their...er...their...their classrooms. That hampers this thing. I used to do it at the beginning of the year...but now they eh...went...sadly they went to the union, the union said we are not allowed in. So that attitude hampers my role as an instructional leader.

School D (Educator)

"Ummmh...I would recommend that er...number one, he (principal) has to try to be very knowledgeable in as far as all the learning areas that we are actually having here in the school by actually interacting more often with the educators, so that once he is informed he will definitely render assistance that will actually...assistance that will actually help, but if he is not in the know how to go about these educators around here, it will be very, very difficult. So these personal interventions to educators and maybe the Department will actually better equip him to know actually how to go about interacting and actually helping in as far as er...instructional purposes are actually concerned".

From the foregoing discussions, it would appear that educators and learners perceive the principal as an agent of change. The researcher is therefore of opinion that educators would prefer that the principals be involved in the actual teaching. Since it is impossible for any principal to be an expert in all learning areas, this involvement would put him or her in a

better position to understand educators' curricular challenges and to seek appropriate assistance.

4.5.1.5 There is a need for principals to be trained after being appointed to the position and prior to the introduction of any change in the school system.

All the interviewed principals complained that the lack of training hampered their tasks as instructional leaders. According to Squelch and Lemmer (1994:11) the principal should be in a position to advise his or her staff on all educational matters relating to pupils. This implies that principals are viewed by all stakeholders as the most responsible and as accountable people who should be able to provide help or solutions for all problems in a school. It is therefore important that the DoE train principals especially in curriculum transformational matters. Failure in this respect hampers successful attainment of set goals as highlighted by principals in the following extracts:

Principal (school A)

"Er...specifically we did not...like...they did not call the principals to go for a training neh! We attend the training...the workshops with the teachers and ………when we are able to go, like I was not able to go during the school holidays, because I was busy with the Grade 12's and right now all the management... the HOD's and the deputy are gone, so I've got to be here".

Principal (school B)

"...the Department is also failing in inducting principals. They just take if for granted that if you're able to convince the panel that you are the right candidate, then you'll be able to do everything as you have answered them, Ja...and they are failing in that".

Principal (school C)

"...if people get appointed as principals, they don't get... I mean I was on a four day training now and within my union and I feel that the Department should really go that way, especially...you know why I say especially? Especially within the context that they allow people to jump from post level 2 to post level 4. If you do that, it is a recipe for crisis..."

Principal (school D)

"Er...I would like to say there was not much training of principals. They started by having a DANIDA workshop where we were workshopped on the mission and vision statement, but that fell a bit short, it was not the induction per se, because when you come to the reality practice, something happened, you've got to be er...hands-on and you've got to be able to change the mind set of learners, of the educators, you've got to assume a leadership role and right now the Department is emphasizing more a management role than a leadership role"

All the interviewed principals complained that the DoE in the Southern Region of the NW Province had failed to induct newly appointed principals. They even felt that old principals were inadequately trained to guide schools into the new dispensation. The research findings pointed out that the main areas that needed attention were the school funding model; the IQMS; discipline and the new curriculum.

4.5.1.6 The principal could improve the quality of education in a school through effective teacher development programmes.

Through observation and interviews the researcher realised that in some schools teacher development was neglected, in others it was limited whereas in others it was non-existent. It was in one school where it was effectively planned, implemented and controlled. As Squelch and Lemmer (1994:114) argue, a teacher development or appraisal system should provide the principal with an opportunity to meet individual staff members to discuss work performance, progress and achievements. It should also help teachers to become more effective to improve the quality of teaching in general.

In order to maintain a high level of academic standards and achievements, it is therefore imperative that the principals promote staff development programmes in schools. These also inform the school improvement plan and can even help district officers identify areas where they can intervene. Various respondents had the following remarks about the IQMS which is a teacher development programme initiated by the directorate of Quality Assurance:

HOD (school B)

"The...the system itself is very good, but I think the Department has not yet won the confidence of the educators in the implementation of this IQMS in the sense that the Department has attached monetary value to it. And ......they should not have done that and the teachers are slow to respond to that, they are not willing, in fact, to take it along. I think it could have been separated from money and it could have been part and parcel of the policy of the Department to be implemented. So educators are really dragging their feet in implementing it.

Principal (school B)

"...er like I've already said, they make it to be so difficult due to the fact that the very appraisees who are the people who need help are not honest ja...about themselves and hence make the process to be difficult".

Principal (school D)

"Their attitude is that they want it to be done but they are focusing mainly on the monetary aspect of it and not on the development. To cite an example, when er...we had... when we wanted to implement it we had other things in place during class or visitation...two of the fellows decided to give class tests, so we suspended the whole thing then, cause that's not how we understood it. They wanted to be incentivised but they don't want the process to be open".

Educator (School D)

" It (the IQMS) is not done at all, because I believe the IQMS is having...it's er...the backbone of the school, its having everything, it's for us, it's having everything, incentives, opportunities and even job satisfaction especially, it gets up, but because of the implementation which is not done, we remain demoralised and demotivated".

Findings from the research indicated that educator development programmes were only in place in one school. In all other schools this is limited to the introductory OBE courses offered by the subject advisors. It also became clear that as the curriculum is adjusted to other grades, the subject advisors are not available to guide in the implementation phases. The educators are thus left to suffer since the principals are not trained either. The researcher

came to the conclusion that although the implementation of restructuring policies places even greater importance on the need for professional development, it is the most neglected activity in the schools. It also became evident that where educators were open to development, like in school C, learner performance was generally good.

In the next section, the implications of the research findings will be discussed.

4.5.2 Implications of the research findings

From the research findings above, a number of implications emerged. These implications addressed the three sub problems stated in section 1.3, as will be shown below. Most importantly, the findings confirm the researcher's presupposition that the instructional leadership role of the principal impacts the quality of education.

4.5.2.1 The link between instructional leadership and educational quality.

Findings implied that where principals paid more attention to their instructional activities, learner performance was higher. It is therefore imperative that principals at schools perceived to be of poorer educational quality improve their skills in tasks such as objective determination through collaborative decision-making; curriculum co-ordination; didactic leadership and effective administrative management.

4.5.2.2 The nature and scope of instructional leadership

The researcher noted that in the two schools perceived to be of a good educational quality, more elements of instructional leadership could be identified. For poor performing schools, the following implications emerged:

a)The principals need to communicate the schools' vision and mission statements regularly and ensure that all members cooperate towards a common goal.
b) There is a need for principals to maintain sound relationships among all stakeholders through participative decision-making.
c) Principals, as instructional leaders, should possess effective resource management skills

d) Principals, as instructional leaders, need to device ways of motivating educators and learners to perform optimally.

4.5.2.3 Strategies that could be used to equip principals for effective
        instructional leadership.

The research findings implied the following regarding the support for principals as instructional leaders.

a) The DoE needs to introduce In-service Training (INSET) courses for principals and educators to ensure a more effective transition to the new curriculum system.

b) The DoE needs to apply more effective strategies in order to assist educators who experience specific curricular problems.

c) There is a need for the DoE to train principals in more positive alternative approaches to disciplinary problems.

d) There is a need for the DoE to support principals in their efforts to ensure school safety and security.

e) The DoE needs to develop more effective methods of communicating policy transformational issues that directly impact schools' administration like funding.

4.6   CONCLUSION

In this chapter, the qualitative study was discussed. The focus was on the context of study, problems encountered and data processing. The researcher explained how data was collected using observation, document analysis and interviews. Firstly the broader context of the five selected schools from the Southern Region of the North West Province was discussed. The analysis of documents examined at schools was provided, then and followed by data processing. The process comprised unitizing of data, identification of categories and the discussion of emerging patterns.

From emerging patterns the researcher derived findings as well as implications. The research findings support the presuppositions of the researcher that "the instructional leadership of the principal can influence the quality of education in public secondary schools'. The implications revealed the areas where the principals could change in order to enhance their

instructional leadership skills. The areas where the DoE could support principals to be more effective were also pointed out.

The next chapter will provide the summary of the study, recommendations and the conclusion.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter discussed the research findings and the implications that emerged from those findings. In this final chapter, the summary of the study, conclusions from the study, the recommendations and the concluding remarks will be presented.

5.2 SUMMARY OF THE STUDY

As stated in section 1.7 this study was divided into five chapters which dealt with aspects as will be shown below.

In *chapter 1,* an orientation to the study was provided. The discussion entailed a brief overview of historical events that prompted initiatives to improve educational quality. The researcher indicated the state of the crisis which developed in South Africa which adversely impacted on *the quality of education,* particularly in the public schools. However, more than ten years into the new education system, one notes that the quality of education in public schools stills remains a challenge. The researcher came to this conclusion on observing that, amongst other things, many public schools were declared dysfunctional and many school days were still being lost in teachers' strike actions and some schools still had dilapidated buildings and no electricity. That quality in education in public schools needed attention was also indicated by numerous intervention programmes introduced by the DOE like the IQMS and COLTS. It is this observation that aroused the researcher's interest to explore how *the quality of education could be improved* through the *instructional leadership role of the school principal.* The statement of the research aim was followed by the elucidation of the main concepts. Then the research method that would be employed in this study was briefly described.

Chapter 2 dealt with the literature study. The researcher looked into the nature of the principals' instructional leadership role and quality in education. It became clear that the three major elements that indicate educational quality, which are the curriculum, the educator and the learner, were the main aspects on which all the identified instructional activities of the principals were focused. Those activities included, amongst others, curriculum coordination; didactic leadership; objective determination; enrichment; evaluation and the creation of a climate conducive to teaching and learning. This apparent link formed the basis for the researcher's presupposition that educational quality could be improved through the principal's instructional activities. The aspects of quality that were identified were integration; conformance to requirements; focus on delivery and customer satisfaction.

Chapter 3 focused on the methodology used in this study. The qualitative approach was explained and its suitability to this research indicated.

Chapter 4 dealt with the presentation, analysis and interpretation of data. Data from interviews, observation and literature study was first unitized. Then categories were identified. The patterns that emerged were then used to derive the research findings which led to some implications. The study confirmed the researcher's assumption that the principals, through their instructional leadership activities, could guide and motivate all stakeholders to help enhance the quality of the outcomes attained by the learners at school.

Chapter 5 will provide the conclusions derived from the study and the recommendations as to how the principals could improve themselves as instructional leaders thereby improving the quality of teaching and learning. These recommendations will also include suggestions regarding how the DoE could support the principals as instructional leaders in their quest to improve educational quality

5.3 CONCLUSIONS FROM THE STUDY

5.3.1 Introduction

The literature study conducted in chapter 2 and responses from interviews (see Appendix D) indicated that the principal, as an instructional leader, is viewed as the main driving force

behind all quality improvement efforts in their schools. However, in the Potchefstroom Area of the North West Province, a number of obstacles still prevail that hamper the principals from working effectively. The researcher concluded that some of these hampering factors could be attended to by the principals themselves, whereas others needed the attention of the DoE. The following are the main conclusions and findings from the study with regard to the instructional leadership role of the school principal in the improvement of quality of education in selected schools in the Potchefstroom Area of the North West Province:

5.3.2 Communicating a clear vision to all stakeholders

In section 2.2.1, it was pointed out that all the school goals should be derived from its vision and mission statement. It follows therefore that even the decisions pertaining to quality improvement should also derive their guidelines from the school's vision. This notion underscores the importance of communicating the vision to all the stakeholders continually. According to literature, stakeholders become more committed to a goal if they share a sense of ownership in the process of goal setting (see section 4.5.1.1). This view is corroborated by an HOD at school B (see Appendix D):

"… … …*there are no ladies on the school's management team, except for one who is acting. It is ……it is affecting them in the sense that when you look at the number of ladies we have here at school and you look at their participation as far as discipline among the learners you find that it is a small number and I think through empowering them , they could become actively involved. So most of them just sit and fold their arms and when they see a situation going worse, they don't come in and help. Maybe because they feel they are not part of the school*"

This implies that stakeholders can only be able to participate effectively if they are all aware of the ideal state where the school needs to be taken to, as stated in the vision. Failure to communicate the vision regularly could also result in a situation observed at school B where all the interviewed personnel provided different statements when asked to state their school's vision (see Appendix D). The researcher concluded that there was no coordination of efforts which probably explained why the school was continually dysfunctional. To further indicate that this principal neglected the school's vision another HOD commented:

"*…Ja, although that vision and mission does not necessarily …er…fit the school because it was done last year and for this year it does not fi*t."

The principal at school C, a good quality school, expressed the importance of the vision regarding all daily activities at her school:
"*I have to look at it everyday and ask myself: am I doing what it says there*?"

From the exposition above, one could deduce that it is imperative that the principal should involve all the stakeholders in the formulation of the school's vision and mission statement. If this is not done and the principal does not ensure that the vision is adequately advocated and regularly revised, one finds that each educator's practice will be informed by his/her own underlying assumptions about the purpose of education. This could lead to a situation where what happens in a school is contrary to what the school purports to be aiming for.

5.3.3 Collaborative decision making

As indicated in section 4.5.1.2, the educators and learners expected principals to encourage participatory decision making and transparency. Even the learners assert that the principal who is perceived to be autocratic leads parents to be apathetic towards their duties of attending meetings and paying school funds (see Appendix D). The researcher thus attributed poor learner performance to the lack of parental involvement, absence of teamwork and commitment which follow whenever role-players feel left out. The principal of school C corroborated this view:

"*My parents pay because they know they get quality for what they pay for. They are proud of the school, they…they voice their opinion, they say to me: ma'am you got to apply this, we will try our best*".

Another educator in school B had this to say (see Appendix D):

"*I think it's high time male principals are made aware of the importance of including women in management and the like*"

In school D, an under performing school, an educator commented:

"Er… the principal is doing everything single-handedly, and then he thinks only he will handle it, he should delegate… I would recommend that principal must engage everybody in the school activities for clarity. …er… again I think that the principal should play open cards with educators, he must be transparent"

The researcher realized that even if a principal could come up with a good initiative, if educators perceive it to be a product of his autocratic attitude they would reject it. This view emanates from the response of school E educators to the period attendance register that was designed by their principal and that of school D educators to their principal's development plan. The principals on the other hand blame the politicization of educators for their lack of cooperation. The principal of school D commented (see Appendix D):

"…but now we live in a dispensation where these guys are critical about everything that the principal is saying and they question it and they don't want to implement it"

Even the learners complained of lack of participatory approach in their principals' behaviour. A learner from school A, (see Appendix D), had this to say:

"I would suggest that the principal should not think what he wants to do with the school, he must consult our parents and us also. We must talk what we want to do with our school. We can say to the principal, as we are learners, we can maybe urge our parents to contribute to the school"

It would appear that the principals still applied the 'Top Down' approach to decision making. This behaviour could imply the need for principals to be trained in order to lead in a democratic set-up. This is necessitated by the fact that societal developments and changes will always have some impact on the school. The researcher noted from the comments of school D's principal that even if they can be aware of this impact, the principals are however not aware of the crucial role the school could play by educating the society about responsibilities and values embedded within democracy. The principal claimed:

"Our new constitution is so broad and each one makes a claim to the correct interpretation of it."

This principal blamed the government for misleading parents to believe that school fund has been abolished. It is also interesting to note that the principal of school C managed to convince parents from the same area to pay even higher fees.

The researcher concluded that the principals could prevent a lot of problems if they could work together with all stakeholders in decision making processes.

5.3.4 Training of the principals

From interviews it became clear that the principals in the Potchefstroom Area of the North West Province were not adequately trained upon being newly appointed to the posts and before the introduction of the new education system (see Appendix D). The educators also attested to the fact that the principals seldom, if ever, attended workshops for the new curriculum. Their excuse was that training was done during school hours which forced them to remain behind to help monitor the kids. The principal of school C agreed that the DoE failed to train them but apportioned some blame on the principals for making no efforts on their own to improve. She referred to a four day union course she had attended:

"I mean the fee was R770, 00; my staying there was more than R600, 00; my petrol was R1200, 00. It came out of my own pocket".

The researcher came to the conclusion that poor learner performance partly resulted from the fact that some principals were not adequately informed so as to lead change confidently. Meaningful clinical supervision cannot take place when the principal has no idea what the implications of the new policies are for classroom practice.

5.3.5 Resource provisioning

Through observation and interviews (see section 4.5.1.3), the researcher noted that inadequate resources still played a major role in the poor quality of teaching and learning.

This manifested in the form of dilapidated classrooms; broken doors and windows; lack of electricity; shortage of computers and broken security fence. It became clear that, once more, some principals blamed the department of education while others devised means to secure these amenities. An educator from school B stated:

"They have…consulted Public Works; they have written letters to the department, they have done what they think it must be done." To this HOD_1 attested:

"I think it's about three …three years, he's been writing letters on a monthly basis and quarterly basis to the department and there have been promises that the school will be repaired."

On the other hand the principal of school C, who has won the confidence of the parents, could say:

"…but I pay like R6000, 00 per month for this machine. With what? With school fees."

From the exposition above it is clear that the NWED still had a backlog regarding resource provisioning. It is also clear that the principal who is concerned about the quality of education at his/her school will not fold arms while waiting for the supply, but will engage the parents and other interested parties to acquire them.

5.3.6 Promoting instructional climate

From the interview responses, the researcher identified a number of factors that threatened a climate conducive to teaching and learning. These included, amongst others, ill discipline; union activities like strikes; lack of control and low morale of educators (see section 4.5.1.6). As learners and educators of school D pointed out there is a need for principals to ensure that schools are drug free and violence free (see Appendix D). This implies repairing infrastructure to ensure that there are gates to control entrance into the school yard and even more sophisticated security system for equipment like computers. This could only be possible if public confidence in the school is restored through involving them in planning for quality. The researcher is of the opinion that although lack of structural features like gates promotes

misconduct like dodging and late coming, a collaborative approach to more positive disciplinary measures could prove to be effective. A learner from school E corroborates this view:

"Anyway, even though security structures like fence are absent, teachers talk to us in good spirit, urging us to regard them like our parents. They assure us of protection similar to what we would get at home."

5.3.7 Educators' development programmes

As noted in section 4.5.1.6, most principals did not implement developmental programmes for educators. Although the researcher noted during the analysis of written documents that they were not even planned for in some schools, the principals blamed the teachers' unions for their failure to implement them. It would appear that linking the IQMS to pay progression would encourage educators to be developed. On the contrary they still refused class visits. An HOD from school B commented:

"...but I think the Department has not yet won the confidence of educators in the implementation of this IQMS in the sense that the Department has attached monetary value to it."

Another outcry concerning the model was about the liberty of appraisees to choose their own appraisers and the self appraisal section. The principal of school B complained:

" ...er... like I've already said, they make it to be so difficult due to the fact that the very appraisees who are the people who need help are not honest, ja ...about themselves and hence make the process to be difficult."

The researcher came to the conclusion that an impression was created that the schools could replace their school based educators' developmental programmes with the IQMS. On the other hand if designed properly, in line with the particular needs of an individual school, these developmental programmes could prove more effective since they would be addressing contextual problems which could be overlooked by the more general model of the IQMS.

Both of these initiatives are very important in informing the school based improvement strategic plans as well as the school improvement plans of the DoE (SIP).It follows therefore that any quality improvement initiative that is not informed by a well designed educator development programme is bound to leave out the most basic elements that promote effective teaching and learning.

5.3.8 Introduction of new policies

Interview responses pointed to a general outcry regarding the manner in which the DoE introduced all the various aspects of the new education system (see section 4.5.1.5). The major problem areas included the new curriculum; the IQMS; the abolishment of corporal punishment and the school funding model. Various respondents expressed different views regarding the discipline issue. Whereas some learners were happy about it, others felt that the move has compromised discipline and hence their chances of passing well (see Appendix D). On the other hand almost all educators felt disadvantaged. A learner even commented:

"We have another challenge whereby teachers cannot handle problematic learners who prefer to hang outside classes."

The responses regarding all other new initiatives (see Appendix D) point to the fact that all stakeholders were not adequately engaged in the change process. It would appear that they should have been shown the need to change by clearly outlining the disadvantages of the previous system and indicating the merits of the new. This could have given them a chance to assess and maybe see the need to arm themselves with alternative strategies. Regarding the funding model, the principals felt that the parents were purposely misled to think that school fund had been cancelled. To this the principal of school C claimed:

"I'm not a politician, I cannot say they are liars, but I just don't lie good enough, that's why I'm not a politician."

The researcher felt that for all stakeholders to embrace change there is a need for them to be guided through the process to ensure that misunderstandings are eliminated. It is thus imperative for the principals to be proactive in ensuring that they keep stakeholders well

informed about policy issues that will have an impact on the running of their schools so as not to jeopardize the quality of teaching and learning.

5.3.9 Time management

From observations and interviews (see section 4.5.1.3c) the researcher noted that poor learner performance could also be attributed to poor time management. Teaching time was sacrificed for, among other things, the training of educators for the new curriculum during normal teaching time. The principal of school C complained:

"It was hectic, I …I had six to seven teachers per day not at school."

Examination of written documents revealed in some schools that time was taken to plan activities that were never implemented. A case in point is the teacher development programme that was planned for in school D. The principal asserted (see Appendix D):

"…when we wanted to implement it, we had other things in place during class visitation …two of the fellows decided to give class tests, so we suspended the whole thing then, 'cause that's not how we understood it …"

The researcher also gathered from interviews that more time was wasted through unbecoming behaviour of both learners and educators of late coming; bunking classes; disrespectful attitude and union strikes. School E learners claimed:

"It's because they (educators) spend almost all their time in the staff room drinking tea."

The examples cited above indicate that the principals are not only faced with the challenge of protecting teaching time but also with that of regaining their authority as institutional leaders. The researcher concluded that there was a need for the principals to exercise their authority and ensure that all stakeholders strictly stick to agreed upon plans and time frames.

5.3.10 Summary

It became clear from the findings above that if the secondary school principals wanted to improve the quality of teaching and learning, they needed to be willing to facilitate change; promote participatory decision making and engage all stakeholders in setting academic achievement goals. This implies empowering all role players to become involved in all phases of planning. It follows that the principals will need to have good quality improvement goals; good organizational skills; fundraising ability and good time management skills to provide continual professional development for educators and basic functional training for other participants, like parents, regarding their role in quality improvement plans of the school.

5.4 RECOMMENDATIONS TO THE STUDY

5.4.1 Introduction

In the light of the conclusions mentioned above, the researcher would like to suggest a few ways in the form of recommendations, regarding how the principals could improve as instructional leaders so as to enhance the quality of teaching and learning. Recommendations will also be offered regarding how the DoE could support the principals in their effort to achieve academic excellence.

5.4.2 Communicating a clear vision

As indicated in section 4.5.1.1 literature review pointed out the need for principals to be well acquainted with the vision so as advocate it to all other participants in the school. A general complaint was that the principals worked single-handedly (see Appendix D).This implied that principals should involve other role-players when formulating the school vision for all to understand the quality improvement initiatives in the same way. An HOD at school B even insinuated that a vision formulated the previous year was no longer applicable. The implication was that the vision should be the basis of all school activities so much that any slightest change in contextual factors should be an indication that the vision needs to be adjusted. In the light of these views the researcher would like to recommend that the

principals should emphasize the need for all stakeholders to frequently evaluate their daily activities against what is stipulated in the mission statement. This approach could help all to internalize the school aims as their own and become more committed. The school vision would thus be playing a unifying role as well.

5.4.3 Collaborative decision making

In section 4.5.1.2 it was indicated that collaborative decision making somehow ensured continued improvement in the quality of education. Most respondents, including learners, complained about the autocratic behaviour of the principals. The researcher is of the opinion that this approach emanated from the "Top-Down" model which appears to be the only management course that principals and the SMT members ever received in the previous government and happens to be copied into the new system. The principals thus need to be more democratic and equip parents, learners and educators to ensure meaningful participatory decision making. It would appear that in most schools it was perceived that the principals discriminated against women, learners and parents (see Appendix D). An HOD of school B was very outspoken about this and even attributed the indifference of female staff to disciplinary problems to being ignored in major decisions at their school. The learners of schools E, A and D were of the opinion that the apparent lack of parental involvement was merely failure from the principals' side to consider logistical circumstances that hamper them from attending meetings. It follows therefore that if the principal could encourage all stakeholders to participate actively and help with views regarding what they hope to achieve, there would be less resistance to change. The principals should therefore focus on promoting teamwork, allowing for objective reflection, innovation, problem solving and transparency. The researcher would also like to suggest that the principals encourage all committees that are formed at school to be wary of gender equity, including the SMT.

5.4.4 Training of principals

From interviews with all the principals (see Appendix D), it emerged that there was a need for the DoE to conduct training sessions to induct newly appointed principals and prior to the introduction of new policies to the education system. An educator from school D (see Appendix D) stated:

" Ummmh...I would recommend that er... number one, he has to try to be very knowledgeable in as far as all learning areas that we are actually having here in the school by actually interacting more often with the educators".

It would appear therefore that the onus to ensure that the principals are well equipped to run the schools effectively in the new dispensation does not only lie with the DoE, but with themselves as well. The principal of school C supported this view:

"So it's a hand in glove situation, you cannot isolate... live in isolation ...must know there are other good people as well and you must get ready to learn from them and also share as if you're the king on a little island of expertise, but then you must share with them."

She also cited a case where she parted with her own money to attend a four-day union course from which she issued all educators with material to help them understand new curricular issues. On the basis of the above views, the researcher would like to urge the principals to consider personal development in addition to what the DoE is supposed to offer. As the principal of school C suggested, they could also form a forum where they could share ideas and equip one another. The researcher is of the opinion that they could also form clusters where a good performing school is paired with a dysfunctional school and one principal acts as a mentor for the other. The principals could even enrol extramurally to familiarize themselves with solutions from global research findings.

5.4.5 Resource provisioning

As indicated in section 4.2.1.2, government funding in public secondary schools has always been perceived to be inadequate. All the interviewed principals were generally dissatisfied with the new funding model as well (see Appendix D). The principal of school C however pointed out that if you do not limit your contributions to parents and the DoE, donations as simple as soil from the local council could make a difference. She also emphasized strict control and accountability over these limited resources. Since most respondents alluded to the indifference of parents and referred to the misconception emerging from the government announcements to the public, the researcher proposes that the principals organize workshops to educate their stakeholders. It is only when parents have the correct facts that they can

support initiatives like the fundraising projects. The principals could set up finance committees comprising representatives from all stakeholders to help conduct needs audits, to distribute resources fairly, to help acquire and maintain more resources. Failure to engage others for transparency may result in a situation where suspicions hamper support of other role players. The principal of school C describes the reaction of misinformed parents:

"hey hey…you bunch of skelms (rogues); the government say that education is free!"

The implication for the DoE is that they should have trained the principals regarding the new funding model. Courses could also be organized for the LRC learners and the SGB members to help the principal to cascade the information to the parents.

5.4.6 Promoting the instructional climate

Literature study in section 2.2.2.3 indicated that high academic and non academic achievements are associated with effective discipline. Ill discipline was identified as one of the major factors that hamper a climate conducive to effective teaching and learning by most respondents (see Appendix D). From the examination of written documents the researcher noted some shortcomings regarding the procedure followed in cases of misconduct (see section 4.4.1.8). The researcher would like to propose on the basis of responses from learners and educators as well, that the principals should involve all stakeholders in drafting a comprehensive school policy. Included in this policy should be clearly outlined steps to be followed in specific types of misconduct. Learners of school D, in particular, even complained of drug abuse in the school premises. The principals should thus point out to the learners that some behaviour constitutes criminal offence and learners and parents should sign to acknowledge that such cases be referred to the police. The researcher is of the opinion that the principal could facilitate the election of a disciplinary committee and actively involve parents, police, nurses and other relevant organization that would help inform learners of the consequences of behaviour like substance abuse. A collaborative approach in discouraging misconduct and encouraging good behaviour could be more effective.

This view is confirmed by learners from school A, who complained of corporal punishment and suggested that the principal organize a simple gesture of giving them pens to

acknowledge good performance and motivate them. Educators also indicated that they would appreciate it if the principals affirmed them by acknowledging good performance. It follows that principals could increase the chances that learners achieve good quality results if they could identify factors that hamper effective teaching and learning and dealing promptly with them.

5.4.7 Educators development programmes

In section 2.3.1, literature study pointed out that the curriculum reform in South Africa implied a paradigm shift. The view emanated from observation of a need for a new philosophical base within a new system since it did not involve some reduction or minor additions in content. The move seemed to have even more serious implications as far as classroom practice was concerned.

Regarding limited resources as indicated in section 5.4.5 above, textbook acquisition for the new content was the first challenge. To this the principal of school C (see Appendix D) indicated that educators had to select books before they were trained on the new content and assessment standards. The situation above implies the need for educators to be adequately trained for the implementation of the new curriculum. They needed to understand values underpinning democracy and to be agents of change since they work directly with learners. The researcher also deduced from interviews that the principals needed to revisit their educator development models. Regular class visits should be conducted for the principals to know what is happening behind each classroom door so as to support educators where necessary. The principal of school C stated:

"... I firmly believe you cannot run a school if you only sit in this office, I mean three, four times a day...I take... I mean nothing will happen at a school if people don't see you around..."

The DoE should consider making the IQMS more mandatory by instituting more effective disciplinary measures than forfeiting a small percentage of salary increase. They could also consider intense INSET programmes where educators could be trained for a whole year then come and introduce courses at school level to develop colleagues. The principals on the other hand, could identify areas of need from the IQMS reports with the HOD's. From these the

HOD's could offer help where they can or seek external help from subject advisors, motivational speakers and lecturers from FET (Further Education and Training) institutions. The educators could also be encouraged to study further to keep abreast of developments.

5.4.8 Introduction of new policies

From interview responses (see section 4.5.1.5) the researcher deduced that there was an outcry regarding the manner in which all new policies were introduced. The principals complained that training infringed on teaching time and caused shortage in manpower thus preventing them from attending. To this the researcher proposes that training be done after school hours or during the holidays. The DoE could also organize to train some selected schools on a pilot basis. This could reveal strengths and shortcomings so that when training is done on a broader scale many hampering factors are already eliminated.

Some comments of the principals indicated that they were aware of the sources of their problems regarding the role of parents in the new dispensation. A case in point is the reluctance of parents to pay school funds at school D. The principal commented that the government communicated the new school funding model wrongly to the public. The implication here is that school should have taken an initiative to educate its community properly regarding all newly introduced policies. The researcher also deduced from all respondents that the DoE needed to train the principals on the new funding model as well as on more positive alternative disciplinary measures.

5.4.9 Time management

As alluded to in section 5.3.9, teaching time was wasted when educators were taken for training during school time. The DoE could prevent this by using the school holidays for training. The researcher is of the opinion that other cited time wasters like late coming; bunking of classes by learners and educators are well within the control of the principal. To address these, the principals only need to establish codes of conduct together with all the stakeholders and make sure that monitoring and control of work take place regularly. They could also ensure that even parents consult them per appointment after school.

5.4.10 Summary

From the exposition above it became clear that the key to improving the quality of results achieved by the learners is the willingness of principals to assume the role of effective instructional leaders. This implies the need to maintain high teacher morale by implementing staff development, maintaining good discipline and supplying all the needed resources and allowing for participatory decision making. Parents, learners and educators should be involved in all phases of planning to promote a sense of ownership which enhances commitment. All the planned goals should be derived from the school vision which was formulated by all to ensure that all efforts are unified towards improving the quality of teaching and learning.

5.5 LIMITATION TO THE STUDY

As a research project based on qualitative method, a case study on the role of the instructional leadership role of the school principal in the improvement of educational quality, with special reference to Potchefstroom Area of the NW Province, demonstrated both its strength and limitations intrinsic to such an investigation. Although a small sample is a limitation, the research was not aimed at generalization, but at being exploratory. The strength lies in the fact that the analysis of data provided a rich source of information. Purposeful sampling also allowed for a selection of respondents viewed as rich sources of information. The exclusion of other schools such as the ex Model C schools and the SGB members could also have limited the study somehow.

5.6 SUGGESTIONS FOR FUTURE RESEARCH

The researcher is of the opinion that if future studies could include ex Model C schools, more could be explored pertaining to the instructional leadership role of the school principal in the improvement of educational quality. This perception emanates from the observation that despite the massive exodus of learners from the previously disadvantaged schools to these schools, referred to in chapter 2, these schools were never declared dysfunctional, but consistently featured among top schools in terms of Grade 12 results. The inclusion of the SGB members in the research could also provide some useful information.

5.7 CONCLUDING REMARKS

From the findings in this study, the researcher concluded that the instructional leadership role of the school principal does have an impact on the quality of education. Literature study, observational data and interviews highlighted some factors that hampered the principals from executing their instructional duties effectively. It is in the light of those factors that the researcher provided some recommendations regarding how the principals could improve as instructional leaders as well as how the DoE could support them in their endeavour to improve the quality of education. The researcher is also of the opinion that the principals from dysfunctional schools could be paired with the principals of good performing schools to be mentored. They could compare and contrast the situations so as to identify hampering factors and discover more effective strategies of improving their skills as instructional leaders.

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APPENDIX A: LETTERS OF PERMISSION

PO Box 2003

Potchefstroom

2520

The Principal

……………..

PO Box…….

…………….

Dear sir/ madam

Re: Permission to conduct a research at your school

Approval is hereby requested for use of your school as a research site.

I am an educator in the Potchefstroom Area. I am presently registered for MEd degree with the University of South Africa. The title of my dissertation is: **The instructional leadership role of the school principal in the improvement of quality in education: A case study.**

For the purpose of this investigation I need to conduct interviews with the principal; two HOD's; an educator; the SGB chairperson and treasurer as well as three learners from the executive committee of the LRC. I would like to look at some documents if available (see the attached checklist).

I promise to use all information obtained solely for the purpose of this study and to handle it in the strictest confidence.

Thanking you in anticipation.

Yours faithfully

Dhlamini MC (Mrs)

_____

PO Box 2003

Potchefstroom

2520

The Area Project Office

Potchefstroom

Private Bag X 909

2520

Sir/ madam

RE: PERMISSION TO CONDUCT A RESEARCH PROJECT IN YOUR SCHOOLS

I am conducting a study entitled**: The instructional leadership role of the school principal in the improvement of quality of education: A case study** with Unisa.

The study is aimed at finally assisting the principals, as instructional leaders, to improve the quality of teaching and learning in their schools.

I am therefore asking for permission to involve the principal; 2 SGB members; 3 educators and 3 LRC members per school from 5 schools in your area in this study.

Thanking you in anticipation

Yours faithfully

Dhlamini MC (Mrs)

………………….

DEPARTMENT OF EDUCATION
Lefapha La Thuto
Departement van Onderwys

NORTH WEST PROVINCE

POTCHEFSTROOM
AREA PROJECT OFFICE

Private Bag X 919, POTCHEFSTROOM, 2520 TELEPHONE 018-2974201 FAX 018-2974201

TO: MRS M.C. DHLAMINI

FROM: S.S. YSSEL
          APO MANAGER
          POTCHEFSTROOM

DATE: 16 MAY 2005

SUBJECT: PERMISSION FOR EMPERICAL RESEARCH IN SCHOOL

Permission is hereby granted to carry out empirical research in the Potchefstroom Area.

Kindly take note of the following:

- Participation of schools and individuals are voluntary.
- Permission from principals are a prerequisite for you to continue at a school.
- Your research should not interfere with the day to day operations or the teaching and learning at the school.

I trust that you will find this in order.

Yours sincerely

MS S.S. YSSEL

SS123/dp

Re a dira mo dikolong □ Ons werk in ons skole □ We are working in our schools □ Re a sebetsa dikolong
Siyasebenz' ezikoleni □ Ha tirha eswikolweni □ Re a shuma zwikoloni □ Siya sebenta etikoleni
□ Siyasebenz' ezikolweni □ Siya berenga ezikolweniConfidential

APPENDIX B

The principals and educators were asked to fill in biographical questionnaires. The researcher intended to use this information later in the description of the research site as well as for the purpose of corroborating data.

BIOGRAPHICAL INFORMATION: EDUCATORS

NB

- Please answer all questions as honestly as possible.
- Your responses will be used for research purposes only.
- Information will be treated as anonymous and confidential.

Qualifications: Academic ……………………….

………………………

………………………

Professional……………………...

…………………….

Other   …………………….

……………………

1) What is your present post level?

2) Indicate the number of years as an educator.

3) How many years have you been at this school?

4) Subjects and grades presently taught.

5) What is the average number of learners per subject per class?

6) How would you rate the availability of resources?

(poor, sufficient, excellent) (✓)

7) Do you have access to any functional library?

8) How would you rate the curricular support you get from your principal?

   (poor, good, excellent) (✓)

9) In which extra mural activity are you involved?

10) How many developmental workshops have you attended this year?

THANK YOU FOR YOUR COOPERATION

BIOGRAPHICAL DETAILS: PRINCIPALS

NB: Please answer all questions as honestly.

Your responses will be used for research purposes only.

All information will be dealt with in strict confidence

Qualifications   Academic……………….

…………….…

…………….…

Professional……………..

……………..

Other   ……………..

……………..

1. How many years in total have you served as a post level 1 educator

2. Did you ever serve as an HOD?

3. Indicate the number of years you served as a principal in the previous system

4. How many educators are on the Department's payroll

5. Are there any educators on the SGB's payroll? If so state their number

6. Which subjects and grades do you teach this year?

7. How many staff development workshops did your staff attend this year?

How many of those workshops did you attend?

List any outstanding achievements the school has attained under your leadership……………………………………………………………………….…………

………………………………………………………………….……………..

THANK YOU FOR YOUR COOPERATION

APPENDIX C

The following are lists of questions asked to different categories of respondents. The researcher asked additional follow-up questions during interviews to seek clarification.

INTERVIEW SCHEDULE 1: PRINCIPALS

- Could you briefly describe the climate prevailing at your school at the moment?

- Do you have a vision and mission statement for the school? How does it manifest in the day to day educational practice at your school?

- Since the inception of the new government, a number of changes has been introduced in the education system. In the light of these changes, what are the main challenges facing your school?

- The assumption underlying the introduction of changes was that they would improve the quality of education. In your opinion, what is quality in education?

- How do you know when you have attained quality?

- Apart from educators and learners, which other stakeholders are active in your school?

- When you reflect back a little, how would you describe the training, if any, you as a principal ever received in preparation for the new dispensation?

- Decision making in the old could be described as "TOP-DOWN". Would you say you now have more freedom to effect innovations and curricular changes?

- In your opinion, which activities of a principal encourage learners to achieve good results?

- How would you describe the general attitude of educators towards the IQMS?

- In what way is the IQMS beneficial to the instructional programme of the school?

- How do you encourage educators to be more committed to excel in their work?

- In your particular situation, would you say that the new funding model has been beneficial and why?

- Could you suggest a few ways in which a modern principal in a public school; could be supported in his or her role as an instructional leader? Who should offer that support?

- What is you role as an instructional leader?

- If you were to advise educational policy makers regarding the improvement of quality in secondary schools, which two aspects would you rate as the most crucial?

INTERVIEW SCHEDULE: EDUCATORS AND HOD'S

- As an educator, how do you experience being at this school?

- Could you briefly describe the climate prevailing at your school?

- Do you have a vision and mission statement for the school and could you mention a few aims stated in it?

- Since the inception of the new government, a number of changes has been introduced in the education system. In the light of these changes, which challenges face your school?

- One of the changes that were introduced was the new Curriculum 2005. In your opinion, does its underlying principle, the OBE, improve the quality of education?

- What role has the principal played in helping you cope with the transition?

- Generally, what is the level of educators' job satisfaction?

- What is the most important incentive, the principal's support or a good salary?

- What is the learner: educator ratio in your classes?

- When you attend workshops on transitional issues like the implementation of the OBE in the FET band, do you prefer that the principal attend as well and why?

- How often does your principal attend educators' workshops?

- Besides educators and learners, which other stakeholders are active at your school?

- In what way does the principal encourage the learners to achieve good results?

- Briefly describe an effective principal?

- If you were to advise your principal so as to increase efforts to support educators in their instructional activities, what recommendations would you make?

- How would you describe the general attitude of educators towards the IQMS?

- Are the physical conditions of the school conducive to teaching and learning?

- If I came looking for the principal, where would I be most likely to find him?

- Could you suggest a few ways in which a modern principal in a public secondary school could be supported in his /her instructional activities? Who should offer that support?

INTERVIEW SCHEDULE: LRC LEARNERS

- How do you experience being at this school?
- How would you describe the quality of teaching and learning at your school?
- What do you dislike most about your school?
- What role do parents play at your school?
- What is the motto of your school and what role does it play in your day to day activities at the school?
- Which disciplinary measures are normally followed at your school?
- Would you describe your principal as generally visible or always locked behind the office door?
- What is your principal's attitude towards extra mural activities?
- In your observation, which of the activities at the school receive the principal's best attention?
- How does your principal encourage you to study?
- If you had an opportunity to advise your principal in order to improve his/her effectiveness, what would you suggest?

APPENDIX D

The following are transcripts of interviews with various respondents:

TRANSCRIBED INTERVIEWS WITH THE SCHOOL PRINCIPALS

Key: R-Researcher

R: "Do you have a specific vision and mission statement for the school and how is it manifested in the day to day educational practice?"

Principal (school B)

" Ja, truly speaking, I…I……I would like to see my school as one of the most seen and noted schools in the province in terms of its achievements and er…so many things that are in line with what is expected of a school"

Principal (school C)

"……I think I have given you a copy, but …er…er…if I have to summarise all that, that I have to look at it everyday and ask myself : am I doing what it says there?"

R: "Apart from educators, which other stakeholders are active at your school?"

Principal (school C)

" I mean the SGB also represent the parents… … er … it is also imperative that you have an open line of communication and I do that regularly by means of newsletters that regularly go out to my parents to keep them abreast, to keep an open line of communication. They are my stakeholders that I must have them involved. It's useless having them but you don't talk to them and you don't give them the feedback; and you don't have parents' evenings …….Our fees are much higher than most schools although it's between seven and eight hundred rand a year, which makes it difficult for some parents and er… still…er.. I don't have a problem. My parents pay because they know they get quality for they pay for. They are proud of the school, they… … they voice their opinion, they say to me: 'sir you've gotta apply this, we will try our best' and you know people can always say but they are the poorest of the poor. My dear, do you know who pays first at my school? The poorest of the poor".

R: "What do you think of the newly introduced Integrated Quality and Management System, the IQMS?"

Principal (school C)

"… so it is the integral part of my management at school … is the IQMS development plan. It's to improve the quality of my education and my educators at school. So … .sir thank God once again, I do not have people at my school that aggravate against it, I do not have staff at my school that say; "no do not come to my class", everybody at my school accept it. I firmly believe you cannot run a school if you this sit in this office. I mean three; four times a day …I take… I mean nothing will happen at a school if people don't see you around. I mean go past a class, I needn't have to get into a class to know that you are around … … but then at least you must come to the rescue of the teacher …. You can be around because you must intervene if you see something is wrong.

Principal (school D)

"…there is an issue of the teachers not …of the principals not going into their …er…their classrooms. That hampers this thing. I used to do it at the beginning of the year …but now they … er …went to the union, the union said we are not allowed in. So that attitude hampers my role as an instructional leader"

R: "What is your staff's general attitude towards the IQMS?"

Principal (school D)

The attitude is that they want it to be done, but they are focusing mainly on the monetary aspect of it, and not on the development. To cite an example, when …er… when we wanted to implement it, we had other things in place, during the planned visitation time, two of the fellows decided to give class tests and we suspended the whole activity, because it is not how we understood it. They wanted to be incentivised but they don't want the system to be open.

Principal (school B)

"… er …like I've already said, they make it to be so difficult due to the fact that the very appraisees who are the people who need help are not honest, ja … about themselves and hence make the process to be difficult".

R: "How would you describe the nature of training you, as principals, ever received in preparation for the introduction of the new education system?"

Principal (school A)

"Er…specifically we did not …like … they did not call the principals to go for a training neh! We attend the training … the workshops with the teachers and … … … when we are able to go during the school holidays, because I was busy with the Grade 12,s and right now all the management … the HOD's and the deputy are gone, so I've got to be here".

Principals (school B)

"Ja, what … I would say is that the Department is trying its best to give us workshops…is not that good and … er… the manner in which they are conducted … really does not give the Department a sort of … er … clear indication of whether what they plough into us is correct or not, because there is no mechanism that they are also using… er… as a follow up to that, just to make sure that is everything in accordance with what they have sort of taught us. So that is why I'm saying that really they need to go and revisit that and then after that it is then that after making a follow up they would say this is correct, and secondly on that … er… the Depart is also failing in inducting principals. They just take it for granted that if you're able to convince the panel that you are the right candidate and then you'll be able to do everything as you have answered them, ja … they are failing in that".

Principal (school C)

"Ma'am, that is a very very ………. that's a very sad thing, because er … … … I personally believe that er … more could have been done, and it's not criticizing, no. it's a matter of in-service training. Luckily I come from a system where we were forced by the system to empower ourselves. I mean to me it's funny … … … the past eleven years, to hear that other people must empower you. Er …I was … … …I was brought up in a system where … … …the responsibility was your own. I mean when you fall behind it's your problem,… … I mean … if people get appointed as principals, they don't get … I mean I was on a four day training now and within my union and I feel that the Department should really go that way, especially … you know why I say especially? Especially in the context that they allow people to jump from post level 2 to post level 4. If you do that it is a recipe for crisis I don't think any principal has been really adequately trained. I'm talking about these workshops that we

attend, if you attend a workshop for a day, but is that to be informed or is that to see that I know what I have to go and do? They only organize workshops for educators. I'm not saying they should train me on all learning areas, but at least on one subject of my specialization like Economics in my case. There was a course few weeks ago, but I couldn't go and leave the school unattended. It was hectic, I … I had six to seven teachers per day not at school. I would go out of my way assisting other principals with my knowledge, with my expertise, with my knowledge that I've gained. I … do it. Many of my stuff that I got I distribute it to my staff even if they are not principals, they might still be teachers but it enriches them, it … widens their vision about circumstances because that's why I went there. And don't think the school paid for me to go there. I mean the fee was R770, 00, my staying there was more than R600, 00 and my petrol was R1200, 00. It came out of my pocket. So now what's so difficult about your original question? It's because I come from a system where we believed you must empower yourself. I mean isn't it my task to walk in front of my staff and say people this is the way, follow? But it is a very important question you asked, we must be trained. So it's a hand in glove situation, you cannot isolate … live in isolation as if you are a king on a little island of expertise but then you must also know there are other good people as well and you must get ready to learn from them and also share with them.   The Department must sometimes bend over and say to principals we will empower you, especially somebody who has never been a principal".

Principal (school D)

"Er … I would like to say there was not much training of principals. They started by having a DANIDA workshop where we were work shopped on this mission and vision statement, but that fell a bit short, it was not the induction per se, because when you come to the reality practice, something happened, you've got to be …er… hands-on and you've got to be able to change the mind set of learners, of the educators, you've got to assume a leadership role and right now the Department is emphasizing more a management role than a leadership role".

R: "Since the inception of the new government, a number of changes have been introduced in the education system. In the light of these changes, which main challenges face your school?"

Principal (school D)

"The maintenance of … er… discipline and order. Our new constitution is so broad and each one makes a claim to the correct interpretation of it. We take this example of the freedom of expression, learners tend to interpret it that they don't have to wear uniform to school; they can wear any hairstyle that they feel comfortable in their expressing their freedom of expression. The right to education is also misinterpreted, the children are not aware of their obligation, that a right has an obligation that you've got to learn and the fact that corporal punishment has been totally abolished makes these learners, you know, feel that … er … what should be interpreted as licentiousness. They can do what they want and nobody can stop them. Now that is the real major thing that we help them".

R: "If you were to advise the educational policy makers, regarding the improvement of quality of education in public secondary schools, which two aspects would you regard as the most crucial?"

Principal (school B)

"Ja, the Department has to look into perhaps giving them (educators) more information. They can either introduce in-service training for those educators for more quality and …er… results or rather education as a whole, and secondly it's a question of service delivery. The Department has to make sure that schools are … have got all the necessary equipment that they need in teaching the learners and before they do that teachers need to be work shopped into how to make use of such equipment because right now, if I can just cite an example, it is true like they tried to give Science kit, the Somerset Science kit, but you could ask yourself today: 'Are they still working, are they still applicable?'

Principal (school C)

"So I would like the policy makers to put much more emphasis that people will qualify themselves to be better in their respective subjects,…And with OBE and the new FET that is now being introduced, I say even more, you should have a wider perspective on the specific subject to guide the children in all the combination and permutations of seeking for knowledge.

R: In your particular situation could you say that the new funding model has been beneficial? In what way?"

Principal (school D)

"There is a lot of confusion in this school funding model. …The Department has this way of doing things, of saying things and …er … like … er ...some schools are going to be non-fee paying schools and without having identified non-fee paying schools they go on air, public media, by saying that, an impression is being created to the parents that school fee is now going to be abolished, and this idea of free education …they don't explain to the parents that some parents must pay. Now some people expect the Department to do that and the Department expects parents to do that too and yet the Department says to us that school fees are not enforceable, you see that's the whole confusion".

Principal (school C)

"Oh … ma'am, that's… that's a very difficult question because it's a political question, because I'm not a politician. I cannot say they are liars, but I don' just lie good enough, that's why I'm not a politician. The fact is … that it comes down to the point where they say education is free and as I've said to you last time, that's not the truth …, I just bear the brunt. I sit here on ground level where …er … I have to beg the parents to pay their school fees and motivate the parents that it's essential and then they attack me and the SGB and the financial committee and say: hey, hey you bunch of skelms, the department and the government says that education is free!. I don't think the situation is like it should be. I mean that's the kind of machines they give to schools. I'm not ungrateful, but that machine is slow, it's like an oxwagon, the one next door is the best on the market. But I pay like R6000, 00 per month for this machine, with what? With school fees".

R: "What is your instructional leadership role as a principal?"

Principal (school D)

"It's just to motivate teachers to do their best. I have here a workshop that I conduct to the educators, Star Development manual, we have one here … er … on the scientific basis of education, where we encourage them to have a repertoire of … er …of educational teaching strategies, where we encourage them to look at the role of the IQMS and Appraisal within how education … how that can empower us and … a capacity building thing that we have here, teacher planning for successful leading and teaching, how they develop the lesson plans. We spoke to them about how to motivate learners. What we need is the classroom

management assessment and … er… classroom observation, how to equip them with observation skills. Now that is not there… more can be done in this regard, but I would assume that if they listen and participate then they can benefit from what I'm saying, but now we live in a dispensation of democracy where these guys are critical of everything that the principal is saying and they question it and they don't want to implement it".

TRANSCRIBED INTERVIEWS WITH HOD'S AT THE FIVE SELECTED SCHOOLS

R: "Does your school have a vision and mission statement and how does it manifest in the day to day educational practice at your school?"

HOD$_1$ (school B)

"We do have a vision … … …. er … mission at our school and … … … (inaudible) … … it's a technical oriented school. We are trying to rebuild it in such a way that it complies with that mission, that it begets children with a technical aspect also".

HOD$_2$ (school)

"Ja, although that vision and mission does not necessarily … er … … … fit the school because it was done last year, it does not fit. We need to come up with a new vision and mission. When you come with a vision and a statement you need to come with opportunities, threats and the weaknesses and then from there the strength and the strategies"

R: "Briefly describe educational quality and say how you know when you have attained it".

HOD (school D)

"I would say due to lack of resources, the quality is not what it should be and by that I mean below average".

R: "Since the inception of the new government, a number of changes has been introduced in the education system, what in your opinion are the main challenges facing your school?"

HOD (school B)

"Firstly, the main one is gender equity"

R: "Alright, could you elaborate a little on the gender issue?"

HOD $_1$ (school B)

"Er… on the gender issue, if you now look at our management system, we have the principal, the deputy principal … they are both male and then we have three departmental heads, heads of department, they are all males …male and currently we are not yet, we've not yet… have got a chance to either get a position of a female on our …on our staff er … who would also be on a management position although we have one lady who is acting on a technical section as a head of department, but in an acting capacity".

R: "Apart from the fact that it is a policy issue, are there particular problems that you can attribute to this gender issue?"

HOD $_1$ (school B)

"There are no ladies on the school's management team, except for one who is acting. It is, I … … in my opinion. I'm saying it is. It is affecting them in the sense that when you look at the numbers of ladies on the staff and you look at their participation in as far as different activities……among the school, you find that it is a small number and I think, through empowering them, they could become actively involved. So most of them just sit and fold arms even when they see a situation going worse, they don't come in and help maybe because they feel they are not part of the school".

R: "If you were to advise your principal so as to increase his effort to support educators in instructional activities, what would you recommend?"

HOD$_4$ (school B)

"Er …he should not sit in the office. Er …immediately once there is a problem, immediately er… he must not take sides. When … when the Head of Department brings a problem to him he must check that problem immediately, he must not postpone it by a month and then try to solve it".

R: "When you attend workshops, on transitional issues like the implementation of the new curriculum, do you prefer that the principal accompany you or to go all by yourself and why?"

HOD$_2$ (school B)

"Ja, sometimes … sometimes it is necessary that the principal should attend these workshops because he must be capacitated. There is no sense if the teacher has more information than the principal. It must not be the responsibility of educators only".

R: "How often does your principal attend educators' workshops?"

HOD$_2$ (school B)

"Never!"

HOD (school D)

"Er… like I said earlier on, the principal has to be head-on … er … hands-on. So for him to be hands-on is to know actually what is expected of the teachers, so it's imperative that he actually attends … er … these workshops so that he can know what is expected of us educators. So he has got to know of all the latest developments in as far as teaching and learning are concerned".

HOD$_1$ (school B)

"Very, good, I think the principal must be with, must be present at these workshops in the sense that eventually he is a person who is going to be responsible for the implementation of the OBE, when … and for control also, the principal has to know what is going on. If the principal is not updated on this, on these workshops and the teachers are working on their own and when the teachers experience problems, the next best person is the principal and where the principal can say I can't help if a teacher comes with a problem and tell him, he will not be able to put the case back with the department".

R: "How often does your principal attend educators' workshops?"

HOD$_1$ (school B)

"Er … I've never seen him attend one"

R: "How would you describe the general attitude of the educators towards the IQMS?"

HOD$_1$ (school B)

"The … the system… the system itself is very good, but I think the Department has not won the confidence of the educators in the implementation of this IQMS in the sense that the Department has attached monetary value to it. And … they should not have done that and the teachers are slow to respond to that, they are not willing, in fact, to take it along. I think it could have separated from money and it could have been part and parcel of the policy of the Department to be implemented. So the educators are really dragging their feet to implement it"

TRANSCRIBED INTERVIEWS WITH THE EDUCATORS AT THE FIVE SELECTED SCHOOLS

R: "Does your school have a vision and mission statement and how does it manifest in the daily activities of the school?"

Educator (school B)

"The aim of our mission is to develop our kids holistically so that they become er… reliable … … … er … dedicated and … er … how ca I put it? That they become very effective in the economy as well as trustworthy citizens of our country"

Educator (school D)

"Uhmm … more so that I'm actually new here I don't know it by heart; because it's only been a year that I've been here".

R: "When you attend workshops on transitional issues like the implementation of the new curriculum, do you prefer that the principal accompany you or to go all by yourself and why?"

Educator $_1$(school C)

"Er … because I feel she must know exactly what we are doing. If it's a school she can't run a school if you don't know what the teachers are doing in their classes. Er … if you are a leader, you can't take the lead on what you give the teachers. So I feel that she must also be brought into this whole thing so that er … if we've got a problem or if there is something we don't agree with and she knows that, or if there is an extra course that we have to attend or like that, that she is also aware of".

"An instructional leader … as regarding daily practice, I think we are lucky because Mrs T was at the Department for quite a long time, so er … I believe that she knows the importance of er …all workshops and things going on in the Department, that she must be a hands-on person, that you can't just sit in your office and run a school. Er … it doesn't work like that, you are a general manager, you must know everything of all the sections of a school".

R: "Are the physical conditions of your school conducive to teaching and learning?"

Educator (school D)

"No, in the sense that er … that so many incidents have taken place whereby learners are stabbing one another seriously. There is no security enough and then er … there are few male teachers er… educators and the few who are there are not always available when there are fights among learners and when they are bullying one another around"

R: "What role has the principal in helping you cope with the transition?"

Educator (school C)

"Er … we had a meeting … a staff meeting and er …with me … we sat together er … with all the material we got in curriculum 2005 er… and she sat with me to go through everything again and she got a specialist in for me to just put me, you know? To equip me again and er …d'you know? She sat together, so we sat together and we er … discussed the different things we must do, all the components of curriculum 2005 er … with me… we had to report back to her whether everything was alright, but she really helped me a lot".

R: "How would you describe the general attitude of the educators towards the IQMS?"

Educator (school D)

"… let us say IQMS, after having done or should that be done at school, should the IQMS be done at school, I think it will lead us somewhere, if he makes sure that it is implemented and it is done. He … er … it will lead us at least to a certain incentive".

R: "Now are you saying that the IQMS is not done at all?"

Educator (school C)

"It is not done at all, because I believe the IQMS is having … er … the backbone of the school, it's having everything, it's for us, it's having incentives, opportunities and even job satisfaction' especially, it gets up but because of the implementation which is not done we remain demoralized, demotivated"

R: "If you were to advise the principal to improve efforts to support you in instructional activities, which recommendations would you make?"

Educator (school B)

"Firstly, I would say teachers are managers and as managers, they manage their classes. They also need to be assisted in that aspect and be involved in more activities, because even if we end up being a threat to male teachers, women are always excluded when men are given some jobs. I think it's high time male principals are made aware of the importance of including women in management and the like"

Educator (school D)

"Uhmm … I would recommend that er … number one, that he has to try to be very knowledgeable in as far as all the learning areas that we are actually having here in the school by actually interacting more often with the educators, so that he can also know what is the latest trends. So that once he is informed, he will definitely render assistance that will actually … assistance that will actually help, but if he is not in the know how to go about these educators around here, it will be very, very difficult. So these Personal interventions to educators and maybe the department will actually better equip him to know actually how to go about interacting and actually helping in as far as er … instructional purposes are actually concerned"

TRANSCRIBED INTERVIEWS WITH LEARNERS AT THE FIVE SELECTED SCHOOLS

R: "What would you describe as the main challenges facing your school?"

Learners (school E)

L_1:"… nothing else but electricity. We don't have electricity in all the blocks. We are about to write the final exams as we have written our trial exam. Many classes that we used for the exam were dark"

L_2: "We have another challenge whereby teachers cannot handle problematic learners who prefer to hang outside classes. Others refuse to get into classes to study saying that they would rather study at home because other learners are noisy and disturbing."

Learners (school D)

L_2: "Except for textbooks, our teachers are trying their best, 'cause in our classes there are Afrikaans learners and English learners. So they have to use two languages and every time like they are talking English then he's got to explain it to the other children and when he has a lack of textbooks and stuff, so it's a bit tough for them".

R: "Is language a problem?"

L_1: " Ja, it's about laughing, many of the learners at school … they laugh about the other teachers that do not know Afrikaans and in English even though their English is not okay, they feel like, ma'am, they must show them that they are not … they are not talking the right thing".

R: "What do you dislike most about your school?"

Learners (school D)

L_1: "What we dislike? I dislike mostly the environment"

R: "The environment in which sense?"

L_2: "Environment because many of the people that are staying in this areas are dangerous, they come into the school and they do violence in the school"

R: "Community members?"

L_1: "Ja, the community members".

R: "Any other thing?"

L_2: "The lack of respect for one another. Other teachers don't respect learners and other learners do not respect teachers, because they are always chatting back when the teachers say keep quiet, they will in fact try to impress their friends with the teacher".

L_3: "There are some who just come to school to create chaos and disorder"

L_4: "These learners … they come to school to smoke and dagga and cigarettes"

R: "Would you describe your school as a safe environment?"

Learners (school E)

L_1"Yes, you don't see things like accidents happening at the school, people coming from the township to attack a learner at school, committing murder. Anyway even though security structures like fence are absent, teachers talk to us in good spirit, urging us to regard them as our parents. They assure us of protection similar to that we would get at home".

R: How would you describe your principal's attitude towards extramural activities?

Learners (school E)

L_3: "In the past we used to have sports during the last period which is now used for cleaning classes. Exercises are good for a health relaxed mind, but at our school there is no commitment to sports"

Learners (school A)

L_1: No, our principal doesn't care about those things. He concentrates on the … on our books, not our sports activities".

Learners (school B)

L_1: "He would say: 'People, go for sports, to stop taking drugs, we must go there to enjoy ourselves"

R: "Does he ever attend those activities?"

L₁: "No"

Learners (school D)

L₃: "What are extramural activities?"

R: "Any activity not in the classroom like …" (interrupted)

L₁: "Actually, all sports have been cut out this because of the matric results. They felt we should concentrate more on our school work, so sports have been cut out altogether".

R: "Would you say that everybody is time conscious at this school?"

Learners (school E)

L₂: "No, I could say some of them can't keep time. In the morning they drag their feet, it's like people are forced against their will to come to school. They have all sorts of excuses for late coming. If a teacher gives some work and gives us time to complete it in class, people would just chat and hope to complete at home should they get a chance"

L₁: "I think learners copy their behaviour from educators where you find a teacher coming thirty minutes late"

R: "And the principal?"

All: "Haai, always punctual"

R: "How does he encourage other stakeholders to be punctual?"

L₃: "There are some papers, period attendance registers, in which the monitors control the educators' attendance in terms of regularity and punctuality. He holds meetings on Fridays as a follow-up on these records. I give him credit on punctuality".

R: "Does that mean … do those efforts results?"

L₂: "They do produce results, but some teachers do not want to … even when they have attended their periods, they are just reluctant to sign.

R: "As people that control those registers, do you regularly receive feedback?"

L₁: "No"

L₂: "I for one, I usually get feedback because I insist on being informed on the steps taken to address the problem. We have received a new timetable for revision in Grade 12, but now not

a single person has attended to us. A Grade 11 learner told me that for a whole week last week, a teacher informed them that they are on strike, so they could not teach them before being assured of a pay rise percentage. I think this has nothing to do with us. All we ask is that teachers should guide us, or are we also supposed to strike? Then we also have this problem about teachers on the 26th, 27th when they…"

R: "On pay days?"

L$_2$: "Ja, on pay days, they tend to forget that their pay is at the banks, they can withdraw after work. In commerce we say you get rewards after producing something not vice versa. They go during school time to get money in town. They waste our time. When you ask for some explanation of work, they tell you that it is for self study, but today" (interrupted)

L$_1$: "Actually when they are behind with the syllabus, they come, close to the exam time and try to push the entire backlog within four or five days".

R:" Would you describe disciplinary measures normally followed in your school as effective? Elaborate a little".

Learner (school A)

L1: "I … don't think, I don't think that er… the punishment at school is … according to the punishment at school … it' like if we don't … if we don't get punished, we take things for granted"

L$_3$: "Excessive punishment …" (interrupted)

L$_2$: "Ja …because maybe I do something wrong for this teacher, then the teacher comes, and punishes us for what we did not do. The next day when that teacher comes, she doesn't even greet us, she says stupid things …I don't like the way they are treating us because we are human beings too".

L$_1$: "In terms of punishment, there is a way of disciplining a child and that of abusing the child, but other teachers … he or she can er … discipline you, others …they hate you (inaudible)"

Learners (school E)

L2: "Today learners are ill-disciplined and relaxed because they know that even if you get wrong answers, the teacher will not punish you. So personally I would recommend that corporal punishment be reinstated"

L_1: "Yes, I can say that because since it's abolishment there is no discipline at school, everybody does what he likes"

Learners (school B)

L_1: "Mostly, people who are in a problem …er they are taken to the headmaster, if it is a serious …serious offence they get a written warning"

L_2: "Most of the learners in our school, they are like they don't want anyone to tell them what to do"

R: "What would you like to see the principal paying more attention to, so as to improve your learning outcomes?"

Learners (school A)

L_1: "I would suggest that the principal should not think what she wants to do with the school, she must consult our parents and us also. And we must talk what we want to do with our school. We can say to the principal, as we are learners, we can maybe urge our parents to contribute to the school"

L_2: "If a person says to him: 'Principal I don't have uniform, no one works at home, the principal must take the responsibility to go to that house to check what is happening at that house so that he can do something about that. So that he doesn't just say: "At the end of the month I just want uniform". He must take some responsibility and give us some break and not just apply pressure to all of us"

L_2: "Every time we ask the principal to give the learners who have done well maybe some pens so that they can be motivated, he feels really bad, you know, I don't why or is it because he doesn't have to buy those pens or what because it's a way of encouraging learners to do well"

L1: "All I know is that "Umuntu ngu umuntu nga bantu" [no man is an island, we need others to help us cope]. He cannot do it alone; he must consult other people to sponsor for the benefit of the school".

Learners (school E)

L$_1$: "Er …for now it's very late, but what I would like … or for next year's plans, at least in terms of sports, he should encourage learners to be more active at school. Even at home when you study, you often feel like playing, so as to attend to the issue of late coming on the side of educators"

R: "Any other input?"

L2: "Educators' attendance as well, around winter it really becomes very poor"

L3: "It's because they spend almost all their time in the staffroom drinking tea"

APPENDIX E

CHECKLIST

Please indicate the documents that are available for analysis with a tick (✓).

	Available	Unavailable
• The school's vision and mission statement		
• Code of conduct for educators and for learners		
• Registers		
• Samples of educators' and learners' portfolios		
• Policy documents		
• IQMS documents		
• Instructional programmes		
• Year planners for curricular and extra-curricular activities		
• Timetables		
• Minutes of various meetings		

APPENDIX F

Category: 1 People vandalise schools to express political dissatisfaction or because of poverty

- People in the school area enter the premises and do violent acts.
- An educator describes the physical condition of his school as a 'post-war situation
- The buildings are falling apart.
- There is no security fence.

Category: 2 Criminals gain easy access into school and even use learners to traffic illegal substances

- Some schools do not have fences and security gates.
- There is no security alarm for computers and other valuable resources.
- Learners obtain dagga and other drugs.
- Learners are seen to be becoming materialistic which leads them to selling drugs so as to afford a 'flashy lifestyle'.

Category: 3 Learners' progress is hampered by perpetual educators' union strikes

- Educators stay away from school for weeks protesting about salaries.
- Some educators report for duty in classes but refuse to teach until salary negotiations are settles.

Category: 4 Lack of parental involvement and their unemployment exacerbate financial problems in schools and frustrate the principals' attempts to provide resources

- Parents do not come to school for learners' reports and school meetings.
- Most parents are unemployed and indifferent towards school matters.
- Meetings are scheduled for times that are inconvenient in terms of time and distance.

Category: 5 Learners' misinterpretation and abuse of rights demoralize principals and educators

- Learners and parents claim that education is free.
- Principals struggle to get school fund from parents.
- Learners demonstrate their freedom of expression by wearing their private clothes and unacceptable hairstyles.
- Abolishment of corporal punishment is interpreted as freedom to misbehave.
- Learners do not realize that rights imply responsibilities.

Categories: 6 Historical preference of males in senior positions discourage female staff members

- Most SMT members are mainly members
- Female educators feel left out.
- Female educators express their frustration by becoming apathetic to misconduct committed by learners.
- It's high time male principals include ladies in the SMT.

Category 7: The DoE needs to explain the school's funding model clearly for all stakeholders.

- Principals do not understand what the different sections of the funding model imply to their situations.
  - Parents understand education to be free.
  - If learners get a clear explanation, they could help cascade the information to the parents.

Category 8: The principals need to trained upon being newly appointed to the posts and for all newly introduced changes in the education system

- The principals need to have a clear understanding of the NCS to help the educators.
- Principals need to understand the new post provisioning model.
- The new system allows people to be promoted to senior positions without management experience which underscores the need for induction.

Category 9: Principals as well as all other stakeholders need to be trained in alternative, positive disciplinary measures.

- Learners have become more uncooperative and ill disciplined.
- Educators, principals and parents were never prepared for the abolishment of corporal punishment.
- Educator training never included any guidelines for disciplining the learners positively.
- Educators who are ill prepared to handle the new curriculum become even more frustrated when dealing with difficult learners.

Category 10: The DoE needs to address the human and physical resources necessitated by the new curriculum

- New subjects were introduced in all the grades.
- The principals struggle with the post provisioning model
- Educators' roll depends on learner enrolment and is thus unstable.
- Lack of resources resulting from the previous system still prevails.

Category 11: The principal as an instructional leader must ensure safety and security for learner performance to improve

- The principal must mobilize means of installing electronic security devices to protect equipment that enhances learning like computers.
- The principal must engage all relevant stakeholders to enhance security by erecting security fence around the premises.
- The principal must involve all relevant experts in educating learners of the harmful effects of drug abuse and gangsterism.
- The principals must ensure that the policies are in place to deal wirh misbehaviour.
- The principal must encourage good behaviour with incentives

Category 12: The DoE needs to step up safety and security in schools

- Many people who are staying in this area are dangerous.
- They came to school to smoke dagga.
- Learners are stabbing one another
- There is no security enough

Category 13: The DoE needs to support the principals in their endeavour to manage time effectively by not disrupting classes
• The DoE removes the educators from classes for training in the NCS. • The DoE grants educators time-off for union activities during school time. • The principals are frequently called to meetings during school time

Category 14: The DoE should support principals in enhancing educators' job satisfaction.
• The DoE should deal promptly with matters pertaining to educators' salaries and general conditions of service. • The IQMS must not be linked to salary progression so that all could see the process to be mainly developmental. • The panel for the educator's developmental process should consist of experts like the subject advisors, HOD's and principals. • Peers of own choice are perceived to be subjective.

Category 15: Principals need to attend workshops on issues of transformations to support educators and help them adapt to change
• The principal is responsible for the coordination of the schools' curricular and extra curricular activities. • The principals need to ensure that the school set up is adjusted in such a way that the new curriculum implementation is not hampered. • Principals need to attend workshops intended for educators in addition to those meant for principals only.

Category 16: Principals need to wander about to monitor instruction to be informed and to offer support.

- Principals must not sit in the office all the time.
- By wandering around the principal is seen to be interested in what is taking place in the school.
- Principals get opportunities to intervene where necessary.

Category 17: Principals involved in the actual teaching are perceived to be knowledgeable in what is expected of the educators

- Personal experience in the actual teaching reveals a lot of challenges and opportunities.
- A principal, who actually teaches, is in a position to understand other people's problems and to offer support.

Category 18: The principal needs to communicate the school's vision to educators, learners and other stakeholders

- Educators go about their work as they will.
- Learners are not developed holistically.
- Some principals perceive educators as poor readers and implementers of the school aims.

Category 19: Principals must model exemplary commitment to learners and educators

- Principals must attend punctually and regularly.
- Educators and learners consistently agreed on the principals' strong points and weaknesses.

Category 20: Principals must encourage all stakeholders to be involved in decision making processes

- Principals doing everything single handedly demoralize educators.
- Principals must delegate.
- Principals must engage everybody for clarity.
- Principals must play open cards and be transparent.

Category 21: Principals must deal effectively with disciplinary issues involving learners and educators in order to promote teaching and learning

- Discipline is a major problem at most schools.
- Learners copy their behaviour from educators.
- It seems principals do no react to reported cases of educators' misconduct.
- Some principals attend to cases long after they have been reported thus rendering their intervention ineffective.
- Educators come late to school and do not attend their periods.
- Some learners come to school to create chaos and disorder
- Learners smoke dagga and cigarettes at school.
- There are older children who feel like nobody will tell them what to do.
- They always chat back when teachers tell them to keep quiet.
- Some learners have spoiled newly painted toilet walls with graffiti.

Category 22: Principals need to be patient, trustworthy and competent

- The staff morale is low.
- Educators need a principal who can sympathise with them when they experience personal and curricular problems.
- Educators must trust the principal enough to confide in him.

Category 23: Principals must possess skills to communicate directions clearly and listen attentively

- The principal must be straight with you when you have done something wrong.
- Principals could design a note book where educators can read and acknowledge notices.
- Parents must receive regular communication by means of newsletters.
- Principals must arrange meeting collaboratively to ensure satisfactory attendance.
- Learners must receive clear instructions and clarification so as to cascade them to their parents.
- Principals must allow for deliration sessions where learners and educators express their views regarding where they hope to take the schools.
- Parents try their best to support a principal who is perceived to be a good listener.

Category 24: Principals as instructional leaders must recognise learners as individuals with rights

- Some learners interpret disciplinary methods followed at some schools as an expression of hatred and as abuse
- Some principals beat learners all over the body
- Learners need a chance to contribute to the development of the school

Category 25: Principals must motivate learners to perform by providing some incentives to acknowledge excellence in both curricular and extra curricular activities

- Principals need to motivate learners to perform.
- Incentives, as small as pens, can motivate learners.
- Learners claim that no amount of punishment can make them study.
- Positive methods of encouraging learners to work must be employed.

Category 26: Principals need to display an empathetic attitude towards learners by familiarizing themselves with learner's individual circumstances.

- Learners expect the principals to visits their homes to witness their problems so as to be more sympathetic.
- Principals will not punish a child for uniform if they are aware of their socio-economic constraints.
- When principals are informed of the personal background of learners he /she will be able to strategise for feasible support from parents.

Category 27: Principals as instructional leaders need to be well versed with all aspects of the new curriculum

- Principals need to be able to help when educators experience curricular problems.
- Educators cannot have confidence in principals who do not know what is expected of them.
- Principals will be able to see when HOD's neglect their duties only if they know what the new curriculum stipulates

Category 28: Principals as instructional need to carry out clinical supervision to identify areas where educators need assistance in order to improve learners' performance

- Principals are responsible for the implementation of the new curriculum at the schools.
- A principal must be hands-on.
- A principal must know what is happening in each classroom.
- Principals must not be intimidated by claims that unions do not allow class visits.

Category 29: Principals need to provide resources in accordance with the requirements of the new curriculum

- Lack of resources hampers teaching and learning.
- Educators and learners complain of complain of dilapidated buildings.
- Overcrowding in classes is still a problem.
- Problems around textbooks now include uncertainty regarding the correct selection.
- Photocopying machines supplied by the NWED are said to be extremely slow and inconvenient.
- Laboratories and libraries need to be revamped.
- Only the computers used for administrative purposes are available and fully functional

Table 4.2: List of categories with units of data.

APPENDIX G

LIST 0F PATTERNS

- The principal's involvement with curricular issues enhances the quality of education
- The principal's leadership role influences teaching and learning
- Principals' learner management ability improves the quality of education
- The principal's visibility enhances the quality of teaching and learning
- The Department of Education needs to support principals to improve the quality of education
- Social factors affect the quality of teaching and learning