THE ROLES OF THE PRINCIPAL IN THE IMPLEMENTATION OF THE CULTURE OF LEARNING, TEACHING, AND SERVICE (COLTS) IN THE SECONDARY SCHOOLS IN MOPANI DISTRICT OF LIMPOPO PROVINCE – SOUTH AFRICA

by

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Thesis submitted in fulfilment of the requirements for the

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SCHOOL OF EDUCATION
UNIVERSITY OF VENDA

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DECLARATION

I, **NGWAKO STEPHEN SEBOPETSA,** declare that the dissertation entitled "**The Roles of the Principal in the Implementation of the Culture of Learning, Teaching, and Service (COLTS) in the Secondary Schools in Mopani District of Limpopo Province – South Africa"** which has been submitted for the degree of Doctor of Education: Education Management at the University of Venda is my own original work and has not previously been submitted to any other institution and that all the sources that have been consulted or quoted are indicated and acknowledged by means of a comprehensive list of references.

…… ……

NGWAKO STEPHEN SEBOPETSA **DATE**

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DEDICATION

This study is dedicated to my late dear parents, Masale “Mmangwako” Maria and Matome Gilbert Sebopetsa who recently passed away. They gave me special support, love and courage to carry on even under challenging situations. Their prayers made a valuable contribution to my life.

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ABSTRACT

The study aims to compare the role of the principal in implementing the culture of learning, teaching and service (COLTS) in the effective, ineffective and schools experiencing fluctuating NSC results for the past five years. The study explores why secondary schools located within the same socio-economic environment, with the same resources, uniformly funded and controlled by the same government and ultimately there are commitment variation, hence effective schools, ineffective schools and schools with fluctuating results. Therefore, in an attempt to attempt to answer the main research question for this thesis: *What role should be played by the secondary school principals in implementing the culture of learning, teaching and service*? Other identified sub-questions were raised. Furthermore, a review of relevant literature was conducted and uncovered what makes a good and good school leadership, management and provision of quality service on international scale, that is, in developed, developing and under-developed countries. The Situational Leadership Theory (SLT) of Hersey and Blanchard was regarded as the most suitable theory since the theory proposes that individuals can change their leadership style (behaviour) depending on the situation and the readiness of the followers.

Mopani District consists of 24 circuits and 6 circuits were purposively sampled and data was collected from these 6 circuits which have effective, ineffective and secondary schools experiencing fluctuating NSC results for the past five years. Quantitatively, a total number of 38 secondary school principals as key-informants subjects were given a questionnaire to respond on the set questions which was later analysed through the SPSS version 17.1 programme and empirical deduction was made. Additionally, qualitative method of data collection was used on 20 participants, on-site observation and document analysis. The researcher utilised the focus group (semi-structured) interview on 7 secondary school principals and 7 SGB members and one-on-one semi-structured interview on 3 Curriculum advisors and 3 Governance officers in order to gather rich qualitative data. The principle of anonymity was utilised on which codes were used in order to conceal the identity of the participants so that they could participate freely in data collection. The researcher analysed data collected from focus group interview and visited

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schools (on-site observation) of the principals who participated in the interview in order to verify the authenticity of data and also checked school records to validate collected data. All the collected qualitative data (from interviews) and confirmed through site-observation and school records. Collected data was analysed and themes were developed linked to the objectives of the study. A number of findings emanated from this study. The principals were found to be the final authority and accounting officer for the school on which teaching, learning and service is the primary duty. The study revealed that the principals play a substantial impact for the implementation of the culture of learning, teaching and service. The study recommends that principals must ensure that planning, monitoring and support of teaching and learning must be a priority duty of the principal. Furthermore, basic policies that are necessary for the school to be effective must be compulsory to all schools and the DBE must ensure that its implementation is strictly monitored, for instance school starting and departure time and school uniform. The researcher developed a model which contributes to the new body of knowledge which emphasises the support from different stake-holders that can contribute extensively towards the implementation of the culture of learning, teaching and service in schools.

Key Concepts: Culture of Teaching and Learning, Dysfunctional Schools, Effective Schools, School Improvement, Quality Education

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LIST OF ABBREVIATIONS

ANA	:	Annual National Assessment
CAPS	:	Curriculum and Assessment Policy Statement
CEO	:	Chief Executive Officer
COLTS	:	Culture of Learning, Teaching and Service
DBE	:	Department of Basic Education
DEC	:	Department of Education and Culture
DoE	:	Department of Education
E of EA	:	Employment of Educator's Act
EA	:	Equity Act
EALR	:	Essential Academic Learning Requirements
EFA	:	Education For All
ELRC	:	Education Labour Relations Council
ESRC	:	Economic and Social Research Council
FFLC	:	Foundation for Learning and Teaching Campaign
HDC	:	Higher Degrees Committee
HOD	:	Head of Department
IQMS	:	Integrated Quality Management System
MDG	:	Millennium Development Goals
MM	:	Multi-Method Approach
NDP	:	National Development Plan
NEPA	:	National Education Policy Act
NLNS	:	National Literacy Numeracy Strategy
NCLB	:	No Child Left Behind
NSC	:	National Senior Certificate
OESE	:	Office of Elementary and Secondary Education
PAM	:	Personnel Administrative Measures
SASA	:	South African Schools Act
SGB	:	School Governing Body
UN	:	United Nations

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CHAPTER 1

STUDY OVERVIEW

1.1 INTRODUCTION

Roux (2002:418) shows that since 1993/4, South Africa has been characterized by comprehensive political, constitutional and socio-economic transformation and change. South Africa was also provided with the opportunity to break away from the boundaries of isolation and to re-enter the global village. Reforms of such a magnitude inevitably led to change and transformation in almost all spheres of government and administration, and consequently, public policy. This, in itself, placed a much heavier burden on policy makers, and consequently those involved in the assessment of policies. This is because national policy to facilitate transformation and change also has to align with international global requirements and demands. Constitutional reform of such magnitude inevitably leads to change and transformation in almost all spheres of government and administration. There is hardly a functional area of government not touched by the new generation of policy and decision-makers in South Africa (Roux, 2002:419).

Bartoletti and Connelly (2013:1) agree that great schools do not exist without great leaders. NASSP and NAESP have always asserted this reality with confidence, but the past few years have provided volumes of high-quality research that confirm this assertion. More importantly, research conducted by the Wallace Foundation and other groups has brought into focus the behaviours and priorities of effective principals and the measured impact of principal leadership on student learning (Wallace Foundation, 2009:1).

An educated population remains a fundamental platform for meeting most of the other Millennium Developmental Goals (MDGs), and a well-oiled education system is important for many reasons. It is a means to encourage a knowledge movement which reflects the traditional heritage of South Africa and develops it into a living force for the future. A good education system is crucial, not only for ensuring that the citizenry is well educated, but also for human development and for the maintenance of socially responsive economic and political systems (Modisaotsile, 2012:2).

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In today's climate of heightened expectations, principals are in the hot seat to improve teaching and learning. There are serious expectations on South Africans towards the role played by schools towards the development of the country. With high enrolment rates each year and, increasingly, poor Grade 12 output, it is clear that more concentration needs to be focused on the quality of education. Quantity should, however, also be considered when the majority of those learners who pass matric do not meet the minimum requirements for university entrance.

School principals need to be educational visionaries; instructional and curriculum leaders; assessment experts; disciplinarians; community builders; public relations experts; budget analysts; facility managers; special program administrators; and expert overseers of legal, contractual and policy mandates and initiatives (Bartoletti & Connelly, 2013:2).

Section (2) of the Employment Educators Act, Act No. 76 of 1998 (E of EA) and Personnel Administrative Measures (PAM) further solidify the duties and responsibilities of educators, including those of the principal. The principal is expected to be an effective leader and manager of the school. The principal's primary duties are to:

- Maintain proper order and discipline in the school;
- Be in charge of, and supervise the instruction of students; and
- Organize and manage the school.

The researcher is of the view that the principals, under the direction of the Department of Basic Education (DBE), take a leadership role in the daily operation of a school. They provide this leadership by:

- Demonstrating care and commitment to academic excellence and a safe teaching and learning environment;
- Holding everyone under their authority accountable for their behaviour and actions; and
- Communicating regularly and meaningfully with all members of their school community.

This is also evident from the initiative by the DBE to establish a Culture of Learning and Teaching Service (COLTS) unit in different provinces of South Africa, with the aim of

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promoting a culture of teaching and learning in schools. Vathukattu (2004:3) mentions that schools that are constantly producing extremely poor results are mostly located in previously disadvantaged communities. These schools are part of communities suffering from poverty, unemployment and violence, and these conditions show few signs of change under the new government. It can be noticed that there is a breakdown in the management systems and lack of culture of teaching and learning in most schools that are performing poorly in the matric examination.

According to Leithwood, Jantzi, Earl, Watson, Levin and Fullan (2004:14), school principals perform three broad kinds of leadership functions in implementing the National Literacy and Numeracy Strategy (NLNS), namely: setting direction (and in particular fostering high expectations), re-designing the organization and developing people. While leadership effects on student learning accounts for less of the variance than teacher effects, leadership creates the conditions under which teachers can work effectively. In other words, a school environment conducive to teaching and learning is a pre-requisite for good school performance.

A school with an established teaching and learning culture will also have a well-developed organisational structure and instructional programme that focuses on all aspects of academic achievement, professional development of educators and supportive parents who have a high interest on their children's education. Various studies have focused on different stakeholders in their investigation of a culture of teaching and learning in schools (Kruger, 2003:207). For example, a school with a formidable structure of teachers and learners who have a clear understanding of their roles and responsibilities and execute their duties as expected has a high probability of focusing on the teaching and learning; such a school will be able to achieve its purpose of existence. Conversely, a school will not execute its mandate of teaching and learning if: it has poor administration and management wherein the principal is mistrusted and not respected by staff members; there is a collapse of authority; there is tension and poor relationships between school community role players and lack of a culture conducive to learning.

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Irogbe (2003:13) agrees with the above-mentioned statements by stressing that education is the foundation of national development. The races, under the apartheid system, were educated separately in order to prepare them for their pre-determined place in society. Education played a major role in preparing whites to lead the economy while simultaneously preventing blacks from occupying influential positions in the labour force.

With reference to this study, the role of the principal as a school leader has been legislated by Employment of Educator's Act no. 76 of 1998, supported by ELRC Collective Agreement no.1 of 2007 which defines the responsibility of the principal. Departmental policies such as IQMS on Performance Standard No. 10, 11 and 12 adds further that the principal is expected to provide school leadership and ensure that policies are adhered to by all stake-holders such as learners, educators, parents and the SGBs. The principal is expected to provide strategic leadership and plan for their schools and ensure that learners are able to accomplish their mandate of passing at the end of the year. The DoE continue to receive a large share of fiscus from government budget with a hope that education will improve in it's entirely so that the country can develop. Unfortunately, the situation is not as expected in education, because there is gap which is characterised by the continual existence of ineffective and schools experiencing NSC fluctuating results although a small percentage of schools are effective in Mopani District secondary schools, hence the need to have this study because there are schools that continue to fail learners despite the existence of principals whose main role is to provide leadership and implement policies that lead to the improvement of learning, teaching and service in schools. If the situation is not arrested, then South Africa will not be able reach the envisaged UN (United Nations) Millennium Development Goal (MDG) No. 2 – Achieve universal primary education and National Development Plan (NDP) 2030.

1.2 STATEMENT OF THE PROBLEM

The study will examine critically the roles of the principal in implementing the culture of learning, teaching and service (COLTS) in secondary schools of Mopani District in Limpopo Province – South Africa. The researcher has explored reasons that led to the implementation of COLTS systems in schools but ineffective schools and schools

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experiencing fluctuating NSC results continue to exist within Mopani District although DoE provides material and human resources (although not enough) to ensure that all schools are effective.

1.3 AIM (PURPOSE) OF THE STUDY

The aim of this study was to investigate the roles of principal in the implementation of COLTS in secondary schools in Mopani District of Limpopo Province - South Africa. The objectives of the study are as follows:

- To determine the impact of the principal's leadership style towards the culture of teaching and learning;
- To identify factors that can contribute towards the implementation of COLTS in secondary schools in Mopani District;
- To identify the management systems adopted at the functional secondary schools to serve as role models to other schools;
- To determine the components of COLTS that are implemented in secondary schools; and
- To establish how principals, contribute towards effective and implementation of COLTS activities.

This study aims to critically examine this phenomenon (passing NSC examination) for the past period of 5 years from 2012 to 2016.

1.4 RESEARCH QUESTIONS

The main research question is: How does school leadership contribute towards the implementation of COLTS in secondary schools in Mopani District of Limpopo Province - South Africa?

The sub-questions are as follows:

- What is the impact of a principal's leadership style towards the culture of teaching and learning?

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- Which factors contribute towards the implementation of COLTS in secondary schools in Mopani District?
- Which management systems adopted at functional secondary schools serve as role models to other schools?
- Which components of COLTS are implemented in secondary schools?
- How do principals contribute to ensure that schools are effective and implement the COLTS activities?

1.5 HYPOTHESES

Nevid (2013) defines hypothesis as a tentative statement about the relationship between two or more variables. A hypothesis is a specific, testable prediction about what you expect to happen in your study. For example, a study designed to look at the relationship between sleep deprivation and test performance might have a hypothesis that states that the study is designed to assess the hypothesis that people will perform worse on a test than individuals who are not deprived.

It can be concluded that a hypothesis usually predicts the relationship between two or more variables and is used mostly in quantitative studies.

In this study, the researcher used a questionnaire which was distributed amongst secondary school principals to respond to. Analysis and interpretation was done on the collected data, and the researcher compared the results of analysis done through an SSPS programme done in percentages.

1.6 LITERATURE REVIEW

In this section of the study, the researcher ensured that literature reviews the following matters:

- What others have written about matters related to the research study;

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- Ongoing debates in literature on topics related to the study and filling in the gaps created to assist to answer the research problem using studies done before this study;
- Identify which theories assist to address the research study and the position of these theories;
- Provide the structure for establishing the importance of the study, including the provision of comparing the results of the study with other findings; and
- Determine whether there are consistent findings, or whether past studies disagree with the current study's research topic.

Literature was used to look at how the managerial role of the principal is viewed from both local and international points of view.

1.6.1 Role of the Principal

Bartoletti and Connelly (2013:2) state that in today's climate of heightened expectations, principals are in the hot seat to improve teaching and learning. They need to be educational visionaries; instructional and curriculum leaders; assessment experts; disciplinarians; community builders; public relations experts; budget analysts; facility managers; special program administrators; and expert overseers of legal, contractual, and policy mandates and initiatives.

Principals wear many different hats during the school day, but the most effective school principals are not only managers and disciplinarians but also instructional leaders for the school. Successful principals provide a common vision of what good instruction looks like, support teachers with the help and resources they need to be effective in their classrooms, and monitor the performance of teachers and students, with an eye always on the overall goal, namely, to create school cultures or environments in which all children can achieve to their full potential (Van Roekel, 2008:1).

Sebopetsa, Litshani and Mudzielwana (2015:95) affirm the argument that the principal is expected to set the school vision on which all participants understand the direction which

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has to be taken by the school. All school plans must be available and implemented as planned. It can also be concluded that the principal is a visionary planner and analyzer of the school, and all school programmes, including activities that place teaching and learning at the centre of school development.

The principal is given more responsibility by the Employment of Educator's Act No.76 of 1998 of running the school with a high sense of responsibility and accountability. His duties are varied and individual depending on the size of the school although the basic functions and roles are the same, which is to lead and manage learning, teaching and provision of quality service in the school. This is also supported by ELRC Collective Agreement No.1 of (2007:47) Annexure A which defines the aim of the position of the principal as to provide effective school leadership and management that promotes a school ethos conducive to the delivery of quality education and positive learning experiences for all learners. The first duty of the principal is to have a comprehensive understanding of the curriculum and the provision of decisive leadership of how to manage the implementation of quality learning, teaching and service.

Furthermore, the principal is the only educator who has most Performance Standards in Integrated Quality Management Systems (IQMS) which assist to drive the role of leading the school. For instance, in Performance No. 12, the principal as a leader is expected to provide overall strategic planning for the school. The principal is expected to provide well developed qualities of leadership that leads to school development.

The participation of stake-holders have a great influence to make the work of the principal to be easy. The inclusion of stake-holders in Quality Learning Teaching Campaign (QLTC) programme which includes the participation of staff members, school community and including business, faith community, and any interest party on school matters are involved to assist to stabilize education and ensure that the school is supported so that learning, teaching and service is provided easily. It is the duty of the principal to ensure that all these policies are in place and implemented as expected.

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The researcher concludes by indicating that the principal plays a major role in leading and influencing the student's success by prioritizing teaching and learning as the main responsibility of a school's existence. Schools exist and operate to fulfil their mandate of ensuring that learners succeed in all their academic activities.

1.6.2 Global Developments on the Contribution of the Principal on Teaching and Learning

The researcher studied the role of the principal towards teaching and learning on an international scale based on the following categories:

- Developed country (Australia);
- Developing country (Nigeria); and
- Under-developed country (The Philippines).

1.7 THEORETICAL FRAMEWORK

Relevant theory that assisted the researcher to understand better the contribution of the principal as a leader and manager towards the culture of teaching and learning in schools are as follows:

- Situational Leadership Theory

1.8 DEFINITION OF KEY CONCEPTS

Terms or concepts that utilized in this study are defined below as follows:

1.8.1 Culture of Teaching and Learning

Zulu, Urbani, Merwe and Walt (2004:5) define the term "culture of teaching and learning" as referring to the attitude of educators and learners towards teaching and learning and the spirit of dedication and commitment in a school which arises through the joint effort of school management, the input of educators, personal characteristics of learners, factors in the family life of students, school-related factors as well as social factors. Kruger (2003:207) also affirms the definition of the culture of teaching and learning as the attitude

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of all role players towards teaching and learning and the presence of quality teaching and learning processes in schools; poor culture of learning and teaching in a school refers to a school situation where proper teaching and learning has broken down.

The effective execution of all the functions of a principal will undoubtedly ensure the establishment of a positive culture of teaching and learning and in so doing, contribute to the effectiveness of the school. However, the principal's main responsibility is to create conditions in the school in which the learners can receive quality instruction (Kruger, 2003:206).

Eaker and Keating (2008:5), in a similar vein, contend that "the challenge of changing culture is the challenge of: changing behaviour, persuading people to act in new ways" - not only referring to the changed behaviour patterns of the members of the learning community, but to the problem behaviour that exists in schools where no culture of learning is established.

It is the researcher's contention that the culture of teaching and learning concerns the attitude of all role players in education towards teaching and learning, including the presence of quality teaching and learning processes in schools. All stakeholders have to contribute by participating and contributing positively so that at the end of the day, teaching and learning is not compromised.

Kruger (2003:206) supports the notion that it is the responsibility of the principal to ensure that effective teaching and learning takes place in the school and to endeavour to improve the culture of teaching and learning, thereby creating an effective school.

This research project focused on the roles of principals as leaders and managers of schools whereby their primary duty is to ensure that teaching and learning is done as expected. This is because they are responsible for the provision of vision and direction which has to be taken by the school. They are also responsible to ensure that set objectives are implemented and monitored throughout.

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1.8.2 Dysfunctional Schools

According to Pretorius (2014:55), schools are declared dysfunctional when, due to abnormal or impaired functioning, they fail to accomplish the true purpose of teaching and learning for which they are founded. Dysfunctional schools are characterized by unstable management conditions, inappropriate or lack of leadership, lack of vision, an unhealthy school climate and culture, and low staff and learner morale. Various communication barriers cripple general performance and the functioning of the school. When staff members have lost confidence and trust in the school leadership, they tend to violate educational norms, policies, or internal values with respect to minimum quality and quantity of work. In addition, the following are usually prevalent: absenteeism, unauthorized extended break and lunch times, excessive socialization, intrusion of personal problems into the school, not following standard operating procedures and guidelines, and low time-on-task activities being the order of the day.

The dysfunctional school is further characterized by a disorderly, if not chaotic, school environment with intermittent interruptions in the school's daily programme. Starting and closing times are seldom consistent. The shortened school day becomes more of a norm that an exception as late-coming by students and teachers becomes a perennial problem. Bunking by students, who either do not come to school at all or abscond in the middle of the day prevents teachers from establishing learning continuity (Fataar & Patterson, 1998:31).

Based on the above perspectives, the researcher's position is that the principal's main responsibility is to create conditions in the school in which the learners can receive quality instruction and pass at the end of the year.

1.8.3 Effective Schools

Bergeson (2007:1) defines effective schools as schools with students who achieve at higher levels than their demographic characteristics would predict. The following nine characteristics were found most often in effective schools:

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- A clear and shared focus;
- High standards and expectations for all students;
- Effective school leadership;
- High levels of collaboration and communication;
- Curriculum, instruction and assessments aligned with state standards;
- Frequent monitoring of learning and teaching;
- Focused professional development;
- A supportive learning environment; and
- High levels of family and community involvement

Bergeson (2007:2) confirms that no single characteristic can lead to school success and further offered that most studies identified many characteristics on which reaching that level takes depend. Such characteristics are: years of sustained school commitment, positive values, attitudes, beliefs and instructional practices.

OESE (2006:1) argues that research indicates that high-performing schools are complex institutions. At their core is a focus on academics and an unwavering expectation that all children can, and will, achieve academic proficiency. Surrounding this core focus are dedicated staff with a sense of common purpose, strong instructional leadership from the principal, confidence and respect of parents, and an allocation of resources that supports the school's mission. In high-performing schools, all members of the school community, both individually and collectively, hold themselves accountable for student success.

Sammons and Bakkum (2011:8) argue that research shows that school leaders improve teaching and learning directly or indirectly and most powerfully through their influence on staff motivation, commitment and working conditions. This shows the importance of a model of leadership practice that promotes an orderly and favourable behavioural climate, positive learner motivation, a learning culture that predicts positive changes in pupil behaviour and attendance as intermediate outcomes that promote improvement in attainment.

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Furthermore, Sammons and Bakkum (2011:9) add that school improvement research has highlighted the Head's or principal's role in the turnaround of ineffective or failing schools and its importance for schools in disadvantaged contexts; a major review for the highlights on school leadership states:

- School leadership is second only to classroom teaching as an influence on pupils' learning;
- Almost all successful leaders draw on the same repertoire of basic leadership practices; and
- The ways in which leaders apply these basic leadership practices – not the practices themselves – demonstrates responsiveness to, rather than dictation by the contexts in which they work.

The researcher is of the opinion that effective schools require well selected individuals as principals who understand and fulfil their roles as leaders of the curriculum, ensuring that an organised environment conducive to learning is present.

1.8.4 School Improvement

A school improvement plan is a road map that sets out the changes a school needs to make to improve the level of student achievement and shows how and when these changes will be made. School improvement plans are selective because they help principals, teachers, and school councils answer the questions: "What will we focus on now?" and "What will we leave until later?" They encourage staff and parents to monitor student achievement levels and other factors, such as the school environment, which are known to influence student success. With up-to-date and reliable information about how well students are performing, schools are better able to respond to the needs of students, teachers and parents (Cooke, Vanstone, Cameron, Lessard, Moseley-Williams & Wright, 2000:6).

OESE (2006:8) affirms that the purpose of the school improvement plan is to improve the quality of teaching and learning in the school so that greater numbers of students achieve proficiency in the core academic subjects of reading and writing. The school improvement

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plan provides a framework for analyzing problems, identifying underlying causes, and addressing instructional issues in a school that has not made sufficient progress in student achievement.

No child left behind – NCLB (2006:3) supports the idea by maintaining that identifying a school for improvement serves as a formal acknowledgement that the school is not meeting the challenge of successfully teaching all of its students. The identification marks the beginning of the school improvement process, namely, a set of structured interventions designed to help a school identify, analyze and address issues that prevent student academic success.

Therefore, the researcher is in a position to conclude that school improvement is a necessity in each and every school because the school has to enhance curriculum delivery, improve the school environment and increase the level of parent involvement on school matters.

1.8.5 Quality Education

The Education For All: Global Monitoring Report (2005:18) defines quality education as what is considered to be the basic requirements of a quality education - one that is meaningful, worthwhile, responsive to individuals and social needs. However, does each and every student, without fail, get those requirements regulated, as these are by the principle of entitlement?

Mayer, Mullens and Moore (2000:38) support the definition and support further that schools need a competent individual or group of individuals who can provide direction, guidance and support in the school's journey toward achieving its goals. Leadership provides a unifying focus, the impetus to work toward school goals, and a locus for decision making along the way. In quality schools, an individual or group of individuals take responsibility to provide school leadership, assemble a faculty with the skills to achieve school goals, provide direct support for those teachers, and make teaching and learning a main preoccupation around which everything else revolves. A school without

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a leader is a collection of independent classrooms with individual goals and unconnected beliefs about what is important and how to achieve it. Pervasive and sustained student learning is more likely to occur in schools with leadership.

Fiske (2000:16-22) gave a report during the World Education Forum in Dakar and emphasizes six policy issues which directly impact the quality of education as follows:

- **Relevant aims**

Policy dialogue must arrive at a relevant balanced set of aims describing what learners should learn and why; the development of cognitive, creative and social skills and values; respect for human rights, the environment, peace and tolerance and cultural diversity.

These put citizenship, democracy and human rights at the fore;

- **Subject balance**

How subjects are defined, how many are taught, and the time allocated to each;

- **Good use of time**

Positive correlations are noted between instruction time and student achievement at both primary and secondary levels;

- ***Pedagogic approaches for better learning***

Child-centred active pedagogy, cooperative learning and the development of critical thinking and problem-solving skills need to be present;

- **Language policy**

Language of instruction is a policy choice affecting curriculum, content and pedagogy. A balance needs to be struck between enabling people to use local languages in learning and ensuring that they have access to global languages; and

- **Learning from assessment**

Regular, reliable, timely assessment is a key to improving learning achievement. The goals are to give learners feedback and improve learning and teaching practices. Formative assessment is needed as a complement to formal examinations.

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The researcher is convinced that quality education can materialize, provided there is a teaching force which is highly trained and deeply committed towards its daily work of teaching and learning. Principals are able work easily with parents, fellow colleagues (teachers), trustees, the department officials and other partners across the education community. They (principals) can contribute to ensuring that their children and grandchildren receive the kind of education they need to play their part in building a better future for themselves and the country.

1.9 RESEARCH PARADIGM

Guba and Lincoln (1994:10) define a paradigm as a bundle of assumptions about the nature of reality, the status of human knowledge, and the kinds of methods that can be used to answer research questions. The researcher views the research paradigm as the lens through which to view the world.

In social science, there are at least three competing paradigms: positivism, constructivism, and critical theory.

1.9.1 Positivism

Babbie (2013:35) states that the positivist paradigm of exploring social reality is based on the philosophical ideas of the French philosopher, August Comte. According to him, observation and reason are the best means of understanding human behaviour; true knowledge is based on experience of senses and can be obtained by observation and experiment.

Buddharaksa (2010:1) defines positivism as an approach which applies scientific method of natural science to study human activity using objective enquiry and thereby presupposes the unity of the sciences. Riley (2007:115) supports the definition of positivism by stating that positivism refers to a concept of knowledge, a concept of social reality, and a concept of science. Positivism regards human behaviour as passive, controlled and determined by external environment.

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The researcher believes that observation and reason can be used as the best means of understanding human behavior; furthermore, true knowledge is based on experience of senses and can be obtained by observation and experiment. Positivism assisted the researcher to gain facts and data in order to test the hypothesis and predict the future possibility of the controlled case study.

Finally, since positivism uses numbers as a means of confirming the statistical data, hence the researcher used positivism in quantitative research. The results of positivism remains the same. This is done because quantitative in nature since it uses experiments and statistical surveys. Positivists look at the issue in a pre-determined way through certain measurable instruments (e.g. survey, questionnaire, etc.) to confirm or reject hypotheses.

1.9.2 Anti-Positivism (Constructivism)

Irene (2014:1) defines anti-positivism as the belief within social science that the social realm is not subject to the same methods of investigation as the natural world. The social realm requires a different epistemology in which academics do not use the scientific method of the natural sciences. Anti-positivists hold that researchers need to be, first, aware that our concepts, ideas and language shape how we think about the social world. Therefore, anti-positivists focus on understanding the interpretative method was employed.

In anti-positivism or constructivism, as discussed by Guba and Lincoln (1994:101), realities are apprehended in the form of multiple, intangible mental constructions, are socially and experientially based, local and specific in nature (although elements are often shared among many individuals and even across cultures), and dependent for their form and content on the individual persons or groups holding the constructions.

The anti-positivist/ interpretivism's main tenet is that research can never be objectively observed from the outside; rather, it must be observed from inside through the direct experience of people. Furthermore, uniform causal links that can be established in the

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study of natural science cannot be made in the world of the classroom where teachers and learners construct meaning. Therefore, the role of the scientist in the interpretivist paradigm is to "understand, explain, and demystify social reality through the eyes of different participants" (Cohen, Manion & Morrison, 2007:19).

The researcher used constructivism as a paradigm in the study because constructivism deals with data obtained through interpretation from the participants. The researcher used interviews, site-observation and document analysis, hence the use choice of constructivism as a relevant paradigm in this study. In this case, the obtained was interpreted and analysed on which generalisation was made through development of common themes for the study.

1.9.3 Critical Paradigm (Critical Theory)

The critical paradigm stresses that reason is the highest potential of human beings, and by using reasoning, it is possible to criticize and challenge the nature of existing societies (Blaikie, 2007:135). Consequently, the critical theory admits to bias being present in every action of a human being and expects the findings to support that bias (Glicken, 2003:23).

Patton (2002:130-131) adds that critical theory seeks not merely to study and understand society, but rather to critique and change society. In other words, critical theorists, in questioning communal knowledge becoming a fetish, examine the process of gaining, maintaining and circulating existing power relationships. Critical theoretical views see the current community (society) as a specific phase in a long, continuous process (Neuman, 2014:9). Supporters (followers) of the critical approach consider facts as being continuously influenced and affected by social, political and cultural factors.

Babbie and Mouton (2011:34) emphasize that the critical approach underscores becoming part and parcel of the everyday life-worlds of the people to be studied. Participants should feel free and encouraged to give their views of their situations and the world in which they live.

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The researcher may conclude by stating that critical theory is concerned with power relations and patterns of dominance. Critical theory helped the researcher to examine assumptions and power relations.

Therefore, the researcher concluded to use this paradigm because the collected data in qualitative study was scrutinized and analysed to arrive at a common theme. The critical paradigm is closely related to qualitative research method since the researcher has analysed the collected data on which another researcher can arrive at a different answer which is different from another researcher.

Finally, the researcher used positivism as a relevant research paradigm because the interpretation of the research data can be done, and the answer will remain the same as compared to another researcher performing the same activity of data gathering and interpretation it uses numerical numbers. On the other hand, the researcher chose to use constructivism and critical theory in qualitative study (done through interviews, site-observation and document analysis) because the collected data is interpreted, analysed and common themes developed and hence, the use of multi-method, that is the use of the combination of both quantitative and qualitative research methods in this study. The advantage of using multi-method is that the two methods (quantitative and qualitative) in the study is that the methods complement one another. The weakness of one method is assisted by another method. Furthermore, the use of 2 methods assist the researcher to find deeper meaning of facts and data so that the acquired data becomes more reliable.

1.10 RESEARCH DESIGN

Research design refers to the researcher's overall plan for obtaining answers to the research problem. It is associated with the structural framework of the study and concerns the planning of the implementation of the study in order to reach the goals set out (Burns & Grove, 2001:223). Furthermore, the research design also provides guidelines and instructions to be followed when addressing the research problem (Mouton, 1996:107). Finally, Mouton (2002:55) affirms that research design is a plan or blueprint of how you

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intend conducting the research. In other words, it is the researcher's plan of how to proceed.

An explorative, descriptive and contextual research design was used in this study to investigate the factors that contribute towards the implementation of COLTS in ineffective schools.

1.10.1 Explorative Research Design

The study is aimed at exploring the full nature of the phenomenon, how it is manifested and other relevant factors (Polit & Hungler, 1997:20). This research study is exploratory in nature as the researcher sought to explore a phenomenon of which very little is known.

1.10.2 Descriptive Research Design

Babbie and Mouton (2001:80) state that the major purpose of many social scientific studies is to describe situations and events. The researcher used description in both qualitative and quantitative phases.

1.10.3 Contextual Research Design

The researcher aimed to describe and understand events within the concrete, natural context in which they occur. The unique context that was used for the purpose of this research is the school.

1.11 RESEARCH METHODOLOGY

Polit and Hungler (1997:461) define research methodology as the steps, procedures and strategies used for gathering data and analysing the data in the course of the research investigation.

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In this case, there are currently two broad research methods in the social sciences, namely, quantitative and qualitative research methods; the researcher opted to use both methods, that is, multi-method (MM) research method.

The researcher used both quantitative and qualitative methods of data collection as follows:

1.11.1 Quantitative Method

The researcher used questionnaires as a tool to collect data from secondary school principals by responding to the set questions. The questions were set on which the respondents were expected to choose from either option 1, 2. 3 or 4. The options ranged from 1= agree, 2= disagree, 3 = mostly agree and 4 = completely disagree. The questions were set and related to assist to answer the research questions. The researcher ensured that the questions set in the questionnaire are valid, reliable and unambiguous.

The researcher preferred to use the quantitative research methodology because it assisted to provide quantifiable data and objective measurement of the study since it uses numbers to explore and describe the core competencies.

1.11.2 Qualitative Method

The researcher used the following 3 (three) techniques of data collection as follows:

1.11.2.1 Interviews

Questions that assist in answering the research questions were set, and principals and school governing body (SGB) members participated in focus group interviews while the curriculum advisors and governance officers participated in personal (one-on-one) interviews.

1.11.2.2 Site-observation (Field-work)

The researcher visited the sampled dysfunctional and effective schools and took record (field notes) of the identified criteria available or not available in schools.

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1.11.2.3 Document analysis

School records were provided to the researcher in order to check the availability and functionality of identified activities in sampled dysfunctional and effective schools.

This implies that the researcher used study phenomena in their natural settings in an attempt to make sense of or interpret these in terms of the meaning people bring to them.

1.12 POPULATION AND SAMPLING

Sampling refers to the process of selecting a sample as a small portion or subset from a defined population with the intention of representing the particular population (Black, 2012:48).

1.12.1 Population

The study sampled participants with knowledge and experience on day-to-day running of the school and those with an interest on education. Therefore, the population of the study included the following: 45 secondary school principals of which 38 responded to questionnaire (quantitative); 7 of them participated in the focus group interviews (qualitative); 7 SGB members participated in the focus group interviews (qualitative); 3 curriculum advisors participated in personal interviews (qualitative) and the 3 governance officers participated in personal interviews. The research study consisted of a total population of 58 participants (for both the quantitative and qualitative study).

1.12.2 Sample

The researcher used a multi-method technique in the study, that is, used both quantitative and qualitative methods. Therefore, probability and purposive sampling strategies were used in the study since they are both designed to provide a sample that assisted to answer the research questions under investigation. These are both concerned with issues of generalizability to an external context or population.

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Probability sampling techniques are primarily used in quantitatively oriented studies and involve ‘‘selecting a relatively large number of units from a population, or from specific sub-groups (strata) of a population in a random manner where the probability of inclusion for every member of the population is determinable’’ (Teddlie & Yu, 2007:77). Probability samples aim to achieve representativeness, which is the degree to which the sample accurately represents the entire population.

Teddlie and Yu (2007:77) point out that purposive sampling techniques are primarily used in qualitative studies and may be defined as selecting units (e.g., individuals, groups of individuals, institutions) based on specific purposes associated with answering a research study’s questions. Maxwell (1997:87) further defined purposive sampling as a type of sampling in which, particular settings, persons, or events are deliberately selected for the important information they can provide that cannot be sourced from other choices.

1.12.3 Sampling Procedures

The process of sampling (purposive sampling) was conducted and determined by the Grade 12 National Senior Certificate (NSC) results from 2012 to 2016, that is, spanning over 5 years. The researcher tracked all 24 circuits that constitute Mopani District and their respective secondary schools based on NSC results. The researcher gave much attention to secondary schools with good performance, poor performance and schools which experience fluctuating NSC examination results for the past 5 years based on the Provincial Education Department target.

1.13 VALIDITY AND RELIABILITY OF THE QUANTITATIVE RESEARCH

1.13.1 Validity

Gregory (1992:117) defines validity as the extent to which a test measures what it claims to measure. A measure is valid if it measures what it is supposed to measure and does so cleanly – without accidentally including other factors. The focus here is not necessarily on scores or items, but rather, inferences made from the instrument, which means that

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the behavioural inferences that can extrapolate from test scores is of immediate focus. In order to be valid, the inferences made from scores need to be appropriate, meaningful and useful.

For this study to be valid, the researcher used an already existing and well accepted measure against which the new measure can be compared. For example, the use of a questionnaire to principals.

1.13.2 Reliability

Drost (2000:106) defines reliability as the extent to which measurements are repeatable - when different persons perform the measurements, on different occasions, under different conditions, with supposedly alternative instruments which measure the same thing. In sum, reliability is consistency of measurement or stability of measurement over a variety of conditions in which the same results should be obtained.

Joppe (2000:1) also defines reliability as the extent to which results are consistent over time; an accurate representation of the total population under study is referred to as reliability, and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable.

In this study, the researcher ensured that the gathered data is reliable and free from error and therefore yields consistent results (i.e. the consistency of a measurement procedure). This was done through the use of The Statistical Package for Social Sciences (SPSS) version 17.0 (SSPS) programme to analyze and interpret the collected data gathered from the questionnaire.

1.14 TRUSTWORTHINESS OF QUALITATIVE RESEARCH

Trustworthiness refers to the methodological accuracy and adequacy in qualitative research (Holloway & Wheeler, 2002:224). A study is trustworthy if and only if the reader of the research report judges it to be so (Sinkovics & Alfoldi, 2012:4).

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1.14.1 Credibility

According to Merriam (1998:38), the qualitative investigator's equivalent concept, i.e. credibility, deals with the question, "How congruent are the findings with reality?" One of the key criteria addressed by positivist researchers is that of internal validity, in which they seek to ensure that their study measures or tests what is actually intended. Credibility addresses the question of whether the research has established confidence in the truth of the results and deals with the question of how the results of the research match the reality within the context of the study (De Vos, 2002:351).

The researcher believes that ensuring credibility is one of most important factors in establishing trustworthiness.

1.14.2 Transferability

Merriam (1998:39) writes that external validity is concerned with the extent to which the findings of one study can be applied to other situations. The researcher concedes that the results of the work at hand can be applied to a wider population.

1.14.3 Dependability (Auditability)

Shenton (2004:71) clarifies that in addressing the issue of reliability, the positivist employs techniques to show that if the work were repeated, in the same context, with the same methods and with the same participants, similar results would be obtained. To bring about dependability in this study, the researcher ensured that the interview guide had similar items for all the research participants. The interview guide was piloted to make sure that it digs for relevant information and was unambiguous. However, without altering the individual responses of the research participants, the researcher followed similar methods when analyzing and interpreting data gathered through open-ended questions during the interviews.

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1.14.4 Confirmability

Patton (1990:64) associates objectivity in science with the use of instruments that are not dependent on human skill and perception. He recognizes, however, the difficulty of ensuring real objectivity, since, as even tests and questionnaires are designed by humans, the intrusion of the researcher's biases is inevitable. The concept of confirmability is the qualitative investigator's comparable concern to objectivity.

The researcher agrees that steps must be taken to help ensure as far as possible that the work's findings are the result of the experiences and ideas of the informants, rather than the characteristics and preferences of the researcher. The role of triangulation in promoting such confirmability must be emphasized in this context to reduce the effect of investigator bias. All in all, the researcher ensured that neutrality of the data, rather than neutrality of the researcher, was maintained throughout the study.

1.15 ANALYSIS OF DATA

1.15.1 Quantitative Content

Data collected through questionnaires (quantitative) was analyzed and interpreted through the SPSS programme. The researcher compared the analyzed data for each question and formulated a conclusion.

1.15.2 Qualitative Content

1.15.2.1 Interviews

Data collected from focus group and personal interviews was analysed by formulating themes from the participants. The formulated themes assisted in responding to the research objectives.

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1.15.2.2 Site-observation (Field-work)

The researcher's findings from observing identified criteria after visiting the sampled schools (case study) was used to generalize the availability or non-availability of the criteria which assisted in responding to the research objectives.

1.15.2.3 Document analysis

Data obtained from school records were used by the researcher to generalize the availability or non-availability of identified journals/ registers and files. The findings also assisted the researcher to respond to the research objectives.

1.16 SIGNIFICANCE OF THE STUDY

There appears to be having common problems on the roles of the principal towards the implementation of the culture of teaching and learning in secondary schools in Mopani District. In the present climate of deterioration of discipline, academic, motivational and moral standards in secondary schools, it is highly significant to investigate the contribution of principals to transform education in secondary schools. Findings of this study hopefully will contribute significantly to scholarship and body of knowledge by adding more information regarding how schools can be led and managed efficiently in South Africa. The study may be of interest to policy makers on national, provincial, district, circuit and school levels. School principals, teachers and learners will also benefit from the study.

Furthermore, it will also motivate prospective researchers and students in education leadership and management, including management in institutions of higher learning on students who will seek to improve on what the researcher has explored. The research could be useful for further reference by the public and the general public.

1.17 DELIMITATION OF THE STUDY

It would have been desirable to include all the secondary schools in Mopani District; however, that was not possible within the scope of this study as a case study. Mopani District is part of the district which constitutes Limpopo Province in South Africa. A survey

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design was conducted through the completion of a questionnaire (quantitative study) by all principals (disregarding school performance in the NSC results) of sampled schools in as indicated above. Principals responded on a questionnaire by selecting the most appropriate or suitable answer from the given options.

Apart from the study indicated above, schools were arranged in 3 categories which are: effective schools, ineffective schools and schools experiencing fluctuating results for the last 5 years based on the NSC examination results. Curriculum advisors for scare-skills subjects, preferably Mathematics, Life Sciences and Physical Sciences formed part of the study since these subjects pose a serious challenge on learner performance in NSC examinations on annual basis. Furthermore, the SGB were included as part of this qualitative study since they represent parents and have a high interest in the performance of their children.

1.18 ETHICAL CONSIDERATIONS

"Ethical issues are the concerns and dilemmas that arise over the proper way to execute research, more specifically not to create harmful conditions for the subjects of inquiry, humans, in the research process" (Schurink, 2005:43).

1.18.1 Privacy and Anonymity

Dodd (2003:5) define privacy as the right to be left alone; the right of an individual to withhold himself and his property from public scrutiny. Privacy derives from the concepts of individual freedom and autonomy and involves the ability of an individual to control the release or dissemination of information that relates to himself or herself.

Nagell (2006:17) points out that researchers are expected to show due respect for an individual's privacy on which the informants are entitled to be able to check whether confidential information about them is accessible to others. Respect for privacy aims at protecting individuals against unwanted interference and exposure. This applies not only

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to emotional issues, but also to questions that involve sickness and health, political and religious opinions and sexual orientation.

In this study, the researcher believes that the right to privacy was understood as a requirement for the realization of the right to freedom of expression. The researcher made sure that the privacy of all participants was protected at all costs. For instance, the privacy of the respondents of a questionnaire made by 38 secondary school principal plus 20 participants of the interview which consisted of 7 secondary school principals, 7 SGB members, 3 curriculum advisors and 3 governance officers is protected and no one could be undermined. This was done in order to avoid the undue interference with individuals' privacy which can directly and indirectly limit free development and exchange of ideas by all 58 participants of the questionnaire and interviews.

Another ethical issue to be considered in this study is confidentiality which is defined as a relationship which exist when an individual gives private information to another, on the condition or with the understanding that the other will not disclose it or will disclose it to the extent that the individual directs (Roberts 2003:10). Roberts (2003:10) defines further that confidentiality as the right to rely on the trust or discretion of another; the right of an individual to control access to and disclosure of private information entrusted to another.

In this study, the researcher made sure that data supplied by 58 participants remains safe in the hands of the researcher only. The researcher made sure that all data gathered from participants is used to answer the main research question: *What are the roles of principal in the implementation of COLTS in secondary schools in Mopani District of Limpopo Province - South Africa?* and the sub-questions of the research study. Interviews participants were not known by name, instead the researcher gave the participants codes (anonymity) or pseudonyms in order to conceal their identity so that participants can feel free to participate and give data with honesty. Participants in the whole research study was voluntarily conducted. For instance, 45 principals were given a questionnaire to respond and 7 principals refused to participate and they were never punished or

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disadvantaged in anyway. That is why the total number of participants in the quantitative study were 38.

1.18.2 Access and Acceptance

In this study, the researcher wrote a letter (through the approval of the promoter) and sought permission from Limpopo Education Department, Mopani District and the sampled Circuit Managers to enter sampled school premises, interview sampled principals, school governing body (SGB) members and curriculum advisors. The letter included the topic for research, aim and date of conducting the research. Approval from the responsible officials was obtained before visiting the sampled circuits and schools. The researcher requested school records to check available records that confirm the availability or non-availability of information to be obtained during interviews on the sampled principals based on basic functionality of the school.

Summarily, the researcher was aware of the big responsibility of being sensitive and respectful of research participants and their basic human rights and fully endorses the Ethical Code of the University of Venda. In particular, the researcher ensured that the following considered throughout the study:

- Explicated the aim and objectives of the study as well as the procedures to be followed upfront with everybody taking part in the research;
- Made it clear to them that participating in the study is voluntary, and that should they, for some reason, want to withdraw from it, they have the right to voluntary do so at any time;
- That the identity of everybody participating in the study was to be concealed in order to ensure that participants feel free to participate; and
- That their privacy was respected at all times and that everything they share was treated as confidential.

Participating schools and interviewees were given codes or pseudonyms in order to conceal their identity and thereby maintain the confidentiality of the data provided by

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them. This made the participants to participate freely and supply data with honesty. Participation in the research study was voluntarily conducted.

1.19 CHAPTER DIVISIONS

The study is divided into the following 6 (six) chapters:

- **Chapter 1** provided the introduction and background to the study. It contained the statement of the problem as well as aims and objectives of the study. The research participants, sample and the delimitation of the study were also dealt with in this chapter;
- **Chapter 2** consists of a review of literature which provides a conceptual and a theoretical framework for the study wherein the prevailing theories and studies of leadership and management are examined. Literature dealt with the principles that are used by principals in executing their responsibilities as leaders and managers;
- **Chapter 3** deals with theoretical framework and assisted the researcher of how leadership and management influence principals in the implementation of the culture of teaching and learning in secondary schools;
- **Chapter 4** reveals how the research methodology and design was applied in this study. In addition, it explains how raw data was collected;
- **Chapter 5** explores the analysis and the findings of the study. Furthermore, it interprets the findings of the study, analyses data and makes interpretations; and
- **Chapter 6** deals with a brief overview of the study as well as recommendations and conclusion.

1.20 CONCLUSION

It is apparent from the above discussion that the role of the principal (leadership and management skills) in both effective secondary schools had an impact on the culture of teaching and learning.

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CHAPTER 2

LITERATURE STUDY

2.1 INTRODUCTION

The success of schools depends on the effective and collective partnership that the role players play in creating a culture of teaching and learning in schools as well as the avoidance of the factors that contribute to the decline of such culture. Despite various initiatives such as Foundation for Learning and Teaching Campaign (FFLC) and Culture of Learning Teaching and Service (COLTS) taken by the education authorities to improve the quality of education in South Africa, there are still problems with regard to schools that are still under-performing; their average Grade 12 performance is still below the DBE and Provincial agreed targets.

Alabi and Alabi (2014:113) support the idea that leaders have a significant and possibly crucial impact on the performance of the organizations they lead. However, principals remain the critical component towards the successful delivery of quality education. Thus, monitoring and evaluation of school work can be used as a strategy to motivate and develop principals professionally.

2.2 QUALITY TEACHING AND LEARNING CONCEPTS

2.2.1 Education Policy

Over the years, a wide variety of definitions has been suggested, indicating that policy is a highly contested notion. The simplest of all definitions has been provided by Rizvi and Lingard (2010:5) who defined education policy as that policy which is described as “whatever governments choose to do or not to do”. Two points might be made about this statement about public policy – that is, policy is developed by governments. Other institutions such as inter-governmental organizations (IGOs) and corporations also make policy.

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Manna (2015:15) argues that state policymakers (in the United States of America) are not the only officials who influence the daily work of principals. Federal and local policies also are important. Still, states possess constitutional obligations to provide public schooling for their residents. Further, state policies are instrumental in shaping how federal education initiatives unfold in practice. Furthermore, Manna (2015:22) adds that building productive school cultures (a growing research base) in education and public management, more generally, continues to document the key role principals play in helping their schools to succeed. Excellent principals make important contributions to school culture and climate and have detectable and substantial impacts on student achievement.

In this regard, the researcher views education policy as a policy drawn by the DBE in order to act as a guide of how principals should lead and manage their schools in such a way that teaching, and learning is promoted in a uniform way in all schools within the DBE. For example, there is a policy on admission of learners, policy on promotion and retention of learners, policy on the use of languages used for teaching and learning and so on.

2.2.2 Culture of Teaching and Learning

After the democratic South African government came into existence in 1994, there were serious concerns about the decline of a culture of teaching and learning, especially in historically black schools. More than twenty years after the dawn of democracy, the situation seems not improving since the quality of education is not as expected. The report on Annual National Assessment (ANA) confirms how the situation is at present.

The concept of a “culture of learning and teaching” is widely used in the education context of South Africa. In general, it refers to the attitude of all the role players towards teaching and learning and the presence of quality teaching and learning processes in schools (Kruger, 2003:205).

Several studies have also explored the factors that contribute to the decline of a culture of teaching and learning in schools. They have shown that it is attributed to a variety of

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factors. Some of these factors are: poor management of schools by principals such as poor administration, poor time management, poor school organization, poor time table, inadequate staffing, promotion of educators in the middle of the year, educators who are uncommitted, do not prepare lessons, lack subject knowledge, abuse alcohol, set poor role models, conduct themselves unprofessionally, absent themselves from classes and lack discipline and professional working ethics (Ngidi & Qwabe, 2006:529).

Kruger (2003:205) they are common characteristics which are shown by schools with a culture of teaching and learning. These include high quality teachers, neat facilities and buildings, effective leadership, availability of resources, classroom conditions that are sound and vibrant administration and management systems. There has to be a positive climate of the schools a healthy school-home relations, effective instructional leadership, discipline and order as well as the existence of shared objectives.

The culture teaching and learning culture relates to the motivation and professionalism of teachers that is portrayed in regular attendance, punctuality, lesson preparation, being disciplined and being role models to learners. The culture that exists in a school is indicated in the way in which individuals react and act in schools (Chisholm, 1996:2).

Kruger (2003:206) argues further that the school effectiveness studies is closely related to the leadership role of the principal as an instructional leader which ensures that there is always teaching and learning in classrooms. This is concerned with activities in classrooms that are core. These are tied to instructional discourses which encompass decisions, tactics, strategies, beliefs which principals engage in to mediate classroom effectiveness.

It is therefore the researcher's view that it is the responsibility of the principal to ensure that effective teaching and learning takes place in his school. The same principle applies that the principal contributes immensely in rendering the school dysfunctional if school and departmental policies are ignored. Furthermore, it is the function of the principal to make that the school is managed in a way which is transparent, fair and equitable. The regulations and rules have to be clear, available, just and used in a manner that is open to all stakeholders

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2.2.3 Effective Schools

According to Sammons and Bakkum (2011:11), the effectiveness of a schools as measured by the extent to which students progress academically in view of the real intake. A school that is effective gives value to its intakes as compared to other schools with the same kind of candidates. As a way to assess value addition, there is need to obtain baseline data showing the prior attainment levels of students compared to their current performance standards.

The Report to the Minister of Education (2007:10) describes effective schools as "schools that work". This phrase is susceptible to various interpretations. Schools may be considered to be working by producing better outcomes in National Senior Certificate (NSC) examinations. However, results which may be considered to be successful might be the product of rote learning or drilling based on a limited set of activities, as well as from creative and critical work as compared to exposure to hard knowledge. This means that is quite possible for schools that are considered to work to offer experiences of varying quality to learners.

Education Improvement Commission (2000:11) argues that schools which are effective do share a normative set of features which ultimately produce an environment which encouraged the achievement of students. Schools which are effective exhibit these characteristics:

- A vision that is focused and clear;
- Environment which is orderly and safe;
- Expectations that are high for the success of students;
- High expectations for student achievement with an emphasis of learning;
- The provision of instructional leadership by the principal;
- Regular monitoring of the progress of students; and
- Home-school relations which are strong.

Additionally, Dangwal and Thadani (2008:169) view an effective school as one that associated with excellent academic achievement in examinations owing to the presence

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of quality teachers. This has become the measure employed by most governments to assess the quality of a school. It is believed that the following should entail:

- Qualified and motivated;
- Infrastructure that is adequate as measured by the existence requisite school buildings, enough classrooms, electricity, healthy sanitation, drinking water connectivity and sanitation; and
- Facilities which are appropriate for children, inclusive of free textbooks, meals and school uniforms.

Bergeson (2007:24) defines the characteristics of effective schools as follows:

- **Clear and shared focus**

In this case every individual is aware of the ultimate goal and the reason for engaging in certain practices. The focus has to do with all people concerned demonstrating a vision that is shared and there is a clear understanding of strategies to attain the planned vision. The vision and focus are developed from values, beliefs and standards which are common and which create a direction that is constant for all involved individuals.

- **High standards and expectations for all students**

The staff, inclusive of teachers are convinced that students can learn and achieve expected standards. While it is anticipated that some students need to overcome certain barriers, it is believed that those hurdles are not insurmountable. The students are offered a rigorous and ambitious programme of study.

- **Effective school leadership**

Administrative and instructional leadership that is effective are expected to implement change processes. This kind of leadership is expected to be pro-active in seeking help. Leaders nurture a programme of instruction and a culture of school which is ideal for professional growth. Leaders who are effective employ varied styles and take up different roles. This depends on whether they are teachers, other staff members or even those in the district office.

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- **High levels of collaboration and communication**

The spirit of team work is high as it involves teachers working among themselves across departments and grades. In an effort to identify and solve problems, all members work together as a team inclusive of parents and the entire community members.

- **Curriculum, instruction and assessment aligned with standards**

This means that the intended and actual teaching curriculum have to be aligned with the Essential Academic Learning Requirements (EALRs). Materials and teaching strategies which are research-based are employed. The members of staff are clear regarding the function of state and classroom tests, what is measured by assessments and the way in which the work of students is evaluated.

- **Frequent monitoring of learning and teaching**

A varied form of assessment is employed to identify those students that need assistance. Instructional time and support is offered during normal school hours as well as outside stipulated learning time. The adjustments of teaching are carried out based on regular monitoring of the needs of students and their progress.

- **Focused professional development**

There is a huge emphasis on the training of teachers in identified areas of their needs. The feedback that results from teaching and learning centres on on-going professional development. The kind of support rendered is matched with the vision and objectives of the school and the district.

- **Supportive learning environment**

The institution exhibits a civil, safe, intellectually stimulation and healthy learning environment. Students experience a feeling of being connected and respected by staff and involved in the learning process. The teaching discourse is individualized with discrete learning conditions to increase the contact periods of students.

- **High levels of family and community involvement**

It is conceived that the responsibility of educating a student rests with all stakeholders, not only with teachers but the general school staff. The stakeholders that play a role in

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the learning of students include businesses, families, social service, universities and community colleges.

Mendels (2012:55) also adds that effective schools are schools which are led by principals who have and promote the following elements:

- Crafting a vision for the success of students, based on standards which are high;
- Creating an environment which is favourable to education, fostering a spirit of cooperation, safety and interaction;
- Developing leadership skills in teachers as well as other staff members to assist in realizing the vision of the school;
- Enhancing instructional provision to ensure teachers teach at their best and students learn effectively; and
- Manage individuals, information and processes for improvement of the school.

It is basically the principal who is entrusted with the role of establishing a product- oriented culture of the school, expectations that are clear and to accept a specific "learning improvement agenda" at the school. Nonetheless, principals need to play a critical role on agenda setting, communicate it to the rest of the teaching staff and ensuring that it is cascaded down to the classrooms. In fact principals that are powerful work with others as a team, inclusive of vice principals who preside over instructional delivery, coordinators of assessments and subjects specialists. The principals, working with the team which is responsible for instruction has to ensure teachers have the latitude to communicate their views pertaining to student attainments, attendance, behaviours and some other relevant aspects of school life (Colvin, 2010:16).

Ibrahim (2011:292) advises that principals are offered a lot of responsibilities on appointment. The Teachers' Service Commission (TSC), which is a body that is responsible for the appointment of teachers in Kenya, identifies some of the roles of principals inclusive of interpretation and implementation of policies regarding training, the running of the organisation and coordination of supervision in school. Principals also function as accounting officers in schools as well as the maintenance of training and

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desired standards of learning. The duties of this kind require proper training and development of individuals in leadership skills.

The researcher is of the opinion that effective schools are schools in which the principal pays particular attention to instructional quality such as:

- Deep understanding regarding the focus of instruction;
- Safe and organised climate which is suitable for learning and teaching;
- The behaviours of teachers which point to the need for students to work to obtain the minimum desired grasp of content; and
- Reliance on measures of achievement of students as the foundation to evaluate programmes.

Therefore, the researcher is in a position to conclude that school principals play a critical role in developing a school's culture, guiding classroom instruction, and promoting student success. Principals who are experience success are those with the capacity to influence the school culture, set up expectations which are clear, involve others in leadership and encourage environments for quality teaching and learning for both students and teachers.

2.2.4 Dysfunctional Schools

Dysfunctional schools are identified as schools having poor leadership, low expectations for children's achievement, disorderly atmosphere which is non-conducive to learning. These institutions do not do not emphasise on the acquisition of skills that are basic and regular monitoring of the progress of students, which is used as the source of feedback (Earley & Weindling, 2004:156).

Functional schools are shown to experience sound discipline among students, teachers, and support staff. These exhibit excellence in terms of student performance, active participation in learning activities and innovative and creative learning and teaching activities. The environments of such schools are clean, atmosphere cheerful, active involvement of the community and a high number of students proceeding to high levels

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of academic study. The interpersonal relations at the school are good, financial management efficient, ambience of dedication among teachers, management, support staff and students (Bipath, 2005:59).

Muijs (2006:72) defines the dysfunctional or schools that are failing as those in which the government has put in special measures, have low academic performance and tend to serve students from communities that are disadvantaged. This is a poses a challenge because the government does not consider the size of school enrolment when decisions are being made to place the school in special measures. Muijs (2006:78) argues that in the UK, four main aspects are considered in judging a school as failing and this comes as a product of an inspection which would have been planted. This placement considers the educational standards achieved in the school; quality of education provided by the school efficiency of financial management and spiritual, moral and cultural development in the school.

Such kind of institutions are placed in 'Special Measures' as a consequence of such schools being unable to lift students to acceptable educational standards as well as those individuals mandated to lead, manage or govern not capable to demonstrate the necessary improvement.

It is the researcher's contention that there are no quick fixes for problems related to teaching and learning in secondary schools. The sure strategy to change dysfunctional schools into functional ones is to capacitate them. This involves crafting a mission with a clear and intense focus on the learning of students, making sure that a leadership that is strong is established and the provision of teachers that are competent and undoubted work ethics. The lines of responsibility have to be clear, enough financial provision and a culture that builds trust, continuous learning and collaboration.

2.2.5 School Improvement

Education Improvement Commission (2000:6) defines school improvement as the plan that identifies the nature of developments that are required to enhance the level of

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achievement of learners and spells out when and how these changes are to be made. Furthermore, the Education Improvement Commission (2000:6) adds that the principal is responsible for improvement planning as an individual who is responsible for school administration as an instructional leader. However, the whole community of the school has to participate in the entire process from planning through to implementation, monitoring to evaluation of processes.

At the same time, Barnes (2004:2) defines the term school improvement as relating to the entire process to alter particular policies and practices as a quest to raise the level of instructional delivery. There are three driving ideas behind the process:

- **Agency**
  This pertains to the concept that the community of the school, inclusive of family, administrators, teachers and students, can gather data, analyse and act on it to reorient and distribute social, human, fiscal human and technological resources to continually realise student achievement.;

- **A community of adult learners**
  The idea of constructing a community of learners who are adults is pivotal as these tend to share interests that are needed to build schools that are strong. The whole school concept makes it impossible to initiate a self-study or review process that focuses on a single class or individual. Instead, it is directed at improving policies and practices which impede student learning.

- **Continuous professional inquiry**
  This involves groups of people or individuals demonstrating a zeal to ponder weaknesses and strengths in regard to policies and practices which are current. It further focuses on implementing the actions for improvement and the monitoring the effects such actions.

The EIC (2000:7) argues that in the process of developing plans for school improvement, the school council, principal, teachers, parents and school community, deal with a number

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of activities which relating to school environment, curriculum delivery as well as parental involvement. Schools need to establish the following for each of the areas:

- Statement of a goal;
- Targets in regard to performance;
- The areas to base focus;
- Strategies of implementation;
- Success indicators;
- Responsibilities in regard to implementation; and
- Strategies for improvement.

Research indicates that schools which are high-performing are quite complex. The main focus is on academics and their strong belief that the entire group of students are inclined to achieve success academically. This is linked to the need for a dedicated staff which breeds a common purpose, strong leadership of the principal and the availability of resources for meeting the vision of the school. In high-performing schools, the community of the school, embracing groups and individuals become accountable of the success of students (USA Department of Education, 2006:1).

According to Education Improvement Commission (2000:13-14), the roles of the principal in the planning of school improvement fall into the following responsibilities:

- Explaining plans for the process of school improvement to the school council, parents, staff and other members of the society;
- Invite the participation of parents, the school council and the community and to spell out their roles in the process;
- Providing stakeholders the “profile” of the school with details relating to the nature of the school as related characteristics;
- Ensuring that regular communication is availed to concerned individuals regarding plans for improvement and the progress of the school;
- Communicating the final plan of the school to the entire school community;
- Encouraging staff members to the lead in developing and implementing the plan;

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- Providing opportunities for training or professional development to the school council, parents, teachers and the entire community and supporting them in the process;
- Establishing goals for professional development with a focus on those which exist together with other strategies in the plan for school improvement; and
- Ensuring that activities on professional development which are aimed to achieve school improvement are part and parcel of every staff meeting.

Therefore, the researcher is in a position to conclude that school improvement is concerned with a thrust to alter policies and practices to enhance teaching and learning. It is the prerogative of the principal to make sure that SIP is well developed and successfully implemented. The characteristics of the school and its community has to be thoroughly reflected in the school improvement plan

2.2.6 Quality Education

Rasheed (2000:4) argues that there are vast definitions with regard to the concept of quality in education This bears testimony to the multifaceted and complex nature of the concept. In the discussion on quality the words effectiveness, quality, equity and efficiency have been employed interchangeable. Consensus does occur pertaining the general aspects of quality education. Quality education entails:

- Students that are supported by parents and that are well-nourished, healthy and ready to take part in active learning;
- Learning environments which are protective, safe, gender-sensitive, healthy and offer facilities and resources that are adequate;
- Instructional content which is contained in the offered curricula and requisite materials for the mastery of numeracy, literacy and life competencies and knowledge on issues of health, nutrition, HIV/AIDS, pace and gender;
- Procedures in which practicing teachers employ approaches that are child-centred in classrooms and schools which are well-managed and skillfully implement assessments in ways that reduce variations; and

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- Learning outcomes which embrace attitudes, skills and knowledge while also being connected to the goals of the nation, and for progressive participation in societal issues.

Table 2.1: NSC Average Performance for the Past 5 Years

Category	2012	2013	2014	2015	2016
National Level	73.9%	78.2%	75.8%	70.7%	72.5%
Limpopo Province	66.9%	71.8%	72.9%	65.9%	62.5%
Mopani District	63.2%	69.2%	74.3%	68.9%	65.7%

The comparison of NSC average performance of Mopani District in relation to both provincial and national performance from 2012 to 2016. The interpretation is that the average performance fluctuates since it increases gradually from 2012 to 2014, then decreases from 2015 to 2016.

Table 2.2: Limpopo Province NSC Results Based on District Performance

District	2012	2013	2014	2015	2016
Capricorn	66.0%	70.1%	71.6%	66.7%	60.9%
Greater Sekhukhune	63.0%	65.8%	63.9%	55.0%	51.8%
Mopani	**63.2%**	**69.2%**	**74.3%**	**68.9%**	**65.7%**
Vhembe	76.8%	80.6%	81.1%	74.7%	70.3%
Waterberg	60.1%	70.6%	70.5%	58.1%	65.1%

The comparison of NSC average performance of Mopani District in relation to the Districts that constitute Limpopo Province from 2012 to 2016. The interpretation is that the average performance fluctuates since it obtained position 3 in 2012, position 4 in 2013, position 2 in 2014, position 2 in 2015 and position 2 in 2016 from the 5 Districts.

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Table 2.3: Mopani District Sampled 10 Schools with Sustainable Good NSC Results

Allocated Code	2012	2013	2014	2015	2016
	Pass %	Pass %	Pass %	Pass %	Pass %
School A	100.0	100.0	100.0	100.0	100.0
School B	100.0	100.0	100.0	100.0	85.7
School C	98.9	99.5	100.0	98.8	99.4
School D	94.4	98.9	100.0	98.8	98.9
School E	98.8	91.9	96.3	94.4	94.0
School F	100.0	100.0	98.1	100.0	100.0
School G	96.5	96.6	100.0	100.0	89.6
School H	90.2	92.6	94.0	82.0	72.3
School I	88.3	91.8	100.0	97.6	87.4
School J	88.7	83.2	93.0	89.7	87.2

This is the category of schools in Mopani District which performance is constantly good for the past 5 years as from 2012 up to 2016 and they are classified as effective schools. All these schools performed above 80% for the past 5 years except School H in 2016 which has performed at a lower rate of 72.3%. For example, School C average performance was 100% in 2012; 100% in 2013; 100% in 2014; 100% in 2015 and 85.7% in 2016. All these schools performance was good and stable for the past 5 years.

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Table 2.4: Mopani District Sampled Schools with Fluctuating NSC Results

Allocated Code	2012	2013	2014	2015	2016
	Pass %	Pass %	Pass %	Pass %	Pass %
School K	75.9	67.5	67.9	69.5	63.3
School L	66.7	72.5	64.3	46.2	73.5
School M	50.9	63.5	54.4	61.1	58.2
School N	25.9	76.2	31.8	38.5	90.0
School O	24.4	49.2	80.6	63.9	84.5
School P	52.0	52.2	50.0	65.0	47.1
School Q	27.3	34.5	58.3	84.6	54.2
School R	81.8	69.6	65.0	90.0	62.5
School S	65.1	77.0	56.9	84.0	63.6
School T	34.3	57.6	57.9	64.1	56.1
School U	42.0	63.0	65.3	47.5	70.1

This is the category of schools in Mopani District which are not predictable on NSC performance as from 2012 to 2016 because their performance results fluctuate. For instance, school R obtained 81.8% in 2012; 69.6% in 2013; 65.0% in 2014; 90.0% in 2015 and 62.5% in 2016.

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Table 2.5: Mopani District Sampled Schools with Poor NSC Results

	2012	2013	2014	2015	2016
	Pass %	Pass %	Pass %	Pass %	Pass %
School V	47.8	47.5	43.8	35.2	46.7
School W	26.1	27.8	30.4	23.4	44.1
School X	61.4	40.7	38.0	26.4	39.0
School Y	20.8	16.7	20.0	50.0	33.3
School Z	38.3	49.0	36.0	40.3	54.3
School AA	42.1	53.5	45.9	56.6	45.0
School BB	65.7	68.3	51.9	44.9	45.0
School CC	41.5	57.4	57.1	52.7	46.3
School DD	65.7	41.7	45.0	36.1	36.7
School EE	91.3	100.0	33.3	27.0	13.8

This is the category of schools in Mopani District which are classified as ineffective schools. Their NSC average performance of all these schools is below the 60% provincial target set in 2012. For instance, average performance of school CC was 41.5% in 2012; 57.4% in 2013; 57.1% in 2014; 52.7% in 2015 and 46.3 in 2016.

On the other hand, Mitra (2008:169) supports the idea by indicating that a school that offers quality education is considered as a school that offer high quality education in which learners achieve good academic performance in examinations. This is the measure used by most governments in assessing school quality. We assume that in order for this to happen, the school needs:

- Motivated and qualified teachers;
- Appropriate infrastructure – adequate school building, electricity, classrooms, basic amenities like drinking water, sanitation, connectivity; and
- Offer appropriate facilities for children – free midday meals, free textbooks, and uniforms for children.

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2.2.7 Quality Leadership

Mahoney (2001:269) defines an effective leader as a leader who has a vision equipped with strategies, has a plan and desire to direct their teams and services to a future goal. Effective leaders are also required to use problem-solving processes, maintain group effectiveness and develop group identification. They should also be dynamic, passionate, have a motivational influence on other people, be solution-focused and seek to inspire others.

It is the responsibility of the DBE and the SGB to ensure that appropriate principals are appointed on which aspirant principals meet appointment criteria and have the necessary leadership skills to lead and manage schools. They should be appointed to improve school performance in general, which means that he must motivate teachers to work with motivation and learners pass at the of the year. As leaders, they are required to influence goal attainment while as managers they must be able to ensure that the school is able to attain goals through structures and processes put in place. Leadership requires a competency to influence - and should result in – the achievement of goals entrenched in the vision and values of the school; lack of competency may result in mediocrity and failure (Mampane, 2015:239-240).

National College for School Leadership (2005:4) argues that where leadership and management are weak or ineffective in a school, it is so much harder to do a good job as a teacher. Where it is effective, then not only can teachers teach, but staff and pupils are better motivated, student behaviour and attendance is good, people know what is going on because communications are clear, and everyone feels they are pulling together and working towards shared goals.

In defining quality leadership, Alabi and Alabi (2014:115) stress the visibility of the leader and nine other elements which include: the need for a two-way trust, teamwork, clear objectives, equally clear communication, self-belief, back-up with adequate resources, insistence on good performance, humility, and controlled aggression towards the opposition. An effective leader has to articulate a vision and communicate that vision

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clearly for members and stakeholders to buy into it. To the vision, self-belief, results focus, courage, integrity, teamwork, communication, attentiveness, and commitment cannot form a conclusive whole.

Additionally, Owen (2005:8) also emphasizes that key behaviours expected of top leaders include the ability to motivate others, vision, honesty and integrity, decisiveness and ability to handle crisis and conflicts.

According to the researcher, an effective quality leadership in this study is defined as ability to work with or through people to achieve desired vision through the identified mission statements of the school in a manner that brings about continual improvement. A quality leader has a clear vision, vivid picture of where to go, as well as a firm grasp on what success looks like and how to achieve it. These types of leaders create that vision, articulate the vision, passionately own the vision and relentlessly drive it to completion. They manage their institutions on daily basis guided by policies and regulations and statutes to ensure that schools operate in line with prescripts and guidelines of the Department of Education.

2.2.8 Learning Centred Leadership

National College for School Leadership (2005:2) defines learning-centred leadership as a set of strategies which influence the quality of learning and teaching in classrooms. Leading learning, raising standards and focusing on pupils' achievements are the most important things leaders in schools do.

A set of National Standards, as explained by Day and Sammons (2014:7), mention that principals are identified as core professional leaders and managers and practice the following key areas which, amongst others, include:

- Shaping the future: creating a shared vision and strategic plan for the school (in collaboration with governing body) that motivates staff and others in the community;
- Leading learning and teaching: principal taking responsibility for raising the quality of teaching and learning and for students' achievement. This implies setting high

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expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable students to become effective, enthusiastic, independent learners, committed to life-long learning;

- Developing self and working with others: building effective relationships and building a professional learning community through performance management and effective professional development for staff; and
- Managing the organization: improving organizational structures through self-evaluation, organization and management of people and resources in order to build capacity across the workforce and deploy cost effective resources.

Munby (2014:2) describes learning-centred leaders as doing the following:

- Have a compulsive interest in making sure that all the children and young people in their care become powerful learners;
- Establish a community whereby all staff develop and improve their professional expertise;
- Are effective and enthusiastic learners themselves and model these behaviours;
- They have an insatiable well of curiosity and constantly analyze how they can improve their own performance; and
- Help to lead the system and support future learning. They are committed to the sustained success of children in all schools and to the development of the education profession more generally. They aim to leave things in much better shape than they found them, and they expect the same from those who come after them.

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Below is a diagram that shows the 4 elements of learning-centred leaders:

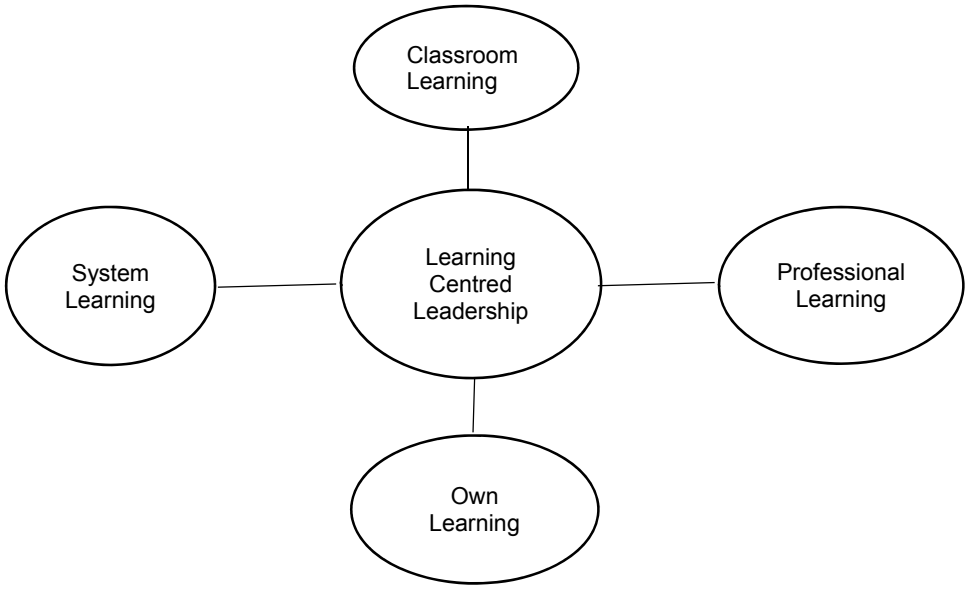

Figure 2.1 Elements of Learning-centred Leadership

Therefore, the researcher is in a position to conclude that effective leadership is vital to the success of a school. The principal defines the vision for the school, sets the tone for inclusiveness, and builds trusting relationships, and models' resilience and adaptability. Effective principals contribute to learning indirectly, but in a significant way, by creating a school environment where students and teachers can flourish, and by influencing the many stakeholders who are a part of it. All things considered, the quality of any organization's performance cannot exceed the quality of its leadership.

2.3 INTERNATIONAL PERSPECTIVE ON THE CULTURE OF TEACHING AND LEARNING

The following paragraphs discuss the perspective on the culture of teaching and learning internationally.

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2.3.1 Developed Country (Australia)

Figure 2.2: Map of Australia

(Available from: https://www.google.co.za/search?q=map+of+australia&newwindow: Accessed on the 26-04-2017)

Pont, Figueroa, Zapata and Fraccola (2013:13) maintain that education in Australia is the responsibility of the state as according to the constitution and the government has the mandate to provide special and general purpose grants. Every state has a particular method of governance which contributes to the management of schools. Schools in Australian are organised in terms of government and non-government institutions. Primary and secondary schools which are independent, run by Catholic parish and other religious groupings belong to the class of non-government schools. The government provides partial funding to such schools and the State and Federal policies support the privatization of education.

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In Australia, the Australian Institute for Teaching and School Leadership (2011:1), the registration body of principals, in liaison with the Australian Professional Standard for Principals strives to raise the standard of excellence of leadership in the teaching profession and the leadership of schools. The Standard for the appointment of principals was developed to outline the role of principals and to unify the profession. It was intended to spell out the functions of the principals using common language and to demonstrate the place of quality leadership in enhancing student achievement. The Standard helps to attract, develop and support practicing and aspiring principals.

The AITSL (2011:4) argues that The Standard gives expression to the leadership, educational and management needs and practices of principals. The Standard is hinged on the following requirements for leaders:

- Values and vision;
- Understanding and knowledge; and
- Interpersonal and social skills as well as personal qualities.

The five main practices of professionals to enact these requirements are to:

- Take a lead in learning and teaching;
- Develop self as well as others;
- Lead in an endeavour to improve, innovate and change;
- Lead in the management of institutions; and
- Engage and work with community members.

It is the principals that usher in the realisation of organisational vision. These are geared towards to academic growth of students and the adult group through democratic values, fairness, lifelong learning and ethical practice. It is required of principals to grasp the theory and practice of modern leadership and to relate this knowledge for the improvement of schools. Principals should be aware of current research in the development of teaching methods, curriculum content, assessment processes, reporting techniques and the well-being of students. These possess requisite knowledge pertaining to national practices, polices, initiatives and related state and federal agreements (The Australian Institute for Teaching and School Leadership, 2011:5-6).

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According to Anderson, Gronn, Ingvarson, Jackson, Kleinhenz, McKenzie, Mulford and Thornton (2008:33), there is an increase in the belief that teachers need to be empowered and that leaders in schools have a duty to proffer judgement regarding the preparedness of the organisations and staff therein to assume professional roles. School leaders have a task to build the capacity of teachers in the leadership terrain. Notwithstanding this, accountability for effectiveness in school is the responsibility of principals in Australia. At the system level, there is a focus on identifying schools that perform below the level of other schools and benchmarks set up at the state level. In order to obtain improvement in schools, systematic programmes have to be implemented to support the development of school leaders. Leaders of schools are aware that in order to exert great impact on the learning of students, there is need to work collaboratively with parents and teachers to establish a culture of teaching and learning.

Anderson et al (2008:33) adds further that principals have a main role to build a culture that is stimulating for teachers in a professional sense. They need to play the part of raising the efficacy levels of teachers as these are central in realizing a difference in the learning of students. Principals are effective in ensuring the engagement of teachers, learning processes and pedagogy. An increase in student engagement also yields a related increase in student participation.

Anderson et al. (2008:40) observes that principal have a crucial role to play in the running of schools in Australia. This is particularly so with regard to decision making processes and planning for desired activities. Success in schools is likely to occur when there is collaboration, consultation and collegiality. Concerned partners need to be involved in school practices and issues have to be shared and owned by the collective. Small schools which are located in the rural areas particularly presents plenty of challenges in this regard. Schools experience a wide range of quality variables and have a number of sources to inform their planning and decision making processes.

Anderson et al. (2008:44) contribute further that the research on Australian educational leadership suggests that:

- Leaders have a crucial role on schools that are successful;

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- The leaders provide a direct contribution on the learning of students through direct influence on people, capacity of organisations and contexts;
- Leadership which improves student and staff learning accounts for combination of individual, contextual, evaluative, outcome and organisation factors over time; and
- A lot depends on the amount of attention and time spent on each of these factors. Just an input from a leader might attract many outcomes, they must be able to see the individual as well as the whole factors and the relations which exists among them.

The AITSL (2011:7) demonstrates that principals constantly review their actions and institute innovation in their management and leadership strategies as dependent on the situation. They manage to crate trust throughout the entire community of the school as well as a progressive atmosphere of learning for staff and students within the environment in which they operate. Therefore:

- Principals constantly enhance influencing and networking skills. They consider the local, political and social conditions in the areas in which they function.
- Principals might negotiate, collaborate, advocate and communicate in an effective way and interact well with the community of the school. They are better coaches and listeners, capable to receive and offer feedback and respond clearly; and
- Principals have the capacity to identify challenges and solicit for solutions which are positive, in most cases through collaboration with other people. They are aware of the time to make decisions and are capable of using information and available evidence to inform, support and disseminate decisions;

The Human Resource (2016:2) contends that the principal, as a member of the council, should make sure that appropriate and adequate information is availed to the council in regard to education and other areas. They have to ensure council decisions are acted upon and that enough resources and support are made available to facilitate council meetings. Principals are do understand their areas of responsibility and are able to separate their duties from those of other stakeholders such as teachers and the community and such duties are outlined in the employment contract. Principals are responsible for the entire development, management and leadership of schools in the

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context of the guidelines of the state and policies of government. Principals have a duty to:

- Make sure high quality and comprehensive programme of education is delivered to students;
- Play the executive officer role of the council;
- Ensure council decisions are implemented;
- Manage established systems of finance in tandem with school and requirements of the Department;
- Stand for the department before the community and the school;
- Play an active part in activities in the system, inclusive of strategic planning, policy and development;
- Manage effectively as well as integrate school resources;
- Make sure students, the community and staff are involved in the activities to develop, implement and review programmes, operations and policies;
- Give a report to the students, department, parents and school community regarding achievements of individual students and the school; and
- Act in compliance with legislative and regulatory expectations as well as procedures and policies of the department.

According to The AITSL (2011:9), principals have a role to develop a culture which is positive to support and challenge stakeholders to allow for effective teaching that foster independent and enthusiastic teaching and learning as well as lifelong learning. Principals have to create a learning culture which enables individuals to lead, design and manage quality teaching and learning for students to achieve in the entire aspects for growth. They set expectations which are high for the rest of the school. This is done in a collaborative way in which people plan, monitor and review the effectiveness of learning. It is expected that principals set should set high standards of discipline and attendance that inspire active participation of students and a strong voice.

Mohajeran and Ghaleei (2008:258) posit that leadership which is effective is central in mediating school improvement and reforms that are successful. The style of management which is employed at the school is believed to be critical in shaping the intended and

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realised effectiveness in the school. Empirical studies demonstrate the exceptional role that is played by leadership in the quest to obtain desired outcomes and the growth of schools. Sound leadership assist in the development of schools that are innovative, effective and poised to bring about quality learning and teaching. The leadership of the principal has a direct effect on processes in the school as well as indirect effects on the outcomes of education.

It is the researcher's contention that developed countries such as Australia view school leadership seriously because schools are led by competent and qualified persons (principals) who understand their role and responsibilities as leaders. They are able to implement policy decisions by DoE with utmost ease. The school stake-holders support schools by participating in school-related activities and there is minimal disturbance from external factors. Principals are oriented and induction provided about their role as leaders. They are continuously given professional development duties and reminder sessions throughout their entire professional life so that they become competent leaders who apply policy decisions consistently.

School principals do continuous monitoring of learning, teaching and provision of service without any disturbance and not as the case in Mopani District where school disturbance is done without notice. Hence, the need to study the project by investigating the main research problem as*: investigating the roles of principal in the implementation of COLTS in secondary schools in Mopani District of Limpopo Province - South Africa*. The approach to education assists to answer the research objectives of the study project by supporting the principal in executing his duties and responsibilities that make their function of implementing school policies that regulate conduct and behaviour of educators and learners so that there is order and discipline in the school. One of the objectives of the study: *To determine the impact of the principal's leadership style towards the culture of teaching and learning.* The principal remains the torch bearer of giving the school direction through the provision of school vision to all school stake-holders.

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- To identify factors that can contribute towards the implementation of COLTS in secondary schools in Mopani District;

geria)

Figure 2.3: Map of Nigeria

(Available from:

https://www.google.co.za/search?q=map+of+nigeria&newwindow:

Accessed on the 27-04-2017)

In Nigeria, education as an entity serves as an enterprise of a public nature in which the government has shown active participation and complete interest in its processes. (Federal Republic of Nigeria, 1981). Education in viewed as a vehicle to achieve national development and this is expressed through the educational policies that are formulated. The policies in the educational enterprise have evolved from a long process of historical developments. The policy is orientated towards national and individual efficiency, self-realisation and national unity. The government aims to provide the kind of education which is intended to bring about cultural, political, technological, social and scientific advancement.

Amaghionyeodiwe and Osinubi (2006:2) explain that until 1984, the structure of Nigeria education system was 6 years of primary schools, 5 to 7 years of post-primary schools (Secondary, Teacher Training College and sixth form) and 4 to 6 years of tertiary education (College of education, polytechnics, College of Technology and University Education).

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The guiding principles of education in Nigeria are: equipping of every citizen with acquisition of knowledge, desirable skills, attitude and values as well as to enable citizens to derive maximum benefits from society, and also contribute quota meaningfully towards the development of the nation at large. Education can be regarded as the key that unlocks the development of personal and national potential and all other kinds of rights and powers in the world. Nigeria, as a nation, strives toward the provision of quality and affordable education for its citizens through the guiding principle of (Afegbua, 2013:15).

In Nigeria, Ibukun, Oyewole and Abe (2011:248) argue that the principal of a school need to perform three important duties. These include discerning and influencing the establishment of policies and goals, establishing and coordinating organisations in education that are expected to plan and implement relevant programmes and procuring and managing resources which are pivotal in supporting the education sector and its associated programmes. Principals constitute the pillars of the education system as agents to encourage the effectiveness of schools and this enables them to belong to the second tier in the pyramid of the education arena.

Kotirde, Yunos and Anaf (2014:5) agree that school principals should offer regular and constant feedback to teachers regarding their performance in instructional activities. This is intended to allow periodic reviews to be conducted to mediate continued improvement in the learning and teaching discourses in institutions. They have to collaborate with stakeholders to advance the building of capacities for teachers through the provision of regular and intensive workshops or seminars to enhance competency, pedagogical skills and knowledge of teachers in a number of content areas. Principals should also ensure there is improvisation of needed materials for teaching and learning.

Uyanga (2008:4) compares the principal with a supervisor who is employed to be in charge of a group of people to make sure work is conducted as according to set standards. The principal operates towards the achievement of organisational objectives through utilizing his authority for the achievement of humane individuals. The principals are well positioned to do this as they play a number of roles and perform a plethora of functions in the execution of their work. They work with other staff members, offer them

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encouragement and advice and coordinate the different activities within the school in an environment which is ideal for teaching and learning. He is a protector of teachers and learners and acts as a buffer between them and the unreasonable demands and pressures from the community. Based on Manna (2015:24) opinion, all school principals should include the following in their supervisory tasks:

- Creating of conducive environment where creating and learning takes place for both teachers and students;
- Provision of leadership in program development and fostering of team spirit among teachers;
- The provision of leadership in the development of the school into an informal organization, where problems and decisions are debated with a view to arriving at rational solutions;
- Integration of organization goals to community goals; and
- The introduction of new teacher's performance evaluation, primarily for the development of appropriate skills for the achievement of the goals of the education system.

Duze (2012:111) concurs that the school principal has an enormous responsibility as his role as organization manager/administrator focusing largely on technical aspects is changing globally towards greater instructional leadership. The principal, therefore, has a big opportunity to develop teacher capacity to thrive in teaching/learning reformation and innovation to attain current educational demands. The purpose of this study therefore, is to highlight and emphasize the absolute need for continuous learning and development of principals and teachers to effectively and efficiently fulfill their roles in schools.

The school principal should occupy a central position in educational reform. Owing to challenging circumstances and changing demands in the education sector, principals are expected to be in instructional issues and curriculum changes need to be provided. This will ensure that principals are conversant with the curriculum changes. Changes in the education sector are inevitable due to the dynamic nature of knowledge and changes in technology and the appropriate mechanisms need to be put in place to ensure that

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anticipated change is realized and that those affected by change are assisted to experience a swift transition and proper adjustment of the entire system (Uyanga, 2008:6)

Timilehin (2010:189) adds further that school administration involves managing, administering the curriculum and teaching, pastoral care, discipline, assessment evaluation and examinations, resource allocation, costing and forward planning, staff appraisal relationship with the community, use of the practical skills necessary for surviving the policies of organisation such as decision-making, negotiation, bargaining, communication, conflict handling, running meetings and so on. All these tasks can be reduced to the following: planning, organizing, directing, supervising, and evaluating the school system. These activities are those of the school principal who must ensure they are all directed towards efficient and effective teaching and learning in the school so as to be able to produce quality outputs.

The principal, as an instructional leader, is the pivotal point within the school who affects the quality of individual teacher instruction, the height of student achievement, and the degree of efficiency in school functioning. Therefore, commitment and application of instructional leadership will enable principals to successfully develop teacher capacity in the aspects of teaching and learning. Important in doing this is building teacher leadership (Duze, 2012:123).

Uyanga (2008:3-4) shows that in the school system, the responsibility of coordinating these activities normally falls on the principal. The principal is a professional leader who holds the key position in the programme of instruction improvement through supervision of instruction. If the teachers are not well supervised, effectiveness in instruction will be adversely affected and the instructional purposes may not be well realized. However, negligence in the improvement of instruction through improper supervision by the principal can go on indefinitely without being detected. This may lead to low quality of instruction and invariably, teachers' lack of commitment to job.

Therefore, the researcher is in a position to conclude that developing countries view education in different scale, hence the existence of secondary schools with NSC

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fluctuating results. Some schools view school leadership and management of academic and administrative affairs of schools traditionally falling within the purview of the principal, although other schools view the principal as any leader with clueless influence on the performance of learners. The effective management of schools (in this case, the implementation of policy such as the culture of learning, teaching and service) does not automatically require knowledge, skills and expertise in handling different facets of the education system. Little attention is given to the principal to exercise his leadership expertise of planning and exercising his leadership potential of promoting the culture of learning, teaching and service to obtain the set goals of the school.

Majority of secondary schools in Mopani District fall in this category since their performance is marginally unpredictable based on their NSC results. School leadership (the principal) receive minimal support from school stake-holders (DoE, learners, educators parents and interest parties) refer section 6.6 of this study on a model for the development of the culture of learning, teaching and service.

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2.3.3 Under- Developed Country (Philippines)

Figure 2.4: Map of the Philippines (Available from: https://www.google.co.za/search?q=map+of+thailand&newwindow: Accessed on the 29-04-2017)

Durban and Catalan (2012:1) show that the Philippines are located in South-East Asia, between the Philippine Sea and the South China Sea. The archipelago was a Spanish colony for over 300 years, after which it was a colony of the USA for nearly 5 decades. The influence of both cultures can still be found in the education system of the Philippines, such as Spanish names, diplomas in English and education institutions with a catholic background. Philippine Education is a product of a long history of struggle. Filipinos have a deep regard for education, which they view as a primary avenue for upward social and

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economic mobility. Its metamorphosis was a gradual process which was a product of generations of colonialism from United States of America (USA) and imperialism.

The Department of Education (DoE) is the main government agency in the country responsible for the implementation of basic education, particularly primary, secondary and non-formal education, including in culture and sports. Republic Act 9155, or the Governance of Basic Education Act, transformed the previous Department of Education, Culture and Sports (DECS) in August 2001 to the DoE, which provided the overall framework for the management of education within the context of local accountability and transparency (David, 2010:3).

The development of school leaders in the Philippines is influenced by historical, policy and cultural dynamics. The history of Philippine education can be conceived as taking place in four distinct eras, each of which has made a contribution to the way that principals are prepared and developed in the 21st century. These four eras are as follows:

- Pre-Colonial;
- Spanish Colonization;
- United States Colonization; and
- Independence and the Republic of the Philippines (Arcilla, 1996:25).

Funtecha and Padilla (2004:2) state that pre-colonial Filipinos lived in complex cultures that produced unique language, music, art, written literature, spoken literature, and belief systems, which were passed on through generations. The educational unit and educational experiences were based on the social group in which one lived. Social groups varied in complexity, including the family unit, family clusters, and villages. The complexity of the unit determined who was involved in leading and educating. Spanish colonization was a major factor in shaping Philippine education, though it is arguable that there was considerable autonomous Filipino educational activity underlying the policies and practices of the Spanish. The Spanish colonial education had two tracks. Catholic catechism schools were designed to convert and indoctrinate national Filipinos and provide basic education, and the Spanish schools provide a duplication of the Spanish

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education system for resident Spaniards and privileged Filipinos who were given exceptions.

The USA colonization saw the institutionalization of a highly centralised and bureaucratic national education system. This era also saw a great boom in the number of schools in the Philippines, and many were built in remote areas to serve the population as a whole. The language of instruction shifted from Spanish to English and a new emphasis on efficiency emerged. This approach to efficiency was embodied in the principal, whose chief concern during this time was seeing that the curriculum was faithfully implemented and that hierarchies of decision making were strictly observed.

The Philippines became an independent Republic in 1947, which brought about a shift away from the extreme centralisation the country experienced during US occupation. Though the government established a national curriculum and a regional system of education that created school divisions, the period is characterized by increasing decentralization. This decentralization was accelerated in the last decade of the 20th century, as shown by research that school leaders increasingly took on responsibilities that had before been centralized above their positions at the district, division or national levels: Instruction time, designing programs of study, defining course content, choosing textbooks, teaching methods, mode of grouping students, support activities for students, creation/abolition of grades, setting qualifying exams, methods for assessing students' regular work, hiring teachers, fixing teacher salaries, and use in school for capital expenditures (De Guzman, King & Guerra, 2005:217).

- **Educational Policy and Principalship in the Philippines**

In the early 1990s, the Philippine School System became one of the world's largest, and it continues to provide instruction to a great number of students. According to De Guzman (2006:12), The Education Commission Report disclosed that enrolment at all levels was 16.5 million as of 1991. Recent statistics from the Department of Education (Dept. Ed) alone reveals that as of Curriculum Year 2003–2004, the combined enrolment size in the basic education is 19,252,557 (Dept. Ed Fact Sheet, 2005) implying a dramatic increase in and demand for education in the country" (De Guzman, King & Guerra 2007:56). Until

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2011, the structure of the Philippine public educational system was six years of elementary school, followed by four years of secondary education. Schools are organized into 17 School Divisions, each of which is comprised of several School Districts.

Luz (2009:23) argues that in the Philippines, federal educational policy provides guidance for the way people become principals, and it also frames the basic functions of the position in the overall context of Philippine education. The most important contemporary policy document that frames the principalship is Republic Act 9155, titled, "An Act Institute Framework of Governance for Basic Education, establishing authority and accountability, renaming the Department of Education, Culture, and sports as the Department of Education, and for other purposes."

The basic role and functions of school principals (and school superintendents) in the Philippines are: "Schools are either state-run or privately-owned stock or non-stock institutions. In the case of public elementary and secondary schools, the following provisions govern the selection of a school principal: The school shall be the focal point and center of formal education. The class is where the teaching learning process shall take place and should be managed efficiently and effectively. For the purpose, the schools' division superintendent shall appoint a school principal for every complete public elementary and public high school or a cluster thereof, in accordance with existing Civil Service rules and regulations. The school principal shall function both as an instructional leader and administrative manager to ensure that goals for quality education are met and shall be assisted by an office staff for administrative and fiscal services" (Musa & Ziatdinov, 2012:7).

The position has increased in recent years: "the role of a principal has evolved from managerial to leadership functions". Today, the principal is viewed as a leader charged with the function of initiating change by raising the level of expectations for both teachers and students, developing a caring community in the school exercising effective instructional leadership, site-based decision-making and spending more time with parents and community (Tschannen-Moran & Gareis, 2004:6).

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The researcher supports the idea that the principal is responsible for the management and day-to-day operations and business of the school. The authority to exercise managerial powers is delegated from Head of Department (HOD) of the Department of Basic Education, which retains responsibility for the overall leadership, management and governance of the school. The principal oversees the educational programmes and developments in the school (and in the broader educational community) which must support teaching and learning.

Finally, literature on characteristics of effective school managers and leaders focuses primarily on principals, despite a growing interest in models of shared or distributed leadership. The evidence about successful principals in developed countries explores practices, behaviours and competencies associated with positive indicators of quality and improvement in teaching and learning. Generally, there is convergence in a set of key leadership practices associated with principal effectiveness when enacted in a coherent goal-focused way.

The researcher is of the opinion that this category (under-developed) consists of countries who view education in general as less important in comparison with traditional activities that are conducted on daily basis. The role of the principal as a school leader who influence the character and direction is not taken seriously. The principal gets no support from school stake-holders in order to improve the quality of learning, teaching and service. This is applicable in Mopani District secondary schools. Attention is given to other things that are less important and school disturbance is rife. Teacher unions control school daily activities while the DoE looks on. Refer to Chapter 5 Table 5.1 item 2.3 on which 62.2% of the questionnaire respondents support the statement that trade unions disturb the daily operation of schools.

In this category of schools from the developing countries, the role of the principal is not seen as the final authority who gives direction and purpose of the school. The leadership of the principal is not recognised since there are problems related to budgeting, strategic planning, infrastructure development and the resources that support learning, teaching and service.

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The appointment of school principals is not done based on experience, qualification and proven capability to lead and manage schools. Correctly appointed principals have the ability to lead, develop and implement policies such as the culture of learning, teaching and service, monitoring IQMS and QLTC so that the school improves.

2.4 THE QUALITIES OF AN EFFECTIVE PRINCIPAL

All organizations need effective leaders to succeed. Schools are no exception, and their principals bear weighty responsibilities. A teacher is not automatically appointed at school to be a principal or in any senior position because age, colour, gender but a principal need to have specialized skill and knowledge that will make the school a learning institution. Just because someone has worked for many years does not mean that a particular teacher has gained the qualities and skills to lead a team to be a principal. Getting promoted to a leadership position does not automatically turn a teacher into an effective leader. An effective principal is expected to have basic qualities which define an effective principal from the rest.

Flanary and Simpson (2008:3) reiterate that over the past decade, dramatic changes have put education leadership at the forefront of education policy research and debate. Research has taught us that school leaders are crucial to improving instruction and raising student achievement. An effective principal has to have the following qualities:

2.4.1 Creating and Shaping a Vision of Academic Success

Although they say it in different ways, researchers who have examined education leadership agree that effective principals are responsible for establishing a school wide vision of commitment to high standards and the success of all students. Flanary and Simpson (2008:8) maintain that a strong school leadership has to underpin the following six standards which represent the broad, high-priority themes that education leaders must address in order to promote the success of every student. These six standards call for:

- Setting a widely shared vision for learning;

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- Developing a school culture and instructional programme conducive to student learning and staff professional growth;
- Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment;
- Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources;
- Acting with integrity, fairness, and in an ethical manner; and
- Understanding, responding to, and influencing the political, social, legal, and cultural contexts.

The researcher believes that the principal with visionary leadership will assist the school see both the big picture and have the skills to plan for and implement changes, which is a valuable trait for being a principal. Visionary leadership in this case includes the ability to embrace the needs of stakeholders while planning for and implementing changes.

2.4.2 Building and Leading Effective Teams

The heart of leadership is the willingness to assume responsibility. Schools that improve and sustain improvement use teams to lead school reform. A crying need exists for teachers to lead by taking a more formal and explicit role in the supervision and improvement of instruction. Participants learn leadership skills and collaboration, the parameters of teamwork, how to design and organize teams, and how to provide the training they will need to be effective. (Southern Region Education Board-SREB, 2009:10).

Principals must ensure that teachers do not work in isolation from one another, but work collaboratively, giving each other help and guidance to improve instructional practices (Louis, Leithwood, Wahlstrom & Anderson, 2010:50).

The researcher may conclude by confirming that the principal's leadership is not about one person, but about building a shared commitment and building a leadership team.

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2.4.3 Encouraging others in Leadership

Effective principals know they cannot do all school activities alone. They are not the lonely-at-the-top, hero-principal who has become a fixture of popular culture. Instead, they make good use of all the skills and knowledge on the faculty and among others, encouraging the many capable adults who make up a school community to step into leadership roles and responsibilities. The more open a principal is to spreading leadership around, the better it is for student learning, the Minnesota/Toronto researchers found. variety of sources — principals, teachers, staff teams and others — is associated with better student performance on math and reading tests (Mendels, 2012:56).

According to the Stanford research, as stated in Mitgang (2012:10-11), they train the aspiring leaders (principals) to coach teachers, plan appropriate professional development and use data to spot student needs. They prepare new leaders to communicate effectively within and beyond the school, build high expectations and use systems thinking to diagnose problems and arrive at workable solutions. To foster lifelong habits of teamwork, collegiality and collaborative learning, exemplary programs often group participants in “cohorts” that allow them to grow together, share experiences and support each other even after they are hired as leaders.

Minnich (2015:14) principals focus a substantial portion of their time on developing instructional leadership capacity when working with individual principals as well as other staff members. They develop efficient approaches and connections with other central office functions to minimize their time spent on activities unrelated to principal development.

It is therefore the researcher’s contention that building leadership in others will help to cooperatively participate in shaping the school together through power sharing.

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2.4.4 Improving Instruction

Effective principals work relentlessly to improve achievement by focusing on the quality of instruction. They (effective principals) also encourage continual professional learning. They emphasize research-based strategies to improve teaching and learning and initiate discussions about instructional approaches, both in teams and with individual teachers. They pursue these strategies despite the preference of many teachers to be left alone. In practice, this all means that leaders must do everything from ensuring orderliness to making teachers feel they are part of a community of professionals, great school leaders ensure all people in the school can focus on learning.

Colvin (2007:8) confirms that success in education depends on leaders who are willing to bet everything on what can be done for all kids, without excuses. They are able to turn around low performing schools to be schools with good results for their students. Manna (2015:7) reasons further that principals who are strong, effective, responsive leaders help to inspire and enhance the abilities of their teachers and other school staff to do excellent work. Such principals also tend to retain great teachers and create opportunities for them to take on new leadership roles.

The researcher is convinced that principals strongly shape the conditions for high-quality teaching. They are the prime factor in determining whether the school progresses or fails which means that the effectiveness of principals is vital to the effectiveness of our nation's public schools, especially those serving the children with the fewest advantages in life.

2.4.5 Managing People, Data and Processes

Plecki, Alejano, Knapp and Lochmiller (2006:6) confirm that allocating and developing resources to support improvement in teaching and learning are thus fundamental leadership challenges for the principal. They alone are not responsible for the enduring inequities of public education, nor will they alone ensure that the schools make good on the promise of education as society's great equaliser. To that end, they and education

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policymakers must be informed about emerging resource practices and cognisant of the ways incentives can be used to create conditions that support teaching and learning.

Cummins (2015:29) maintains that resource allocation in education does not take place in a vacuum; instead, it often reflects policy conditions that form a context in which opportunities for effective leadership can be created. For example, effective leaders (principals) know how to use data strategically to inform resource allocation decisions and to provide insights about the productivity, efficiency, and equity of resources. Effective principals make good use of the resources at hand for the benefit of the school.

The researcher supports the idea that schools must be led by dedicated, well-prepared individuals who know how to create a vision, share authority and are accountable for achieving the school's goals.

2.5 THE ROLE OF THE PRINCIPAL ON TEACHING AND LEARNING

First, the quality of school principals can make a real difference in classrooms. In fact, research has established that leadership is second only to teaching among school-related factors that has an influence on learning (Louis, Leithwood, Wahlstrom & Anderson, 2010). Second, the job of the principal entails much more than administration or enforcing discipline. Principals today must be instructional leaders, thinking back to public education's early days when heads of schools were called "principal teachers." Instructional leadership requires principals to be consummate team builders who can shape a vision of success for all students, cultivate leadership in others, help teachers upgrade their skills, and use data to foster school improvement (Portin, Knapp, Dareff, Feldman, Russell & Samuelson, 2009:15).

Leithwood, Louis, Anderson and Wahlstrom (2004:19) contend that school leadership from both formal and informal sources helps to shape the nature of school conditions such as goals, culture, structure and classroom conditions – the content of instruction, the size of classrooms, the forms of pedagogy used by teachers, etc. A wide array of factors, including those in the school and classroom, help shape teachers' sense of

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professional community. School and classroom conditions, teachers' professional community and student/family background conditions are directly responsible for the learning of students.

Leithwood, Louis, Anderson and Wahlstrom (2004:23) further affirm that much of the success of school leaders in building high performance organizations (organizations which make significantly greater than expected contributions to student learning) depends on how well these leaders interact with the larger social and organizational context in which they find themselves.

It is the researcher's contention that the principal has to ensure that the school follows the necessary policies that contribute to improve the quality of teaching and learning, such as the necessary school improvement plans, production of plans and the implementation of these plans.

2.6 POLICY IMPLEMENTATION IN SCHOOLS

A policy brings about a meaningful relationship between the principal and the school functions as it discourages deviations from planned courses of action. A policy ensures consistency of action because an organization is governed by approved principles.

2.6.1 Ineffective Schools

Sammons and Bakkum (2011:14) describe ineffective schools as schools based on the following qualities i.e. lack of vision; unfocussed leadership; dysfunctional staff relationships and ineffective classroom practices. Such schools are often characterized by inconsistent approaches to the curriculum and teaching. There are, generally, lower expectations for students of low socio – economic status (SES). Classroom activity often involves an emphasis on supervising and communicating about routines, with low levels of teacher-student interaction and low levels of student involvement in their work. Students in these ineffective classrooms tend to perceive their teachers as people who do not care, praise, provide help, or consider learning as unimportant; and in these

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classrooms, there is more frequent use of criticism and negative feedback. A negative culture is often found to contribute to the poor performance of less successful schools.

2.6.2 Schools That Work

Schools That Work (STW) is an effort-based school improvement initiative founded on the conviction that most students can master rigorous academic and career/technical studies if school leaders and teachers create an environment that motivates students to make the effort to succeed "Schools that work are part of the community. They involve their constituency in running the school and in maintaining high standards, and they also make the school a resource for the community" (Langer, 2004:64). Community partnerships may include formal and informal relationships among schools and districts and the business community. Community involvement also appears to "benefit schools, families, and students, including improved achievement and behaviour"; however, "there is less research on the effects of community involvement" compared with family involvement.

In this environment, more students will recognize that high school matters to their future and more students will become independent learners able to set future educational and career goals and choose which courses to take to achieve those goals. In an era of rising workplace requirements, getting a good high school education that counts is more important now than ever before.

If principals are to be effective at turning around low-performing schools and propelling student learning, they need the training, skills, and experience to focus on instructional leadership and maximize teachers' individual effectiveness, as well as the school's effectiveness as a whole.

2.6.3 High Performing Schools

Lezotte (2001:7) articulates that in high performing schools, there is a climate of high expectations in which the staff believes and demonstrates that all students can obtain mastery of the school's essential curriculum. Principals also believe that the staff, have

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the capability to help all students obtain that mastery. The presence of a single trait that will be discussed below cannot guarantee that the school can automatically be declared a performing school; instead, the presence of almost five or more traits can make the school declared to be high performing. The effective school movement emphasizes teacher excellence, collaboration, and mentoring so that schools become "places where every educator is recognized as a valuable contributor with unique strengths and impressive potential to learn, grow and improve (Johnson, 1997:2).

2.6.4 Clear and Shared Focus

Every stakeholder associated with the schools knows where they are going and why. The focus is on achieving a shared vision, and all understand their role in achieving the vision. The focus and vision are developed from common beliefs and values, creating a consistent direction for all involved. A clear and shared focus includes a vision that captures the imagination and enthusiasm of members of the organization as well as specific goals, which concentrate attention, effort, and resources. A vision is expressed in a vivid, detailed word picture that describes the organization or the school as it would appear when its purpose is successfully accomplished. To effectively determine a specific focus, school leadership and stakeholders use collaborative processes to analyze data and target one or two areas as school goals and then build consensus around them. In other words, high-performing schools succeed in establishing shared, data-driven goals, which resonate with the stakeholders (Bergeson, 2007:27-28).

2.6.5 High Standards and Expectations for all Students

Teachers and staff believe that all students can learn and meet high standards. While recognizing that some students must overcome significant barriers, these obstacles are not seen as insurmountable. Students are offered an ambitious and rigorous course of study. Increasing student learning requires that students as well as their teachers believe in their ability to learn to high academic standards. Saphier (2005:105) argues through basing the argument on "effort-based ability" as a means of helping each student develop

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his or her abilities. Effort-based ability, according to Saphier, is the "belief that all students can do rigorous academic work at high standards, even if they are far behind academically and need a significant amount of time to catch up.

2.6.6 Effective School Leadership

Effective instructional and administrative leadership is required to implement change processes. Effective leaders are proactive and seek help that is needed. They also nurture an instructional program and school culture conducive to learning and professional growth. Effective leaders can have different styles and roles teachers and other staff, including those in the district office, often have a leadership role.

Bergeson (2007:44) supports the idea that effective school leadership has been characterized according to qualities exhibited by successful leaders as well the views of teachers. Burns (1978:43) provides a general definition of leadership as the influence of persons to achieve goals held mutually by leaders and followers through the use of institutional, political, psychological, and other resources. As indicated by Burns, leadership depends upon relationships and shared values between leaders and followers. Effective principals, with good leadership skills, increase the likelihood that school improvement will occur.

2.6.7 High Levels of Collaboration and Communication

Johnson (2000:9) sees collaboration as a term that is popularly used to describe a variety of joint endeavours in school improvement. Cooperative work among teachers is one dimension; shared participation in school governance is another; partnerships among schools and businesses for financial support and collaboration among schools and other public agencies to provide social services are others. Although all of these activities are important, this section will focus primarily on collaboration among school staff, teachers, and principals, in the interest of improving student learning. There is strong teamwork among teachers across all grades and with other staff. Everybody is involved and

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connected to each other, including parents and members of the community, to identify problems and work on solutions.

2.6.8 Curriculum, Instruction and Assessments Aligned with the Department of Basic Education (DBE) Standards

The planned and actual curricula are aligned with the essential academic learning requirements (EALRs). Research-based teaching strategies and materials are used. Staff understands the role of classroom and DBE assessments, what the assessments measure, and how student work is evaluated. Alignment is defined as the match between what is to be learned (the planned curriculum based on learning standards), what is actually taught (instruction), and what and how it is tested (assessment). The research conducted by Fenwick and Steffy (2001:96) also support aligning the curriculum and tests as a means for leveling the “playing field” for poor students and students of colour.

2.6.9 Frequent Monitoring of Teaching and Learning

Bergeson (2007:86-88) argues that a steady cycle of different assessments identifies students who need help. More support and instructional time are provided, either during the school day or outside normal school hours, to students who need more help. Teaching is adjusted based on frequent monitoring of student progress and needs. Assessment results are used to focus and improve instructional programs. Monitoring teaching and learning requires paying attention both to student learning results and to the effectiveness of school and classroom procedures. Learning is monitored by tracking a variety of assessment results such as test scores, student developed products, performances, and other evidence of learning. Teaching is monitored by supervisors for programs and teacher evaluation and by teachers themselves as they reflect on their practices.

Effective monitoring is non-threatening and occurs frequently. In other words, monitoring provides continuous feedback primarily for purposes of improvement, not for making major decisions about a student’s future or a teacher’s career. In a supportive school

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environment focused on continual improvement, feedback allows teachers to make procedural corrections, re-teach, and encourage student efforts, as well as to change their practices (Bergeson, 2007:89).

2.6.10 Focused Professional Development

Bergeson (2007:96) views professional development as an activity that covers a breadth of learning opportunities for educators, generally on-the-job, following pre-employment, or "pre-service," preparation and training. A strong emphasis is placed on training staff in areas of most need. Feedback from learning and teaching focuses extensive and ongoing professional development. The support is also aligned with the school or district vision and objectives.

Effective professional development, when viewed as competency-based rather than deficit-based, is a shared, public process; it promotes sustained interaction; emphasizes substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasizes the *why* as well as the *how* of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process (Hawley & Valli, 1999:134).

2.7.11 Supportive Learning Environment

A supportive learning environment can be defined as school climate and culture characterized by reasonable expectations for behaviour, consistent and fair application of rules and regulation, and caring responsive relationships among adults and students. Classrooms are warm and inviting while learning activities are purposeful, engaging, and significant. The school should have a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff and are engaged in learning. Instruction is personalized, and small learning environments increase student contact with teachers. Students feel that they belong in the school community. In a supportive learning environment, children are valued and honoured;

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their heritage and background are viewed as “assets,” not deficiencies. Mutual respect and trust are at the heart of a supportive learning environment (Bergeson, 2007:106).

According to Barth (2005:116), a supportive learning environment is especially crucial when students are asked to develop advanced thinking skills that require them to try new ways of working with ideas and information. Traditional schooling too often conveys the message “learn or we will punish you”. Supportive classroom environments help students develop a sense of efficacy so that students see themselves as successful learners. Many low achievers attribute their performance levels to luck, lack of ability, and other causes beyond their control. Students can be taught that their own efforts make a difference, that “effective effort” is the “main determinant of achievement - not innate ability” (Saphier, 2005:90).

2.6.12 High Level of Parent and Community Involvement

Bergeson (2007:119) argues that education of students is the shared responsibility of teachers, school staff, families, and community, as well as students themselves. Businesses, social service agencies, early learning programs, community colleges and universities, and other training programs also have a part to play. Families and other adults can be involved in the education of young people through a variety of activities that demonstrate the importance of education, show support, and encourage students’ learning. There is a sense that all have a responsibility to educate students, not just the teachers and staff in schools. Families, as well as businesses, social service agencies, and community colleges/universities play a vital role in this effort.

Therefore, the researcher is in a position to conclude that the determinants of school effectiveness can be identified as follows: school goals, curriculum, instructions, assessment and evaluation, classroom management, leadership, community Involvement, safe and orderly environment, professionalism, student motivation, home environment, high expectations, professional development, social skill, quality assurance and coordination between the principal, teachers and the staff.

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2.7 THE ROLE OF THE PRINCIPAL ON POLICY IMPLEMENTATION

Research shows that school leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions. A recent study shows the importance of a model of leadership practice that promotes an orderly and favourable behavioural climate, positive learner motivation and a learning culture that predicts positive changes in pupil behaviour and attendance as intermediate outcomes that themselves promote improvement in attainment (Sammons & Bakkum, 2011:97).

Constantino (2003:7) suggests schools conduct a comprehensive evaluation of their family engagement programs and practices, which can be used as needs assessments as well as periodic reviews of progress. He suggests that representatives from groups of educators, families and students review and answer the questions in the evaluation.

Epstein and Salinas (2004:13) affirm that schools implement Action Teams for Partnerships (ATP) with an annual review of membership, schedules, organization, and project implementation. Leithwood and Riehl (2003:2-9) summarize the responsibility of school leaders i.e. principals as follows:

- Leadership has significant effects on student learning, second only to the effects of the quality of curriculum and teachers' instruction.

School leaders influence student learning by helping to promote vision and goals and by ensuring that resources and processes are in place to enable teachers to teach well. To learn well, students need access to high-quality instruction and a well-crafted curriculum. After that, they benefit most of all from the positive effects of strong school leadership.

- Currently, administrators and teacher leaders provide most of the leadership in schools, but other potential sources of leadership exist.

Effective educational leaders help their schools to develop visions that embody the best thinking about teaching and learning.

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- A core set of leadership practices form the “basics” of successful leadership and are valuable in almost all educational contexts.

Effective leaders help the school to become a professional learning community to support the performance of all key workers, including teachers and students.

- Successful school leaders respond productively to challenges and opportunities created by the accountability-oriented policy context in which they work.

Leaders in highly diverse contexts help identify and implement forms of teaching and learning that are appropriate and effective for the populations they serve.

- Successful school leaders respond productively to the opportunities and challenges of educating diverse groups of students.

School leaders can promote equity and justice for all students by establishing school climates where patterns of discrimination are challenged and negated.

Ockenden (2014:8) argues that research shows that school leadership plays a critical role in improving engagement, achievement and school completion. Evidence shows that school leadership affects student learning outcomes, social and academic achievements, teacher performance and school–community partnerships. Furthermore, Zammit, Sinclair, Cole, Singh, Costley and A’Court (2007:15) add further the argument that quality school leadership is responsible for providing organization and direction with the school, establishing a clear vision for the school community, fostering a positive school culture and promoting schools as learning organizations.

The Council of Chief State School Officers (2008:14-15) updated the educational policy standards as follows:

- An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders;
- An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;

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- An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment;
- An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources;
- An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner; and
- An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Ibrahim (2011:295) supports the idea that other responsibilities of the principal are to ensure that heads of departments, senior masters and deputy principals perform their duties as expected. Some worked under principals, thus helping them to mature and learnt what to expect from future leadership positions. These attributes learnt included supervisory skills, importance of understanding people when dealing with them, problem solving skills and public relations which came in handy when they became principals. More experience of running schools was gained through delegation whereby their principals left them to be in charge of the schools in their absence.

Sammons and Bakkum (2011:15) adds that School Improvement Research (SIR) has highlighted the head teacher's or principal's role in the turnaround of ineffective or failing schools and its importance for schools in disadvantaged contexts. This includes a major review for the National College of School Leadership that highlights 'strong claims' about school leadership as:

- School leadership is second only to classroom teaching as an influence on pupil learning;
- Almost all successful leaders draw on the same repertoire of basic leadership practices; and

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- The ways in which leaders apply these basic leadership practices – not the practices themselves – demonstrate responsiveness to, rather than dictation by, the contexts in which they work.

Mendels (2012:55-56) argues further that effective principals shape school buildings characterized by the basics i.e. safety and orderliness, but they also see to it that schools create an atmosphere in which students feel supported and responded to. For teachers, too, principals set a tone. The feel is non-bureaucratic, and teachers form part of a professional community that is deeply rooted in the academic and social learning goals of the schools. They (principals) ensure that teachers do not work in isolation from one another, but work collaboratively, giving each other help and guidance to improve instructional practices. Effective principals know they cannot go it alone. They are not the lonely-at-the-top, hero-principal who has become a fixture of popular culture. They emphasize research-based strategies to improve teaching and learning and initiate discussions about instructional approaches, both in teams and with individual teachers. They pursue these strategies despite the preference of many teachers to be left alone.

Leithwood, Day, Sammons, Harris and Hopkins (2006:12) argue also that the school leadership i.e. the principal provides confidence for school development and serves as a pillar of organizational effectiveness. These are settings that are believed to be significantly contributing to pupil learning.

“Our results indicate that highly effective principals raise the achievement of a typical student in their schools by between two and seven months of learning in a single school year; ineffective principals lower achievement by the same amount” (Branch, Hanushek & Rivkin, 2013:1).

Based on the above-mentioned arguments, the researcher concludes that as a whole, leadership has very significant effects on the quality of the school organization and on pupil learning. The principal, as a leader, has a primary responsibility to provide leadership, direction and co-ordination within the school. The operation and direction of the school in the sustaining the culture of teaching and learning lies in the hands of the principal.

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2.8 THE INDICATORS OF POLICY NON-IMPLEMENTATION THAT CONTRIBUTE TOWARDS THE COLLAPSE OF THE CULTURE OF TEACHING AND LEARNING

Policy is a course setting action that provides the direction, the guide and the way to the achievement of certain goals or objectives desired by government. Examples of major policies in South Africa include, among others, the following: The National Education Policy Act on Education (NEPA) formulated in 1996 with a purpose to achieve the objective of acquiring common strategy on admission of learners in public schools in relation to the age on admission and language to be used in public schools

Makinde (2005:64) defines policy implementation as a stage of policy making between the establishment of a policy (such as the passage of a legislative act, the issuing of an executive order, or the promulgation of a regulatory rule) and the consequences of the policy for the people whom it affects. It also involves a wide variety of actions such as issuing and enforcing directives, disbursing funds, making loans, assigning and hiring personnel, etc. Implementation problems occur when the desired result on the target beneficiaries is not achieved. Such a problem is not restricted to only the developing nations such as South Africa. Wherever and whenever the basic critical factors that are very crucial to implementing public policy are missing, whether in developing or developed nations, there is bound to be implementation problem.

Pattillo (2012:14) maintains that the participation of teachers and principals on union activities have an impact on teaching and learning in schools. At the end of the day, we have many uncommitted people who are holding high positions, and that alone is not only destroying the organization. You know, people serving under a directionless leader get frustrated. They suffocate but if they have right people to follow, if they get the right leaders in their workplaces, I can tell you people will perform. People like to work, but they need to be managed. They need the right direction.

Sahlberg (2007:147) argues that a wide excellence in student learning is attainable at reasonable cost, using education policies differing from conventional market-oriented

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reform strategies prevalent in many other countries. In this respect, Finland is an example of a nation that has developed from a remote agrarian/industrial state in the 1950s to a model knowledge economy, using education as the key to economic and social development.

2.8.1 Inadequate Funding

The financial crisis has led to an increase in budget deficits in many countries, and this has resulted in the need for fiscal consolidation. The effect of the financial crisis on education budgets is mainly seen in the developed European countries such as Ireland, Greece, Spain, France and Portugal. Financial support for education is one of the key ways to ensure high levels of country's development which has a high impact on its citizens especially for disadvantaged groups. Slow economic growth has a general impact on general education provision and the impact on both human and material resources will be negatively affected.

The economic decline has increased the pressure on government for the provision of adequate education budgets. On the demand side, rising unemployment and a poor economic outlook have boosted the demand for education, with young people and adults trying to improve their employability or delaying their entry to the labour market by undertaking additional qualifications.

Funding, of course, is always cited as a barrier, especially in African countries, including South Africa. The major crisis in Africa is that education is not considered an important factor. Major budgets are diverted to the purchase of armaments to wage wars against each other instead of education. Another major problem is corruption which has reached a crisis point in Africa, with South Africa included. All these have a major impact on provision of quality education.

2.8.2 Implementation Gap

Makinde (2005:65) concurs that there is policy failure when there is a sizeable gap between a policy decision and its implementation. Such a gap is characterized, for

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example, by the rich getting richer and the poor getting poorer in spite of stated policy goal to the contrary. Implementation gap thus manifests in the widening of the distance between stated policy goals and the realization of such planned goals.

Apart from the ego problem which sometimes culminates in lack of continuity as explained above, it should be noted that for policies to be successful, they should involve target groups and allow for a participatory system whereby policy makers plan with the people rather than for the people in meeting their felt needs. Such participation will give the target groups a sense of belonging as well as get them committed to the successful implementation of the policy (Makinde, 2005:68).

2.8.3 Failure to Monitor

Pattillo (2012:24) argues that random inspections among the target group have the effect of making people and enterprises that are normally law-abiding constantly aware of the existence of enforcement activities and tend to reduce the likelihood of future non-compliance. However, monitoring that is not rigorous enough or not targeted at high-risk areas is less likely to be effective. Failures in monitoring can be particularly problematic for achieving compliance when policies have relied on self-regulation or co-regulation with the aim of increasing voluntary compliance and maintaining regulatory flexibility in a particular area. Insufficient monitoring of compliance in this case can reduce policy compliance considerably.

2.9 SUSTAINING SCHOOL EFFECTIVENESS

Sammons and Bakkum (2011:11) define an effective school as a school in which student progress is further than might be expected from consideration of its intake. An effective school thus adds extra value to its students' outcomes, in comparison to other schools serving similar intakes. In order to assess value added, measures of individual students' prior attainment are needed to provide a baseline against which subsequent progress can be assessed.

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Saleem, Naseem, Ibrahim, Hussain and Azeem (2012:242) agree with the previous definition on effective schools that it includes all the contextual variables related with school such as teaching, learning, administration, student's motivation and community involvement. In the early studies on school effectiveness the emphasis was on the enhancing conditions of schooling and output measures, mostly achievement of the student.

Saleem et al. (2012: 3) reflect the resulting sets of indicators of effectiveness are as follows:

- Shared vision and goals;
- Learning environment;
- Positive reinforcement;
- Concentration on teaching and learning;
- Monitoring of progress;
- A learning organization;
- Professional leadership;
- Home-school partnerships;
- Purposeful teaching;
- High expectations; and
- Pupil rights and responsibilities.

Leithwood and Day (2007:89) found evidence that the principal's leadership practices that indicate whether the school is effective show through following characteristics which, amongst others, include: ensuring there is a safe environment; having clearly articulated core values; constructing context-sensitive improvement plans; establishing trust; ensuring they were visible in the school; indirectly influencing the instructional programme; and working with the broader context through the building of productive coalitions.

The researcher may conclude by stating that the principal's leadership is important in sustaining and promoting growth and improvement in the school for both educators and learners. The leadership characteristics that helped the principals to develop a successful

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school remained important in sustaining the necessary change for improvement. The characteristics that impacted on sustaining performance were passion, vision, appropriate leadership style, clear and articulated values, personal qualities and skills, ability to build relationships, being highly engaged and connected to the school and community and managing change.

2.10 CONCLUSION

The researcher is of the opinion that the principal, as a school leader and manager, has a mandate to ensure that the school develop a path that ensures that the school understand it operates within the guides of achieving the school's vision. The principal must set the culture of compliance towards the policies of the DBE so that the culture of teaching and learning is not compromised. Educators, learners and parents should always be reminded that the curriculum is the primary task for the existence of the school. All school activities should be arranged in such a way that they support teaching and learning (curriculum).

Furthermore, the researcher views the principal as a leader who should develop strategies to ascertain that all envisaged plans are brought into practice to drive the curriculum forward. This means that the principal should use his influence to ensure that all plans are applied as planned and that the desired goals are reached. This also means that the principal has to develop school-based policies which support the DBE policies that teaching and learning (curriculum) are implemented as planned. There must be constant monitoring and reviewing of the planned activities, for example, alternatives for improvement, and support activities to ensure that the work is of a high quality.

The conditions of learners and teachers' working lives are influenced by the administration and leadership provided by principals. It is widely assumed that school leadership directly influences the effectiveness of teachers and the achievement of student outcomes. Therefore, the principal has to ensure that the directives of policies are enforced so that the desired school goals are predictable.

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Principals play an important role in setting the direction for the school so that there is a positive and productive workplace for both educators and learners and contribute extensively by creating a positive and conducive learning environment. They should not use “common sense” to lead and guide their institutions but apply the given policies (by DBE) and the agreed school policies (at school level) of the best way of operationalize them for the success of the school.

The leadership of the principal play an indispensable role in effectiveness of an educational institution, right from the setting of goals to accomplishment of goal. The principal holds a master key of taking the school forward.

The theoretical framework of this study will be discussed in the next chapter.

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CHAPTER 3

THEORETICAL FRAMEWORK

3.1 INTRODUCTION

The term “theoretical framework” comprises two words, “theory” and “framework”. It is therefore appropriate to start by giving definitions of what a theory is and what a framework is. A theory, according to Kerlinger (1986:9), is “a set of interrelated constructs, definitions, and propositions that present a systematic view of phenomena by specifying relations among variables with the purpose of explaining and predicting phenomena”. A framework is “a set of ideas that you use when you are forming your decisions and judgements”. According to Kerlinger (1986:10), a theory can be used to successfully make predictions and this predictive power of the theory can help guide researchers to ask appropriate research questions. On the other hand, a framework provides structure within which the relationships between variables of a phenomenon are explained.

The concept of “theory" relates to ideas and views formulated by individuals in a certain scientific area (in this case, leadership and management). A theory usually consists of a number of assumptions and presuppositions (hypotheses) that are established by means of research and each theory offers an explanation of events and behaviour of people in educational institutions (Bush, 2007:391-392). Furthermore, theory refers to a particular kind of explanation. Leedy and Ormrod (2005:4) state that “a theory is an organized body of concepts and principles intended to explain a particular phenomenon”.

Theoretical framework shows the direction which the researcher took in the study. Theoretical framework may also contribute to an analysis of data as well as highlighting what gaps exist for possible future works. In relation to leadership, the most common and appropriate theoretical framework that is relevant to the study. For the purpose of this research, leadership has been regarded as the process of influencing others so that they understand and agree about what actions can be taken, how the actions can be executed

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effectively and how to inspire individual and team efforts to accomplish shared objectives (Kouzes & Postner, 2002:25).

The researcher concludes by indicating that theory describes reality, explains reality, and, if possible, tells how we can change reality. Thus, it guides our empirical research and our interventions in practice.

3.2 BRIEF OVERVIEW OF THE SITUATIONAL LEADERSHIP THEORY

According to Mwai (2011:4), the situational leadership concept was originally developed by Paul Hersey and Ken Blanchard. The theory was first introduced in 1969 as 'life cycle theory of leadership' and later in 1972 renamed Situational Leadership Theory'. After being applied, they found that some aspects of the model were not being validated in practice. Therefore, Ken Blanchard created a second updated model called Situational Leadership II (SLII) (2002).

The Situational Leadership Theory proposes that effective leadership requires a rational understanding of the situation and an appropriate response, rather than a charismatic leader with a large group of dedicated followers). Situational leadership in general and Situational Leadership Theory, in particular, evolved from a task-oriented versus people-oriented leadership continuum (Bass, 2008:6).

Conger (2010:4) contends that the theory of leadership proposes that leadership change their leadership style based on who they are leading. Situational leadership refers to when a leader or manager of an organization and must ensure that he adjusts his style to fit the development level of the followers he is trying to influence. With regard to situational leadership, it is up to the leader to change his leadership, not the followers to adapt the leadership style, the style may change continuously to meet the needs of the others in the organization based on the situation.

The study adopted the Situational Leadership Theory as a suitable theory because Situational Leadership Theory proposes that effective leadership requires a rational

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understanding of the situation and an appropriate response, rather than a charismatic leader with a large group of dedicated followers (McCleskey, 2014:118).

According to Mwai (2011:4), after being applied, it was found that some aspects of the situational leadership concept were not being validated in practice. The theory states that instead of using just one style, successful leaders should change their leadership styles based on the maturity of the people they are leading and the details of the task. Using this theory, leaders should be able to place more or less emphasis on the task, and more or less emphasis on the relationships with the people they are leading, depending on what is needed to get the job done successfully.

Blanchard, Zigarmi, Zigarmi and Halsey (2013:6) identify three skills of a Situational Leader which makes it unique in school leadership, namely, goal No.1: Goal setting - aligning what needs to be done and when. Goal No.2: Diagnosing – collaboratively assessing an individual's competence and commitment on a specific goal or task, and Goal No.3: Using a variety of leadership styles, comfortably, to provide individuals with what they need to emphasize that situational leadership is not something you do to people; it is something you do with people.

The primary responsibility of the situational leaders is to adapt their own leadership style to meet the team member's needs for varied amounts, task direction and personal encouragement based on the individual's readiness to complete a particular assignment. This includes accurately diagnosing both the skill and willingness level of an individual or group, and prescribing chores that appropriately balance the follower's competency and commitment to complete the assignment (Graeff, 1983:286).

The researcher strongly believes that Situational Leadership is best suited to the research study practice of leadership and management as the appropriate primary personal leadership style. Leadership is a dynamic process that must realistically address the needs of both the leader and followers. Situational Leadership Theory it is therefore the most appropriate theory for this study as a means of improving leadership and management of schools and ultimately of enhancing teaching and learning process in schools.

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The researcher concludes that the purpose of this study was to examine the application of Situational Leadership Theory in education as a means of improving student/teacher interactions and ultimately of enhancing the learning process. Specifically, the project considered whether the style flexibility and the style effectiveness dimensions of a teacher's style profile increase as a result of the teacher learning about the theory itself.

3.3 SITUATIONAL LEADERSHIP THEORY AND SCHOOL LEADERSHIP

Mwai (2011:10) argues that the SL theory of situational leadership asserts that no one style of leadership suits to all given workplace situations. This means that, the leadership style changes according to the followers' knowledge and skills in a given task. Using a situational leadership model, a leader should be able to place less or more emphasis on the task, and more or less emphasis on the relationship with the people he is leading, depending on what is needed to get the job done successfully.

It against this background that the researcher believes that the situation of the leader will make the leader to act as a visionary and analyse all cases and given situations so that all activities that must be implemented in a rightful situation so that learners must benefit at last. The school principal must always apply his leadership skills by reading all situations so that implementation of policy is done in such a way that the implementation of policy that deals with learning, teaching and service is applied correctly and fairly. Furthermore, correct application of SL theory will assist school principals to reduce the number of ineffective schools and schools experiencing fluctuating NSC results. A good example are secondary school in Mopani District of Limpopo Province which are experiencing the same problem of the role of the principal and policy implementation. Hence, the need to understand the role of the principal and application of policies in schools guided by the SL theory.

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3.4 EDUCATIONAL MANAGEMENT VERSUS EDUCATIONAL LEADERSHIP

Bolam (2004:251) defines educational management as 'an executive function for carrying out agreed policy'. He differentiates management from educational leadership which has 'at its core the responsibility for policy formulation and, where appropriate, organizational transformation'. Writing from an Indian perspective, Sapre (2002:102) states that 'management is a set of activities directed towards efficient and effective utilization of organizational resources in order to achieve organizational goals'. Glatter (1979:16) argues that management studies are concerned with 'the internal operation of educational institutions and with their relationships with their environment, that is, the communities in which they are set, and with the governing bodies to which they are formally responsible'. In other words, managers in schools and colleges have to engage with both internal and external audiences in leading their institutions. This statement delineates the boundaries of educational management but leaves open questions about the nature of the subject.

Managing is maintaining efficiently and effectively current organizational arrangements. While managing well often exhibits leadership skills, the overall function is toward maintenance rather than change. I prize both managing and leading and attach no special value to either since different settings and times call for varied responses (Cuban, 2008:xx).

According to Kotter (1990:23), management seeks to produce predictability and order by:

- Setting operational goals, establishing action plans with timetables, and allocating resources;
- Organizing and staffing e.g. establishing structure, assigning resources and tasks; and
- Monitoring results and solving problems.

According to Vroom and Jago (2007:17), there are various definitions of leadership, and virtually, all definitions share the common view that leadership involves the process of influence, and that all leaders have something common among each other which is the existence and involvement of followers in leadership. If no one is following, one cannot

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be leading. Furthermore, Vroom and Jago (2007:18) view the organizational effectiveness as a strong indication of effective leadership. Exhibiting leadership means not only influencing others but also doing so in a manner that enables the organization to attain its goals.

Most definitions of leadership reflect the assumption that it involves a social influence process whereby intentional influence is exerted by one person or group over other people or groups to structure the activities and relationships in a group or organization (Yukl, 2002:3). Leadership means influencing others' actions in achieving desirable ends. Leaders are people who shape the goals, motivations, and actions of others. Frequently, they initiate change to reach existing and new goals … leadership … takes … much ingenuity, energy and skill (Cuban, 2008:xx). A central element in many definitions of leadership is that there is a process of influence.

Leadership, therefore, can be defined comprehensively and comprehensibly as: an art or process by which a member of a group or organization persuades, inspires, influences the attitudes, behaviour and actions of others and directs their activities so that the group or organization members work willingly, cooperatively and enthusiastically toward the accomplishment of set goals and a new and improved position (Peretomode, 2012:10).

According to Kotter (1990:26), leadership seeks to produce organizational change by:

- Developing a vision of the future and strategies for making necessary changes;
- Communicating and explaining the vision; and
- Motivating and inspiring people to attain the vision.

Management and leadership are both involved in creating networks or relationships in order to facilitate the taking of action. However, the two processes have some incompatible elements. Strong leadership can disrupt order and efficiency and too strong a focus on management can discourage risk-taking and innovation. According to Kotter (1990:31), both processes are necessary for the success of an organization. Effective management on its own can create a bureaucracy without purpose, while effective leadership on its own can create change that is impractical. The relative importance of

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the two processes and the best way to integrate them depend on the situation that prevails.

The researcher is of the opinion that leadership and management need to be given equal prominence if schools are to operate effectively and achieve their objectives. While a clear vision may be essential to establish the nature and direction of change, it is equally important to ensure that innovations are implemented efficiently and that the school's residual functions are carried out effectively while certain elements are undergoing change.

3.5 SITUATIONAL LEADERSHIP MODELS

Hersey and Blanchard (1982:2) define a Situational Leadership Model as a leadership model that is based on the amount of direction (task behaviour) and the amount of socio-emotional support (relationship behaviour) a leader must provide given the situation and the level of "readiness" of the follower or group.

Situational Leadership Theory, according to Hersey, Blanchard and Johnson (2011:6), proposes that individuals can change their leadership style (behaviour) depending on the situation and the readiness of the follower. Hersey and Blanchard are of the mindset that leaders can and do change their styles depending on with whom they are working. Hersey stated that Situational Leadership is the most popular leadership model of the day because it is practical and applies to every aspect of life, including government and corporate management. This style of leadership has been around and advocated by others in the past.

Leadership is more than a set of skills; it relies on a number of subtle personal qualities that are difficult to perceive but are very powerful. These include characteristics such as enthusiasm, integrity, courage, and humility. Real leadership originates from a genuine concern for others. The process of management generally encourages emotional distance, but leadership fosters empathy with others. Leaders suppress their own egos, recognize the contributions of others, and let others know that they are valued (Hersey & Blanchard, 1988:16).

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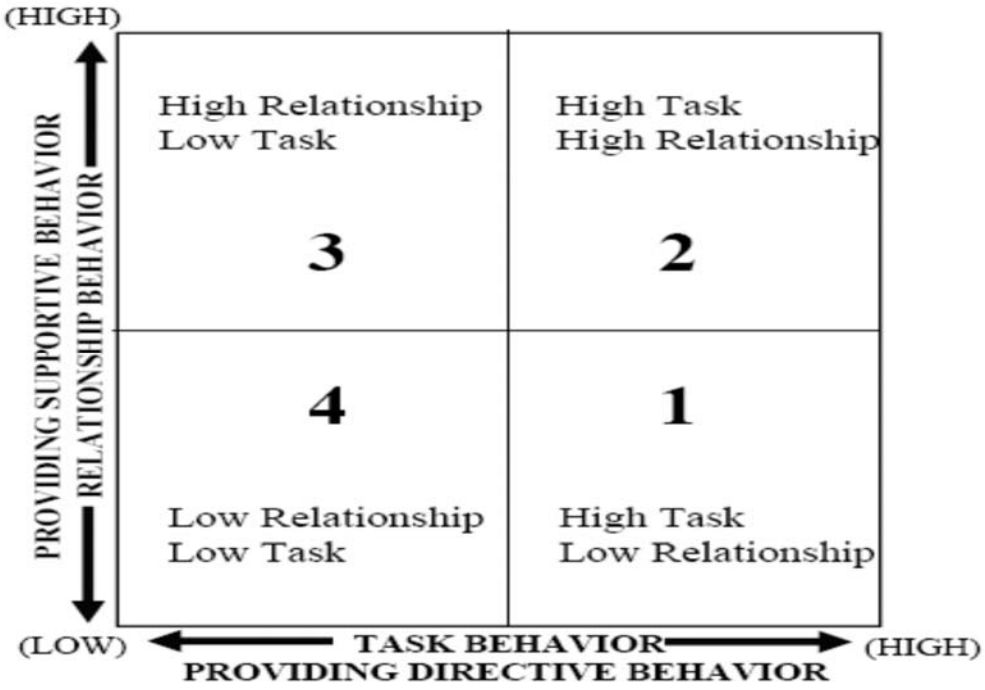

Figure 3.1: Leadership Model

Source: Esther (2011)

Figure 3.1 above shows how the "Readiness" scale goes from high to low readiness levels and it is displayed under the leadership matrix to match the four leadership styles (S). The four quadrants are as follows:

- S1- high task (HT), low relationship (LR);
- S2- high task (HT), high relationship (HR);
- S3- high relationship (HR), low task (LT); and
- S4- low relationship (LR), low task (LT).

According to Mujtaba (2009:4), an effective leader (person exerting influence) often has a dominant style but can move from one style to another depending on the situation. The Situational Leadership Model is based on the interactive interplay among direction (task behaviour) provided by the leader, socio-emotional support (relationship behaviour) provided by the leader and the readiness of the follower on the specific task that needs performing.

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According to the model, there are four readiness (R) levels:

- R1- followers are unable and unwilling to perform the task;
- R2- followers are unable but willing to perform the task;
- R3- followers are able but unwilling to perform the task; and
- R4- followers are able and willing to perform the task.

Table 3.1: Comparison of Task-relationship Leadership Styles

Task-Oriented	Relationship-Oriented
Emphasis on work facilitation	Emphasis on interaction facilitation
Focus on structure, roles and tasks	Focus on relationships, well-being and motivation
Produce desired results is a priority	Foster positive relationships is a priority
Emphasis on goal-setting and a clear plan to achieve goals	Emphasis on team members and communication within
Strict use of schedules and step-by-step plans, and a punishment/incentive system	Communication facilitation, casual interactions and frequent team meetings

The table above compares task-oriented and relationship-oriented leadership styles side-by-side. The researcher concludes that Situational Leadership Model attempts to show that there is no “one size fits all” approach to leadership. Depending on the situation, varying levels of “leadership” and “management” are necessary. However, leaders must first identify their most important tasks or priorities. Second, leaders must consider the readiness level of their followers by analysing the group’s ability and willingness. Effective leaders must keep a balance between high tech (task behaviours) and high touch (relationship behaviour). Once the follower’s readiness is determined, a manager or a leader can choose from the four leadership styles suggested by Hersey and Blanchard’s model that focus, to some extent, either on task behaviour or relationship behaviour.

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3.6 SITUATIONAL LEADERSHIP STYLES

Blanchard, Zigarmi and Halsey (2011:54) highlight that the 'major factors affecting an individual's response to leadership are the amount of direction and support the leader provides'. As per Blanchard, Zigarmi and Halsey (2013:8), 'situational leadership styles are divided into four categories: directing, coaching, supporting and delegating'.

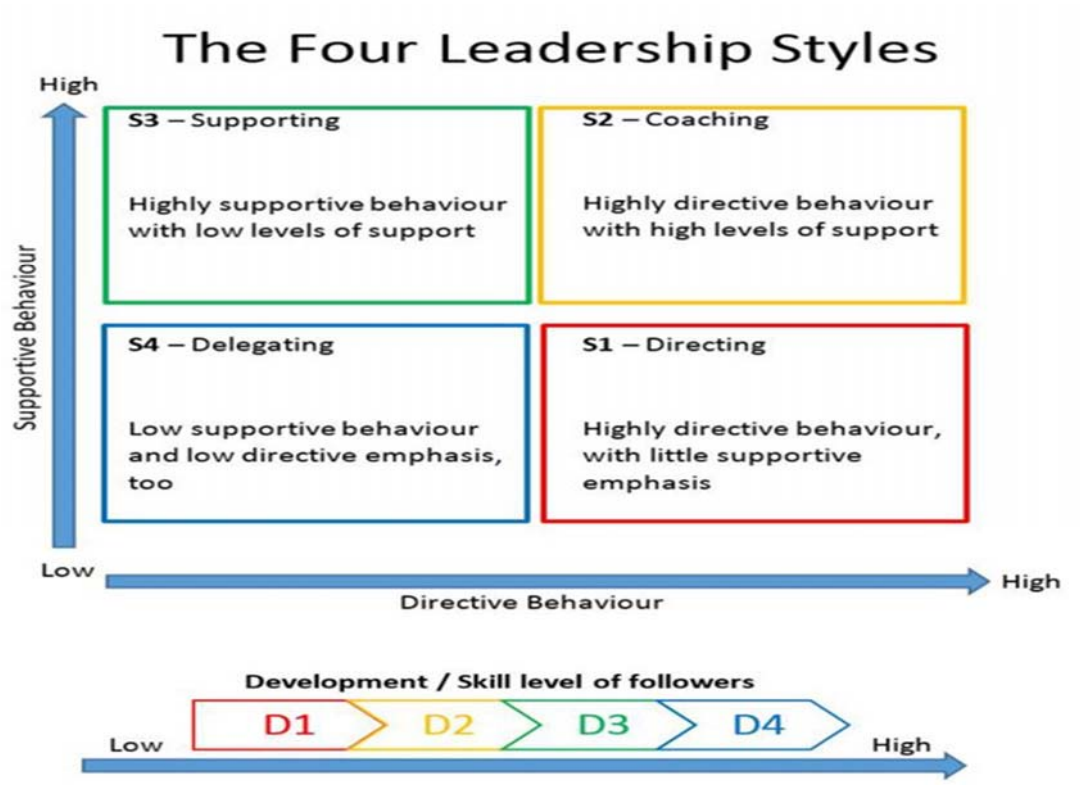

Figure 3.2: Situational Leadership Styles

Source: Esther (2011)

Burke, Shawn, Kevin, Cameron, Goodwin and Eduardo (2006:290) identify 4 Leadership Styles and show that depending on the level of these variables, leaders must apply the most appropriate leadership style to fit the given situation. The Situational Leadership Style proposes the following leadership styles:

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- **(S1) Directing**

Normally at this level of maturity, the individuals or team do not have much task knowledge. They are yet to learn the skills needed to be proficient and need clear direction and guidance. As a result, the necessity is to be told how to do something and what to do. To this end, the style reflects much of an autocratic behaviour.

- **(S2) Coaching**

This is the next step up in the development cycle and although the leadership style is slightly less autocratic, it still requires a good degree of direction from the leader, whereby he/she now begins to explain ideas and the reasons for such. This approach helps the individual/team to start to develop their skills and reasoning. With this style, leaders begin to sell their message to influence and develop the team.

- **(S3) Supporting**

At this level of development, the leader adjusts their style to reflect a more democratic stance and focuses further on relationships and less on task direction. He/ She allows the team(s) to create their goals but works with them to do this.

The main aim here is to develop the team further to take action and to think more autonomously, releasing the leash, if you like, and giving them greater scope for self-leadership.

- **(S4) Delegating**

At this point in the cycle, the team are now competent. Their levels of development are high with the task at hand, and the leadership style reflects a hands-off approach. The manager now delegates goal creation and decision making to the team and as such, they competently get on with the task, setting goals, creating plans and executing them autonomously. The leader is normally kept abreast through regular updates.

It is the researcher's contention that a school leader and manager have to recognize the different leadership styles available in situational leadership theory, be bold enough to adjust his style appropriately to match the individual's needs and learn from his mistakes

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and develop as a leader. He must always remember that practice makes perfect leader and manager for his school.

3.7 THE STRENGTH OF SITUATIONAL LEADERSHIP

Glatter (1979:18) argues that the primary strengths of situational leadership are that it is directive and flexible in nature, in that the model tells the leader what to do given different situations. Understanding who can, and will, do what, is critical to leadership. Leadership implies change, and Situational Leadership is based on adaptation to change. External and internal pressures cause people, groups and goals to change, and good situational leaders are capable of quickly responding to all kinds of change.

McCleskey (2014:3) agrees that Situational Leadership is clearly defined, easy to apply and logical. For instance, the newest team member is likely having great enthusiasm for the project but may not have perfected the skills required for their first task. This individual would need more direction than motivation in the beginning. As that individual mastered the task, much less direction would be required, but more motivation might be required to stave of boredom as the task became repetitive and unchallenging. At that juncture, the leader would need to reassess the new task/relationship balance and adapt the amount of direction and support required for the new situation. Situational Leadership is prescriptive, yet flexible by guiding the leader in balancing the amount of direction verse support a follower needs depending on their ability and desire.

Situational Leadership recognizes and values differences among team members, plays to the individual's strengths and nurtures and works to develop their weak areas. The diversity of the twenty-first century requires adaptation of last century's methods and situational leadership builds on the individual traits of the follower. Rather than representing problems, gender, age, cultural origin, socioeconomic background, and sexual identity are merely components that help create the whole individual that is assessed for task and behavior readiness in the situation leadership model. This diversity enriches and strengthens the team. Additionally, this model requires leader to be involved and knowledgeable with both the production and personnel aspects of the process in

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order to accurately adapt their own behavior. I think of this as leading from within as opposed to leading from above. A leader needs to be connected to the goal, as well as to those seeking the goal, and situational leadership validates that connection (Hersey & Blanchard, 1982:16).

Northouse (2004:9) affirms that Situational Leadership has endured a moderate test of time. It has been applied in both large and small populations, in business, military, educational and family settings for over four decades. It is both generally well accepted in a variety of venues and is also frequently utilized as a leadership training tool in corporations, industry and in educational institutions with positive results (Northouse, (2004:23) argues that the circumstantial nature of the model requires that the leader adapt their own behavior each time the situation changes. Each time the relationship between the follower and the task changes, the situational model allows the leader to reframe their actions to meet new parameters. In reapplying the model in successive approximations, the leader can reassess the degree of direction and support the followers need throughout the continuum from goal inception to goal attainment.

It is therefore the researcher's view that a strong situational leader would need to be well educated in cognitive and psychosocial development theory, alert to differences among people due to the influences of gender, age, cultural and racial identity and of the social parameters that cause change. The Situational Leadership Theory requires the leader to be closely familiar with the intellectual and development level of those being lead. The model does not address important details like the complex factors effecting motivation.

3.8 THE WEAKNESS OF SITUATIONAL LEADERSHIP

Bass and Bass (2008:14) reaffirm that a strong situational leader would need to be well educated in cognitive and psychosocial development theory, alert to differences among people due to the influences of gender, age, cultural and racial identity and of the social parameters that cause change. Situational Leadership Theory requires the leader to be closely familiar with the intellectual and development level of those being lead. The model does not address important details like the complex factors effecting motivation. The

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model does not include tools for the leader to diagnose a group's task ability or communal willingness. It is much harder, or impossible, for a leader to really know all the members of larger the groups and, consequently, diagnosis and prescriptions for the followers' behaviour are based on less, or no, personal information. That is why the researcher believes that situational leadership is better suited to small groups, or for small groups within a larger organization with a single cohesive goal. Truly understanding the abilities and motivations of the team are vital to and a major limitation to this theory.

Fiedler (2004:154) reports that he conducted a study of 300 high school principals and new teachers and found that some followers preferred a strong leadership style despite their task readiness. It was found that followers with more education and experience desired less structure regardless of the leader's supportive behaviour. A last criticism related to the research on situational leadership concerns the bias inherent in the leadership questionnaires that support the theory. The close-ended questions limit the respondent to choosing answers that support the theory. Despite these shortcomings, Situational Leadership is a valuable tool when used appropriately.

According to McCleskey (2014:118), the shortcomings of Situational Leadership Theory are that it requires incredible judgment based on task knowledge and human assessment. It is indicated that not everyone has the vision, character, perception, strength, tenacity, luck, or constituent buy-in, to lead in every situation, despite their traits, skills or style. Misdiagnosing either the follower's ability or willingness to complete a task can disrupt the team's progression and undermine the follower's self-esteem. Both underestimating and overstating the team's abilities are detrimental to goal attainment. The misdiagnosis of the readiness and commitment of multiple team members could quickly lead to project failure.

Therefore, the researcher is in a position to conclude that a leader faces a significant amount of pressure to constantly analyze his situation before making decisions on actions. Other styles that emphasize a leader following his strengths and natural traits suggest more instinctive reactions to problematic situations. Furthermore, a leader who becomes overly oriented to this approach may become so focused on constant

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adjustments in the short-term that he loses sight of the long-term implications of a leadership approach. A situational leader may be deemed inconsistent and hard to predict by followers, which can produce a lack of trust in his direction.

3.9 SITUATIONAL LEADERSHIP IN THE CONTEXT OF PRINCIPALS' LEADERSHIP

Conger and Conger (2010:687) justify that universities are populated by people with diverse thoughts, cultural backgrounds, intellectual abilities, passions, opportunities and expectations. Universities are also split into sub-divisions with purposes and goals that support the overall mission of the institution. Since situational leadership builds on the strengths and strives to educate weaknesses of followers, it is very compatible with the workings of higher education. The most successful Student Affairs practitioners are in tune with both the psychosocial and intellectual development of students, which enables them to use situational leadership to lead students toward their goals. College students are immersed in an environment that promotes rapid growth and the flexibility of situational leadership allows for leaders to adapt their style to meet the ever-changing abilities and needs of individual students. The university is a place where diversity is seen as a resource not a hurdle, where innovation comes from the youngsters, as well as from the elders, where challenge is the impetus for growth not failure, and situational leadership can provide the road map for the tiniest of steps or for giant leaps toward goal attainment.

Pont, Nusche and Moorman (2009:14) supports the idea that Situational leadership teaches the leader to transform to match the needs of the team which means the leader's development is nurtured by the follower's growth. Although student services workers frequently do the same tasks over and over again, each situation is slightly different, each student is unique, and situational leadership directs how to balance leadership style with the circumstances. Situational leadership is also an adaptable tool for students to use in governing themselves and campus leaders can easily train their followers to lead. The fluid character of this theory fits the dynamic nature of the collegiate population, both the student-body and the administration. Situational leadership can direct leaders and

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followers to transition from insecure to confident and from unknowing to informed, empowering both parties.

Vroom and Jago (2007:18) analysed and had identified three distinct roles that situational variables play in the leadership process in such a way that organizational effectiveness (often taken to be an indication of its leadership) is affected by situational factors not under leader control. Although army generals, orchestra conductors and football coaches receive adulation for success and blame for failure, successful performance is typically the result of the coordinated efforts of many. In open systems, including corporations, goal attainment is also influenced by the actions of competitors, enactment of new legislation, new technologies, interest rates, and currency fluctuations (to name just a few variables). All of these factors can have large effects on organizational effectiveness, thus making it difficult to discern leadership effects as follows:

(a) Situations shape how leaders behave.

Many years ago, Cronbach (1957) identified two distinct disciplines of psychology. One of these, represented by experimental and social psychology, was concerned with the effects of external events on behaviour. The second was concerned with measurement of individual differences. Neither discipline was capable of explaining behaviour by itself. People, including leaders, are affected by their environment as well as by fairly stable characteristics that predispose them to certain kinds of behaviour.

(b) Situations influence the consequences of leader behaviour.

Popular books on management are filled with maxims such as push decision power down, delegate, enlarge jobs, place your trust in people, the customer must come first, and so on. Each of these maxims is situation-free. The advice is unfettered with information about the kinds of situations in which the recommended actions are effective and those in which they are ineffective. Actions must be tailored to fit the demands of each situation. A leadership style that is effective in one situation may prove completely ineffective in a different situation.

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The researcher is convinced that the leadership style of the principal plays a substantial role for teaching and learning need to improve continuously if schools are to ensure that children and young people can be successful in their future. School leaders (principals) play a key role in improving the student's outcomes by influencing the motivation and capacity of teachers and affecting the climate and environment in which they work and learn.

3.10 CONCLUSION

Today, leaders must be partners with their people. In today's world, leaders need a way to deal, manage and resolve different issues arising at work in order to build the kind of organisation which is positively effective. Situational Leadership teaches leaders to recognize the needs of individuals or a team, then using the best leadership style to respond appropriately. Leadership is an art and science of inspiring and enabling others to accomplish shared dreams. Many leadership theories were developed and studied during the last century, but no single approach to leadership has been identified as the best method for all situations. The fundamentals of leadership, motivating and directing a group to achieve a common goal, have changed very little over time; but the context of leadership, the complexity of, and diversity within organizations on societal values have each evolved greatly over many years.

This chapter discussed the theoretical framework used in this study, that is, the situational leadership theory. It included the leadership theory, leadership model and the leadership styles of the leadership theory. The following chapter will present the research design and methodology used in the study.

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CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

The purpose of this chapter is to describe and discuss the research design and methodology used for this research. In this chapter, I present the methodology selected for the inquiry and a detailed research design. A sequential mixed method design was chosen comprising of phase one (a survey) in the form of a questionnaire on which secondary school principals were expected to respond, and phase 2 (interviews) was in the form of interviews, site-visit and collection of data from school records. The sampling procedures, data-collection and data-analysis are explained according to the two phases. Thereafter, measures taken to assure reliability, validity and the trustworthiness of the data as well as the steps taken to meet the ethical requirements are described.

The nature of the problem investigated dictates the choice of research design employed. According to McMillan and Schumacher (2001:166), a research design refers to a plan for selecting the subjects, the research sites, data collecting and analysis procedures to address the research question. The design shows which individuals will be studied, and when, where, and under which circumstance they will be studied. In this study, I made use of a sequential mixed method approach (Creswell 2003:54) to obtain the descriptive and exploratory data. The study consisted of two phases: phase 1 was a quantitative study, using questionnaires as a data collection technique; phase 2 was a qualitative study and involved interviews, site-observation observation and school records.

4.2 THE USE OF RESEARCH DESIGN IN THIS STUDY

Gorard (2013:4) defines the research design as the overall strategy that one can choose to integrate the different components of the study in a coherent and logical way, thereby, ensuring one will effectively address the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data. The function of a research design is to ensure that the evidence obtained enables one to effectively address the research

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problem logically and as unambiguously as possible. In social sciences research, obtaining information relevant to the research problem generally entails specifying the type of evidence needed to test a theory, to evaluate a program, or to accurately describe and assess meaning related to an observable phenomenon.

Van Wyk (2014:13) also views research design as the overall plan for connecting the conceptual research problems to the pertinent (and achievable) empirical research. In other words, the research design articulates what data is required, what methods are going to be used to collect and analyse this data, and how all of this is going to answer your research question. Research design focuses on the end-product: What kind of study is being planned and what kind of results are aimed at. For example, historical - comparative study, interpretive approach or exploratory study, inductive and deductive.

The mixed methods of research design have been used in this study. It is a combination of various research designs that have been used together in order to assist to answer the posed research questions and objectives. The research design represents more of an approach to examining a research problem than a methodology. The mixed research designs used in this study is:

- Survey design

Tashakkori, Abbas and Creswell (2007:3) argue that the mixed method is characterized by a focus on research problems that require (a) an examination of real-life contextual understandings, multi-level perspectives, and cultural influences; (b) an intentional application of rigorous quantitative research assessing magnitude and frequency of constructs and rigorous qualitative research exploring the meaning and understanding of the constructs; and (c) an objective of drawing on the strengths of quantitative and qualitative data gathering techniques to formulate a holistic interpretive framework for generating possible solutions or new understandings of the problem.

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4.2.1 Survey Design

4.2.1.1 Defining survey research design

A survey is any activity that collects information in an organized and methodical manner about characteristics of interest from some or all units of a population using well-defined concepts, methods and procedures, and compiles such information into a useful summary form. A survey usually begins with the need for information where no data – or insufficient data – exist. Sometimes this need arises from within the statistical agency itself, and sometimes, it results from a request from an external client, which could be another government agency or department, or a private organization. Typically, the statistical agency or the client wishes to study the characteristics of a population, build a database for analytical purposes or test a hypothesis. A survey can be thought to consist of several interconnected steps which include, amongst others, include the following: defining the objectives, selecting a survey frame, determining the sample design, designing the questionnaire, collecting and processing the data, analyzing and disseminating the data and documenting the survey (Flegi, 2010:1).

Glasow (2005:1) supports the use of survey design since it is used to answer questions that have been raised to solve problems that have been posed or observed, to assess needs and set goals, to determine whether or not specific objectives have been met, to establish baselines against which future comparisons can be made, to analyze trends across time, and generally, to describe what exists, in what amount, and in what context.

Perhaps the most common type of research in social research is a survey study. Researchers give a group of people a survey with lots of questions, and the participants simply answer the questions. For example, a researcher could ask every child in a certain school to fill out a questionnaire about what makes them happy or unhappy.

The clear advantage to this type of study is that it is easy, simple and inexpensive, and a researcher can get hundreds of people to complete the survey in a relatively short period of time. However, there are some disadvantages to survey studies. One disadvantage is that it is difficult to truly test the impact of certain variables when all people are doing is

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filling out a survey. Another disadvantage is that some people might not be honest in their survey responses.

4.2.1.2 The rationale for selection of survey research design in this study

Satin and Shastry (1993:4) argue that surveys are particularly useful in finding small amounts of information from a wider selection of people in the hopes of making a general claim. Surveys are selected as a technique for gathering information in quantitative research as follows:

- The participants of the survey can complete structured questions with many stakeholders within a relatively short timeframe;
- The process of information gathering can be completed by telephone, mail, fax, or in-person;
- It is quantifiable and generalizable to an entire population if the population is sampled appropriately;
- Standardized, structured questionnaire minimizes interviewer bias;
- Tremendous volume of information can be collected in short period of time; and
- It can take less time to analyze than qualitative data.

Questionnaires were used in this study as a survey research design on which a total number of 38 principals from secondary schools in different circuits responded. The questionnaires were analyzed by The Statistical Package for Social Science (SPSS) programme and interpretation of the questionnaire presented in the next chapter.

This study was conducted using survey research design by designing a questionnaire on which 38 secondary school principals participated by responding to the questions by means of choosing the most suitable option among the given 4 options. The study provides principals with the necessary skills, knowledge, and focus to engage in meaningful inquiry about their professional practice which will enhance this practice, and effect positive changes concerning the educative goals of the learning community.

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4.3 USE OF RESEARCH METHODOLOGY IN THIS STUDY

Williman (2011:8) defines research methods as a range of tools used for different types of enquiry, just as a variety of tools are used for doing different practical jobs, for example, a pick for breaking up the ground or a rake for clearing leaves. It is, therefore, necessary to know what the correct tools are for doing the best job, how to use them to best effect and obtain best results. If you use the right sort of methods for your particular type of research, then you should be able to convince other people that your conclusions have some validity, and that the new knowledge you have created is soundly based.

The contention of the researcher is that both quantitative and qualitative research approaches are appropriate for this educational research study since both are concerned with studying a phenomenon. The researcher collected data that can be measured and represented in numbers through questionnaires as a quantitative approach of gathering data. Furthermore, the researcher used interviews (transcripts), site-observation (field-work) and observation records as a means of qualitative data collection.

- **Quantitative method**

Murtonen (2005:2) defines the quantitative research method as a study that involves the use and analyses of numerical data using statistical techniques. They pose questions of who, what, when, where, how much, how many, and how. The quantitative research method is used to explain phenomena by collecting numerical data analyzed using mathematically based methods (in particular statistics)'. Therefore, as quantitative research is essentially about collecting numerical data to explain a particular phenomenon, particular questions seem immediately suited to being answered using quantitative methods. Williman (2011:37) supports the same idea that quantitative data can be transposed into numbers, in a formal, objective, systematic process to obtain information and describe variables and their relationships. Quantitative research method has the following characteristics:

- There is a single reality that can be defined by careful measurement;
- It is usually concise;

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- It describes, examines relationships, and determines causality among variables, where possible;
- Statistical analysis is conducted to reduce and organize data, determine significant relationships and identify differences and/or similarities within and between different categories of data;
- The sample should be representative of a large population;
- Reliability and validity of the instruments are crucial;
- Comprehensive data collected by employing different methods and/or instruments should result in a complete description of the variable or the population studied; and
- It provides an accurate account of characteristics of particular individuals, situations, or groups.

Therefore, the researcher is in a position to conclude that the quantitative research method was chosen and used as the suitable method of the study for collecting numerical data; this was done through questionnaires distributed to 38 secondary school principals using the SPSS programme to analyze data to answer the research questions as set out in Chapter 1 item 1.4. the advantage of using quantitative research methodology is that collected data from quantitative is more reliable since the scores obtained remains the same regardless of who collected data.

- **Qualitative method**

Denzin and Lincoln (2000:3) define qualitative research method as a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. These practices turn the world into a series of representations including field notes, interviews, conversations, photographs, recordings and memos to the self. At this level, a qualitative research method involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret phenomena in terms of the meanings people bring to them.

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The qualitative research method involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, and phenomena in terms of the meanings people bring to them (Denzin & Lincoln, 2011:3).

Taylor-Powell and Renner (2003:1) support the idea that qualitative data consist of words and observations, not numbers. As with all data, analysis and interpretation are required to bring order, meaning and understanding. This requires creativity, discipline and a systematic approach.

Qualitative research method is characterized by an interpretative paradigm, which emphasizes subjective experiences and the meanings they have for an individual. Therefore, the subjective views of a researcher on a particular situation play a vital part in the study results. Another characteristic of qualitative research is its idiographic approach (Vogrinc 2008:14), which emphasizes an individual's perspective on the investigative situation, process and relations.

It was the researcher's intention to choose again another method for the study, that is qualitative research method of investigation because qualitative researchers are interested in understanding the meaning people on how they have constructed, that is, how people make sense of their world and the experiences they have in the world. In this case, this research study used in-depth interviews (both focus group and individual) with rich-information subjects such as principals of effective, ineffective and schools experiencing fluctuating NSC results for the past 5 years. The study population consisted of secondary school principals, SGB members, curriculum advisors and governance officers. The researcher furthermore, visited the sampled secondary school to do on-site observation and used school records to confirm the availability and non-availability of school management documents/records.

- **Mixed approach**

The mixed method approach refers to the mixing/combination of both quantitative and qualitative methods in the research study for addressing the specific objectives. The

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basic premise behind using a mixed methods research approach is that the combination of both approaches provides a better understanding of a research problem than either approach could alone. Creswell and Plano Clark (2011:10) argue that integrating methodological approaches strengthens the overall research design, as the strengths of one approach offset the weaknesses of the other and can provide more comprehensive and convincing evidence than mono-method studies. Another more practical benefit is that mixed methods research can encourage interdisciplinary collaboration and the use of multiple paradigms.

It is on the basis of this study that the researcher decided to use the combination of the two methods, which is quantitative and qualitative research methods because the 2 research methods complemented against each other. The weakness of one method was addressed by the strength of another method. Furthermore, the 2 methods assisted the research to find deeper meaning of facts than using a single research method. Gathered data from using 2 methods is more reliable and valid than using a single method. This means that the researcher was assisted by both quantitative and qualitative research method to address the main research problem and its sub-problems or objective of the study.

4.3.1 Population

Parahoo (1997:218) defines population as “the total number of units from which data can be collected”, such as individuals, artifacts, events or organisations. Burns and Grove (2003:213) describe population as all the elements that meet the criteria for inclusion in a study. A research population is also known as a well-defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a common, binding characteristic or trait. A research population is also known as a well-defined collection of individuals or objects known to have similar characteristics. Yount (2006:3) supports the idea that population comprises all the possible cases (persons, objects, events) that constitute a known whole. A “population” consists of all the subjects one wants to study.

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Therefore, one can finally say that population of this study is a total number of 45 secondary school principals whereby 38 responded to a questionnaire (quantitative study) while 7 participated in a focus group interview. In addition, 7 SGB members formed part of the population and participated in personal interviews. Finally, 3 curriculum advisors and 3 governance officers formed part of the population since they participated in personal interviews. The grand total of the population for the study was 58 participants.

4.3.2 Sampling and Sampling Procedure

Fink (2003:2) defines a sample as a finite part of a statistical population whose properties are studied to gain information about the whole. The sample method involves taking a representative selection of the population and using the data collected as research information. When dealing with people, it can be defined as a set of respondents (people) selected from a larger population for the purpose of a survey. Gray (2007:7) argues that a sample is a "subgroup of a population". It has also been described as a representative "taste" of a group. The sample should be "representative in the sense that each sampled unit will represent the characteristics of a known number of units in the population".

Ross (2005:2) argues that sampling is generally conducted in order to permit the detailed study of part, rather than the whole, of a population. The information derived from the resulting sample is customarily employed to develop useful generalizations about the population. These generalizations may be in the form of estimates of one or more characteristics associated with the population, or they may be concerned with estimates of the strength of relationships between characteristics within the population.

On the other hand, sampling is the act, process, or technique of selecting a suitable sample, or a representative part of a population for the purpose of determining parameters or characteristics of the whole population (Babbie, 1990:4). Therefore, one can say that sampling involves the selection of a number of study units from a define study population.

The researcher used the questionnaire as a quantitative research approach. It was distributed to the sampled 38 secondary school principals from 24 circuits which

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constitute Mopani District of Limpopo Province - South Africa. The purpose was to obtain maximum data by involving principals of Mopani District schools. Random sampling was conducted to obtain qualitative data.

A total number of 45 secondary school principals formed part of the population on which 38 of them participated in the questionnaire (quantitative), 7 of them participated in the focus group interviews (qualitative), 7 SGB members participated in the focus group interviews (qualitative), 3 curriculum advisors participated in the personal interviews (qualitative) and the 3 governance officers in the personal interviews (qualitative). The research study consisted of a total population of 58 participants (for both quantitative and qualitative study). All these participants were sampled from Mopani District.

The researcher visited secondary schools of principals who participated in the focus group interview. The main purpose of the visit was to have first-hand experience and confirmation of what was mentioned during the interview session. Records were used to verify data supplied to serve as evidence that teaching, and learning is done were also supplied to the researcher. The researcher had an opportunity to observe the situation as it appears in the sampled schools, for instance, the physical appearance of the school, conditions such as graffiti on buildings, the unplanned movement of teachers and learners during contact time with learners, broken doors and windows.

4.4 DATA COLLECTION STRATEGIES

The researcher used the following data collection strategies in the research process:

- Questionnaires are any group of written questions to which participants are asked to respond in writing, often by checking or circling responses. The secondary school principals were asked to respond as honestly as possible so that reliable data is captured;
- Out of the 45 population of the sampled secondary school principals in Mopani District, 38 of them were given a questionnaire to respond as a quantitative inquiry. An identified date was identified, and principals were explained on the process at once and they responded.

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- Explanation of the purpose and importance of completion of a questionnaire was done by the researcher. The importance of supplying correct data was also emphasized so that collected data is reliable and trustworthy;
- The researcher conducted interviews using semi-structured questions to which the respondents responded, and the researcher tape recorded them. The researcher was also given an opportunity of making follow-up questions where necessary so that data is presented clearly. Interviews were highly structured, but more open-ended, allowing the participants to provide detailed answers, and recorded data was transcribed on paper;
- Direct observation of behaviour as the most accurate and desirable method of recording the behaviour of learners at their schools: Using direct observation, the researcher observed and recorded the behaviours of the participants rather than relying on reports from the focus group participants; and
- Document analysis: School management records were requested from the principals of the secondary schools and used to obtain and verify information supplied during the focus interview to ascertain whether school records are available and used as expected to confirm on how various activities are conducted.

4.5 ETHICAL CONSIDERATIONS

Center for Bioethics (2003:3) defines research ethics as a system that provides guidelines for the responsible conduct of educational research. In addition, research ethics educates and monitors scientists conducting research to ensure a high ethical standard. All researchers should be familiar with the basic ethical principles and should have up-to-date knowledge about policies and procedures designed to ensure the safety of research subjects and to prevent sloppy or irresponsible research. This is because ignorance of policies designed to protect research subjects is not considered a viable excuse for ethically questionable projects.

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4.5.1 Informed Consent

Bulger (2002:3) define Informed Consent as a voluntary agreement to participate in research. It is not merely a form that is signed but is a process, in which the subject has an understanding of the research and its risks. Informed consent is essential before enrolling a participant and ongoing once enrolled. Informed Consent must be obtained for all types of human subjects research including; diagnostic, therapeutic, interventional, social and behavioural studies, and for research conducted domestically or abroad.

Care was taken by the researcher before the actual research exercise was conducted in order to ensure that all participants in both the quantitative and qualitative research study are not pressurized to participate in the study. The power imbalance between researcher and researched was highly considered. The goal of the informed consent process was to provide sufficient information so that a participant can make an informed decision about whether or not to continue with participation in the study. Research participants were informed by the researcher that they have a right to refuse to participate at any time of the research, including withdrawal from a research project at any stage, and should not be given the impression that they are required to participate.

4.5.2 Validity

Gregory (1992:117) defines validity as the extent to which a test measures what it claims to measure. It further indicates that a measure is valid if it measures what it is supposed to measure and does so cleanly – without accidentally including other factors. The focus here is not necessarily on scores or items, but rather, inferences made from the instrument, which means that the behavioural inferences that can extrapolate from test scores is of immediate focus. In order to be valid, the inferences made from scores need to be appropriate, meaningful and useful.

In this study, the researcher ensured that the quantitative research instrument, that is a questionnaire is well designed in such a way that all 5 questions with their 5 sub-questions of the research study are set and answered by all respondents so that the researcher can

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accumulate responses responding the same way by selecting the most appropriate answer from the 4 options given. The researcher guarded against what is responded is exactly what is expected by analysing the responses through an SPSS 17.1 programme.

4.5.3 Reliability

Drost (2000:106) defines reliability as the extent to which measurements are repeatable - when different persons perform the measurements, on different occasions, under different conditions, with supposedly alternative instruments which measure the same thing. In sum, reliability is consistency of measurement or stability of measurement over a variety of conditions in which the same results should be obtained.

Joppe (2000:1) also defines reliability as the extent to which results are consistent over time; an accurate representation of the total population under study is referred to as reliability, and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable.

In this research study, the researcher ensured that the gathered data is reliable and free from error and therefore yields consistent results (i.e. the consistency of a measurement procedure). This was done through the use of The Statistical Package for Social Sciences (SPSS) version 17.0 programme to analyze and interpret the collected data gathered from the questionnaire.

4.6 PERMISSION

4.6.1 The Rationale for Requesting Institutional Permission

Bitzer (2009:2-5) argues that the researcher has to consider the following before taking part in empirical research process of data collection:

- Being courteous to the institution and respectful as an ‘outsider’ to the institution;
- Institutions have privacy policies and should protect their constituents;
- Institutional information is confidential;

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- Unacceptable research conduct, being insensitive or interfere may put other researchers at a disadvantage; and
- Researchers need careful consideration of who actually represent an institution and when it is represented.

In this case, the researcher made a written request to conduct a research study from Limpopo Head of Department of Education and permission was granted. A further request was made to Mopani District Director, and approval was also granted. The Mopani District Director informed the Circuit Mangers during the District Director's management meeting about the permission granted from the Head of Department Limpopo Department of Education. She encouraged the Circuit Mangers to inform schools to participate in the research study and further requested the researcher to communicate over the findings and the recommendations.

A synopsis of the research was presented, and conditions were set by the Department of Education as follows:

- The research should not have any financial implications to Limpopo Department of Education;
- Arrangements should be made with Mopani District Director, Circuit Managers and the sampled schools concerned;
- The conduct of the research should not disrupt the academic programs of the schools;
- Research should not be conducted during the time of the examination or especially during the fourth term;
- During research, research ethics should be practiced, especially the principle of voluntary participation; and
- Upon completion of the research study, the researcher shall share the final product with Department of Education.

4.6.2 Concern about Research Conducted at Schools

When carrying out research at institution the following were taken into consideration:

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- The name/image of the institution might be at risk;
- Potential exposure or over-exposure of institutional constituents (e.g. students, learners, staff, clients); and
- Some institutions are subordinated to higher authorities (e.g. schools, and, other public institutions, firms, companies) and need their permission (Example: National Department of Basic Education →Provincial Education Department →School (principal and/or School Management Body).

4.6.3 The Procedures Followed

There are certain procedures that were followed:
Every school had particular sets of rules and guidelines for institutional permission; and Proof of Permission presented to Circuit Managers and sampled schools before the empirical research commences.

The researcher followed all the procedures of securing the necessary permission to conduct a study at various schools. Permission was sought from the Education Head of Department - Limpopo Provincial Government and was granted. The same procedure was also followed regarding the local schools' controlling body, that is, securing permission from Mopani District Director to enter the schools to obtain data for research purposes. The researcher complied with the conditions set by the permissions granted.

In this study, both qualitative and quantitative research methods were used, and the model survey was used as the model/style because numerical data were gathered, and questionnaires were used (quantitative). The SSPS programme was used to analyse the participants' responses. The responses were arranged in a statistical manner so that the researcher can make empirical findings.

In order to make the information more reliable, various techniques of qualitative nature were used, i.e. interviews, participant observation and document analysis. Themes were postulated after analyzing interviews and records obtained from schools.

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4.7 CONCLUSION

The main objective of this chapter was to describe the designs and methods for research planned in order to identify the roles of the principal on leadership and management role towards the culture of teaching and learning in effective schools.

The sampling method in context for the anticipated quantitative research and the qualitative research method were also explained. A brief summary of the way the research administration was done, permission from Head of Department – Limpopo Department of Education, Mopani District Director and at schools which are effective, ineffective and schools experiencing fluctuating results in the NSC examination for the past 5 years, and the arrangements with the participants in the research process were also highlighted.

This chapter discussed the research design and methodology of the study and described the research design, population, sample, data-collection instrument and ethical considerations. The following chapter focuses on both qualitative and quantitative investigation data analysis, interpretation and presentation of findings.

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CHAPTER 5

DATA PRESENTATION AND ANALYSIS

5.1 INTRODUCTION

The main purpose of this chapter is to present collected data and analyze it to assist to answer the research questions and objectives set in Chapter 1. The study followed a mixed method approach (quantitative and qualitative) as a data collection technique. In phase 1, sampled secondary school principals were given a questionnaire to respond. In phase 2, interviews, site-observation and school records were used as other data collection techniques. All collected data in phase 1 and phase 2 are analyzed and interpreted in this chapter.

5.2 QUESTIONNAIRE (QUANTITATIVE)

5.2.1 Analysis and Interpretation of Data Obtained through the Questionnaire

A total of 38 secondary school principals were given a questionnaire to respond to. This means that a grand total of 38 of secondary school principals responded positively by submitting a completed questionnaire. Collected data was analyzed based on the response of each participant. SPSS programme was used to analyze each respondent's response. Responses were analyzed and arranged into percentages.

All responses were calculated against the grand total number of principals as frequency converted to percentage. Comparison and analysis of data became possible because of related numbers.

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5.2.2 Personal Information

- **Gender for the study**

A total number 73.7% of the respondents were males while 26.3% of the respondents were females. The researcher's contention is that males constitute the majority of the respondents which is 74%.

- **Position at the school**

The results indicate that all the sampled principals who participated/responded in the study project which ultimately made a 100% participation of principals. The researcher's conclusion is that all schools were represented by their principals.

- **Highest professional qualification**

The results indicate that 86.8% of the principals have STD as the highest professional qualification while 7.8% of them have SPTD as the highest professional qualification and 5.4% has other qualifications such as National Professional Diploma in Education (NPDE) or Master's degree. Therefore, the researcher is in a position to conclude that all members of the SMT are professionally qualified to practice as teachers then promoted to be principals.

- **Highest Education Management/School Management and Leadership Qualification passed**

A total of 89.6% respondents have Bachelor of Honours in Education and Management degree as the Highest Education Management/School Management and Leadership qualification while 5.2% of the respondents have Master's degree in Education and Management and 5.2% have other qualifications on Education Management/School Management and Leadership. The researcher may conclude by stating that most respondents have Education Management/School Management and Leadership qualification.

- **Number of years as a principal**

Respondents who have between one and five years of experience in leadership and management position constitute 47.4%, those who have six to ten years of experience

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constitute 31.6%, eleven to fifteen years of experience constitute 10.5%, sixteen and above number of years of experience constitute 10.5%. Therefore, the researcher concludes that respondents with most experience, that is, 52.7% are in the majority. The total number of respondents was N=3.

5.3 QUESTIONNAIRE SUMMARY (QUANTITATIVE)

Table 5.1: Response of Questions Converted to Percentages

	Question	Agree	Disagree	Strongly Agree	Strongly Disagree
1.	**The impact of principal's leadership style towards the culture of teaching and learning**				
1.1	The principal is responsible and accountable for all activities related to teaching and learning.	60.5	7.9	31.6	0
1.2	The core duties of the SMT members (which include the principal) are management of curriculum, implementation, monitoring and support.	63.2	2.6	34.2	0
1.3	The effectiveness of the school is determined by good performance on curriculum matters.	68.2	5.3	26.5	0
1.4	The principal has to ensure that the school has and implement the assessment policies.	52.6	5.3	42.1	0
1.5	Curriculum support and workshops should sometimes be done to supplement available knowledge.	54.9	13.2	26.6	5.3
2.	**The factors that contribute towards the implementation of COLTS in effective schools in Mopani District**				
2.1	Qualifications and experience have a substantial impact on the ability of the principal.	42.1	10.5	44.8	2.6
2.2	Drawing and implementation of school policies are some of the duties of a principal.	65.5	7.9	26.6	0
2.3	Trade unions threaten principals to implement policies that encourage educators to work harder.	18.4	26.6	44.8	10.2
2.4	The Department of Education do not give substantial support to principals for policy implementation in schools.	68.4	15.8	13.2	2.6

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2.5	Principals are reluctant to monitor policies that assist to restore the culture of teaching and learning on an ongoing basis because they lack support from the school community.	44.8	28.9	23.7	2.6
3.	**Management systems adopted at effective secondary schools to serve as role models to other schools.**				
3.1	Effective schools have functional policies that have been adopted and supported by all stake-holders	73.7	2.6	23.7	0
3.2	There are clear and identifiable role and responsibility of all stakeholders for supporting the culture of learning and teaching.	52.5	26.4	21.1	0
3.3	Effective schools develop their own rules and policies that forces learners to adhere these rules considering their inputs (democratic).	50.0	31.5	13.2	5.3
3.4	Functional schools have committees (systems) which plan and develop action plans that support teaching and learning.	60.5	13.2	26.3	0
3.5	All school stakeholders take a high interest on matters that are related to learner's education.	52.6	26.5	15.7	5.2
4.	**The components of colts which are implemented in effective secondary schools.**				
4.1	Most educators attend periods with lesson plans and continuously adhere to pace setters and work schedules.	65.7	5.4	28.9	0
4.2	Code of conduct that regulate educators at school level is available and adhered to the letter.	47.4	28.9	21.1	2.6
4.3	Educators report to school by signing the time register daily, and records for early departure are done and records are always available.	54.9	28.9	10.7	5.5
4.4	The HODs have monthly curriculum meetings and follow-ups are made to ensure that they improve to reach the Departmental target	34.2	44.8	15.8	5.2
4.5	Comparative analysis against same quarters in various years on learners' performance is done as expected.	60.2	31.6	5.2	3.0
5.	**How principals contribute to ensure that schools are effective, and the implementation of the COLTS activities and initiatives are done.**				
5.1	The principal must ensure that all educators subscribe to the 3 T's.	76.3	5.3	18.4	0

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5.2	All school accountability, including learner performance activities, lie on the principal.	57.9	13.2	23.7	5.2
5.3	The principal is responsible for the daily policy implementation on teaching and learning matters.	63.1	7.9	26.4	2.6
5.4	The school stakeholders support school programmes that promote teaching and learning.	47.3	26.5	18.4	7.8
5.5	Most principals are decisive on the implementation of policy that promotes teaching and learning.	52.6	21.1	18.4	7.9

QUESTION 1: THE IMPACT OF A PRINCIPAL'S LEADERSHIP STYLE TOWARDS THE CULTURE OF TEACHING AND LEARNING

- **The principal is responsible and accountable for all activities related to teaching and learning**

A total number of 92.1% respondents agree that the principal is responsible and accountable for all activities related to teaching and learning while 7.9% disagree that the principal is responsible and accountable for all activities related to teaching and learning. The researcher is convinced that the respondents agree that the principal is responsible and accountable for all activities related to teaching and learning in the school.

- **The core duties of the SMT members (which include the principal) are management of curriculum, implementation, monitoring and support**

The results indicate that 97.4% of the respondents agree that the core duties of the SMT members (which include the principal) are management of curriculum, implementation, monitoring and support while 2.6% of the respondents disagree that the core duties of the SMT members (which include the principal) are management of curriculum, implementation, monitoring and support. Therefore, the researcher is in a position to conclude that the majority of the respondents agree that therefore the researcher is in a position to conclude that the core duties of the SMT members (which include the principal) are management of curriculum, implementation, monitoring and support.

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- **The effectiveness of the school is determined by good performance in curriculum matters**

A total number of 94.7% of the respondents agree that the effectiveness of the school is determined by good performance in curriculum matters while 5.3% of the respondents do not agree that the effectiveness of the school is determined by good performance in curriculum matters. It is therefore the researcher's view that most respondents agree that the effectiveness of the school is determined by good performance in curriculum matters.

- **The principal has to ensure that the school has and implements assessment policies**

The results indicate that 94.7% of the respondents agree that the principal has to ensure that the school has and implements the assessment policies and 5.3% disagree that the principal has to ensure that the school has and implements the assessment policies. It is the researcher's contention that most respondents disagree that the principal has to ensure that the school has and implements assessment policies.

- **Curriculum support and workshops should sometimes be done to supplement available knowledge**

A total number of 94.7% of the respondents agree that curriculum support and workshops should sometimes be done to supplement available knowledge and 5.3% of the respondents disagree that curriculum support and workshops should sometimes be done to supplement available knowledge.

Ibrahim (2011:292) explains that on appointment, principals are given a lot of responsibilities as school leaders (Teachers' Service Commission (TSC). TSC, a body charged with employment of teachers in Kenya, outline some of the responsibilities of a principal as being the accounting officer of the school, interpreting and implementing policy decisions pertaining to training, overall organization, coordination and supervision of activities in the institution as well as maintaining high training and learning standards.

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These responsibilities can be carried out more effectively with preparation and development for school leadership if mechanisms for the same are in place.

The researcher believes that effective principals work relentlessly to improve achievement by focusing on the quality of instruction. They connect directly with teachers and the classroom and know what and how it is taught. They make a follow-up and provide support so that teaching and learning can take place with ease.

QUESTION 2: THE FACTORS THAT CONTRIBUTE TOWARDS THE IMPLEMENTATION OF COLTS IN EFFECTIVE SCHOOLS IN MOPANI DISTRICT

- **Drawing and implementation of school policies are some of the requirements of a principal**

A total number of 92.1% of the respondents agree that drawing and implementation of school policies are some of the requirements of a principal. On the other hand, 7.9% of the respondents disagree that drawing, and implementation of school policies are some of the requirements of a principal. Therefore, the researcher concludes that drawing and implementation of school policies are some of the requirements of a principal.

- **Trade unions threaten principals to implement policies that encourage educators to work harder**

A total number of 63.2% of the respondents agree that trade unions threaten principals to implement policies that encourage educators to work harder while 39.8% of the respondents disagree that drawing, and implementation of school policies are some of the duties of a principal. The researcher believes that the majority of the respondents agree that trade unions threaten principals to implement policies that encourage educators to work harder.

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- **The Department of Education does not give substantial support to principals for policy implementation in schools**

The results indicate that 81.6% of the respondents agree that the Department of Education does not give substantial support to principals for policy implementation in schools. On the other hand, 18.4% the respondents disagree that the Department of Education does not give substantial support to principals for policy implementation in schools. The researcher concludes that majority of the respondents agree that the Department of Education does not give the necessary substantial support to principals for policy implementation in schools.

- **Principals are reluctant to monitor policies that assist to restore the culture of teaching and learning on an ongoing basis because they lack support from the school community**

The results indicate that 68.5% of the respondents agree that principals are reluctant to monitor policies that assist to restore the culture of teaching and learning on an ongoing basis because they lack support from the school community, and 31.5% of the principals are reluctant to monitor policies that assist to restore the culture of teaching and learning on an ongoing basis because they lack support from the school community. Therefore, the researcher is in a position to conclude that principals are reluctant to monitor policies that assist to restore the culture of teaching and learning on an ongoing basis because they lack support from the school community since most respondents agree with the given statement.

Education Improvement Commission (2000:7) argues that in developing their school's improvement plan, the principal, staff, school council, parents, and other community members work through a variety of activities focused on three areas of priority: curriculum delivery, school environment, and parental involvement. For each of these areas, schools establish the following:

- A goal statement;
- Performance targets;

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- Areas of focus;
- Implementation strategies; and
- Indicators of success.

It is the researcher's contention that developing, implementing, and evaluating the programs within your school is another large part of a school principal's role. A principal should always be looking for ways to improve the student experience at school. Developing effective programs that cover a variety of areas is one way to ensure this.

QUESTION 3: MANAGEMENT SYSTEMS ADOPTED AT FUNCTIONAL SECONDARY SCHOOLS TO SERVE AS ROLE MODELS TO OTHER SCHOOLS

- **Functional schools have functional policies that have been adopted and supported by all stake-holders**

A total number of 97.4 percent of respondents agree that functional schools have functional policies that have been adopted and supported by all stakeholders while 2.6 percent of the respondents do not agree that functional schools have functional policies that have been adopted and supported by all stakeholders. The researcher concludes that a very high percentage of the respondents agree that functional schools have functional policies that have been adopted and supported by all stake-holders.

- **There are clear and identifiable roles and responsibilities of all stakeholders for supporting the culture of learning and teaching**

A total number of 73.6% respondents agree that there are clear and identifiable role and responsibility of all stakeholders for supporting the culture of learning and teaching while 26.4% of the respondents do not agree that there are clear and identifiable role and responsibility of all stakeholders for supporting the culture of learning and teaching. The researcher supports the idea that there are clear and identifiable roles and responsibilities of all stakeholders for supporting the culture of learning and teaching since a high percentage consists of respondents who agree with this statement.

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- **Effective schools develop functional schools and develop their own rules and policies that forces learners to adhere and consider learners' inputs (democratic)**

The results indicate that 63.2% of the respondents agree that functional schools and develop their own rules and policies that force learners to adhere and consider learners' inputs (democratic), while 36.8% of the respondents do not agree that functional schools develop their own rules and policies that forces learners to adhere and consider learners' inputs (democratic). Therefore, the researcher supports the idea that functional schools develop their own rules and policies that forces learners to adhere and they consider learners' inputs (democratic).

- **Effective schools have committees (systems) which plan and develop action plans that support teaching and learning**

The results indicate that 86.8% of the respondents agree that functional schools have committees (systems) which plan and develop action plans that support teaching and learning. On the other hand, 13.2% of the respondents disagree that functional schools have committees (systems) which plan and develop action plans that support teaching and learning. Therefore, the researcher supports the idea that functional schools have committees (systems) which plan and develop action plans that support teaching and learning since a high percentage of respondents supported the idea.

- **All school stakeholders take a high interest on matters that are related to learners' education**

A total number of 68.3% of the respondents agree that all school stakeholders take a high interest on matters that are related to learners' education while 31.7% of the respondents disagree that all school stake-holders take a high interest on matters that are related to learners' education. It is the researcher's contention that all stakeholders take a high interest on matters that are related to learners' education.

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It is the responsibility of the DBE and the SGB to ensure that appropriate principals are appointed whereby aspirant principals meet appointment criteria and have the necessary leadership skills to lead and manage schools. They should be appointed to improve school performance in general, which means that he must motivate teachers to work with diligence for learners to pass at the of the year. As leaders, they are required to influence goal attainment while as managers, they must be able to ensure that the school is able to attain goals through structures and processes put in place. Leadership requires a competency to influence - and should result in – the achievement of goals entrenched in the vision and values of the school; lack of competency may result in mediocrity and failure (Mampane, 2015:239-240).

The researcher believes that the principal's main focus should be to develop and maintain effective educational programmes within the school and promote the improvement of teaching and learning with the school. The Principal should strive to create an organisation and or climate which fosters student and teacher growth in all cases.

QUESTION 4: THE COMPONENTS OF COLTS WHICH ARE IMPLEMENTED IN EFFECTIVE SECONDARY SCHOOLS

- **Most educators attend periods with lesson plans and adhere to pacesetters and work schedules**

A total number of 94.6% of respondents agree that most educators attend periods with lesson plans and always adhere to pacesetters and work schedules while 5.4% of respondents disagree that most educators attend periods with lesson plans and always adhere to pace setters and work schedules. The researcher supports the idea that most educators attend periods with lesson plans and always adhere to pacesetters and work schedules.

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- **Code of conduct that regulates educators at school level is not available or not adhered to**

A total of 68.5% of the respondents agree that the code of conduct that regulates educators at school level is not available or not adhered to. A total of 31.5% of the respondents disagree that the code of conduct that regulates educators at school level is not available or not adhered to. Researcher supports the idea that the code of conduct that regulates educators at school level is not available or not adhered to.

- **Educators report to school and start by signing staff time register, and the movement register is used in case the teacher leaves before school knock off time and school records are always available**

The results indicate that 65.6% of the respondents agree that educators report to school and start by signing staff time register and the movement register is used in case the teacher leaves before school knock off time; school records are always available while 4.4% of respondents disagree that educators report to school and start by signing staff time register and movement register is used in case the teacher leaves before school knock off time and school records are always available. The researcher concludes that educators report to school and start by signing staff time register and movement register is used in case the teacher leaves before school knock off time and school records are always available since a large percentage support the statement.

- **The HODs have monthly curriculum meetings and follow-ups are made to ensure that they improve to reach the Departmental target**

A total number of 50.0% respondents agree that the HODs have monthly curriculum meetings, and follow-ups are made to ensure that they improve to reach the departmental target. At the same time, a total number of 50.0% respondents disagree that the HODs have monthly curriculum meetings and follow-ups are made to ensure that they improve to reach the departmental target. The researcher concludes that there is an equal number

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of respondents who agree and those who disagree, and there is no consensus on the response.

- **Comparative analysis against same quarters in various years on learner performance is done**

The results indicate that 63.2% of the respondents agree that comparative analysis against same quarters in various years on learner performance is done. A total of 36.8% of the respondents do not agree that comparative analysis against same quarters in various years on learner performance is done. The researcher supports the idea that comparative analysis against same quarters in various years on learner performance is done.

Principals lead the development of the vision of the school. They are committed to the learning and growth of young people and adults guided by fairness, ethical practice, democratic values and lifelong learning. Principals understand the practice and theory of contemporary leadership and apply that knowledge in school improvement. Principals are well versed in the latest research and developments in pedagogy, curriculum, assessment and reporting and student wellbeing. They have knowledge of relevant national policies, practices and initiatives as well as relevant federal and state legislation, agreements and policies (The Australian Institute for Teaching and School Leadership, 2011:5-6).

The researcher contends that the principal's duty is varied as he is also responsible for the preparation of timetable, class lists and schedules, and supervision schedules and be responsible for their functioning. He must ensure that the school holds regular staff meetings for the purpose of discussing educational and administrative matters.

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QUESTION 5: HOW PRINCIPALS CONTRIBUTE TO ENSURE THAT SCHOOLS ARE EFFECTIVE, AND THE IMPLEMENTATION OF THE COLTS ACTIVITIES ARE DONE

- **The principal must ensure that all educators subscribe to the 3 T's**

The results indicate that 94.7% of the respondents agree that the principal must ensure that all educators subscribe to the 3 T's. A total of 5.3% of the respondents disagree that the principal must ensure that all educators subscribe to the 3 T's. The researcher concludes that the principal must ensure that all educators subscribe to the 3 T's.

- **All school accountability including learner performance activities lie on the principal**

A total number of 81.6% of the respondents agree that all school accountability including learner performance activities lie on the principal and 18.4% of the respondents disagree that all school accountability including learner performance activities lie on the principal. The researcher supports the idea that all school accountability including learner performance activities lie on the principal because of the high percentage of the respondents who supported the idea.

- **The principal is responsible for the policy implementation on teaching and learning matters**

The results indicate that 89.5% of the respondents agree that the principal is responsible for the policy implementation on teaching and learning matters and 10.5% of the respondents disagree that the principal is responsible for the policy implementation on teaching and learning matters. The researcher supports the idea that the principal is responsible for the policy implementation on teaching and learning matters because the respondents constitute a major share.

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- **The school stakeholders disturb the school programmes that promote teaching and learning**

A total number of 65.7% of the respondents disagree that the school stakeholders disturb the school programmes that promote teaching and learning; 34.3% of the respondents agree that the school stakeholders disturb the school programmes that promote teaching and learning. The researcher supports the idea that the school stakeholders do not disturb the school programmes that promote teaching and learning because they constitute a large percentage.

- **Most principals are decisive on implementation of policy that promotes teaching and learning**

The results indicate that 71.0% of the respondents agree that most principals are decisive on implementation of policy that promotes teaching and learning and 29.0% disagree that most principals are decisive on implementation of policy that promotes teaching and learning. Therefore, the researcher concludes that most principals are decisive on implementation of policy that promotes teaching and learning since they constitute a large percentage of the respondents.

Mohajeran and Ghaleei (2008:258) broadly accepted that effective leadership is a key component in achieving school improvement and successful school reforms. Management style adopted within a school is seen to be of central importance to the perceived and realized effectiveness of the whole school. Empirical results of studies that indicate that leadership are critical in the attainment of exceptional educational outcomes and in developing effective, innovative schools and facilitating quality teaching and learning. The principal's leadership has a strong direct effect on in-school processes and only indirect effects on educational outcomes.

It is, therefore, the researcher's view that the principal of an effective school has a specific administrative plan of action, is reliable, creates a climate of respect, has the ability to set clear objectives and to realize them, demonstrates flexibility, and undertakes initiatives and follow the policy of the department as expected without compromise.

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5.4 ANALYSIS AND INTERPRETATION OF FOCUS GROUP INTERVIEWS WITH PRINCIPALS (QUALITATIVE)

Table 5.2 Biographical Details of the Secondary School Principals

Biographical items	School A	School B	School C	School D	School E	School F	School G
Gender	Male	Male	Male	Female	Male	Female	Male
Age	52	51	43	47	44	55	54
Professional Qualification	SED	STD	STD	B.Paed	STD	PTD	PTD
Academic or management and Leadership qualifications	B.Ed (Hons)	B.Ed (Hons)	B.Ed (Hons)	ACE	B.Ed (Hons)	B.Ed (Hons)	B.Ed (Hons)
Years of teaching experience	32	29	18	15	12	25	34
Position held	Principal	Principal	Acting Principal	Principal	Principal	Principal	Principal
Experience in the position held in years	9	8	2	6	6	10	13

A total number of 7 principals - 3 from functional, 2 principals from schools experiencing fluctuating results and 2 from ineffective schools participated in focus group interview as reliable information-rich subjects because they are dealing with the situation on daily basis and their information can be useful to assist to answer the research questions and objectives as stipulated in Chapter 1. The purpose of selecting 3 different categories of principals was to assist the researcher to obtain more data through comparing responses from 3 diverse sections of responses for a postulation to be formulated.

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Research question 1: *What is the impact of the principal's leadership style towards the culture of teaching and learning?*

Theme 1: The principal is the final authority on teaching and learning

The majority of the participants agree that the principal is the final accountable person on all school activities, including teaching and learning. For instance,

Participant 1:

> *"I don't agree with you, gentlemen! The principal is the engine for the proper functioning of the school. The principal describes the type and direction of the school"* (Principal from a Functional School)

Participant 2:

> *"Gentlemen (speaking softly and looking at Part 3 and Part 4 in the eyes) there is no institution or family that can operate effectively without a leader. The principal is the ultimate authority in the school. He is the nerve and lifeblood of the school. He has the responsibility to plan and monitor the implementation of the plans. The principal must provide decisive leadership which shows the path that has to be taken by the school"* (Principal from a Functional School)

Despite the above comments, there are principals and SGB members who are frustrated and disillusioned with what is happening in education. For instance,

Participant 3:

> *"The principal is like any teacher at school and he has equal influence as any teacher. I see no difference. The learners are just not serious with their studies. Either serious or not serious, it's the same! (Stretching his hands as a sign of losing hope)"* (Principal from the Ineffective School).

Participant 6:

> *"Yes! (Moving his head up and down) Not always the case. You cannot always conclude that good leadership brings good results. It depends on the type and material of learners for that year. Teachers and the situation*

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> *of the year such as strikes will always have impact on the learner's performance. A leader may be good and produce good results at the end of the year but you cannot always conclude that a good leader will always produce good results. Years differ as learners and situations differ in each year. That's why results will always be unpredictable"* (Principal from School with Fluctuating Results).

Furthermore, literature study states that principals lead the development of the vision of the school. They are committed to the learning and growth of young people and adults guided by fairness, ethical practice, democratic values and lifelong learning. Principals understand the practice and theory of contemporary leadership and apply that knowledge in school improvement. Principals are well versed in the latest research and developments in pedagogy, curriculum, assessment and reporting and student wellbeing. They have knowledge of relevant national policies, practices and initiatives as well as relevant federal and state legislation, agreements and policies (The Australian Institute for Teaching and School Leadership, 2011:5-6).

It is the researcher's view that the principal is responsible and accountable to all school matters. He has to ensure that learning and teaching is done at the whole school. He has to ensure that educators come to school on time and leave at the official knock-off time. Any lost time must be recovered so that all work prescribed for the given period is done. All educators must perform their duties according to their job description and teaching and learning is done and SMT members do their work of monitoring teaching and learning.

Research question 2: *Which factors contribute towards the implementation of COLTS in functional secondary schools in Mopani District?*

Theme 2: The influence of the principal

The principal holds a great influence on all school activities, including teaching and learning. It is important that the principal make positive influence to make learners pass and turnaround the dysfunctional schools. Effective principals will ultimately make schools to be functional and contribute to learners who pass at the end of the year.

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- **Sub- theme 1: Teacher unionism**

All participants of the interviews agree that teacher unionism has a major impact on the influence on the principal not to implement policy and contribute to making the school dysfunctional. For instance,

Participant 4:

> *"You are correct sir! Even the Department is afraid of teacher unions. They disturb schools unnecessarily. Teachers leave learners in class and attend mass meetings and memorial services while the department looks on. Who am I to stop them? Next time learners also do the same. All your daily plans turn to be nothing".* (Principal from Ineffective School).

Participant 3:

> *"(Shaking his head in desperation). At last the principal is blamed. The government promotes indirectly what happens. Where does the poor principal gets in? (Moving his shoulders up). The teacher unions have captured everybody in the department. Staring with the Minister of Basic Education going downwards to the principal. Unions do as they wish, and their members are uncontrollable. They disturb schools as they wish, and nothing is done. Who are you to interfere if the higher authorities close their eyes?"* (*Asking a rhetoric question in desperation)* (Principal from Ineffective School).

Pattillo (2012:14) maintains that the participation of teachers and principals on union activities has an impact on teaching and learning in schools. At the end of the day, we have so many uncommitted people who are holding high positions. And that alone is not only destroying that person, but it is destroying the organization. You know, people serving under a directionless leader get frustrated. They suffocate, but if they have the right people to follow, if they get the right leaders in their workplaces, I can tell you people will perform. People like to work, but they need to be managed. They need the right direction.

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Therefore, the researcher concludes that teacher unionism has a great influence on the principal to retard implementing policy that will ultimately have a positive impact towards teaching and learning. The principal will ultimately fail to implement policy that will assist to turn schools around since unionization in the teaching profession has great influence in the success and failure of education provision.

- **Sub- theme 2: Appointment of inappropriate principals**

The influence of the principal contributes extensively to the success or failure of the school; it is the responsibility of the SGB and the Department of Education to be certain that appropriate principals are appointed so that they can influence the school positively and contribute to learners passing.

All participants agree that appropriate principals must be appointed in schools. For instance,

Participant 1:

> *"I understand what you say but we need to manage the situation as leaders. We cannot raise our hands in the air or put our heads in the sand because of situations like that. All situations must be managed. Ensure that you manage and communicate with the affected stakeholders in good time so that minimal time is wasted and develop strategies to cover the lost time. Unfortunately, it needs properly appointed principals"* (Principal from Ineffective School).

Mampane (2015:239-240) maintains that it is the responsibility of the DBE and the SGB to ensure that appropriate principals who meet appointment criteria and have the necessary leadership skills to lead and manage schools are appointed. They should be appointed to improve school performance in general, which means that he must motivate teachers to work with motivation and learners pass at the of the year. As leaders, they are required to influence goal attainment while as managers, they must be able to ensure that the school is able to attain goals through structures and processes put in place. Leadership requires a competency to influence - and should result in – the achievement

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of goals entrenched in the vision and values of the school; lack of competency may result in mediocrity and failure.

The view of this study is that the appointment of the principal must be done taking cognizance of the position and responsibility attached to the function. Therefore, it of high importance that appropriate principals are appointed taking into account their knowledge, leadership and management skill, experience and qualifications. Failure to consider the combination of these requirements will end up appointing inappropriate principals who will ultimately turn schools to be ineffective since the principal influences all stakeholders of the school.

- **Sub- theme 3: Role and responsibility**

All respondents agree that principals who do not understand their roles and responsibilities as leaders and managers of schools have an impact towards failure to enforce policy implementation in schools. For instance,

Participant 5:

> *"I think the main reason why principals fail to implement COLTS initiatives is that most principals don't know their role and responsibility as leaders and managers of their respective schools. They need to redefine clearly their job descriptions and ensure that they live according to the expectations of their position on daily basis. Remember that if you don't know your responsibility then somebody will take that responsibility. You are the principal and you must do and act as a principal at all times. Don't change to be a teacher, a learner on certain cases. Be a principal in all situations and circumstances. A principal must never lose focus of his position and responsibility"* (Principal from Effective School).

Uyanga (2008:3) supports the idea that in the school system, the responsibility of coordinating these activities normally falls on the principal. The principal is a professional leader who holds the key position in the programme of instruction improvement through supervision of instruction. If the teachers are not well supervised, effectiveness in instruction will be adversely affected and the instructional purposes may not be well

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realized. Nonetheless, negligence in the improvement of instruction through improper supervision by the principal can go on indefinitely without being detected. This may lead to low quality of instruction and invariably, teachers' lack of commitment to job.

The opinion of the researcher is that the principal must know and understand clearly that his role is to ensure that learners pass by enforcing policies that encourage teachers to teach and learners to learn. If policies are not enforced, then implementation of various roles of teachers according to their role levels of responsibility will not be accomplished. The school's purpose will be compromised, and the achievement of school vision will not be accomplished.

- **Sub- theme 4: Lack of implementation, monitoring and support**

The Department of Education and the SGB can formulate constructive policies which assist to turn the situation around and unfortunately, a challenge is the question on whether those agreed policies are implemented, monitored and supported throughout the year. This can be witnessed by the following statements:

Participant 2:

> *"I think the other problem that contribute to the existence of dysfunctional schools is the lack or poor implementation and monitoring of policies by the department. The plans are done and locked in the cardboards. One takes the initiative of drawing plans and implement exactly as expected. Unfortunately, the next school does nothing, and nothing happens. Finally, one gets discouraged and leave everything because there is no monitoring and support from the department"* (Principal from Effective School).

Participant 1:

> *"You are absolutely correct (Moving his head up and down swiftly). Take for example of the QLTC programme. The District team visit circuits yearly and no school has been visited by the team to verify and provide support. They will come again the following year and make a presentation then secure attendance register, and that's all. They will come again next year*

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doing the same thing that was done the previous year" (Principal from Effective School).

Kotirde, Yunos and Anaf (2014:5) support the idea the school principals should provide constant and adequate feedback to the teachers on their instructional task performance to ensure periodic review and facilitate further improvement in the teaching-learning process in schools. School principals should collaborate with relevant stakeholders to promote capacity development of teachers through intensive and regular in-house seminar/workshop to improve knowledge, pedagogical skills and competence of teachers in various subjects and improvisation of instructional materials to enhance teaching-learning process in schools.

It is the researcher's contention that policies that encourage learners to work hard must be emphasized and implemented as expected. To ensure that policy is complied with, then the principal must ensure that there is constant monitoring and evaluation at his school so that the ultimate goal is reached with expected results.

- **Sub- theme 5: Lack of commitment or laziness**

Participant 5:

"I think you can come with different methods and techniques but if there are no committed principals, teachers, learners, supportive parents and the government that takes education seriously as other countries in the world. Remember that no country in the world can develop if it does not take education to be a serious matter. Seriousness is not said by mouth but through did and action" (Principal from Effective School).

Participant 2:

"To be honest, colleagues, our people are lazy! I have no right word, but our people don't want to work hard. How can you produce extra ordinary results if you do ordinary things? That's is not possible. Really, our people are lazy. If you check at the CAPS documents, pace setters against the examination, you will be surprised why learners fail. Everything is given but people are lazy!" (Principal from Effective School).

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Ibrahim (2011:292) supports the idea of interview participants by posing advice that on appointment, principals are given a lot of responsibilities as school leaders (Teachers' Service Commission (TSC). TSC, a body charged with employment of teachers in Kenya, outlines some of the responsibilities of a principal as being the accounting officer of the school, interpreting and implementing policy decisions pertaining to training, overall organization, coordination and supervision of activities in the institution as well as maintaining high training and learning standards. These responsibilities can be carried out more effectively with preparation and development for school leadership if mechanisms for the same are in place.

The researcher concludes by stating that principals must be committed to their work. They must be instructional leaders capable of developing a team of teachers who deliver effective instruction to every learner. They are also responsible for establishing a school-wide vision of commitment to high standards and the success of all students. All these are possible provided the principal is committed to effect change for turning their schools from dysfunctional to effective schools which produce good results and learners passing at the end of the year.

Research question 3: *Which management systems are adopted at functional secondary schools to serve as role models to other schools?*

Theme 3: Control measures

Participant 1:

> *"The principal must be a principal not turnaround and become something that is not understood. He needs to be bold and stand for the position of being the principal. Principals in functional schools have plans and in case of challenges, they are able to navigate through and build formidable schools that produce good results at the end of the year"* (Principal from Functional School).

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Participant 4:

> *"Most of the functional schools have policies, action plans and the SMT monitor the implementation thereof and provide necessary support at school level. The commitment of all stake holders is mostly unquestionable. The allocation of subjects to teachers is done based on competency and qualifications. Lazy teachers are not dumped to lower classes but developed continuously so that learners who reach Grade 12 are ready for the final class"* (Principal from Ineffective School).

Ibrahim (2015:295) agrees that the idea that other responsibilities of the principal are to ensure that Heads of departments, senior masters and deputy principals perform their duties as expected. Some worked under principals helping them to mature and learnt what to expect from future leadership positions. These attributes learnt included supervisory skills, importance of understanding people when dealing with them, problem solving skills and public relations, which came in handy when they become principals. More experience of running schools was gained through delegation in which their principals could leave them to be in charge of the schools in their absence.

It is the researcher's belief that the principal must be able to regulate behaviour and conduct by ensuring that policy is applied and monitored uniformly. Records must be available to confirm that activities are done for future reference and for inspection by the authorities. The purpose of record keeping for effective school management is to ensure that accurate while proper records of student achievement and growth, school activities and matters that will promote school efficiency and effectiveness are kept. The principal must ensure that systems are in place and functional by executing duties that they are made for, whose final responsibility is to achieve the school vision.

Research question 4: *Which components of COLTS are implemented in effective secondary schools?*

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Theme 4: Curriculum planning

Participant 1:

> *"Teachers and learners report to school early and prepare everything to start the official day. All teachers teach with lesson plans that have been approved by their HODs. There is no way that a teacher can stand in front of the class without a lesson plan. If there is no planning, then how can learners pass? (Raising hands by asking a rhetoric question). Teaching learners is a very serious matter because record is always available as evidence of high quality teaching and learning. Consulting textbook or CAPS document is a usual thing. Learners study on their own"* (Principal from Effective School).

Participant 5:

> *"Teachers must give undivided attention to the subjects that they teach. They must establish functional school-based subject teams under the leadership of the HOD. Plans, expectations and results are discussed, and a way forward is paved from the team. Subject records, comparisons are done, and external assistance is not ruled out in case misunderstanding of some subject topics"* (Principal from Ineffective School).

Sammons and Bakkum (2011:14) state that ineffective schools as schools based on the following qualities: lack of vision; unfocussed leadership; dysfunctional staff relationships and ineffective classroom practices. Such schools are often characterized by inconsistent approaches to the curriculum and teaching.

It is the researcher's contention that if COLTS initiatives and policy are implemented, effective schools will be dramatically increased, and more schools will operate with purpose and vision. Schools will be able to carry out their mandate of passing learners with utmost ease. Teachers will be able to teach with confidence since they will be teaching with a purpose of reaching pre-determined objectives. Parents will support school initiatives and learners' performance will change.

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Research question 5: *How do principals contribute to ensure that schools are effective, and implementation of the COLTS activities are done?*

Theme 5: Regulatory mechanisms

Participant 5:

> *"You are correct, colleague. Excuse or no excuse, the principal must follow all the departmental policies and the school will take a different direction. Criticizing and blaming will bring nothing different. The principal must know his responsibility as a leader and manager so that his daily actions must be to drive the school to achieve the school objectives regardless of the situations and conditions"* (Principal from Effective School).

Mitra (2008:169) supports the idea by indicating that a school that offers quality education is considered as a school that offer high quality education in which learners achieve good academic performance in examinations. This is the measure used by most governments in assessing school quality. We assume that in order for this to happen, the school needs:

- Motivated and qualified teachers;
- Appropriate infrastructure – adequate school building, electricity, classrooms, basic amenities like drinking water, sanitation, connectivity; and
- Offer appropriate facilities for children – free midday meals, free textbooks, and uniforms for children.

The opinion of the researcher is that the principal must ensure that both operational and administrative records are available and easily accessible. The availability of records assists the school to monitor students' progress and teacher's conduct. It also serves as evidence of compliance with policy and legislation.

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5.5 ANALYSIS AND INTERPRETATION OF FOCUS GROUP INTERVIEWS WITH SGB MEMBERS (QUALITATIVE)

Table 5.3 Biographical Details of the SGB members

Biographical items	School A	School B	School C	School D	School E	School F	School G
Gender	Male	Male	Female	Female	Male	Female	Male
Age	62	65	43	40	64	50	45
Professional Qualification	No	No	Yes	Yes	No	No	Yes
Position held	Secretary	Chairperson	Secretary	Secretary	Secretary	Chairperson	Secretary
Experience in the position held	3 years	3 years	1 year	1 year	5 years	1 year	1 year

A total number of 7 SGB members participated in the focus group interview wherein 2 members came from effective schools, 1 came from schools experiencing fluctuating results and 4 members came from ineffective schools. The main purpose of sampling these SGB members is that their responses cannot be biased; collected data is more reliable since they have a high interest on the results of teaching and learning and have no direct interest on what happens in the school.

The researcher used statements from all participants in each question posed; a statement which is common among 3 or more participants is considered as a suitable statement for the question raised by the interviewee. The statement is synchronized against the literature study in Chapter 2 and also how it assists in answering the research questions in Chapter 1. A generalization statement is then presented by the researcher.

Research question 1: *What is the impact of the principal's leadership style towards the culture of teaching and learning?*

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Theme 1: The principal is the final authority on teaching and learning

The majority of the participants agree that the principal is the final accountable person on all school activities including teaching and learning. For instance,

Participant 2:

> *"I think the principal holds a massive influence to make our children to pass at the end of the year. He is the manager of the school and we expect him to have answers to all questions that can be asked about the school especially that lead towards the improvement of teaching and learning. The style of leadership must assist to ensure that our school becomes better and better. Our children must pass, that is all (Pointing down with a finger)"* (SGB Member from Effective School).

Participant 5:

> *"Yes, I fully agree with you (Referring to Part 2 and moving his head up and down). The principal is the head of the family called school. When the family members have a problem, then the family head must provide answers regardless of the situation and circumstances. He needs to have methods and strategies to ensure that the school always succeeds"* (SGB Member from Effective School).

Despite that, there are principals and SGB members who are frustrated and disillusioned about what is happening in education. For instance,

Participant 1:

> *"I don't agree with you. Our situation is different. Our children do not pass, and the end year results are the same year after year for the past 5 years. The number of children in the school has dramatically gone down annually because parents are not satisfied with what is taught at our school. Teachers are transferred from our school to other schools. We lose good teachers because our children do not pass"* (SGB Member from Ineffective School).

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Furthermore, literature states that principals lead the development of the vision of the school. They are committed to the learning and growth of young people and adults guided by fairness, ethical practice, democratic values and lifelong learning. Principals understand the practice and theory of contemporary leadership and apply that knowledge in school improvement. Principals are well versed in the latest research and developments in pedagogy, curriculum, assessment, reporting and student wellbeing. They have knowledge of relevant national policies, practices and initiatives as well as relevant federal and state legislation, agreements and policies (The Australian Institute for Teaching and School Leadership, 2011:5-6).

It is the researcher's view that the principal is responsible and accountable for all activities at the school, and teaching and learning is the ultimate main responsibility of the principal. He must ensure that teachers teach on a daily basis with plans readily available. SMT members must perform their duties guided by their job descriptions and ensure that all curriculum plans are implemented and continuously monitored and supported.

Research question 2: *Which factors contribute towards the implementation of COLTS in functional secondary schools in Mopani District?*

Theme 2: The influence of the principal

The principal holds a great influence on all school activities, including teaching and learning. It is important that the principal make positive influence to make learners pass and turnaround the dysfunctional schools. Effective principals will ultimately make schools to be functional and contribute to learners who pass at the end of the year.

Sub- theme 1: Teacher unionism

All participants of the interviews agree that teacher unionism has a major impact on the influence on the principal not to implement policy and contribute to make the school ineffective. For instance,

Participant 4:

> *You are correct sir! Even the Department is afraid of teacher unions. They disturb schools unnecessarily. Teachers leave learners in class and attend mass meetings*

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and memorial services while the department looks on. Who am I to stop them? (Opening his eyes wide and raising shoulders). Next time learners also do the same. All your programme and daily plans turn to be nothing. (Statement from the principal of ineffective school)

Pattillo (2012:14) maintains that the participation of teachers and principals in union activities has an impact on teaching and learning in schools. At the end of the day, we have so many uncommitted people who are holding high positions, and that alone is not only destroying that person but is destroying the organization. You know, people serving under a directionless leader get frustrated. They suffocate…But if they have the right people to follow, if they get the right leaders in their workplaces, I can tell you people will perform. People like to work, but they need to be managed. They need the right direction.

Therefore, the researcher concludes that teacher unionism has a great influence on the principal to prevent the principal from implementing policy that will ultimately have a positive impact towards teaching and learning.

- **Sub- theme 2: Appointment of inappropriate principals**

The influence of the principal contributes extensively to the success or failure of the school and it is the responsibility of the SGB and the Department of Education to be certain that appropriate principals are appointed so that they can influence the school positively.

All participants agree that appropriate principals must be appointed in schools. For instance,

Participant 3:

"There are many reasons. There is a higher possibility that some of them were inappropriately appointed. Some factors which are not job related might have been considered. Principals must be appointed by the department based on the combination of highest qualification, expertise on proven leadership and management skills. A combination of all these factors must be a priority. More than that they are afraid of teachers and they want to be on the good books of teachers and our children. If the

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principal demands work to be done and monitors teaching and learning effectively as expected, then teachers run to teacher unions and report that the principal is strict and undemocratic on which both the principal and the Department of Education are afraid to deal with the situation directly. Finally, the principal becomes discouraged and loses hope since nothing can be done" (SGB Member from Ineffective School).

Participant 7:

"Sometimes, the principal is just given to us because of reasons known by The Department of Education. They sometimes say they considered Equity Act while the person is just useless. Gender does not guarantee for being a good leader and manager. It is also correct to say some members of the school governing body have interest in the post of a principal. They recommend the appointment of a principal because of "child of the soil" ideology. A principal must be appointed on merit and nothing else, then you will see schools changing and improving towards the better" (SGB Member from School with Fluctuating Results).

Participant 4:

"There is a possibility that some principals were not appointed properly that is why they don't take teaching and learning seriously. When our children fail, they are not worried. They fail to develop strategies and mechanisms to improve the situation. You are correct. How can the manager of a company cannot be worried if the company's product is of a poor quality and ultimately the company's turn-over will be affected? (Asking a rhetoric question)" (SGB Member from Ineffective School).

Additionally, Dangwal and Thadani (2008:169) view an effective school as a school that is considered to offer high quality education and it has good academic performance in examinations. This is the measure used by most governments in assessing school quality. It is assumed that in order for this to happen, the school needs:

- Motivated and qualified teachers;

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- Appropriate infrastructure – adequate school building, electricity, classrooms, basic amenities like drinking water, sanitation, connectivity; and
- Appropriate facilities for children – free midday meals, free textbooks and uniforms for children.

The view of this study is that the appointment of the principal must be done taking cognizance of the position and responsibility attached to the function. Therefore, it of importance that appropriate principals are appointed taking into account the knowledge, leadership and management skill, experience and qualifications. Failure to consider the combination of these requirements will result in appointing inappropriate principals who will ultimately make schools ineffective since the principal influences all stakeholders of the school.

- **Sub- theme 3: Role and responsibility**

All respondents agree that principals who do not understand their roles and responsibilities as leaders since managers of schools have an impact towards failure to enforce policy implementation in schools. For instance,

Participant 5:

> *"Our school is different. There is absolute order and demarcation on area of operation and responsibility. The SGB is the SGB, a principal is a principal, a child is a child and a teacher remain a teacher. Everybody knows what is expected of him and does as such. Nobody interferes in the affairs of the other. There are clear demarcation of roles and responsibility"* (SGB Member from Effective School).

Mendels (2012:55) also adds that effective schools are schools which are led by principals who have and promote the following elements:

- Shaping a vision of academic success for all students, one based on high standards;
- Creating a climate hospitable to education in order that safety, a cooperative spirit, and other foundations of fruitful interaction prevail;

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- Cultivating leadership in others so that teachers and other adults assume their part in realising the school vision;
- Improving instruction to enable teachers to teach at their best and students to learn at their utmost; and
- Managing people, data and processes to foster school improvement.

The opinion of the researcher is that the principal must know and understand clearly that his role is to ensure that learners pass by enforcing policies that encourage teachers to teach and learners to learn. If policies are not enforced, then implementation of various roles of teachers according to their role levels of responsibility will not be accomplished. The school's purpose will be compromised, and the achievement of school vision will not be accomplished.

- **Sub- theme 4: Lack of implementation, monitoring and support**

The Department of Education and the SGB can formulate constructive policies which assist to turn the situation around and unfortunately, a challenge is the question on whether those agreed policies are implemented, monitored and supported throughout the year. This can be witnessed by the following statements:

Participant 6:

> *"Do you want to tell me that departmental policies and policies are not complied with at your schools? (Appearing very surprised). That is one of the causes of poor performance at your schools. How can you operate and succeed if there no rules to follow? As parents, there are rules to follow in each and every family. As head of the family, I cannot allow disorder in my family. There must be time to do everything. There is time of coming at home, time for sleeping, time of working and so on. Nobody should do as one wishes for the success of any institution. There will be chaos if there is no regulatory mechanism and management procedure in any we do work in life. A school is like any family"* (SGB Member from School with Fluctuating Results).

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Participant 1:

> "*Another problem is that most principals don't know their roles and responsibilities (Speaking quickly with outstretched arms). If ever they know, then the department might not be strictly monitoring whether all policies are available and monitoring the implementation of teaching and learning"* (SGB Member from Ineffective School).

Kotirde, Yunos and Anaf (2014:5) support the idea the school principals should provide constant and adequate feedback to the teachers on their instructional task performance to ensure periodic review and facilitate further improvement in the teaching-learning process in schools. School principals should collaborate with relevant stakeholders to promote capacity development of teachers through intensive and regular in-house seminar/workshop to improve knowledge, pedagogical skills and competence of teachers in various subjects and improvisation of instructional materials to enhance teaching-learning process in schools.

It is the researcher's contention that policies that encourage learners to work hard must be emphasized and implemented as expected. To ensure that policy is complied with, then the principal must ensure that there is constant monitoring and evaluation at his school so that the ultimate goal is reached with the expected results.

- **Sub-theme 5: Lack of commitment or laziness**

Participant 3:

> *"I really don't understand how schools are run, because the Department of Education employ principals with an expectation to lead our schools with utmost perfection, but the results are not producing good results every year and principals are not worried. They complain and blame everybody daily and our children fail while they receive their salaries monthly without stoppage regardless of whether our children pass or not. The approach and strategies are the same year after year and there is totally no improvement. Principals are there looking, and it is just business as usual. What will you expect at the end of the year? Our children will never go to*

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the universities! (Moving his head sideways in desperation" (SGB from Ineffective School).

In defining quality leadership, Alabi and Alabi (2014:115) stress the visibility of the leader and nine other elements which include: the need for a two-way trust, teamwork, clear objectives, equally clear communication, self-belief, back-up with adequate resources, insistence on good performance, humility, and controlled aggression towards the opposition. An effective leader has to articulate a vision and communicate that vision clearly for members and stakeholders to buy into it. To the vision, self-belief, results focus, courage, integrity, teamwork, communication, attentiveness, and commitment cannot form a conclusive whole.

The researcher concludes by stating that principals must be committed to their work. They must be instructional leaders capable of developing a team of teachers who deliver effective instruction to every learner. They are also responsible for establishing a school wide vision of commitment to high standards and the success of all students. All these are possible provided the principal is committed to effect change for turning their schools from dysfunctional to effective schools which produce good results and learners passing at the end of the year.

Research question 3: *Which management systems are adopted at functional secondary schools to serve as role models to other schools?*

Theme 3: Control measures

Participant 2:

"The principal must be firm and ensure that the school starts formally on time with all teachers and children present. Control measures must be in place and functional if schools are expected to turn around. Principals must be bold and ensure that laws and policies are adhered to the latter by all without fear or favour. Support structures such as the SGB's and parents must take their rightful position. If there is a problem, try to tackle the problem cooperatively and never compromise on matters that affect

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teaching and learning on your children" (SGB member from effective school).

Participant 4:

"I think the Circuit Managers must use their authoritative power to ensure that principals of schools that do not perform as expected are strictly monitored on teaching and learning. This should not be done in secondary schools alone instead feeder primary schools should be treated the same. Principals must learn from one another because the same children will be in secondary school in some years to come" (SGB Member from Effective School).

Ibrahim (2015:295) agrees that other responsibilities of the principal are to ensure that that Heads of departments, senior masters and deputy principals perform their duties as expected. Some worked under principals helping them to mature and learnt what to expect from future leadership positions. These attributes learnt included supervisory skills, importance of understanding people when dealing with them, problem solving skills and public relations, which came in handy when they become principals. More experience of running schools was gained through delegation in which their principals could leave them to be in charge of the schools in their absence.

It is the researcher's belief that the principal must be able to regulate behaviour and conduct by ensuring that policy is applied and monitored uniformly. Records must be available to confirm that activities are done for future reference and for inspection by the authorities. The purpose of record keeping for effective school management is to ensure that accurate while proper records of student achievement and growth, school activities and matters that will promote school efficiency and effectiveness are kept. The principal must ensure that systems are in place and functional by executing duties that they are made for, whose final responsibility is to achieve the school vision.

Research question 4: *Which components of COLTS are implemented in effective secondary schools?*

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Theme 4: Curriculum planning

Participant 6:

> *"It's different at our school (Speaking boldly with much confidence). The principal and his team monitors teaching and learning on daily basis. Students know when to write tests and assignments at the beginning of every quarter and parents assist to ensure that the work is done. This is done from lower classes and when they reach Grade 12, they are ready and passing is not a serious problem as I compare with other schools where children fail"* (SGB Member from Effective School).

Participant 5:

> *"The SMT members and principals come to school knowing exactly what is expected of them. They come to school knowing exactly what is expected of them. Planning is always available and there no excuse for failing to teach learners. Most of the effective schools do not waste any of time on irrelevant things that are not related to teaching and learning"* (SGB Member from Effective School).

Sammons and Bakkum (2011:14) state that ineffective schools as schools based on the following qualities: lack of vision; unfocussed leadership; dysfunctional staff relationships and ineffective classroom practices. Such schools are often characterized by inconsistent approaches to the curriculum and teaching.

It is the researcher's contention that if COLTS initiatives and policy are implemented, effective schools will be dramatically increased, and more schools will operate with purpose and vision. Schools will be able to carry out their mandate of passing learners with utmost ease. Teachers will be able to teach with confidence since they will be teaching with a purpose of reaching pre-determined objectives. Parents will support school initiatives and learners' performance will change.

Research question 5: *How do principals contribute to ensure that schools are effective for the implementation of the COLTS activities?*

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Theme 5: Regulatory mechanisms

Participant 2:

> *"Schools differ and that is why our school is always performing poorly (Moving his head sideways). The principal is controlled by teachers and how can your children control you at home? He is afraid of them. He cannot tell them to attend their periods. Most of them come to school late and others leave before school knock-off time and he does nothing. You find the principal controlling children to go back to class after break while teachers are in the staff room enjoying food"* (SGB Member from Effective School).

Participant 2:

> *"The principal fails to control teachers because he says that their unions will be after him and that is why he just leaves everything. He mostly cannot decide on matters that needs him to say "yes" or "no". Democracy is misused and sometimes replaced by laziness. A leader must be bold and consult where it is supposed and not for everything. He must always remember that he is accountable for all school activities (Speaking loudly with wide opened eyes)"* (SGB Member from Effective School).

Kotirde, Yunos and Anaf (2014:5) agree with what is mentioned by the interview participant that school principals should provide constant and adequate feedback to the teachers on their instructional task performance to ensure periodic review and facilitate further improvement in the teaching-learning process in schools. School principals should collaborate with relevant stakeholders to promote capacity development of teachers through intensive and regular in-house seminar/workshop to improve knowledge, pedagogical skills and competence of teachers in various subjects, and improvisation of instructional materials to enhance teaching-learning process in schools.

The opinion of the researcher is that the principal must ensure that both operational and administrative records are available and easily accessible. The availability of records

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assists the school to monitor students' progress and teacher's conduct. It also serves as evidence of compliance with policy and legislation.

5.6 ANALYSIS AND INTERPRETATION OF PERSONAL INTERVIEWS WITH THE CURRICULUM ADVISORS (QUALITATIVE)

Table 5.4 Biographical Details of the Curriculum Advisors

Biographical items	**School A**	**School B**	**School C**
Gender	Male	Male	Female
Age	45	54	52
Professional Qualification	STD	PTD	STD
Highest Academic or management and Leadership qualifications	M.Science	B.Ed Hons	B.Ed Hons
Years of teaching experience	14	16	17
Position held	Curriculum Advisor	Curriculum Advisor	Curriculum Advisor
Experience in the position held as CA	12	8 years	10 year

Research question 1: *What is the impact of the principal's leadership style towards the culture of teaching and learning?*

Theme 1: The principal is the final authority on teaching and learning

Participant 1:

> *"The principal is the main player for the school to move the school forward especially on teaching and learning. The leadership style of the principal contributes extensively for the school to move forward or backward. The principal must always place teaching and learning at the pinnacle for its existence. All activities must support teaching and learning, for instance budget and sports must not disrupt teaching and learning in whatever the case it might be. Any lost time must be recovered by the affected teachers.*

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All these will be possible only if the principal understands and implement policy matters that drive teaching and learning forward" (Curriculum Advisor No.1).

Participant 2:

"I strongly believe that the principal holds the greater part of the school's success or failure. His leadership style must lead to the improvement of the culture of teaching and learning. Teachers must develop the culture of teaching and improvement in the way the principal present himself and monitor curriculum implementation. Learners on other hand must develop the culture and desire for learning. He must be curriculum strategist who explores different methods and approaches that assist the general community of the school to see the school as a haven for improvement of the society" (Curriculum Advisor No.2).

Literature confirms what is mentioned by the interview participant. The principal, as an instructional leader, is the pivotal point within the school who affects the quality of individual teacher instruction, the height of student achievement, and the degree of efficiency in school functioning. Therefore, commitment and application of instructional leadership will enable principals to successfully develop teacher capacity in the aspects of teaching and learning. Important in doing this is building teacher leadership (Duze, 2012:123).

The researcher believes that the principal holds the key point in determining the success and failure of the school. All final responsibility and accountability lies in the hands of the principal. He has to provide decisive and comprehensive leadership that ensures that the school execute services that are intended, i.e. teachers teach, and learners learn. All stakeholders perform duties that they are expected to perform.

Research question 2: *Which factors contribute towards the implementation of COLTS in effective secondary schools in Mopani District?*

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Theme 2: The influence of the principal

Participant 1:

> *"When I visited schools to monitor curriculum implementation especially in ineffective schools, I realized that most schools have common challenges. The major one is the non-availability of effective and functional plans for driving curriculum so that learners can pass at the end of the year. HODs and Deputy Principals are not sure of their curriculum duties. They operate without a plan and if available, then it is not implemented as expected. Records as confirmation of activities done is non-existence. Staff members are not sure of their job descriptions and responsibilities according to their job titles. The principal does not orientate staff members about the post descriptions and expectations are not clear"* (Curriculum Advisor No.1).

Participant 3:

> *"I really don't understand because there are no special schools for principals and all principals are trained and work shopped by the same officials and the difference comes on the implementation of policies. There are certain principals who are just tokens at their schools. They have nothing to improve on teaching and learning. Most of the functional schools have curriculum plans with actions plans. Each and every teacher has a clear area of operation and accountability. They also have functional committees which assist to drive forward the school programme, for instance they have functional Integrated Quality Management Systems (IQMS) committee and Quality Learning and Teaching Committee (QLTC). Finally, if the dysfunctional schools can adopt the idea of a serious continuous monitoring and support of curriculum by the SMT members then there is no way teaching and learning cannot improve"* (Curriculum Advisor No.3).

"School leadership in Thailand is viewed as a process of influencing and facilitating individuals and groups to accomplish necessary tasks in a work environment. It is about influencing school community members, i.e. teachers, learners and parents to do things that they normally would not do. Principals as school leaders have several prominent

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characteristics. They have an ability to persuade others to follow and commit to their vision. They challenge followers by encouraging creativity and innovation in problem solving. Lastly, principals have the ability to get to know and understand follower's needs and concerns" (Baczek, 2014:7).

The researcher affirms that the position of the principal is a position of high influence which comes second after that of the class teacher. They ensure that there is order for both teachers and learners by making teachers feel they are part of a community of the school while learners have the potential of succeeding beyond the circumstances that they find themselves in on daily basis. As professionals, principals as great school leaders must ensure that all teachers are professionals who must be treated with dignity and respect in all cases and learners focus on learning.

Research question 3: *Which management systems are adopted at effective secondary schools to serve as role models to other schools?*

Theme 3: Control measures

Participant 2:

> *"Functional schools are led by visionary principals who know where and how the school has to operate so that good results are achieved at the end of the day. They cooperatively own the school with all stake holders such as teachers, parents, SGBs, parents and the general community. Functional schools have systems that know its responsibility and level of accountability. The SMTs, SGBs and school-based committee's structures know their job descriptions, responsibility, level of communication and accountability. I think it is the duty of the principal to conduct school-based workshops and reminder sessions on a continual basis to all stakeholders that are related to school. I think that if dysfunctional schools can adopt this strategy the situation can turn around"* (Curriculum Advisor No.2).

Literature affirms what is mentioned by the interview participants by indicating that instructional leaders focus not only on leading, but also on managing. Their managerial roles include coordinating, controlling, supervising, and developing curriculum and

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instruction. Instructional leaders lead from a combination of expertise and charisma. These are hands-on principals, hip-deep in curriculum and instruction and unafraid of working directly with teachers on the improvement of teaching and learning. Descriptions of these principals tend towards a heroic view of their capabilities that often spawn feelings ranging from inadequacy to guilt among the vast majority of principals who wonder why they have such difficulty fitting into this role expectation (Hallinger, 2005:6-7).

Therefore, the researcher is in a position to conclude that systems must be in place to support policy and legislation to ensure that behaviour and conduct are regulated. They make use of available resources to achieve the school's vision by supporting teaching and learning.

Research question 4: *Which components of COLTS are implemented in effective secondary schools?*

Theme 4: Curriculum planning

Participant 2:

> *"Most of the effective schools do not have a challenge of job description and responsibility. Teachers perform the duties that they are hired for and expected to do. The principals lead and manage their schools as expected and the same is done in other levels of teachers. Another positive thing is that there is proper and functional curriculum planning. Most schools have plans and they are also operational i.e. they are monitored are supported continuously throughout the year. Teachers teach with well-prepared lesson plans and teachers teach with rightful knowledge and exactly know exactly what to teach because of there is no content gap amongst teachers" (Curriculum Advisor No.2).*

What is mentioned by the interview participant is shared by the Education Improvement Commission (2000:7) which argues that in developing their school's improvement plan, the principal, staff, school council, parents, and other community members work through a variety of activities focused on three areas of priority: curriculum delivery, school environment, and parental involvement.

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The opinion of the researcher is that the principal must provide strategic plan for the school and management systems that assist to ensure that learners receive quality instructional teaching and learning. Planning assists all the school stakeholders to have direction regarding where the school is going and provides mechanisms for improvement. Planning is an indication that a leader is conscious of the responsibility and professionalism in the work approach.

Research question 5: *How do principals contribute to ensure that schools are effective, and that implementation of the COLTS activities is done?*

Theme: Regulatory mechanisms

Participant 2:

> *"The principal holds the key in rendering schools to be effective to implement COLTS initiatives. The principal must always remember that he is the representative of the department at local level and must ensure that he is the first one to comply with all departmental directives that is the school law and policy to ensure that schools must be to lead and manage the school effectively. Unfortunately, the situation is not as expected at most of the ineffective schools. COLTS initiatives emphasize that teachers must be in class on time, in class with a textbook, is non-existence. Teachers teach learners without lesson plans and not knowing what to teach and assess work in that given week. Teachers teach what they want or think and not what is expected by pace setters. I really don't understand why teachers don't comply with the pace setters because everything is given, and the teachers just implement and the SMTs monitor the implementation of teaching and learning. All these happen in the presence of the principal who calls himself a principal? (Stretching and places hands on the head). How can learners pass at the end of the year?"* (*Rhetoric question*) (Curriculum Advisor No.2).

Timilehin (2010:189) adds further that school administration involves managing, administering the curriculum, teaching, pastoral care, discipline, assessment evaluation

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and examinations, resource allocation, costing and forward planning, staff appraisal relationship with the community, use of practical skills necessary for surviving the policies of the organization such as decision-making, negotiation, bargaining, communication, conflict handling, running meetings and so on. All these tasks can be reduced to the following: planning, organizing, directing, supervising, and evaluating the school system. These activities are those of the school principal who must ensure they are all directed towards efficient and effective teaching and learning in the school so as to be able to produce quality outputs.

It is therefore the researcher's view that regulatory mechanisms must be in place to monitor and support the existence, implementation and support of school activities. Policies must be in place and implemented as expected to regulate conduct and behaviour in a school situation. Records as a means of evidence of policy implementation must be available for future reference at school level.

5.7 ANALYSIS AND INTERPRETATION OF PERSONAL INTERVIEW WITH GOVERNANCE OFFICERS (QUALITATIVE)

Table 5.5 Biographical Details of the Governance Officers

Biographical items	**Subject A**	**Subject B**	**Subject C**
Gender	Male	Female	Female
Age	40	52	47
Professional Qualification	STD	STD	PTD
Highest Academic or management and Leadership qualifications	B.A	B.Ed Hons	B.Ed Hons
Years of teaching experience	14	18	11
Position held	Governance Officer	Governance Officer	Governance Officer
Experience in the position held Governance Officer	8 years	12 years	8 year

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Research question 1: *What is the impact of principal's leadership style towards the culture of teaching and learning?*

Theme 1: The principal is the final authority on teaching and learning

Participant 2:

> *"The principal is the most important stake holder which the school cannot operate without it. The principal determines the direction that has to be taken by the school on teaching and learning. The leadership style of the principal influences how teachers teach, and learners learn and how parents understand the importance of education for their children. Parents develop a positive attitude on the education, for instances they attend parent's meeting without being coerced or promised anything to entice them. This means that the principal has to have individual and special skill on leadership and management"* (Governance Officer No.2).

Literature confirms what is mentioned by the interview participant and the principal as an instructional leader. This is a pivotal point within the school which affects the quality of individual teacher instruction, the height of student achievement, and the degree of efficiency in school functioning. Therefore, commitment and application of instructional leadership will enable principals to successfully develop teacher capacity in the aspects of teaching and learning. Important in doing this is building teacher leadership (Duze, 2012:123).

The researcher believes that the principal holds the key point in determining the success and failure of the school. All final responsibility and accountability lies in the hands of the principal. He has to provide decisive and comprehensive leadership that ensures that the school executes services that are intended, i.e. teachers teach and learners learn. All stakeholders perform duties as expected.

Research question 2: *Which factors contribute towards the implementation of COLTS in effective secondary schools in Mopani District?*

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Theme 2: The influence of the principal

Participant 1:

> "*I think the principals fail to implement policy in their schools because most of their appointment to this crucial position was not done based on ability, experience and qualifications. I suspect that the SGBs made an unfair recommendation that led to the appointment of such kind of principals. Another thing which a contributory factor is also is the departmental policy on application of some policies such as Equity Act (EA). How do you expect good results from a principal who was appointed just because it is woman? Appointments must be done on merit and nothing else. Quality leadership is not determined by gender but the combination of various factors such as ability and qualifications"* (Governance Officer No.1).

"School leadership in Thailand is viewed as a process of influencing and facilitating individuals and groups to accomplish necessary tasks in a work environment. It is about influencing school community members i.e. teachers, learners and parents to do things that they normally would not do. Principals as school leaders have several prominent characteristics. They have an ability to persuade others to follow and commit to their vision. They challenge followers by encouraging creativity and innovation in problem solving. Lastly, principals have the ability to get to know and understand follower's needs and concerns" (Baczek, 2014:7).

The researcher affirms that the position of the principal is a position of high influence which comes second after that of the class teacher. They ensure that there is order for both teachers and learners by making teachers feel they are part of a community of the school while learners have the potential of succeeding beyond the circumstances that they find themselves in on daily basis. As professionals, principals as great school leaders must ensure that all teachers are professionals who must be treated with dignity and respect in all cases and learners focus on learning.

Research question 3: *Which management systems are adopted at effective secondary schools to serve as role models to other schools?*

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Theme 3: Control measures

Participant 2:

> *"Effective schools are led by visionary principals who know where and how the school has to operate so that good results are achieved at the end of the day. They cooperatively own the school with all stake holders such as teachers, parents, SGBs, parents and the general community. Functional schools have systems that know its responsibility and level of accountability. The SMTs, SGBs and school-based committee's structures know their job descriptions, responsibility, level of communication and accountability. I think it is the duty of the principal to conduct school-based workshops and reminder sessions on a continual basis to all stakeholders that are related to school. I think that if dysfunctional schools can adopt this strategy the situation can turn around"* (Curriculum Advisor No.2).

Participant 3:

> *"Ineffective schools have a common problem of lack of discipline for both teachers and learners. Policies are not available or if they are available then there is higher possibility that they might not being operationalized. There is no school that can function if either teachers or learners come to school and leave as they wish and no action is taken. Discipline forms the basic requirement for teaching and learning to take place. The school must have committees that assist to regulate conduct and behaviour. Another fact is that each and every stakeholder must do the work that is expected to do. The principal must lead the school and HODs must provide leadership and their respective departments. They must plan, monitor and support curriculum on daily basis. If all dysfunctional schools can start by applying these basic things, really a difference can be seen within a short space of time"* (Governance Officer No.3).

Literature affirm what is mentioned by the interview participant by indicating that instructional leaders focusses not only on leading, but also on managing. Their managerial roles included coordinating, controlling, supervising, and developing

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curriculum and instruction. Instructional leaders lead from a combination of expertise and charisma. These are hands-on principals, hip-deep in curriculum and instruction and unafraid of working directly with teachers on the improvement of teaching and learning. Descriptions of these principals tend towards a heroic view of their capabilities that often-spawned feelings ranging from inadequacy to guilt among the vast majority of principals who wondered why they had such difficulty fitting into this role expectation (Hallinger, (2005:6-7).

Therefore, the researcher is in a position to conclude that systems must be in place to support policy and legislation to ensure that behaviour and conduct are regulated. They make use of available resources to achieve the school's vision by supporting teaching and learning.

Research question 4: *Which components of COLTS are implemented in effective secondary schools?*

Theme 4: Curriculum planning

Participant 3:

> *"Majority of ineffective schools are led by principals who lack vision and they lead their schools without plans or if available then they are not implemented. Records are non-existent. Discipline for both teachers and learners is weak. The principal is completely afraid to take unpopular decisions for the benefit of the school on teaching and learning. Principals are not sure of themselves and they tend to be famous with all stakeholders at the expense of effective teaching and learning. Teachers and learners come and leave school at any time of their wish and nothing is done. Such kind of principals are not worried if teachers do not honour their periods. Time management is not something serious and the school is disturbed by something that is not important and nor related to teaching and learning. There is a great misuse of democracy at the expense of accountability and the truth"* (Governance Officer No.3).

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What is mentioned by the interview participant is shared with what is mentioned by the Education Improvement Commission (2000:7) which argues that in developing their school's improvement plan, the principal, staff, school council, parents, and other community member's work through a variety of activities focused on three areas of priority: curriculum delivery, school environment, and parental involvement.

The opinion of the researcher is that the principal must provide strategic plan for the school and management systems that assist to ensure that learners receive quality instructional teaching and learning. Planning assist all the school stakeholders to have direction where the school is leading and provides mechanism for improvement. Planning is an indication that a leader is conscious of the responsibility and professionalism in work approach.

Research question 5: *How do principals contribute to ensure that schools are effective and implementation of the COLTS activities are done?*

Theme: Regulatory mechanisms

Participant 2:

> *"To be honest, the principal is the only person in the school who gives a positive or negative direction which must be taken by the school. The principals must be sure of their role as leaders and managers of their institutions. If the principal has no functional plan for improving teaching and learning, the whole school will not succeed in passing learners. He has to ensure the school has functional action plans to drive curriculum and also to create conducive atmosphere by supplying resources that support teaching and learning. For instance, budget must address teaching and learning by purchasing equipments that assist to make the work of teachers to be easy"* (Governance Officer No.2).

Timilehin (2010:189) adds further that school administration involves managing, administering the curriculum and teaching, pastoral care, discipline, assessment evaluation and examinations, resource allocation, costing and forward planning, staff appraisal relationship with the community, use of the practical skills necessary for

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surviving the policies of organisation such as decision-making, negotiation, bargaining, communication, conflict handling, running meetings and so on. All these tasks can be reduced to the following: planning, organising, directing, supervising, and evaluating the school system. These activities are those of the school principal who must ensure they are all directed towards efficient and effective teaching and learning in the school so as to be able to produce quality outputs.

It is therefore the researcher's view that regulatory mechanism must be in place to monitor and support the existence, implementation and support of school activities. Policies must be in place and implemented as expected to regulate conduct and behaviour in a school situation. Records as a means of evidence of policy implementation must be available for future reference at school level.

5.8 ANALYSIS AND INTERPRETATION OF DATA OBTAINED THROUGH DIRECT OBSERVATION CHECKLIST (QUALITATIVE)

The researcher visited a total number of 7 schools which consisted of 2 effective schools, 3 ineffective schools and 2 schools which consisted of schools experiencing fluctuating results for the past 5 years. These schools are schools whose principals participated in the focus group interview.

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Table 5.5: Direct Observation Checklist

Category	Effective Schools	Ineffective Schools	Schools with Fluctuating Results	The Researcher
1. School Reporting time	Teachers report on time and sign time register before school official starting time while learners report on time and attend morning assembly on daily basis. Teachers fully monitor morning assembly activities.	Teachers do not report at school on time and most of them do not sign time register and learners report late at school. Most of the learners do not even attend morning assembly while teachers are not concerned about what happens in the morning assembly.	Some of the teachers report on time and sign time register and some of the learners' report on time and attend morning assembly. A group of some teachers monitor morning assembly while others loiter around the school yard.	It can be concluded that all schools must have school generated school policy to control reporting time for both teachers and learners.
2. Loitering	Learners are always in class learning and in case they are outside the classroom, then they are in accompany of the teacher. No loitering of learners in the school yard during teaching and learning time.	Leaners are moving around the school yard during teaching and learning time. There are groups of learners at the toilets. Teachers are not concerned about what happens in the school yard.	Leaners are moving around the school yard during teaching and learning time. There are groups of learners at the toilets. Teachers are not concerned about what happens in the school yard.	In a position to conclude that all schools must have code of conduct for learners to regulate movement of learners during teaching and learning time.

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3.Teachers in the Staff Room during Teaching Time	Effective teaching is done, and no teacher stays in the staff room during contact time with learners. Teachers observe teaching timetable strictly without conditions. Teachers are always on task with learners learning.	Teachers stay in the staff room and most of the time is spend on discussing personal matters not related to teaching and learning. Teaching timetable is not honoured and fail to honour bell ringing for changing periods. Teachers continue enjoying their lunch even after the bell rung to continue with lessons after break.	Teachers are in the staff room and some honour their timetable without difficulty while others are not worried. Their HODs are not concerned about the period attendance since teachers are in the staff room.	Supports the idea that teachers must adhere to the subject timetable and HODs as curriculum managers must strictly monitor class attendance by teachers.
4. School Uniform	All learners are on a prescribed uniform for the day on daily basis.	Learners are not on uniform and some of them put on jeans, caps and tekkies when coming to school. Nobody is concerned about learners who do not put n prescribed school uniform.	Some of the learners are on prescribed official school uniform for the day and there is some concern from teachers about the learners who are not on prescribed school uniform.	In a position to conclude that all schools must have a functional inclusive code of conduct for learners which has been accepted by learners, teachers, SGBs, parents and the department of education.

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5. Teacher's Dress	All teachers are dressed presentably and fit for the occasion.	Teachers are shabbily dressed.	Some teachers dressed presentably and understand the influence of teacher's dress on teaching and learning in secondary schools.	Supports the idea that a school generated functional policy which has been adopted by all relevant structures such as teachers, parents and the DoE. Teachers are public figures and they must represent the schools their schools in wherever they are.
6. Broken school fence, doors and windows	No broken school fence, doors and windows. School fence is intact, and all doors and windows are in good working conditions. Learners close doors and windows after knock-off time and classrooms have good air ventilation	School fence has holes, broken doors and windows. The SGB repairs them and they are broken time and again. Learners and teachers are not concerned since they leave doors and windows open after school. School gate is left open and animals are in the school yard and nobody gets worried about the school status.	The school fence has no holes but there are broken doors and windows. Learners leave school with some doors in the classrooms open and windows. The school gate is left open and animals are in the school yard. There is some concern about the condition at the school	Views that all schools must have functional policies on purchase and maintenance of school infrastructure so that school property is sustainable.

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			since some classrooms are closed after school.	
7. Graffiti	School walls are well painted and clean without any graffiti.	Schools are well painted, but graffiti appears all over the school walls and school gate.	Schools are well painted and some of the walls have graffiti.	All schools must have a functional policy on the maintenance of school property. Monitoring teams must be established.
8. Litter	Schools are clean without litter. Dustbins are placed in every class and a large skip placed on the entrance gates. Schools have functional surrounding committees to monitor the surrounding.	School yards have paper and debris all over. No dustbins to control litter and debris. Schools have no committees to monitor surrounding.	Some schools have litter and debris in the school yard. Dustbins are available, but they not used effectively since litter is scattered all over the school yard. The schools have surrounding committees, but they are not functional.	Views that all schools must establish functional surrounding committees that ensure that schools are clean, maintained and supported financially by the SGBs.
	The school infrastructure is well maintained and looked after throughout the year. There is functional timetable to clean	The school infrastructure is not maintained. There are no committees to monitor school cleanliness. School floors are left on their own and no one	The school infrastructure is available and not looked after. Committees have been established but they are not functional. Toilets	Views that all schools must establish functional infrastructure committees that ensure that schools are clean, maintained and

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9. Cleanliness	classroom and toilets. The classroom floors are polished, and books properly packed in shelves and cupboards.	takes responsibility. Books are scattered all over the classrooms and shelves are broken and they are not maintained.	are not in good working condition and classroom floors are not polished. Some of the classroom shelves are broken and it takes a long to get repaired. Cupboards have broken doors and not repaired or replaced.	supported financially by the SGBs.
10. Electricity and machinery	Electricity is in good working condition since all switches and plugs are fully operating. Equipments such as computers, overhead projectors and fens are used to ensure that teaching and learning is effectively conducted. The infrastructure committees are functional since they	There is electricity supply in schools but plugs and switches do not operate. Machinery that has been supplied or purchased are not used but packed in the store-rooms. Infrastructure committees are non-existent.	The schools have electricity supply and plugs and switches operate efficiently. School machinery to support teaching and learning such as computers, overhead projectors and fens are not in good working condition and they are not maintained so that they support teaching and learning. Infrastructure committee	Supports the idea that functional infrastructure must be established to monitor the purchase and maintenance of school property/equipments.

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	purchase and maintain machinery.		are in existent but not functional.	

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5.9 ANALYSIS AND INTERPRETATION OF DATA OBTAINED THROUGH SCHOOL RECORD CHECKLIST (QUALITATIVE)

The researcher visited a total number of 7 schools which consisted of 2 effective schools, 3 ineffective schools and 2 schools which consisted of schools experiencing fluctuating results for the past 5 years with the purpose of checking school records. These schools are schools whose principals participated in the focus group interview.

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Table 5.6: School Record Checklist

Category	Effective Schools	Ineffective Schools	Schools with Fluctuating Results	The Researcher
1.Code of Conduct for Educators Generated at School Level	All schools have records for the conduct for educators generated at school level.	All schools do not have code of conduct for educators generated at school level.	Some schools have code of conduct for educators generated at school level.	All schools must have record that indicate the code of conduct for educators generated at school level by consulting the relevant stake-holders. This will encourage compliance if it is owned by the stake-holders.
2. Staff Leave Management Records	There are records which indicates staff leaves taken by staff members are readily available for the departmental officials to monitor the presence and implementation of these records.	There are no records which indicates staff leaves taken by staff members and no monitoring is done.	There are some records which indicates staff leaves taken by staff members and some monitoring by the SMT is done.	Supports the idea that records must always available for the management of staff leaves by the department officials.
3. School-based Workshops Organised by	Expects that there is ample evidence for the presence of school-	There is no evidence for the presence of school-based workshops organised by	There is some evidence for the presence of school-based workshops organised	Expects that there is ample evidence for the presence of school-based workshops

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the Principal to Staff Members and the SGBs	based workshops organised by the principal to staff and SGBs in all schools.	the principal to staff and SGBs.	by the principal to staff and SGBs.	organised by the principal to staff and SGBs in all schools.
4.Early Departure and Late Report for Duty Records	There are full records on early departure and late report for duty by the teachers.	There are no records on early departure and late report for duty by the teachers.	There are no records on early departure and late report for duty by the teachers.	There are some indications of records on early departure and late report for duty by the teachers.
5. Policy on Informal Assessment	There is a full record on policy on informal assessment in all subjects.	There is no record on policy on informal assessment in all subjects.	There is no evidence on class visit by the HODs and principal towards subject teachers.	Views that all subjects must have informal policy assessment in all subjects in all grades.
6. Evidence on class visit by the HODs and principal.	There is a full evidence on class visit by the HODs and principal towards subject teachers.	There is no evidence on class visit by the HODs and principal towards subject teachers.	There is some evidence on class visit by the HODs and principal towards subject teachers.	It indicates that there must always be an evidence or records on class visit by the HODs and principal towards subject teachers.
7. Monthly subject committee meetings with minutes	There is a full evidence which shows that there are monthly subject committee meetings with minutes.	There is a no evidence which shows that there are monthly subject committee meetings with minutes.	There is a partial evidence which shows that there are monthly subject committee meetings with minutes.	Supports the idea that there must be a full evidence which shows that there are monthly subject committee meetings with

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				minutes as a confirmation that a particular activity has been done.
8. School-based Quarterly Accountability Reports	There is a full evidence that quarterly assessment review reports and targets are done as expected.	There is no evidence that quarterly assessment review reports and targets are done as expected.	There is some evidence that quarterly assessment review reports and targets are done as expected.	Contends that there must always be evidence that quarterly assessment review reports and targets are done as expected.
9. School-based Quarterly Accountability Reports	There is a full evidence for school-based quarterly accountability reports in all subjects.	There is a no evidence for school-based quarterly accountability reports in all subjects.	There is evidence for school-based quarterly accountability reports.	Supports the idea that there must be full evidence for school-based quarterly accountability reports in all subjects.
10. Report on Meetings and Workshops Attended by Teachers	There is a full of a report on meetings and workshops attended by teachers in all the subjects.	There is no report on meetings and workshops attended by teachers in all the subjects.	There is some evidence for report on meetings and workshops attended by teachers in some the subjects.	Believes that there is a full report on meetings and workshops attended by teachers in all the subjects.

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5.10 CONCLUSION

In this chapter, data was presented, analysed and interpreted. The research methods, that is, the questionnaire, interviews, available records and on-site observation were also dealt with. The trustworthiness of the research also received attention through triangulation of research approaches.

The Statistical Package for Social Sciences (SPSS) student version 17.0 was used to analyse data on a questionnaire. The findings of the questionnaire indicated that principals know their duties and responsibilities, and functional schools know what is expected of them although ineffective schools fail to implement what is expected of them. The qualitative survey conducted during interviews reveals a significant work commitment on effective schools as in ineffective schools. Functional schools have policy in place and policy implementation is done as expected. There is no contradiction of what is said (during interviews) and what it is in reality (during site-observation and school records.

In ineffective schools, majority of the schools have general policies on teaching and learning supplied by the DoE and there is laxity in application thereof. There is a mismatch between what principals are saying (during interviews) about policy implementation and what they are doing (during site-observation) because there is a contradiction since there are no records (record keeping) to confirm and support what they mentioned. There is no record of what they do as principals to drive teaching and learning forward in their respective schools. The physical condition of their schools such as broken doors and windows, lack of control at the entrance gate, graffiti on school walls are some of the indications that the culture of teaching and learning has collapsed.

Furthermore, principals of effective schools continuously monitor how effective teaching and learning is done, for example, they do class visits and both teachers and learners do not move up and down during teaching time because they implement what they know about their job description and records are available to confirm activities that are done at school. This suggests that the principal must implement departmental policies and the school generated policies are in place to ensure that the school moves forward, and

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learners pass at the end of the year. Good leadership and management is possible if policies are available and implemented and monitored throughout the year by the relevant stakeholders through the decisive leadership of the principal.

In the next chapter the researcher presents conclusions and recommendations of the study.

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CHAPTER 6

PRESENTATION OF FINDINGS, SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The collected data were presented, analysed and interpreted in the preceding chapter. In this chapter, the researcher presents findings, proposes intervention strategies aimed at solving the research problems and come with a summary of the whole study project.

The research questions and study objectives were presented in Chapter 1 item 3 and 4, and relevant literature was consulted in Chapter 2 for the purpose of gathering more and relevant information for assisting to answer the posed questions. Literature study was done in Chapter 2 and more information was gathered. Theoretical framework was done based on the appropriate theory that is suitable in the research study. Definitions, research methods and designs including the rationale for using the stated methods and designs which were used in the study project were clearly done in Chapter 4. Field work was conducted in Chapter 4 on which both quantitative and qualitative methods were used. Empirical findings were established after conducting the questionnaire on the sampled secondary school principals of both functional and dysfunctional secondary schools.

Furthermore, ethnographic methods as a qualitative design were used, that is interviews (both focus group and personal interviews), direct observation checklist and data collection from school records. All these were discussed in Chapter 4 of this research study project.

The main research question investigated the roles of the principals in the implementation of the culture of teaching, learning and service in the secondary schools of Mopani District in Limpopo Province – South Africa.
This study was conducted in an attempt to answer the following questions:

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- *What is the impact of principal's leadership style towards the culture of teaching and learning?*
- *Which factors contribute towards the non-implementation of COLTS in effective secondary schools in Mopani District?*
- *Which management systems adopted at functional secondary schools to serve as role models to other schools?*
- *Which components of COLTS are implemented in functional secondary schools?*
- *How do principals contribute to ensure that schools are effective and implementation of the COLTS activities?*

In order to achieve the above-mentioned research objectives, findings from both the quantitative and qualitative research had to be carefully examined before any conclusion and recommendation could be drawn.

6.2 RESEARCH SUMMARY

The purpose of the study was mentioned in chapter 1 as "the roles of the principals in the implementation of the culture of teaching, learning and service in the secondary schools of Mopani District in Limpopo Province – South Africa".

An intensive study of literature was carefully done in Chapter 2. A comparative study on international perspectives of the culture of teaching and learning on the following countries was done, i.e. Australia (first world country), Nigeria (developing country as South Africa) and The Philippines (under developing country). Various theories that can also be referred were consulted and the suitable theory for the study was also recommended by the researcher for the study project in Chapter 3. Analysis of guidelines, collective agreements from the bargaining council i.e. ELRC (Education Labour Relations Council) and legislation assisted to address most of the challenges experienced in the study. One can also conclude that there is a need of a serious intervention to address the issue of the implementation of COLTS initiatives in functional schools in Mopani District of Limpopo Province.

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The researcher used the multi-method approach, i.e. both quantitative and qualitative methods were used since the researcher believes that the use of both methods can add more value than a single method. In case of quantitative approach, a questionnaire as an instrument was used with survey design. A total number of 38 principals responded to the questionnaire and SPSS programme was used to analyse the participant's responses on which an empirical conclusion was made. Furthermore, a triangular approach was done, and the researcher made use of qualitative approach by using action design and case study design. Ethnographic study was conducted in the form of interviews, direct observation and document analysis (school records). A total number of 20 of respondents participated in the interviews as follows:

- principals and 7 SGB members in focus group interviews; and
- Curriculum advisors and 3 governance officers in personal interviews.

All the above-mentioned interview participants' work or have a direct/indirect interest on education on a daily basis. A generalisation was formulated in the form of themes which appeared to be common among the interview participants and these was studied and analysed in Chapter 5.

Further qualitative work was done in the form of direct observation in the sampled functional schools of the interviewed principals and the SGB members. A checklist record was formulated with a purpose of validating the interview participants (principals and the SGBs) against the reality as it appears at their respective schools. School records were also requested to affirm the application and control mechanism of what was mentioned during the interview sessions. All these were done in order to assist to answer the research questions as mentioned in Chapter 1 section 4 (research objectives). The study project had grand total number 58 participants using both quantitative method (38 participants) and qualitative method (20 participants).

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6.3 RESEARCH FINDINGS

The researcher studied data obtained from quantitative and qualitative research study and effective schools have most of the following common characteristics which seek to address the research objectives as set out in Chapter 1 section 1.3

6.3.1 Research Objective No. 1: What is the Impact of a Principal's Leadership Style towards the Culture of Teaching and Learning?

Quantitative study conducted in this project reveals (on paragraph 5.3; P126) that 92.1% of the questionnaire respondents agree that the principal is responsible and accountable for all activities related to teaching and learning in the school. Similarly, qualitative study conducted in this study supports the above statement by indicating (on paragraph P226) on the statement by interview Participant no.2 who said "Gentlemen (*speaking softly and looking at Participant 3 and Participant 4 in the eyes*) there is no institution or family that can operate effectively without a leader. The principal is the ultimate authority in the school. He is the nerve and lifeblood of the school. He has the responsibility to plan and monitor the implementation of the plans. The principal must provide decisive leadership which shows the path that has to be taken by the school"

The opinion of the researcher is that the principal has a massive influence on the success of the school. Successful schools are led by visionary principals who are directly involved with school activities especially teaching and learning. His leadership style will have an impact on school improvement.

6.3.2 Research Objective No. 2: Which Factors Contribute towards the Implementation of COLTS in Secondary Schools in Mopani District?

The questionnaire respondents of almost 92.1% from the quantitative study conducted revealed that drawing and implementation of school policies are some of the duties of a principal as mentioned (on Paragraph 5.3: Table 5.1 on P126). In the qualitative study conducted through interviews (on P229) it has been revealed by Participant No. 2 that, "I

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think the other problem that contribute to the existence of ineffective schools is the lack or poor implementation and monitoring of policies by the department. The plans are done and locked in the cupboards. One takes the initiative of drawing plans and implement exactly as expected. Unfortunately, the next school does nothing, and nothing happens. Finally, one gets discouraged and leave everything because there is no monitoring and support from the department *(Stretching his arms sideways in desperation)".*

The researcher is in a position to conclude that the principal has to ensure that all mandatory school policies are available, implemented and monitored as expected. The existence of policies without implementation is a fruitless exercise and schools will not function as expected.

6.3.3 Research Objective No.3: Which Management Systems Adopted at Functional Secondary Schools Serve as Role Models to other Schools?

The quantitative study conducted for the project revealed that 76.3% of the questionnaire respondents agree (on Paragraph 5.3: Table 5.1 on P127) that functional schools have committees (systems) which plan and develop action plans that support teaching and learning. The qualitative study supports the abovementioned statement which is backed by Curriculum Advisor as Respondent No.1 (on page 251) who commented that stating that "When I visited schools to monitor curriculum implementation especially in the effective schools, I realized that most schools have common characters. The major one is the availability of effective and functional plans for driving curriculum so that learners can pass at the end of the year. HODs and Deputy Principals are sure of their curriculum duties. They operate with plans and are always, then implemented as expected. Records as confirmation of activities is in existence and readily available. Staff members are definitely sure of their job descriptions and responsibilities according to their job titles. The principal orientate staff members about the post descriptions and expectations are not clear".

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The researcher is convinced that effective schools a cooperatively managed and governed by various stake-holders although the final accountability lies with the principal. All the stake-holders assist and support the principal in executing his obligatory functions.

6.3.4 Research Objective No. 4: Which Components of COLTS are Implemented in Secondary Schools?

The respondents of quantitative study revealed that 65.6% agree that (on Paragraph 5.3: Table 5.1 on P127) educators manage time at school by signing the time register daily, and records for early departure are done and records are always available. The qualitative study conducted in this project (check on P245), the Participant no 6 by the SGB member revealed during the interviews that "It's different at our school *(Speaking boldly with much confidence).* The principal and his team monitors teaching and learning on daily basis. Students know when to write tests and assignments at the beginning of every quarter and parents assist to ensure that the work is done. This is done from lower classes and when they reach Grade 12, they are ready and passing is not a serious problem as I compare with other schools where children fail".

It is the researcher's contention that effective and functional schools are charaterised by order, discipline and decisive record keeping. All stake-holders respect and honour time management, school records on regulating conduct and behaviour of both educators and learners is available and monitored. There is high respect for line function or communication protocol.

6.3.5 Research Objective No. 5: How do Principals Contribute to Ensure that Schools are Effective and Implement the COLTS Activities?

The quantitative study conducted in this project through a questionnaire, revealed that (on Paragraph 5.3: Table 5.1 on P186) the principal must ensure that all educators within each school subscribe to the 3 T's". The qualitative study conducted in this project through interviews with the governance official No.1, revealed (on P261) that the principal who is progressive will ultimately make the school to be progressive. The opposite is also

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correct. All stakeholders at school will turn to be like their principal. It is therefore very important that schools are led by principals who know where and how they lead their schools.

The researcher may conclude by stating that it is the duty of the principal to ensure that the school under his control (all school stake-holders) knows where and how to achieve excellence on teaching and learning.

6.4 LIMITATIONS OF THE STUDY

Even though it was the researcher's intension to use the multi-method approach, the use of both quantitative and qualitative approach in a complementary manner in this project, it was discovered that some aspects were not covered as the researcher would have wanted. The researcher received a hostile reception in some schools especially in schools with fluctuating results and schools which experienced serial low NSC results for the past 5 years. Such kind of schools fear that they will be reported and be targeted by DoE.

This made the work of the researcher to be more difficult to extract deeper data from such kind of schools. For instance, during the interviews with principals, the researcher went to their schools to verify the authenticity of data given and during site-observation, the researcher found the given data being not correct. When the researcher verifies the collected data with school records, there is nothing that confirms that such an activity is performed. For instance, such kind of schools have no records of educators who report to school late and or leave school before school close for the day, no records of subject committee meetings with minutes and attendance register and so on.

The researcher believes that this study might not have provided adequate answers despite the use of probe questions to gain more insights on the responses of the sampled participants in this study. The reason may be due to the fact that the researcher visited the schools with a letter of permission from the educational authorities from Limpopo Education Department Provincial Office and Mopani District office. Despite explanation by the researcher about confidentiality and anonymity guarantees, the principals were not

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satisfied. Hence, an impression may have been created by the sampled participants in the study that The Department of Education might have mandated the researcher to conduct the research. Even though the researcher's main reason of utilizing the constructivist/interpretive paradigm was to gather in-depth understanding of the phenomenon under study, it was discovered that some aspects were not properly covered as he would have wanted. For instance, the researcher would have loved to dig deeper into school leadership, management and classroom management sub-themes and gather more varying opinions of the participants in the school, in order to get a wide ranging reasons for the effectiveness or ineffectiveness of a school.

6.5 RECOMMENDATIONS FOR THE EFFECTIVE IMPLEMENTATION OF THE CULTURE OF TEACHING AND LEARNING

The researcher recommends the following:

- Principals must remain students in their entire professional life since they need to update themselves about changes that happen in the education system because education is dynamic, and society is always under influence of politics, economics and social life;
- Planning, monitoring and support of teaching and learning must be a priority for the duty of the principal;
- Principals must be active supporters and participants of continuous professional development activities as leaders and managers of schools;
- The basic policies that are required for the schools to be functional must be compulsory to all schools and the DBE must ensure that its implementation is strictly monitored, for instance, school starting and departing time, school uniform, and teacher's dress; and
- Principals must apply practically what has been learned in theory so that there is an interaction between theory and practice.

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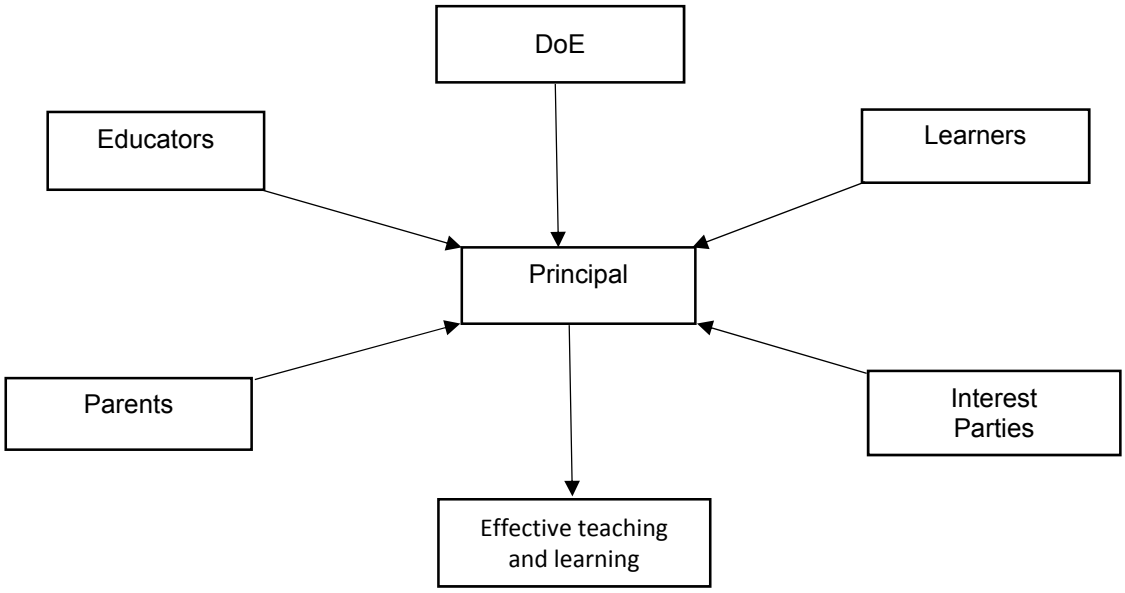
6.6 MODEL FOR IMPLEMENTING THE CULTURE OF LEARNING, TEACHING AND SERVICE IN SCHOOLS

6.6.1 Support

CONTRIBUTION OF STUDY TO NEW KNOWLEDGE



6.6.1.1 Funding

Principals should be treated as managers of schools. This means that they must be funded and treated with respect like managers of any institution. They should be funded properly so that they become motivated and execute their duties with confidence and diligence.

6.6.1.2 Induction/Orientation

The newly appointed principals must be thoroughly inducted/oriented about their roles as leaders and managers of schools immediately appointed as school principals. Role expectations, responsibility and accountability must be clearly defined.

6.6.1.3 Capacity building workshops and reminder sessions

Circuit Managers must continuously conduct capacity-building workshops and reminder sessions on principals (at least twice per year) in order to be sure that they understand

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and carry out their duties as expected. The same must be done by principals on teachers at their respective schools.

6.6.1.4 Continuous monitoring

Circuit Managers must conduct unannounced continuous visits to schools to do monitoring and support in order to be certain that teaching and learning is done as expected. These visits should involve checking of annual curriculum plans, curriculum review reports; class visits reports and so on.

6.6.1.5 Regulatory systems

Principals must establish and apply strong systems that regulate the behaviour and conduct of teachers and learners. They must ensure that teachers are always in class teaching and learners learning. They must also ensure that the movement of teachers and learners in and out of school is strictly regulated so that unnecessary movements and absence from school is avoided, for example the introduction and use of biometric system in schools. The school generated code of conduct for teachers and learners be effectively applied so that the behaviour of both teachers and learners is regulated.

6.6.2 Parents

6.6.2.1 SGB members

Active and positive participation of parents in School Governing Body activities can improve the present situation on education. The importance of education towards the community can be seen. Parents must realise their value in the education of their children.

6.6.2.2 School functions

Parents must attend school functions and all activities planned for parents. For instance, parent evenings, fund-raising sessions, career choice days, open days and so on. These type of functions assist parents to realise their role in the education of their children.

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6.6.2.3 School matters

Parents must have high interest on the education of their children. They must assist their children in guiding and providing both material and moral support of their children.

6.6.3 Learners

6.6.3.1 Compliance

Proper learning cannot be realised unless learners comply with school laws and regulations which are made to ensure that there is law, order and discipline in the school environment.

6.6.3.2 Subject to authority

Learners must subject themselves to the school authorities and the rules that regulate conduct and behaviour in a school situation. They must do school work as expected and assist to make the work of educators to be easy.

6.6.3.3 Optimistic

Learners must have a positive attitude towards education and this will assist them to take their work to be serious. They must not lose hope in case some of their school performance being not well.

6.6.4 Educators

6.6.4.1 Work ethics (commitment)

Educators need to show work commitment by teaching, monitoring and evaluating learner's work on a continuous basis. They must complete syllabus in all subjects prescribed for the grade without conditions.

6.6.4.2 Compliance

Educators are expected to comply with all education laws and policies prescribed for educators. For example, SACE Code of Conduct, school generated policies that regulate

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conduct and behaviour of educators. Basic laws that assist to make a school a formal institution must be adhered to and respected at all times.

6.6.4.3 Optimistic

Negativity on education by educators must be avoided at all costs. Educators must always view education at the positive side in all times. They must always encourage learners to perform better by initiating improvement strategies so that learners can perform better.

6.6.5 Interest Parties on Education

6.6.5.1 Funding

The business community and any interest party on education matters must assist in funding school for educational matters. For example, they can finance the school in the purchase of educational equipments and materials that assist to make teaching and learning easy and accessible.

6.6.5.2 Infrastructure

The business community can assist schools by repairing and construction of schools so that teaching and learning can be done easily. Infrastructure plays an important role in assisting educators and learners to teach and learn.

6.6.5.3 Human Resource

Small schools have a serious problem of inadequate staff provisioning and the assistance of the business community can be of great help by employing additional staff. Critical subjects in secondary can also be assisted by employing additional staff to improve on teaching and learning.

6.7 TOPICS FOR FUTURE RESEARCH

- The role of the curriculum advisors for improving the culture of teaching and learning.

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- The conflicting role of Head of Department in the culture of teaching and learning in public schools.
- The impact of teacher unionism towards teaching and learning in public schools.
- The influence of Learner Representative Council towards (LRC) the culture of teaching and learning in secondary schools.
- The conflicting roles of senior and master teachers in promoting the culture of teaching and learning in public schools.

6.8 CONCLUDING REMARKS

The researcher is in a position to conclude that effective schools in Mopani District do have functional policies. At the same time, principals must work cooperatively with SGB and relevant structures and draw functional or implement policies and evidence be readily available to support teaching and learning. They must ensure that code of conduct for teachers (school-generated), code of conduct for learners, leave management record books, movement registers, school policies are in place and functional. This is done in order to ensure that schools have order and discipline is maintained for both teachers and learners.

From the research findings, the researcher discovered that the provision and effective use COLTS initiatives by principals in schools have a great impact on the provision of quality teaching and learning.

Many programmes such as Quality Learning and Teaching and Campaign (QLTC), Foundations for Learning and Teaching Campaign (FFLC), COLTS and CAPS cannot be dealt with properly if COLTS initiatives are not properly developed and applied. However, it must be noted that these are only suggestions of how principals can improve their leadership and management responsibilities which have been applied in most functional schools in Mopani District. The functionality of schools is supported by the continuous good performance of both primary school and secondary school in ANA and Grade 12 external examinations in the past five years.

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South Africa will fully be able to accomplish The Millennium Development Goal No. 2 if the status quo is maintained. South Africa is a signatory to the United Nations as stated in the United Nations (2006:1) which stipulates that all boys and girls are expected to complete a full course of primary schooling by 2015. If principals are not properly developed in their roles as leaders and managers of schools, then South Africa will not be able to reach the envisaged set goal.

The DBE needs to conduct regular leadership and management workshops for principals and all members of the school management teams, including teachers, in order to adapt to numerous changes that are taking place in schools. Principals who understand their roles and responsibilities as leaders and managers can contribute extensively to ensure that the implementation of CAPS is successfully done.

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APPENDICES

APPENDIX A

QUESTIONNAIRE DOCUMENT

(Quantitative)

(Principals of Sampled Secondary Schools – Mopani District Schools)

INSTRUCTIONS

- Please respond to the questions on the sheet provided.
- Make a cross (where necessary) and do not give statements.
- Ensure that each statement is responded with 1 (one) cross
- Your honest response will be highly appreciated.

1. Biographical Details

1.1. Your position (Principal/ Deputy Principal: _____

1.2. Number of years as a Principal/Deputy Principal: _____

1.3. Gender: _____

1.4. Highest professional qualification (for example): STD/PTD/NPDE/PGCE or any:_____

1.5. Highest Education Management/School Management and Leadership qualification passed: _____

Choose one option from the five given below by making an X against the most appropriate choice, for example, in 2.1. If you choose agree, mark (X) against disagree.

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2. The Impact of Principal's Leadership Style Towards the Culture of Teaching and Learning

Statement	Agree	Disagree	Strongly Agree	Strongly Disagree
2.1. The principal is responsible and accountable for all activities related to teaching and learning.				
2.2. The core duties of the SMT members (which include the principal) are management of curriculum, implementation, monitoring and support.				
2.3. The effectiveness of the school is determined by good performance in curriculum matters.				
2.4. The principal has to ensure that the school has and implement the assessment policies.				
2.5. Curriculum support and workshops should sometimes be done to supplement available knowledge.				

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3. The Factors that Contribute Towards the Implementation of COLTS in Effective Schools in Mopani District?

Statement	Agree	Disagree	Strongly Agree	Strongly Disagree
3.1. Qualifications and experience have a substantial impact on the ability of the principal.				
3.2. Drawing and implementation of school policies are some of the requirements of a principal.				
3.3. Trade unions threaten principals to implement policies that encourage educators to work harder.				
3.4. The Department of Education do not give substantial support to principals for policy implementation in schools.				
3.5. Principals are reluctant to monitor policies that assist to restore the culture of teaching and learning on an ongoing basis because they lack support from the school community.				

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4. Management Systems Adopted at Effective Secondary Schools to Serve as Role Models to other Schools

Statement	Agree	Disagree	Strongly Agree	Strongly Disagree
4.1. Functional schools have functional policies that have been adopted and supported by all stake-holders.				
4.2. There are clear and identifiable role and responsibility of all stake holders for supporting the culture of learning and teaching.				
4.3. Functional schools develop their own rules and policies that forces learners to adhere without considering their inputs (autocratic).				
4.4. Functional schools have committees (systems) which plans and develop action plans that support teaching and learning.				
4.5. All school stake-holders take a high interest on matters that are related to learner's education.				

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5. The Components of COLTS which are Implemented in the Effective Secondary Schools

Statement	Agree	Disagree	Strongly Agree	Strongly Disagree
5.1. Most educators attend periods without lesson plans and seldom adhere to pace setters and work schedules.				
5.2. Code of conduct that regulate educators at school level is not available or not adhered to the latter.				
5.3. Educators report to school without signing time register and leave school at any time without record available.				
5.4. The HODs have monthly curriculum meetings and follow-ups are made to ensure that they improve to reach the Departmental target.				
5.5. Comparative analysis against same quarters in various years on learner's performance is not done.				

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6. How Principals Contribute to Ensure that Schools are Effective and the Implementation of the COLTS Activities is Done

Statement	Agree	Disagree	Strongly Agree	Strongly Disagree
6.1. The principal must ensure that all educators subscribe to the 3 T's.				
6.2. All school accountability including learner performance activities lay on the principal.				
6.3. The principal is responsible for the policy implementation on teaching and learning matters.				
6.4. The school stake-holders disturb the school programmes that promote teaching and learning.				
6.5. Most principals are not decisive on implementation of policy that promotes teaching and learning.				

THANK YOU FOR YOUR ACTIVE PARTCIPATION! ! ! ! ! !

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APPENDIX B

TRANSCRIPT OF FOCUS GROUP INTERVIEW

(Qualitative)

(Principals of sampled Secondary Schools – Mopani District Schools)

GROUP A

Questions

Interview schedule of a focus group interview with Secondary School Principals. (Qualitative)

- What is the impact of principal's leadership style towards the culture of teaching and learning?
- Which factors contribute towards the implementation of COLTS in effective secondary schools in Mopani District?
- Which management systems adopted at effective secondary schools to serve as role models to other schools?
- Which components of COLTS are implemented in effective secondary schools?
- How do principals contribute to ensure that schools are effective and implementation of the COLTS activities are done?

(Interview session)

Focus group interview with Principals

Key

- Interviewer:……....I
- Participant no 1:……..……Part 1 (Effective school)
- Participant no 2:……..……Part 2 (Effective school)
- Participant no 3:……..…Part 3 (Ineffective school)
- Participant no 4:……..……Part 4 (Ineffective school)
- Participant no 5:……..……Part 5 (Ineffective school)
- Participant no.6:…….Part 6 (Fluctuating School)
- Participant no.7:…….Part 7 (Fluctuating School)

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7 INTERVIWEES. i.e. (2 principals of functional, 3 principals of ineffective schools and 2 principals from secondary schools with fluctuating Grade 12 results)

Transcript of a focus group interview

(GROUP A)

I: Good morning, dear colleagues! How are you?

Part 4: I am OK, and what about you? (*Referring and turning his head towards the Interviewer).*

I: Feel free to participate and nobody will disadvantage you in whatever way (*Looking at the participants and moving his head slowly from the first to the last participant)*

Part 7: Everything is fine (*moving his head up and down swiftly*). We can start with our business of the day.

I: Thank you and let's start our work. Are you ready?

Part 2: Yes, we are ready, let's start (*speaking with a lot of confidence*)

I: **According to you, what is the impact of principal's leadership style towards the culture of teaching and learning?**

Part 3: The principal is like any teacher at school and he has equal influence as any teacher. I see no difference. The learners are just not serious with their studies. Either serious or not serious, it's the same! (*Stretching his hands as a sign of losing hope*).

Part 4: I agree with you (*moving his head up and down*). These kids are just but a waste pack of lazy bucks! They are not controllable and not serious about their school work. How is the principal influencing them? Not at all really! (*Moving his head sideways*).

Part 1: I don't agree with you, gentlemen! The principal is the engine for the proper functioning of the school. The principal describes the type and direction of the school.

Part 3: (*Interjects*) No, no (*Moving his head sideways)* I don't agree with you. Even if you can teach day and night but today's learners are not willing to learn, you just waste

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your time. It is even the same with the today's teachers. They are the same with their learners. Nothing is serious, and they are always complaining and criticizing everything from the leaders starting with the principal moving upward.

Part 6: Yes! (*Moving his head up and down*) Not always the case. You cannot always conclude that good leadership brings good results. It depends on the type and material of learners for that year. Teachers and the situation of the year such as strikes will always have impact on the learner's performance. A leader may be good and produce good results at the end of the year, but you cannot always conclude that a good leader will always produce good results. Years differ as learners and situations differ in each year. That's why results will always be unpredictable.

Part 2: Gentlemen (*speaking softly and looking at Part 3 and Part 4 in the eyes*) there is no institution or family that can operate effectively without a leader. The principal is the ultimate authority in the school. He is the nerve and lifeblood of the school. He has the responsibility to plan and monitor the implementation of the plans. The principal must provide decisive leadership which shows the path that has to be taken by the school.

Part 5: I agree with you! (Moving his head up and down). How can a school succeed if the principal is directionless? The principal has to understand his role as a leader and manager of his school. If the principal is part of the complainers, what will you expect at the end of the year?

Part 2: I totally agree with you, madam! (*Moving his head up and down*). The principal has to provide leadership that supports teaching and learning at all times. Everything that is done at school must be to support and promote teaching and learning. The principal must always strive to make his school to be better than the previous year. There is no way that learners cannot pass at the end of the year if the principal understands where the school goes and provide steps to be taken so that all stake-holders become winners at the end of year.

Part 3: (*Speaking loudly and moving his head quickly*) Situations and communities are not the same (stretching his arms). Parents do not support the school and they don't have any interest on the education of their children. They come to school when

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they complain about teachers. Nothing about their children! You call them to a meeting and they never show themselves up unless you promise them food. If there is no food, then forget! *(Clapping hands in desperation).*

Part 7: (*Moving his head up and down swiftly*) I absolutely agree with you. It's true! You cannot just take a ruler and then conclude that learners fail because of the principal. What about parents who are always on the fence and appear at the end of the year when learners have failed? All the blame is placed on the principal, I really don't understand? Learners and situations differ year after year and that is not taken into consideration, but the principal is on the receiving side (*shrinking his face looking highly dissatisfied*).

Part 1: That is the reason that the principal must come in and show direction to learners and parents *(Advice to all principals).* He must show the good things that education has done to other members of the community including the students who once attended at the same school and now a living a better life.

Part 5: Never lose hope in life. Preach hope and possibility in each and every day at school. The principal must show good leadership and effective management skills to all school community members to emulate good conduct and behaviour.

Part 7: How do you do in a situation where learners and some teachers fail to come to school on daily basis because the community has blocked the road to school because of community protests against the service delivery with their municipality? What do you expect at the end of year? Where the principal gets in? *(Opening eyes wide, opening hands and moving his head sideways).*

Part 6: The blame will always fall on the head of the principal. (*Shaking his head sideways as a sign of desperation).*

I: (*Making a follow up*). What precisely the principal has to do?

Part 2: The principal must be clever (*emphasizing by pointing up and down with a right finger*) and he must read the situations that arise at that time each and every day. He must be democratic, autocratic and at the same time be laissez faire depending on the situation of the time. Regardless of that, he must strike a balance to ensure that the school moves forward with teachers supporting teaching and learners learning. That is the main function of the principal.

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Part 4: It appears as if you are referring to the former model c schools. Teachers are a problem and learners make it worse! (*Looking dejected*). They are all lazy and just winding time. Learners come to school because they are forced by parents. They come to school to make love relationships, play and dance loud music and wait for weekend and drink beers and that's all. Teachers just wait for the pay day. What must I do then? Nobody is serious and purposeful with their school work. *(Looking highly dejected*).

I: **I agree with all your views. Regardless of that, let's move to the next question. According to you, which factors contribute towards the implementation of COLTS in effective secondary schools?**

Part 3: Effective schools are not automatic to be effective, but they are made to be effective (*Frowning his face as a sign of being serious*). The principal must never be blamed because of reasons that I indicated in the previous question. Principals fail to implement COLTS initiatives because of teacher unions. They protect teachers unnecessarily and all plans turn to be fruitless since implementation and monitoring will be a pipedream.

Part 4: You are correct sir! Even the Department is afraid of teacher unions. They disturb schools unnecessarily. Teachers leave learners in class and attend mass meetings and memorial services while the department looks on. Who am I to stop them? *(Opening his eyes wide and raising shoulders)* Next time learners also do the same. All your programme and daily plans turn to be nothing.

Part 3: (*Shaking his head in desperation*). At last the principal is blamed. The government promotes indirectly what happens. Where does the poor principal gets in? *(Moving his shoulders up*). The teacher unions have captured everybody in the department. Starting with the Minister of Basic Education going downwards to the principal. Unions do as they wish, and their members are uncontrollable. They disturb schools as they wish, and nothing is done. Who are you to interfere if the higher authorities close their eyes? (*Asking a rhetoric question in desperation).*

Part 7: *(Moving his head up and down slowly).* I fully agree with you. Teacher unions are controlling everything in the department. Teachers listen to unions better than the

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departmental officials and principals. All these factors are not considered when learners fail at the end of the year. Who to be blamed*? (Asking a rhetoric question).* The principal is the obvious answer.

Part 6: Check what happened at the beginning of the year? *(Asking a rhetoric question).* Stationery was not delivered, and schools started without books. What do you expect if you combine all these factors and at last the principal is blamed? All these problems make the work of the principal to be very difficult and discouraging!

Part 1: I understand what you say but we need to manage the situation as leaders. We cannot raise our hands in the air or put our heads in the sand because of situations like that. All situations must be managed. Ensure that you manage and communicate with the affected stake holders in good time so that minimal time is wasted and develop strategies to cover the lost time. Unfortunately, it needs properly appointed principals.

Part 5: I think the main reason why principals fail to implement COLTS initiatives is that most principals don't know their role and responsibility as leaders and managers of their respective schools. They need to redefine clearly their job descriptions and ensure that they live according to the expectation of their position on daily basis. Remember that if you don't know your responsibility then somebody will take that responsibility. You are the principal and you must do and act as a principal at all times. Don't change to be a teacher, a learner on certain times. Be a principal in all situations and circumstances. A principal must never lose focus of his position and responsibility *(Speaking in hard tone with emphasis).*

Part 3: Maybe you have not have direct experience of working at village and township schools. It's tough, brother! Things don't happen as you wish. You go to school very energetic and committed with your work and find the situation very different. Unnecessary unplanned meetings with difficult teachers or the Learner Representative Council (LRC) executive members and workshops by officials. Some of the meetings are really not necessary *(Speaking slowly in desperation).*

Part 2: I think the other problem that contribute to the existence of ineffective schools is the lack or poor implementation and monitoring of policies by the department. The plans are done and locked in the cupboards. One takes the initiative of drawing

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plans and implement exactly as expected. Unfortunately, the next school does nothing, and nothing happens. Finally, one gets discouraged and leave everything because there is no monitoring and support from the department *(Stretching his arms sideways in desperation).*

Part 1: You are absolutely correct (*Moving his head up and down swiftly).* Take for example of the QLTC programme. The District team visit circuits yearly and no school has been visited by the team to verify and provide support. They will come again the following year and make a presentation then secure attendance register, and that's all. They will come again next year doing the same thing that was done the previous year.

Part 5: I also support what you say. It discourages the hard workers. They also fall in the same trap of being reluctant to work harder. Remember that people are good in imitating bad things. The strong principals are totally weakened by the situation and performance becomes slow and weak. Finally, the end year results are affected.

Part 4: The same applies to primary schools that participate in the Foundations For Learning Campaign (FFLC) activities. Some practice it while others don't ever bother and finally those who are practicing will finally become discouraged and join the schools that don't practice it *(Shaking his head sideways slowly and discouragement).*

I: What else can you say about this problem? *(Follow-up question)*

Part 5: I think you can come with different methods and techniques but if there are no committed principals, teachers, learners, supportive parents and the government that takes education seriously as other countries in the world. Remember that no country in the world can develop if it does not take its education to be a serious matter. Seriousness is not said by mouth but through did and action.

Part 2: Yes *(Moving his head slowly up and down).* To be honest, colleagues, our people are lazy! I have no right word, but our people don't want to work hard. How can you produce extra ordinary results if you do ordinary things? That's is not possible. Really, our people are lazy. If you check at the CAPS documents, pace setters

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against the examination, you will be surprised why learners fail. Everything is given but people are lazy!

Part 6: I sometimes support what you say *(Speaking with wide opened eyes).* Our people are not committed to perform their duties. Teachers come to school and teach without lesson plans. When you check further among many teachers, you mostly get similar answers that lesson plan does not teach but it is the teacher who teaches. How on earth can you take a tour to Cape Town without preparation? You just wake up and start a tour! That is not possible. This is exactly what happens in our schools *(Looking astonished).*

Part 7: If you compare our South African teachers with the foreign nationals who teach at our schools, you will see a great difference! Foreign nationals are serious, and they know and understand why they are teachers. Most of them know their expectations and responsibility as teachers. They come to school on time and show high standard of commitment towards their work. Commitment is seen not said by mouth.

Part 5: Most of our teachers argue a lot and no action *(Moving his head up and down).* They are mostly critical about any person who is regarded as a leader, including the principal. They ensure that a leader fails in whatever a leader plans to do. When a leader fails then they become proud that they have worked. Most teachers in effective schools are highly supportive and inquisitive to learn more and better.

I: It's OK colleagues. The next question is, which management systems adopted at the effective secondary schools to serve as role models to other schools?

Part 5: Most of the effective schools consider teaching and learning as a priority for the existence of their schools. They have order and discipline in the whole school. Everybody knows his work. Teachers teach, learners learn and SMT members provide leadership and management of their respective departments. They provide direction for the departments that they lead. The principal is the overall leader and manager of the school.

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Part 2: Effective schools are characterized by a full understanding of the role and responsibility of every stake holder related to the school. The principal is the final authority and accountable figure for the school.

Part 3: All principals in effective schools are focused on teaching and learning. They don't allow anything to disturb the learning process and if can be unavoidable, then strategies are in place replace the lost time. Time is very important, and everybody knows his role. No one does the work of another unless requested to do so.

Part 1: The principal must be a principal not turnaround and become something that is not understood. He needs to be bold and stand for the position of being the principal. Principals in functional schools have plans and in case of challenges, they are able to navigate through and build formidable schools that produce good results at the end of the year.

Part 4: Most of the functional schools have policies, action plans and the SMT monitor the implementation thereof and provide necessary support at school level. The commitment of all stake holders is mostly unquestionable. The allocation of subjects to teachers is done based on competency and qualifications. Lazy teachers are not dumped to lower classes but developed continuously so that learners who reach Grade 12 are ready for the final class.

Part 3: Grade 8 is taken seriously like any Further Education and Training (FET) band class and this helps to ensure that concentration of Grade 12 is minimized. If we teach thoroughly in Grade 8 and 9 then we will be solving problems that are still to come. Grade 8 learners must know how to participate in fruitful self-study lessons.

I: Why are you so quiet? (*Pointing at Part 2)*

Part 2: I am just agreeing with what others are saying (*Shaking his head up and down Referring to I*). The former model c schools are doing very good since years ago. There is quiet discipline from both teachers and learners. Even parents who bring their children know why they have brought their children to school because they understand the value and importance of education to their children. Teachers and SMT members know their responsibility and honour protocol (level of communication). There is a clear line of demarcation amongst SMT members, teachers and learners.

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Part 6: Teachers must know and implement work plans at their stations. The influence of politics in schools must be minimal since politics and education do not combine on some other cases. What is important is to teach and show maximum commitment. Teachers have to develop constructive strategies that can assist to improve the situation in their classes in every subject. Classroom management skills must be employed if we want to see learners passing at the end of the year.

Part 5: Teachers must give undivided attention to the subjects that they teach. They must establish functional school-based subject teams under the leadership of the HOD. Plans, expectations and results are discussed, and a way forward is paved from the team. Subject records, comparisons are done, and external assistance is not ruled out in case misunderstanding of some subject topics.

Part 3: Continuity and commonality is done among secondary and primary schools.

I: What is that? Can you explain in detail? (*Referring to Part 3*).

Part 3: I am referring to the situation where feeder primary schools and secondary form a cluster of schools so that there is clear linkage between primary and secondary school. More specifically in Grade 7 to Grade 9 because they fall in the same senior phase. Teachers in secondary school will be sure of the type of material will be in Grade 8 from primary school. In terms of commonality, I mean that learners in the same grade must be able to perform in the same standard regardless of the school. There must be a common question paper within an agreed period between schools so that measuring stick is the same. This will encourage maximum participation within the cluster schools. Principals will also get an opportunity to share experience and challenges on management level for both primary and secondary schools.

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I: I thank you so much colleagues for your answers. The next question is, which components of COLTS are implemented in effective secondary schools?

Part 2: There are no problems in effective schools since learners perform up to the required standard because this kind of schools experience serial good performance for more than five years.

Part 1: Teachers and learners report to school early and prepare everything to start the official day. All teachers teach with lesson plans that have been approved by their HODs. There is no way that a teacher can stand in front of the class without a lesson plan. If there is no planning, then how can learners pass? (*Raising hands by asking a rhetoric question*). Teaching learners is a very serious matter because record is always available as evidence of high quality teaching and learning. Consulting textbook or CAPS document is a usual thing. Learners study on their own.

Part 4: This is exactly what happens at their homes. They receive support from their homes and learning becomes easy and interesting. There is cooperation between home and school. Family members create enough space for their children to learn by offering them less manual work, provide enough lighting so that they can study and write their homework, and all do their studies at home with ease. The society plays an important role to ensure that these children are not disturb by playing loud music.

Part 5: The SMT members and principals come to school knowing exactly what is expected of them. They come to school knowing exactly what is expected of them. Planning is always available and there no excuse for failing to teach learners. Most of the effective schools do not waste any of time on irrelevant things that are not related to teaching and learning.

Part 2: Plans are always available, and compliance is not problem. There is no tendency of postponing activities. The school always in front complying with the due dates and submissions. Records keeping is up to the scratch. There is no interest to anything that can disturb teaching and learning.

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Part 3: Yes, I understand (*Pointing at the previous speaker*) the other good thing about effective schools is that school officials are always ready to resolve their problems of understaffing and re-deployment. The principal and the SGB are always supportive to ensure that teachers are enough. I really understand *(Looking at the previous speaker)* since no single person can turn the school to be effective instead it is caused by multiplicity of factors. There is no blame to an individual if there is a discrepancy in one way or another. There is collective ownership of everything that happens at the school. The department support schools that perform well by ensuring that all subjects are taught from the first day and any anomaly is attended as soon as possible.

Part 6: I support what you say *(Opening his eyes wide and looking at Participant no.3)* Take for instance in our province, Limpopo. There was a serious problem of delivery of stationery to schools when we start the academic year and learners had nothing to use for writing. Effective schools manage this process and there is disturbance in teaching and learning since all stake-holders take ownership of the situation and come out with mechanism of solving the problem. The blame will not be placed on the door of the principal alone or department.

Part 2: *(Turning around and looking at Part 3 and Part 6).* Yes, that's not a problem, I don't think that is an issue. This is the situation where principal needs to come with a strategy in case there are discrepancies to ensure that teaching and learning proceed despite the problems that the principal cannot control. At times there are community and national problem that the school cannot resolve. For instance, there is developing culture in our communities that in case communities have problems, then they block and burn roads and schools become inaccessible. How can expect teaching and learning to continue normally *(Raising his hands and opening his eyes wide as a sign of disillusionment*). They burn roads and teaching and learning becomes affected, but the department expect good results forgetting all these negative influencers. If a problem comes, it needs constructive leaders to solve the problem regardless of how big it might be so that teaching and learning is done. Check what happens in the former model c schools? Teaching and learning is done as if there are no problems for stationery delivery because the

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principal is visionary and both teachers and parents are completely supportive. They understand the value of education to their children.

I: I am satisfied. Let's go to the next question, how do principals contribute to ensure that schools are effective, and implementation of the COLTS activities are done?

Part 2: The principal is the heartbeat of the school. Any good or bad thing about the school, he is responsible. All accountability for the school lay on his shoulders. The principal cannot be replaced in the school. This means that the principal has to open his eyes very wide and ensure that the school does not falter!

Part 5: Yes, agree with you (*Pointing at Part 2*). The principal is the entry and exit of his school. He has to guide the school in the right direction so that the school flourishes at the end of the year. The same applies if the principal is directionless, then the school will not function and finally teaching, and learning will not be taken seriously. Learners will ultimately fail! (*Pointing down with a finger as assign of emphasis*).

Part 4: I really don't understand how you view the principal. (*Moving his head sideways)* because the principal is not a machine which you just press, and things happen automatically. Sometimes things are not as you preach (*in the school situation).* Some teachers don't cooperate, and parents are not supportive. How do you expect the principal to work and achieve good results if the situation is like how it is at my school? It is tough! (*With eyes wide opened and shaking his head sideways).*

Part 3: You are correct, Mr. Principal (*Moving his head up and down).* How do you expect me as a principal to be effective if learners cannot be controlled? They are bully, and they know that nobody can do them anything? *(Stretching arms wide).* You call parents for assistance, they don't come, and it becomes your baby! *(Moving his head sideways)*

Part 4: Where is the department? *(Speaking loudly and pointing down with a finger*). They seat in offices and expect miracles from principals. How can that happen? The situation at the ground is completely different to what we work on daily basis. The problems are many, for instance (as the previous respondents), there are

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uncontrollable teachers because of teacher unions, unsupportive parents, ill-disciplined learners, higher expectation from the department.

Part 3: (*Intervenes while the respondent is still speaking*). Buildings are dilapidated, and toilets are broken. What do you expect from the principal? How can you expect good results when you are in that kind of a situation? It is terrible when it is too hot or too cold!

Part 1: I don't support you whole heartedly because there are many schools with more or less the same problems, but they are performing well. Buildings do not lead and teach schools. Remember that the principal is the leader and he must give direction where the school heads.

Part 5: You are correct, colleague. Excuse or no excuse, the principal must follow all the departmental policies and the school will take a different direction. Criticizing and blaming will bring nothing different. The principal must know his responsibility as a leader and manager so that his daily actions must be to drive the school to achieve the school objectives regardless of the situations and conditions (*Looking furious)*

Part 6: He needs to be creative *(Referring to ineffective principals)* and is expected to create an environment to be conducive for teaching and learning to take place. The principal needs to think deep about how to make his school to succeed despite the problems that may emerge in every situation. He may network with schools that perform well and try to apply some of the strategies that they use at their schools. Improvement may be seen although it may be small but gradually the school will be going somewhere *(Speaking slowly and in a low voice).*

Part 1: The principal is responsible to lead and give the school direction despite the difficult situation that the school finds itself in. The principal must own the school and feel pain when learners do not pass at the end of the year. The nowadays leaders are faced with multiplicity of problems and visionary leadership is expected from them including principals.

Part 2: The department, parents and the nation want nothing from you but good results. The daily actions of the principal must be to improve the quality of teaching and learning by using laws and policies of the department. The principal must

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implement them and report to the stakeholders any discrepancies so that he is not blamed at the end when teaching and learning is not realised as expected.

Part 7: What will you get from a school where the principal joins the chorus of people who criticize and complain on everything but no alternative for problems that are envisaged in our department? Problems will always be there, and situations also differ. Therefore, the principal must always study the situation and use his influence as a leader to ensure that the school progresses and learners pass. That is all what is expected. It will not be easy but let the principal try and try, finally the difference will be seen.

I: **I thank you so much for your time and fruitful contribution to the questions that I asked you.**

Part 2: We also appreciate to share with you our experience and also our suggestions to improve the status of education in our country (*Looking at the Interviewer*).

Part 3: Thank you (*On behalf of all participants*)

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APPENDIX C

TRANSCRIPT OF FOCUS GROUP INTERVIEW WITH THE SGB MEMBERS

Interview Schedule of a Focus Group with SGB Members (Qualitative)

Interview schedule of a focus group interview with SGB members.

- What is the impact of principal's leadership style towards the culture of teaching and learning?
- Which factors contribute towards the implementation of COLTS in effective secondary schools in Mopani District?
- Which management systems adopted at effective secondary schools to serve as role models to other schools?
- Which components of COLTS are implemented in effective secondary schools?
- How do principals contribute to ensure that schools are effective and implementation of the COLTS activities are done?

(Interview session)

Focus group interview with School Governing Body (SGB) members

Key

- Interviewer:……....I
- Participant no 1:……..……Part 1 (Ineffective school)
- Participant no 2:……..……Part 2 (Effective school)
- Participant no 3:……..…Part 3 (Ineffective school)
- Participant no 4:……..……Part 4 (Ineffective school)
- Participant no 5:……..……Part 5 (Effective school)
- Participant no 6:……Part 6 (Ineffective school)
- Participant no. 7:……..Part 7 (School with fluctuating results)

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I: Good day, ladies and gentlemen. I hope you are fine (*Looking at the participants*).

Part 5: We are fine, (*Moving his head up and down slowly with a lot of confidence*) unfortunately it's hot outside.

I: Can we start with our work? (*Holding a paper and looking at all participants)*

Part 1: Yes, we are ready. We can start so that we can finish on time *(Looking at other participants)*

Part 7: We are ready, let's start.

I: **The first question. How do you view the impact of principal's leadership style towards the culture of teaching and learning in your school?**

Part 2: I think the principal holds a massive influence to make our children to pass at the end of the year. He is the manager of the school and we expect him to have answers to all questions that can be asked about the school especially that lead towards the improvement of teaching and learning. The style of leadership must assist to assist to ensure that our school becomes better and better. Our children must pass, that is all (*Pointing down with a finger)*

Part 5: Yes, I fully agree with you (*Referring to Part 2 and moving his head up and down*). The principal is the head of the family called school. When the family members have a problem, then the family head must provide answers regardless of the situation and circumstances. He needs to have methods and strategies to ensure that the school always succeeds.

Part 1: I don't agree with you. Our situation is different. Our children do not pass, and the end year results are the same year after year for the past 5 years. The number of children in the school has dramatically gone down annually because parents are not satisfied with what is taught at our school. Teachers are transferred from our school to other schools. We lose good teachers because our children do not pass.

Part 3: The situation is also the same at our school *(Referring to the previous speaker and head up and down*). There is no order and when we ask the principal during our meetings, he answers that today's children are problematic and difficult to work with. He complains that parents, government and teachers are not supportive. My greatest worry is that all these problems that he mentions are only at our school?

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Problematic children are in our school only? (*Moving his head sideways and appearing to have lost hope of the situation).*

Part 6: I really don't understand what really this happens at our school? The principal is there, and teachers are always at school unfortunately our children fail. What might be the problem? Is the problem in the hands of the principal? Yes, I believe so since both teachers and our children report to school late and nothing is done. You will find teachers leaving to town during teaching time and our children are left on their own. Finally, our children also leave and comes back home. Now what will happen the next day if the same happens? Absolutely, some will not come, and they will do as teachers do.

Part 1: This is exactly what happens at our school. *(Nodding as sign of agreeing to the previous participant).* The government gives them money to run their school, but the school has broken doors and windows plus the fence is completely down on the western side. The principal is there on daily basis and not worried of the situation. Ultimately, he will tell you that the school has no money *(Speaking loudly with eyes wide opened).*

Part 7: The school is not run by the principal alone. Some of the activities are beyond his control. The problem of the infrastructure is the sole work of the school governing body. The school governing body must support the principal and in all school activities. In our case, the school governing body has no idea about its role and responsibility. They think their main duty is to monitor the principal that he must not steal school money. They think that they are above the principal and they control the school. They have never initiated anything to increase the school funds. They are always at logger head with the principal about funds since they think that school funds belong to them and they want to be paid.

Part 5: It is different at our school (*Speaking boldly with much confidence).* The principal has a team of teachers who work with him and when they come to school on daily basis, all teachers report to the head of the team what is to be taught and at the end of the school day the same happens. Teaching and learning is a serious matter because of the principal. Even the number of children at the school goes up yearly because of the principal. The school governing body is highly supportive since they

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want to see their children passing. They know their work in terms of the act and they also generate additional income for the school. School funding is not a serious problem because the school governing body encourage parents to take ownership for the school

Part 6: That is why your school is producing good results for our children. The principal knows exactly where he wants to take our children. He has plans and systems are in place that assist to drive the school forward. He has interest on your children's education. He does not complain but tackles the daily situation determined by education policies that the Department of Education provides them. He uses policies to address daily challenges that he confronts for the improvement of his school.

I: I think that you have expressed what you wanted. The next question says, which factors do you think contribute towards the implementation of the culture of teaching and learning in your schools within the area?

Part 3: I really don't understand how schools are run, because the Department of Education employ principals with an expectation to lead our schools with utmost perfection, but the results are not producing good results every year and principals are not worried. They complain and blame everybody daily and our children fail while they receive their salaries monthly without stoppage regardless of whether our children pass or not. The approach and strategies are the same year after year and there is totally no improvement. Principals are there looking ,and it is just business as usual. What will you expect at the end of the year? Our children will never go to the universities! *(Moving his head sideways in desperation).*

Part 2: Please, please don't be discouraged and leave everything to itself *(Consoling the Part 3).* Why don't you raise this problem during your school governing body meetings with the principal? In our case, there is no meeting that we can hold with the principal and there is no item that deals with teaching and learning? The principal is very much worried about our children's performance right from the beginning of the year until they finish writing their final examination. This is how we deal with situation *(Speaking boldly with much confidence).*

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I: I get it (*Making a follow-up question*) but I want to know exactly what really causes the situation where principals fail to implement policies?

Part 3: There are many reasons. There is a higher possibility that some of them were inappropriately appointed. Some factors which is not job related might have been considered. Principals must be appointed by the department based on the combination of highest qualification, expertise on proven leadership and management skills. A combination of all these factors must be a priority. More than that they are afraid of teachers and they want to be on the good books of teachers and our children. If the principal demands work to be done and monitors teaching and learning effectively as expected, then teachers run to teacher unions and report that the principal is strict and undemocratic on which both the principal and the Department of Education are afraid to deal with the situation directly. Finally, the principal becomes discouraged and loses hope since nothing can be done.

Part 4: Its true since we once asked the principal why teachers are always absent from school or leave the school before knock-off time and he told us that he fails to manage the process because teachers tell him that their union told them not to complete leave forms or complete any book to indicate that why he left school before knock-off time. He told us he reported the matter to the Circuit Office and nothing was done up to now. I don't know how this problem solved at your school? (*Referring to either Part 2 or Part 5).*

Part 7: Our department is discouraging. I know of a certain principal who was threatened with a gun by a teacher because the teacher was lazy and not prepared to perform his duties. The principal used all methods and consulted the school management team, the school governing body, union and finally the Department of Education and they ignored him. Imagine if the principal had done the same, what could have been the situation from the principal? As I speak, the principal resigned because of the situation. We lose hard workers who are ready to take our schools high but because of lazy teachers and political influence in schools.

Part 5: Our school is different. There is absolute order and demarcation on area of operation and responsibility. The SGB is the SGB, a principal is a principal, a child is a child and a teacher remain a teacher. No structure or person does the work of

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another since everybody knows what is expected of him and does as such. Nobody interferes in the affairs of the other. There are clear demarcation of roles and responsibility.

Part 2: Our principal reminds us daily *(Moving his head up and down as a sign of support)* that we must understand our role as SGB members and if we can lose direction, then whole school will be lost.

Part 7: The principal seldom monitors teaching and learning. He must know exactly what is taught in class and which subject is lagging behind so that he gives appropriate intervention. The situation is not completely as expected.

Part 1: Another problem is that most principals don't know their roles and responsibilities *(Speaking quickly with outstretched arms*). If ever they know, then the Department might not be strictly monitoring whether all policies are available and monitoring the implementation of teaching and learning.

Part 4: There is a possibility that some principals were not appointed properly that is why they don't take teaching and learning seriously. When our children fail, they are not worried. They fail to develop strategies and mechanisms to improve the situation. You are correct. How can the manager of a company cannot be worried if the company's product is of a poor quality and ultimately the company's turn-over will be affected? *(Asking a rhetoric question).*

Part 6: Failing schools are led by principals who don't have a plan and how to implement this plan to improve their schools. The expectations of the Department of Education is massive on principals and those who fail to withstand pressure exit the system before the right period.

I: I am satisfied with your responses and thank you. The next question says, which management systems adopted at effective schools can serve as role models to your schools?

Part 3: I think it is the responsibility of the principals to visit functional schools to identify the areas of strength so that they can emulate good conduct and behaviour that can be applied at their schools so that they improve. A progressive principal is always willing to learn from others and improve so that our children can pass at

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the end of the year. Remember that learning is an on-going process and learning can be acquired in various ways from different principals.

Part 2: The principal must be firm and ensure that the school starts formally on time with all teachers and children present. Control measures must be in place and functional if schools are expected to turn around. Principals must be bold and ensure that laws and policies are adhered to the latter by all without fear or favour. Support structures such as the SGB members and parents must take their rightful position. If there is a problem, try to tackle the problem cooperatively and never compromise on matters that affect teaching and learning on your children.

Part 7: Most principals are just cowards. They are afraid of teachers because of teacher unions. They are afraid of teachers and he listen to them each and everything. What do you expect from such kind of a situation? It is just terrible *(shaking his head sideways as a sign of lost hope).*

Part 6: How can you do it since the school manager is always criticizing and complaining? He will tell you that he is the entry and exit of the school? Sometimes he tells you about the strings of qualifications he holds, and what else can you say as a parent? You finally withdraw your contribution!

I: But, who finally suffers? It's you the parent and your child! *(Follow-up question).*

Part 4: I think the Circuit Managers must use their authoritative power to ensure that principals of schools that do not perform as expected are strictly monitored on teaching and learning. This should not be done in secondary schools alone instead feeder primary schools should be treated the same. Principals must learn from one another because the same children will be in secondary school in some years to come.

Part 1: Yes, I fully agree with you *(Referring to Part 4).* You find that a primary school is led by a progressive principal and the secondary school principal does the opposite from the primary school leadership and children do not pass. You even look how the schools are led and managed, it's totally different. Primary schools have order and discipline and both teachers and their children know when and how to start and end a formal school day.

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Part 2: I doubt if that will be possible *(Moving his head sideways slowly).* Secondary school principals see themselves as senior principals than the primary school principals.

I: I think it's OK and let's move to the next question. According to you, which components of the culture of teaching and learning are implemented in effective schools?

Part 5: Our schools are led by principals who do not care about the future of our children. They talk something while realistically they don't do that. They worry about themselves and little is taken seriously about our children. Teachers and children come to school and leave before the knock-off time and they do not worry. They don't even worry when and how classes are not taught on daily basis. Lazy teachers are placed in lower classes and when children reach final classes, you find that they don't have necessary knowledge and finally they fail because they just pass them to please parents.

Part 6: It's different at our school *(Speaking boldly with much confidence).* The principal and his team monitors teaching and learning on daily basis. Students know when to write tests and assignments at the beginning of every quarter and parents assist to ensure that the work is done. This is done from lower classes and when they reach Grade 12, they are ready and passing is not a serious problem as I compare with other schools where children fail.

Part 2: What do you expect from teachers who are totally drunk and the following day going to class? Remember that today's children are also problematic! They also drink with the same teachers and what do you expect at the end of the day? Absolutely, there will be no good results.

I: Yes, I understand but what exactly is not done by these schools but done at schools that children pass? (*Follow-up question*)

Part 5: If teachers do not go to classes and teach our children and it is not a problem to the principal. Lost time by teachers because of meetings and workshops is not recovered and the workload that they should cover in a year is not completely

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done. This is a great problem. How can they pass? *(Raising and stretching his hands).*

Part 2: Such kind of schools do not have order *(Supporting the Part 5).* Teachers are always in the staff-room discussing things that are not education related and children move up and down the school yard during official teaching time.

Part 5: I am very worried because most of Thursdays teachers knock-off as early as possible because of memorial services and union meetings. Are teachers dying at our schools only? What about former model c schools, don't they die? Remember that they are all going to write the same examination at the end of the year! What happens with the lost time? Our children and parents are taken for granted and nobody cares about them. This happens in front of principals and the department and nobody cares. What do you expect at the end of the year? Just the same results year after year *(Speaking and arms outstretched).*

Part 7: They move up and down in the name of meetings with the circuit manager. They don't stay at their schools and the do not know what happens in classes. What they do perfectly is to complete claim forms for trips taken for attending meetings. No plan and non-implementation of policies is the order of the day.

Part 4: Our school principal is different on what you say. Every lost time is recovered, and this is monitored throughout the year. He is always at school and when he leaves, the immediate junior knows his absence and he delegates with a high responsibility.

I: I thank you so much. The last question. Tell me how do you think the principal can contribute so that schools are effective and implement the culture of teaching and learning activities?

Part 3: As I said before, the principal holds the key in any success or failure of the school. If the principal does not understand his role as a leader and manager of the school, then what do you expect? (*Raising shoulders*). Expect disaster as we are experiencing it at our schools. Schools are the image of their principal. The same as the head of any organization including the family. The community is expecting a lot from the principal.

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Part 1: I absolutely agree with you *(Looking at Part 3 and moving his head up and down*). Our school principal aims high with all teachers. They even tell parents at the beginning of the year that they are going to get a certain number of percentage pass at the end of the year and they don't miss much at the set target. All teachers and our children work to accomplish the target. The end of the year target is sub-divided into targets for quarters. All children and teachers work guided by the targets and finally they are able to pass.

Part 2: Schools differ and that is why our school is always performing poorly (*Moving his head sideways*). The principal is controlled by teachers and how can your children control you at home? He is afraid of them. He cannot tell them to attend their periods. Most of them come to school late and others leave before school knock-off time and he does nothing. You find the principal controlling children to go back to class after break while teachers are in the staff room enjoying food.

Part 5: This is exactly what happens at our school *(Moving his head up and down).* The governing body members were given policies (*without consultation)* and told to approve them and the worst part is that they are not applied. School policies are just hanged on school walls for department officials to see that they are available. No application whatsoever! *(Shaking his head sideways as a sign of desperation).*

Part 6: Do you want to tell me that departmental policies and policies are not complied with at your schools? *(Appearing very surprised).* That is one of the causes of poor performance at your schools. How can you operate and succeed if there no rules to follow? As parents, there are rules to follow in each and every family. As head of the family, I cannot allow disorder in my family. There must be time to do everything. There is time of coming at home, time for sleeping, time of working and so on. Nobody should do as one wishes for the success of any institution. There will be chaos if there is no regulatory mechanism and management procedure in any we do work in life. A school is like any family.

Part 2: If the principal fails to control teachers because he says that their unions will be after him and that is why he just leaves everything on its own *(Looking very dejected and raising his shoulders high*). He mostly cannot decide on matters that needs him to say "yes" or "no". Democracy is misused and sometimes replaced by

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laziness. A leader must be bold and consult where it is supposed and not for everything. He must always remember that he is accountable for all school activities (*Speaking loudly with wide opened eyes).*

Part 3: If that is the case, then how this kind of principals were appointed because you (referring the governing body) interviewed and recommended them for that responsible position? Furthermore, the department appointed them while they see that these people cannot be responsible leaders, how possible is it? *(Quickly moving his head sideways)*. What went wrong and who to be blamed? I think both the governing body and the department must shoulder responsibility for the situation of affairs.

Part 7: Sometimes, the principal is just given to us because of reasons known by the Department of Education. They sometimes say they considered Equity Act while the person is just useless. Gender does not guarantee for being a good leader and manager. It is also correct to say some members of the school governing body have interest in the post of a principal. They recommend the appointment of a principal because of "child of the soil" ideology. A principal must be appointed on merit and nothing else, then you will see schools changing and improving towards the better.

Part 6: A principal must be a great forward thinker, a planner and a smart manager. He must able to drive the whole school to the direction that will make all children to pass at the end of the year. He must make use of laws and policies to ensure that teaching and learning is effectively done and monitored. There is no way our children will fail at the end of the year. He must have a clear understanding of where and how the school is going on his daily business. How can you drive a car to Johannesburg while not knowing the road to Johannesburg? We will all get lost because the leader does not know where and how to arrive at our destination *(Looking worried with outstretched arms).*

I: I am satisfied with your responses. I thank you so much.

Part 4: Thank you also! (*Preparing to stand up with all other participants)*

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APPENDIX D

TRANSCRIPT OF FOCUS GROUP INTERVIEW WITH THE CURRICULUM ADVISORS

Interview Schedule of a Personal Interview with Curriculum Advisors for Scarce-Skills Subjects in Mopani District
(Qualitative)

GROUP C

Interview schedule of a focus group interview with curriculum advisors (Qualitative)

- What is the impact of a principal's leadership style towards the culture of teaching and learning?
- Which factors contribute towards the implementation of COLTS in effective secondary schools in Mopani District?
- Which management systems are adopted at effective secondary schools to serve as role models to other schools?
- Which components of COLTS are implemented in effective secondary schools?
- How do principals contribute to ensure that schools are effective and implementation of COLTS activities are done?

(Interview session)

GROUP C

Personal interview with the curriculum advisors

Key

- Interviewer:……....I
- Participant no 1:……..……Curriculum advisor no.1
- Participant no 2:……..……Curriculum advisor no.2
- Participant no 3:……..……Curriculum advisor no.3

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INDIVIDUAL INTERVIEW WITH CURRICULUM ADVISOR NO.1

I: Good morning, sir and hope you are doing fine? *(Referring to the participant)*

Part 1: I am OK (*Moving his head up and down with a lot of confidence*).

I: Feel free to participate since you will not be disadvantaged in this process.

Part 1: Yes, I am ready (*Showing a lot of excitement*)

I: When you visit schools, what do you realize about the principal's leadership style towards the culture of teaching and learning?

Part 1: The principal is the main player for the school to move the school forward especially on teaching and learning. The leadership style of the principal contribute extensively for the school to move forward or backward. The principal must always place teaching and learning at the pinnacle for its existence. All activities must support teaching and learning, for instance budget and sports must not disrupt teaching and learning in whatever the case it might be. Any lost time must be recovered by the affected teachers. All these will be possible only if the principal understands and implement policy matters that drive teaching and learning forward.

I: According to you, which factors contribute to the implementation of COLTS initiatives in effective secondary schools in Mopani District?

Part 1: When I visited schools to monitor curriculum implementation especially in the effective schools, I realized that most schools have common characters. The major one is the availability of effective and functional plans for driving curriculum so that learners can pass at the end of the year. HODs and Deputy Principals are sure of their curriculum duties. They operate with plans and are always, then implemented as expected. Records as confirmation of activities is in existence and readily available. Staff members are definitely sure of their job descriptions and responsibilities according to their job titles. The principal orientate staff members about the post descriptions and expectations are not clear.

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I: **If you study the situation in schools, which management systems are adopted at effective secondary schools that can serve as role models to other schools?**

Part 1: There are certain basic indicators which show that the school is effective, and these indicators can be used in other schools especially the ineffective schools. Effective schools have teams that are functional for running and managing teaching and learning. For instance, there are subject committees that are led by the HOD. These teams do not operate haphazardly but there is an action plan which shows area of operation and time frames. There are also teams that operate to assist in the management of school matters and accountability is adhered at all cases. Underperformance and mediocrity is discouraged in areas of curriculum development. These schools have policies that serve as a guide of how to operate to both teachers and learners.

I: I can now see. If you check and compare effective and ineffective schools, which components of COLTS are implemented in effective schools?

Part 1: Most of ineffective schools have no plans on teaching and learning and in case it is available, then the challenge might be actualization of the plan. For instance, most of the ineffective schools have Academic Performance and Improvement Plan (APIP) because of compliance to the department and not applied. Subject performance target maybe available for the annual performance on which it must be sub-divided into quarters. Majority of ineffective schools do not operate in order to achieve a set target for the school. Performance of learners especially the Grade 12, becomes a serious matter during the first and second month of the year then it becomes business as usual. Nothing is urgent and serious.

I: **According to you, how are principals contributing to ensure schools are effective and that implementation of the COLTS activities is done?**

Part 1: The principal is the main player for the development of teaching and learning in the school. If the principal has no action plan, then automatically the whole school will not have plan. The same is also true that if a principal has a plan and has no plan enforcement strategy, then the school will also adopt the same poor

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enforcement strategy. The direction of the school is determined by the principal's understanding of where to take the school. The principal gives tone and character for the school. Principals must make sure that teaching and learning is done for all classes since most schools concentrate on Grade 12 learners and forget lower classes. Lazy teachers are placed in lower classes and syllabus is not completed year after year and finally learners reach Grade 12 while not ready to be in Grade 12. That is why a concentration will be in Grade 12 year after year.

I: Thank you very much for the responses you gave me *(Moving his head up and down as a sign of appreciation)*

Part 1: Thank you and I thought you will ask difficult questions, but that was not the case.

I: Nothing complicated and hope you enjoyed every moment *(Looking at the Participant 1).*

Part 1: Thank you (*Stretching his right hand and greeting the Interviewer as a sign of appreciation)*

INDIVIDUAL INTERVIEW WITH CURRICULUM ADVISOR NO. 2

I: Good morning, sir! Hope you are doing well (*Referring to the Participant 2)*

Part 2: Hi, everything is fine (*Moving his head swiftly up and down*). What about you? (*Referring to the Interviewer)*

I: I am also fine. Can we start with our business? (*Looking at Participant 2*)

Part 2: Yes, I am ready and let's start (*Showing a lot of confidence*)

I: When you visit schools, what do you realize about the principal's leadership style towards the culture of teaching and learning?

Part 2: I strongly believe that the principal holds the greater part of the school's success or failure. His leadership style must lead to the improvement of the culture of teaching and learning. Teachers must develop the culture of teaching and improvement in the way the principal present himself and monitor curriculum implementation. Learners on other hand must develop the culture and desire for learning. He must be curriculum strategist who explores different methods and

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approaches that assist the general community of the school to see the school as a haven for improvement of the society.

I: **According to you, which factors contribute to the implementation of COLTS initiatives in effective secondary schools in Mopani District?**

Part 2: *(Coughing and closing the mouth for a short period).* I think the department can come with sophisticated and up-to-date approaches that can turn the situation around, but it depends on the willing principal. Unfortunately, most principals join teacher unions for protection purposes. Unions have a tendency of not being harsh to their members and principals are also victims of the situation. Unions are highly disruptive of teaching and learning and the department is afraid of these unions. They destabilize teaching and learning in schools by organising meetings and memorial services during teaching time and the department does nothing. Principals join these unions fully aware that nobody will touch them. Most of the dysfunctional schools have strong union membership which do not take teaching and learning seriously but instead they politicize everything and finally schools do not improve. I usually say: “active unionism no teaching and learning” in schools but “inactive unionism then strong teaching and learning”.

I: **If you compare the effective and ineffective schools, which management systems adopted at effective secondary schools can serve as models to other schools?**

Part 2: Effective schools are led by visionary principals who know where and how the school has to operate so that good results are achieved at the end of the day. They cooperatively own the school with all stake holders such as teachers, parents, SGBs, parents and the general community. Functional schools have systems that know its responsibility and level of accountability. The SMTs, SGBs and school-based committee’s structures know their job descriptions, responsibility, level of communication and accountability. I think it is the duty of the principal to conduct school-based workshops and reminder sessions on a continual basis to all stakeholders that are related to school. I think that if dysfunctional schools can adopt this strategy the situation can turn around.

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I: I can now see. If you check and compare effective and ineffective schools, which components of COLTS are implemented in effective schools?

Part 2: Ineffective schools are a real problem because there is no serious attention given to teaching and learning. Most of the principals are too talkative and nothing is done in practice. They claim to know and even take the initiative of advising me while they fail their schools. They don't accept that they are incapable to lead and manage their schools. Curriculum plans are non-existence and if available then they are not actualized and no reports available. There are no functional policies and action plans. For instance, teachers arrive at school late and leave early, teachers teach without lesson plans, teachers do not comply with departmental pace setters. When we request the Continuous Assessment (CASS) record files, and one will observe that there is no way a school can pass learners. This happens in front of the principal mostly in dysfunctional schools and nothing is done. This will ultimately become a cancer since nothing is done by the department.

I: **According to you, how are principals contributing to ensure schools are effective and the implementation of the COLTS activities is done?**

Part 2: The principal holds the key in rendering schools to be ineffective and failure to implement COLTS initiatives. The principal must always remember that he is the representative of the department at local level and must ensure that he is the first one to comply with all departmental directives, that is law and policy of schools must be to lead and manage the school effectively. Unfortunately, the situation is not as expected at most of the dysfunctional schools. COLTS initiatives emphasise that teachers must be in class on time, in class with a textbook, is non-existence. Teachers teach learners without lesson plans and not knowing what to teach and asses work in that given week. Teachers teach what they want or think and not what is expected by pace setters. I really don't understand why teachers don't comply with the pace setters because everything is given and the teachers just implement and the SMTs monitor the implementation of teaching and learning. All these happen in the presence of the principal who calls himself a principal?

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(*Stretching and places hands on the head*). How can learners pass at the end of the year? (*Rhetoric question*).

I: **I thank you very much for the answers that you gave me.**

Part 2: I also thank you for confidence you have shown on me *(Moving out of the room)*

I: I thank you (*Appearing very satisfied)*

INDIVIDUAL INTERVIEW WITH CURRICULUM ADVISOR NO. 3

I: Good day, madam. How are you? (*Referring to Participant 3)*

Part 3: I am fine and hope you are also fine (*Showing a lot of confidence)*

I: I am always like as you see me. Can we start with our work? *(Asking a rhetoric question).*

Par 3: Yes, I am ready to share with you my educational experience.

I: When you visit schools, what do you realise about the principal's leadership style towards the culture of teaching and learning?

Part 3: The principal's leadership style holds the important step in setting the direction which has to be taken by the school on teaching and learning. Most principals of dysfunctional secondary schools have a haphazard style of leadership and the school gets lost because of indecisive leadership. There are no clear and identifiable line of operation amongst levels of teachers. Various categories of teachers at the school and their roles are not clearly defined and responsibility is not respected as expected. The final accountability on all these is the principal because of poor leadership that does not take teaching and learning seriously.

I: According to you, which factors contribute to the implementation of COLTS initiatives in effective secondary schools in Mopani District?

Part 3: The first one is the appointment of wrong principals without the necessary qualifications, experience and exceptional leadership and management potential. Secondly, it is teacher unionism. Teachers and principals join unions in order to protect them for not performing work that they are paid for execution. Unions threaten principals who encourage teachers to teach and some principals also

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subscribe to those unions for protection against departmental authorities. Such kind of principals are just members and they don't even attend union meetings because their membership will offer them protection for any wrong doing. Thirdly, all human beings are by nature fond of imitating and principals are not excluded in this regard and if one principal does something wrong and nothing is done as deterrent, then others will follow and finally the culture of teaching and learning collapses. I think these are major contributory factors as drawback for the implementation of the culture of teaching and learning in dysfunctional schools.

I: **If you compare effective and ineffective schools, which management systems adopted at effective secondary schools can serve as models to other schools?**

Part 3: I really don't understand because there are no special schools for principals and all principals are trained and work shopped by the same officials and the difference comes on the implementation of policies. There are certain principals who are just tokens at their schools. They have nothing to improve on teaching and learning. Most of the functional schools have curriculum plans with actions plans. Each and every teacher has a clear area of operation and accountability. They also have functional committees which assist to drive forward the school programme, for instance they have functional Integrated Quality Management Systems (IQMS) committee and Quality Learning and Teaching Committee (QLTC). Finally, if the dysfunctional schools can adopt the idea of a serious continuous monitoring and support of curriculum by the SMT members then there is no way teaching and learning cannot improve.

I: Thank you for your inputs. If you check and compare effective and ineffective schools, which components of COLTS are implemented in effective schools?

Part 3: Effective schools are not problematic during monitoring and support sessions since they have and apply almost all the departmental policies. There is discipline in both teachers and learners. Everybody knows his duty and levels of accountability and applied as expected. Teaching and learning is a serious matter for all stakeholders.

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Even parents understand the importance of education since they attend to any invitation made by the school about their children. All what I have mentioned above, they are not practiced in most dysfunctional schools. All stakeholders of the school do not consider education of their children serious including the principal, teachers, learners and parents.

I: **According to you, how are principals contributing to ensure schools are effective and the implementation of the COLTS activities is done?**

Part 3: A principal who has no direction will ultimately lead the school to be directionless because a principal is the one who gives the school direction, colour, tone and texture. There is no way that an ineffective principal can make the school to be effective. Principals are the engines for the schools to function. Most principals of dysfunctional schools are highly defensive and argumentative because they hide that they have a problem. Majority of them are non-compliant and keep on postponing departmental work plans and submissions. They always give excuses and blame external conditions plus contextual factors that impede them to apply curriculum correctly. Their basic requirements that are necessary for a school to operate are completely neglected. For instance, failure to meet deadlines and request to make extensions. Non-houring of periods by both teachers and learners is the order of the day. The SMT members seldom monitor and provide support on teaching and learning. They don't even know content level of their teachers and every day is just business as usual.

I: I thank you very much for your responses.

Part 3: I appreciate to be part of the exercise *(Standing up and showing a lot of confidence)*

I: I also appreciate you to share with me your experience (*Moving his head up and down)*

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APPENDIX E

TRANSCRIPT OF PERSONAL INTERVIEW WITH GOVERNANCE OFFICERS

Interview Schedule of a Personal Interview with Governance Officers (Qualitative)

GROUP D

Interview schedule of a focus group interview with governance officers. (Qualitative)

- What is the impact of the principal's leadership style towards the culture of teaching and learning?
- Which factors contribute towards the implementation of COLTS in effective secondary schools in Mopani District?
- Which management systems adopted at effective secondary schools serve as models to other schools?
- Which components of COLTS are implemented in effective secondary schools?
- How do principals contribute to ensure that schools are effective and implementation of the COLTS activities is done?

(Interview session)

GROUP D

Personal interview with the governance officers

Key

- Interviewer:……....I
- Participant no 1:…….…….…… governance officer no.1
- Participant no 2:…….…….…… governance officer no.2
- Participant no 3:…….…….…… governance officer no.3

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OFFICER NO.1

I: Good morning, sir! How are you? (*Asking rhetoric question)*

Part 1: I am fine, what about you? (*Appearing very excited and willing to participate)*

I: I am OK. How do you feel today? (*Looking at the Interviewer with excitement)*

Part 1: Very fine and pleased to take part in your project (showing a lot of confidence).

I: Let's start. When you visit schools as governance officers, what do you realize about the principal's leadership style towards the culture of teaching and learning?

Part 1: The principal holds the master key for determining the functionality and dysfunctionality of the school in all areas including the operation of the SGB. In most cases, controversial SGBs exist where the principal does not induct and provide continuous school-based training about the role and responsibility of the SGB. Dysfunctional schools are characterised by the SGB members who do not know what is expected of them, for instance they may disturb the school by neglecting their duty as per South African Schools Act (SASA) and compete with the principal in leading and managing schools or they become completely dormant on school matters. If that is the case, then how do you expect teaching and learning to proceed smoothly? This is the situation that you will find in dysfunctional schools *(Appearing very much worried).*

I: According to you, which factors contribute to the implementation of COLTS initiatives in effective secondary schools in Mopani District?

Part 1: I think the principals fail to implement policy in their schools because most of their appointment to this crucial position was not done based on ability, experience and qualifications. I suspect that the SGBs made an unfair recommendation that led to the appointment of such kind of principals. Another thing which is also a contributory factor is the departmental policy on application of some policies such as Equity Act (EA). How do you expect good results from a principal who was appointed just because it is woman? Appointments must be done on merit and

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nothing else. Quality leadership is not determined by gender but the combination of various factors such as ability and qualifications.

I: **If you study functional schools and how they operate, which management systems adopted at these effective secondary schools can serve as models to other schools?**

Part 1: Functional schools are characterised by discipline for both teachers and learners. There are clear and functional policies that serve as a guide for the daily operation of the school. Everybody knows why he is at the school on daily basis. Job description and responsibility of everyone is clearly demarcated. Levels of communication and responsibilities are known and practiced on daily basis. All school stakeholders subscribe to the vision and mission statement of the school. The principal lead and manage the school cooperatively with progressive teams. There is no way the school can fail learners if the above-mentioned duties are done at dysfunctional schools. Teaching and learning will no longer be a challenge because someone will teach and other one monitors and give support on continuous basis. The work of the principal will be minimal and ultimately learners will pass. That's simple! (*Stretching both arms as a sign of confidence*).

I: I can now see. If you check and compare th effective and ineffective schools, which components of COLTS are implemented in effective schools?

Part 1: The major one is the non-existence or non-implementation of policies, for example on governance, teaching and learning and on general conduct of both teachers and learners. Protocol is another area that poses a challenge because no one is a senior and accountable or all teachers are seniors. Principal fails to decide even on issues that needs him as a final leader of the school. What do you expect at the end of the year in this kind of a situation? Definitely learners will not pass. Both inside and outside the school will display characters not conducive to conduct effective teaching and learning. Learners move up and down during teaching time, they come late after break because they don't understand why they are at school. Most of the boys stay at the toilets and smoke cigarettes and hold social

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discussions during teaching and learning time. Many girls concentrate on their beauty and discuss weekend events rather than school matters. For instance, they compete about hair styles and perfumes that they wear. All these are done during teaching and learning time. The school has broken doors and windows, graffiti on the school walls with broken fence. If these indicators exist, then one can conclude with certainty that no effective teaching and learning is done.

I: Thank you for your inputs. The last question. Tell me how do you think the principal can contribute so that schools are effective and promote implementation of the culture of teaching and learning activities?

Part 1: The principal who is progressive will ultimately make the school to be progressive. The opposite is also correct. All stakeholders at school will turn to be like their principal. It is therefore very important that schools are led by principals who know where and how they lead their schools.

I: I thank you so much for answering my questions (*Looking at the Participant with a high sense of appreciation).*

Part 1: I also thank you for contributing in your project (*Showing lot of excitement).*

OFFICIAL NO. 2

I: Good morning, madam and how are you, today? (Gazingly looking at Participant 2)

Part 2: Hi, I feel excited to participate in your study. What about you? *(Showing a lot confidence)*

I: No problem, my dear! (*Showing satisfaction)*

Part 2: I want to contribute in studies which can bring change to our communities.

I: Are you ready, madam? Can we start? *(Looking in the documents placed on his front)*

Part 2: Yes, let's start. I am ready (*Clicking the right hand)*

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I: OK. My first question will be: When you visit schools as governance officers, what do you realize about the principal's leadership style towards the culture of teaching and learning?

Part 2: The principal is the most important stake holder which the school cannot operate without it. The principal determines the direction that has to be taken by the school on teaching and learning. The leadership style of the principal influences how teachers teach and learners learn and how parents understand the importance of education for their children. Parents develop a positive attitude on the education, for instances they attend parent's meeting without being coerced or promised anything to entice them. This means that the principal has to have individual and special skill on leadership and management.

I: According to you, which factors contribute to the implementation of COLTS initiatives in the effective secondary schools in Mopani District?

Part 2: I think that not every person qualifies to be a principal. A principal must be appointed after considering the combination of various factors amongst others are skills, experience and qualifications. The appointment of inappropriate principals plays a major role in influencing the quality of teaching and learning in dysfunctional schools. Again, principals of dysfunctional schools are highly defensive and sensitive about anything that can expose their failure to implement teaching and learning initiatives. They view themselves as knowledgeable and need no advice or assistance from officials or fellow principals.

I: **If you study effective schools and how they operate, which management systems adopted at these effective secondary schools can serve as role models to other schools?**

Part 2: Effective schools have a clear demarcation area between teachers of various levels with each responsibility clearly classified. The SMTs do their work on providing curriculum monitoring and support on daily basis. They draw plans and follow them as expected. The deputy principal is the general overseer and head of curriculum and the principal set direction and account on the whole school activities which includes curriculum. Again, the functional schools have policies

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which serve as a guide and set direction of a route that must be taken by curriculum for the whole year. For instance, the school has APIP which has been demarcated in quarters, monthly and also in weeks. Each teacher knows exactly what is expected in a week, month, quarter and finally in a year. Principals of functional schools are always hopeful of the future. They are full of motivation and act as agents of change. Finally, functional schools have a clear management policy on discipline for both teachers and learners i.e. Code of Conduct for teachers which is school developed including the Code of Conduct for learners. There is will be no effective teaching and learning if there is ill-discipline for both teachers and learners.

I: I can now see. If you check and compare effective and ineffective schools, which components of COLTS are implemented in effective schools?

Part 2: Most of the ineffective schools have a common challenge of job description and responsibility. Teachers do not perform the duties that they are hired for and expected to do. The principals do not lead and manage their schools as expected and the same is done in other levels of teachers. Most of them boast of the number of years they spent as principals and how good they were in the past. They also comment that the past was good, and the present is full of confusion and frustrations. Another problem is the lack of proper and functional curriculum planning. Most schools have plans but they are not operational, that is monitored nor supported continuously throughout the year. Teachers teach without lesson plans and teachers teach without knowing exactly what to teach because of content gap amongst teachers.

I: **Thank you for your inputs. The last question. Tell me how do you think the principal can contribute so that schools are effective and promote to implement the culture of teaching and learning activities?**

Part 2: To be honest, the principal is the only person in the school who gives a positive or negative direction which must be taken by the school. The principals must be sure of their role as leaders and managers of their institutions. If the principal has no functional plan for improving teaching and learning, the whole school will not

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succeed in passing learners. He has to ensure that the school has functional action plans to drive curriculum forward and also to create conducive atmosphere by supplying resources that support teaching and learning. For instance, budget must address teaching and learning by purchasing equipments that assist to make the work of teachers to be easy.

I: Thank you for your responses (*Looking very satisfied)*

Part 2: Are we through with the questions? I thought we are going to take long *(Feeling excited and still ready to continue with more questions)*

I: As I told you. There are no complicated things *(Looking excited after answering the questions).*

Part 2: Wish you good luck in your studies.

I: I thank you and much appreciated (*closes the documents).*

OFFICIAL NO. 3

I: Good day, madam and how are you? *(Asking rhetoric question)*

Part 3:I am OK and hopefully you are also the same *(Moving her head up and down slowly)*

I: I am as you know me. My problem is this terrible changing weather conditions.

Part 3: But!! What can we do? Absolutely nothing? *(Stretching her arms as a sign that there is nothing to be done)*

I: Are you ready so that we start with our work? *(Looking at Participant with a high hope of having a successful interview)*

Part 3:Yes, I am ready. We can start now *(Sitting properly and took a strong long breath).*

I: My first question is: When you visit schools as governance officers, what do you realize about the principal's leadership style towards the culture of teaching and learning?

Part 3:The principal is the most important authority who assist in the realization of good and quality teaching and learning in the school. The principal is expected to provide decisive and professional leadership that ensures that learners pass at the end of

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the year. He must be a visionary who has an understanding of where and how the school is expected to go. The school is expected to function properly with clear and achievable goals for all stakeholders. The principal has to provide the leadership style that involves the contribution of all stakeholders in a responsible manner.

I: **According to you, which factors contribute to implementation of COLTS initiatives in effective secondary schools in Mopani District?**

Part 3: You see, the approach of our teacher unions damages our schools. They oppose everything that brings changes towards teaching and learning. They support anarchy and disorder. If you check clearly, where teacher unions are active there is no proper teaching and learning. Unfortunately, the department of education is totally afraid of them. They disturb schools, and nothing is done, and you know that people by nature do not want to work. They conduct meetings and memorial services during teaching time and principal fails to manage the situation. The worse part, principals are also members of such teacher unions and schools are left on their own without leaders. Education is highly politicised and nobody cares of serious damage that is caused by the situation. The impact of the damage is massive and repairing the situation will take many years to recover.

I: **If you study effective schools and how they operate, which management systems adopted at these effective secondary schools can serve as models to other schools?**

Part 3: Effective schools have a common problem of lack of discipline for both teachers and learners. Policies are not available or if they are available then there is higher possibility that they might not being operationalized. There is no school that can function if neither teachers nor learners come to school and leave as they wish and no action is taken. Discipline forms the basic requirement for teaching and learning to take place. The school must have committees that assist to regulate conduct and behaviour. Another fact is that each and every stakeholder must do the work that is expected to do. The principal must lead the school and HODs must

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provide leadership and their respective departments. They must plan, monitor and support curriculum on daily basis. If all dysfunctional schools can start by applying these basic things, really a difference can be seen within a short space of time.

I: I can now see. If you check and compare effective and ineffective schools, which components of COLTS are implemented in effective schools?

Part 3: Majority of ineffective schools are led by principals who lack vision and they lead their schools without plans or if available then they are not implemented. Records are non-existent. Discipline for both teachers and learners is weak. The principal is completely afraid to take unpopular decisions for the benefit of the school on teaching and learning. Principals are not sure of themselves and they tend to be famous with all stakeholders at the expense of effective teaching and learning. Teachers and learners come and leave school at any time of their wish and nothing is done. Such kind of principals are not worried if teachers do not honour their periods. Time management is not something serious and the school is disturbed by something that is not important and nor related to teaching and learning. There is a great misuse of democracy at the expense of accountability and the truth.

I: **Thank you for your inputs. The last question. Tell me how do you think the principal can contribute so that schools are effective and promote to implement the culture of teaching and learning activities?**

Part 3: Since I have indicated that the principal is the main player in everything that happens in the school and his lack of knowledge about the duty and responsibility of his position is the main critical point that makes schools to be ineffective. This is caused by the lack of commitment and undivided loyalty to see their schools improving in teaching and learning on daily basis. Schools must be centres of excellence and provision of quality teaching and learning. Principals of dysfunctional schools psychologically know that their schools do not do what they are expected, and they are highly defensive of that fact. Furthermore, they personally own these schools. They don't want their poor performance to be known by anybody and they will advance all reasons available to protect their ignorance,

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laziness and lack of commitment. They are extremely talkative and always complain, criticize and blame everything and everybody who make them to work hard. They are never satisfied especially of work related matters.

They have high interest on matters that are not teaching related and activities that are done during teaching and learning. For example, unplanned meeting or meetings done teaching time, social discussions and cellphone engagements. The department does its best although not completely satisfying all the requirements of providing both basic human and material resources and by offering training and conducting roadshows, but principals of ineffective schools remain in the same comfort zone. Finally, these principals do not prioritize teaching and learning and as such minor things not related to curriculum crop up and they are escalated and disturb the daily school programme while teaching and learning is compromised.

I: I thank you very much for your responses *(Closing documents that he was referring).*

Part 3: Are we through with questions? It was so short and I even thought there were still more questions to answer (*Showing a lot of excitement).*

I: I enjoyed much to share with you on your personal experience (Showing a lot of appreciation)

Part 3: Much appreciated and wish you good luck in your studies.

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APPENDIX F

UNIVERSITY OF VENDA HDC THESIS APPROVAL LETTER

UNIVERSITY OF VENDA

OFFICE OF THE DEPUTY VICE-CHANCELLOR: ACADEMIC

TO : MR/MS N.S SEBOPETSA

SCHOOL OF EDUCATION

FROM: PROF J.E. CRAFFORD

DEPUTY VICE-CHANCELLOR: ACADEMIC

DATE : 28 AUGUST 2017

DECISIONS TAKEN BY UHDC OF 24TH AUGUST 2017

Application for approval of Thesis research proposal in Education: **N.S Sebopetsa (11605514)**

Topic: "Roles of principals in the implementation of the Culture of Learning, Teaching and Service (COLTS) in the secondary schools in Mopani District of Limpopo Province, South Africa."

Promoter	UNIVEN	Prof. T.S Mashau
Co-promoter	UNIVEN	Dr. N.F Litshani

UHDC approved Thesis proposal

Prof J.E. CRAFFORD
DEPUTY VICE-CHANCELLOR: ACADEMIC

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APPENDIX G

UNIVERSITY OF VENDA HDC ETHICS CLEARANCE CERTIFICATE

RESEARCH AND INNOVATION
OFFICE OF THE DIRECTOR

NAME OF RESEARCHER/INVESTIGATOR:
Mr NS Sebopetsa

Student No:
11605514

PROJECT TITLE: The roles of the principal in the implementation of the culture of teaching, learning and service in secondary schools of Mopani District in Limpopo Province, South Africa.

PROJECT NO: SEDU/17/CSEM/23/2911

SUPERVISORS/ CO-RESEARCHERS/ CO-INVESTIGATORS

NAME	INSTITUTION & DEPARTMENT	ROLE
Prof TS Mashau	University of Venda	Promoter
Dr NF Litshani	University of Venda	Co - Promoter
Mr NS Sebopetsa	University of Venda	Investigator – Student

ISSUED BY:
UNIVERSITY OF VENDA, RESEARCH ETHICS COMMITTEE

Date Considered: December 2017
Decision by Ethical Clearance Committee Granted
Signature of Chairperson of the Committee: .....
Name of the Chairperson of the Committee: Senior Prof. G.E. Ekosse

UNIVERSITY OF VENDA
DIRECTOR
RESEARCH AND INNOVATION
2018 -02- 0 2
Private Bag X5050
Thohoyandou 0950

University of Venda
PRIVATE BAG X5050, THOHOYANDOU, 0950, LIMPOPO PROVINCE, SOUTH AFRICA
TELEPHONE (015) 962 8504/8313 FAX (015) 962 9060
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APPENDIX H

EDITOR'S CERTIFICATE

23 Elfin Glen Road, Nahoon Valley Heights, East London, 5200

Professional EDITORS Group

To whom it may concern:

This document certifies that the Phd thesis whose title appears below has been edited for proper English language, grammar, punctuation, spelling, and overall style by Rose Masha, a member of the Professional Editors' Group whose qualifications are listed in the footer of this certificate.

Title:

The roles of principals in the implementation of the culture of teaching, learning and service in Mopani District of Limpopo Province - South Africa

Author:

Ngwako Stephen Sebopetsa

Date Edited:

06 February 2018

Signed

Dr. Rose Masha

B. Library & Inf. Sc.; HDE; Hons. ELT; M. Phil. Hyll.; PhD Ed.

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APPENDIX I

LIMPOPO DEPT. OF EDUCATION HOD APPROVAL LETTER

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

Ref: 2/2/2 Enq: MC Makola PhD Tel No: 015 290 9448 E-mail: MAKOLAMC@edu.limpopo.gov.za

NS Sebopetsa
University of Venda
Private Bag x5050
Thohoyandou
0950

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: **"THE ROLES OF THE PRINCIPAL IN THE IMPLEMENTATION OF THE CULTURE OF LEARNING ,TEACHING AND SERVICE (COLT) IN THE SECONDARY SCHOOLS IN MOPANI DISTRICT OF LIMPOPO ".**
3. The following conditions should be considered:

3.1 The research should not have any financial implications for Limpopo Department of Education.

3.2 Arrangements should be made with the Circuit Office and the schools concerned.

3.3 The conduct of research should not anyhow disrupt the academic programs at the schools.

3.4 The research should not be conducted during the time of Examinations especially the fourth term.

REQUEST FOR PERMISSION TO CONDUCT RESEARCH SEBOPETSA NS

CONTINUED

Cnr. 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X9489, POLOKWANE, 0700
Tel: 015 290 7600, Fax: 015 297 6920/4220/4494

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3.5 During the study, applicable research ethics should be adhered to, in particular the principle of voluntary participation (the people involved should be respected).

3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

4 Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.

5 The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.

Ms NB Mutheiwana
Head of Department

2018/02/07
Date

REQUEST FOR PERMISSION TO CONDUCT RESEARCH SEKGETSANG

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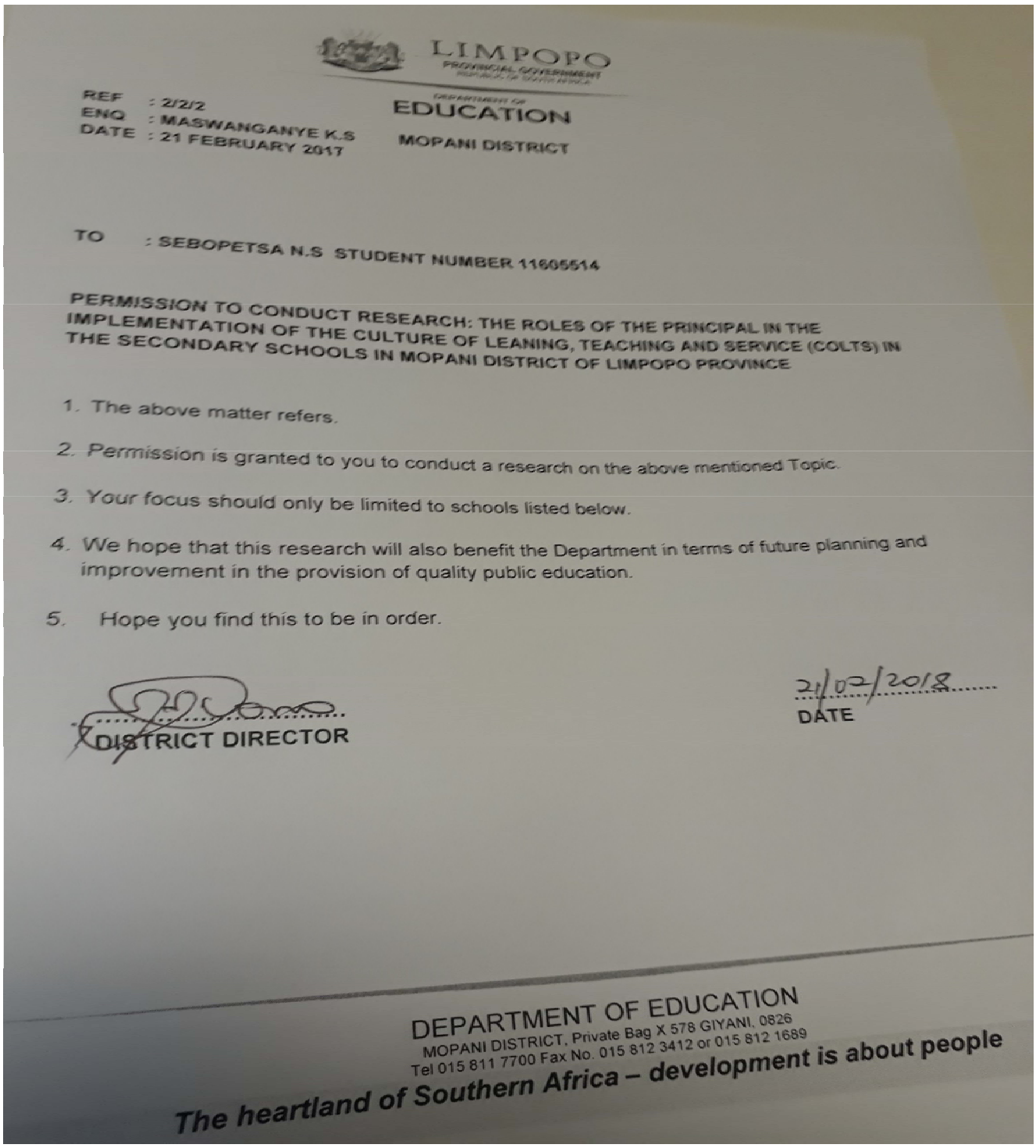
APPENDIX J

LIMPOPO DEPARTMENT OF EDUCATION MOPANI DISTRICT APPROVAL LETTER



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION
MOPANI DISTRICT

REF : 2/2/2
ENQ : MASWANGANYE K.S
DATE : 21 FEBRUARY 2017

TO : SEBOPETSA N.S STUDENT NUMBER 11605514

PERMISSION TO CONDUCT RESEARCH: THE ROLES OF THE PRINCIPAL IN THE IMPLEMENTATION OF THE CULTURE OF LEANING, TEACHING AND SERVICE (COLTS) IN THE SECONDARY SCHOOLS IN MOPANI DISTRICT OF LIMPOPO PROVINCE

1. The above matter refers.
2. Permission is granted to you to conduct a research on the above mentioned Topic.
3. Your focus should only be limited to schools listed below.
4. We hope that that this research will also benefit the Department in terms of future planning and improvement in the provision of quality public education.
5. Hope you find this to be in order.

DISTRICT DIRECTOR

21/02/2018
DATE

DEPARTMENT OF EDUCATION
MOPANI DISTRICT, Private Bag X 578 GIYANI, 0826
Tel 015 811 7700 Fax No. 015 812 3412 or 015 812 1689
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APPENDIX K

RESEARCHER'S SELF-INTRODUCTION LETTER TO ALL PARTICIPANTS

University of Venda
School of Education
Department of Curriculum Studies and
Education Management
P/Bag X5050
THOHOYANDOU
0950

Date: _____

My name is Ngwako Stephen Sebopetsa. I am currently a registered D.Ed. (Education Management) degree student at the above-named university. I seek permission to participate in the below titled research.

My research title: The roles of the principals in the implementation of the culture of teaching, learning and service in secondary schools of Mopani District in Limpopo – South Africa.

The following will be the **purpose of the research:**

- Create an awareness of the importance of the principal in the culture of teaching, learning and service in schools,
- Understand what the role of the principal in the implementation of the culture of teaching, learning and service is,
- Interviews that will be conducted will be audio recorded, and
- You are free to withdraw from the research project at any time based on personal reason(s) best known to you.

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- For **ethical considerations,** your personal details as participants are not required, although you will be interviewed for a period of at least an hour (or respond to the given questionnaire) of at every appointed time of contacts with you.
- Your confidentiality will be guaranteed as either your name, or the name and address of your school will be mentioned in neither the analysis nor the discussion of the results of data gathered, and
- Participants will have the opportunity to go through the outcome of the thesis (member checking).

In the event of any complaint regarding your treatment in the interview, you can write to:

The Head of Department
University of Venda
School of Education
Department of Curriculum Studies and Education Management
P/Bag X5050
THOHOYANDOU
0950
OR
Visit the university website: www.univen.ac.za to get details through which you can contact university academics or officials.

You are requested to sign two consent forms handed to you after reading them, and keep one on for your records while you hand over the second to the student researcher.

Thank you.

The student researcher: _____

NS Sebopetsa

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APPENDIX L

LETTER OF CONSENT FOR SECONDARY SCHOOL PRINCIPALS

(QUESTIONNAIRE)

University of Venda
School of Education
Department of Curriculum studies and
Education Management
P/Bag X5050
THOHOYANDOU
0950

Dear Participant,

Student researcher's name**: Ngwako Stephen Sebopetsa**

Research title: The roles of the principals in the implementation of the culture of teaching, learning and service in Mopani District of Limpopo Province- South Africa

I have read, understood and considered the letter explaining your intent, mission and requesting my participation in your research. I understand that I will respond to the questionnaire on your appointment date and time of visiting my school. I therefore indicate my willingness to participate in this research project by signing in the space provided below, knowing that I can withdraw at any time. I also agree that the data collected for the research may be published in a manner that does not disclose my identity and school in any guise.

Name of participant: _____
Signature and date: _____
Signature and date of student researcher: _____

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APPENDIX M

LETTER OF CONSENT FOR ALL THE INTERVIEW PARTICIPANTS (FOCUS AND PERSONAL INTERVIEWS)

University of Venda
School of Education
Department of Curriculum studies and
Education Management
P/Bag X5050
THOHOYANDOU
0950

Dear Participant,

Student researcher's name: **Ngwako Stephen Sebopetsa**

Research title: The roles of the principals in the implementation of the culture of teaching, learning and service in Mopani District of Limpopo Province- South Africa

I have read, understood and considered the letter explaining your intent, mission and requesting my participation in your research. I understand that I will be interviewed for a period of almost one hour on each of your appointment date and time of visit to my school. I therefore indicate my willingness to participate in this research project by signing in the space provided below, knowing that I can withdraw at any time. I also agree that the data collected for the research may be published in a manner that does not disclose my identity and school in any guise.

Name of participant: _____
Signature and date: _____
Signature and date of student researcher: _____

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