EXPERIENCES OF INSTRUCTIONAL LEADERS IN PROMOTING A CULTURE OF TEACHING AND LEARNING: A CASE OF TWO SECONDARY SCHOOLS AT SHAMAVUNGA CIRCUIT

by

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DECLARATION

I, **NDOU NDISHAVHELAFHI CONSTANCE,** hereby declare that the dissertation: **Experiences of Instructional Leaders in Promoting a Culture of Teaching and Learning: A Case of Two Secondary Schools at Shamavunga Circuit** - is my own original work and that I have not previously submitted the same work for another qualification at any institution of higher learning. I further declare that all the sources cited or quoted are indicated and acknowledged by means of complete references.

10/06/2021

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Ndou N.C   **Date**

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DEDICATION

I dedicate this work to the following people:

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ABSTRACT

The need to restore a culture of teaching and learning is one of the most pressing issues confronting South African schools today. Poor matric performance, ill-discipline learners, low teacher morals as well as other educational problems in some schools lead to a general drive to advance the culture of teaching and learning. The implementation of the National Curriculum Statement (NCS) gave school principals more management responsibilities. With these increases in management responsibilities, the School Management Teams (SMTs) are accountable for the restoration of a teaching and learning culture. As a result, the task of principals as instructional leadership becomes more challenging and complicated. This study explored the experiences of instructional leaders in promoting a culture of teaching and learning in public secondary schools. The study adopted a qualitative approach that was influenced by anti-positivism ideology. Population in this study was all principals and School Management Teams of Shamavunga Circuit. Data was collected through structured interviews and document analysis. Ten participants from two secondary schools were purposively sampled - two school principals, six departmental heads as well as two senior educators who serve on the SMTs - were interviewed. Collected data was thematically analysed to see trends emerging from the information provided by participants. The results showed that instructional leadership of principals played a significant role in promoting a culture of teaching and learning in schools. The likelihood is that Principals who did not fulfil their instructional leadership roles were more likely to allow the culture of learning and teaching (COLT) to erode over time, while principals who did fulfil their instructional responsibilities appeared to prevent the erosion of COLT.

Key words: Culture of Learning and Teaching; Instructional Leadership; Instructional Supervision; Learning Environment; Quality Education; School Management Team

LIST OF ABBREVIATIONS AND ACRONYMS

ATP   Annual Teaching Plan

CAPS   Curriculum Assessment Policy Statement

COLT   Culture of learning and teaching

DBE   Department of Basic Education

DOE   Department of Education

DSG   Development Support Group

HOD   Head of Department

IQMS   Integrated Quality Management System

PGP   Personal Growth Plan

SDP   School Development Plan

SDT   School Development Team

SGB   School Governing Body

SIP   School Improvement Plan

SMT   School Management Team

WSE   Whole School Evaluation

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CHAPTER ONE

ORIENTATION OF THE STUDY

1.1   INTRODUCTION

The Department of Basic Education has been tasked with enhancing the standard of education in South African schools by improving the learning and teaching culture. Principals as instructional leaders, play a critical role in ensuring that learners receive high-quality education. Motshekga (2010:8) considers principals as instructional leaders who should lead schools professionally and in an accountable way in order to promote a culture of teaching and learning. Principals and their School Management Teams (SMT) must recognize their position as leaders charged with promoting professionalism, innovation, sound work ethics, and high educational standards (Motshekga, 2010:12). The school principal's position as instructional leader in this regard is directly related to the school's core activity, which is teaching and learning.

South African school principals are facing two major challenges in their day-to-day management duties: handling a wide range of school-based decisions and promoting a sound teaching and learning environment where effective and quality education can take place (Bush, 2003:47). The South African government has embarked on curriculum reform and a general drive to strengthen teaching and learning culture in schools, as it is an essential factor in maintaining quality education in South African schools (DOE, 2000:4). Due to the central role that school principals play and the impact that they have on the promotion of quality education, it is imperative that their instructional leadership functions be intensified.

The perception that the quality of leadership makes a huge difference to the school and learner success has sparked a lot of interest in educational leadership in South African schools. If public schools want to have the best possible education for learners, they require effective and productive leaders, as it is widely acknowledged that principals play a critical role in learner's achievement (Taylor, 2010:21). Pandor (2004:2)'s concern about school leadership is that principals who cannot analyse, solve problem and devise strategic interventions plans, will erode the culture of

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learning and teaching (COLT), resulting in lack of quality education in their schools. As an instructional leader, the principal's role is critical to the success of a school.

Since effective instructional leadership is the key to successful teaching and learning, instructional leaders should always ensure that their schools have a strong COLT. The behaviour and attitude of learners influence the culture of teaching and learning (Niyazi 2009:80).   According to Bush (2007:75), a lack of COLT in schools is influenced by a negative attitude among learners and educators, a poor state of repair of school buildings, deficiencies in the provision of services, overcrowded classrooms, lack of management skills required to cope with school management problems, as well as a poor relationship between principals, educators, and learners. COLT translates to a healthy environment and climate that is conducive to teaching and learning; as a result, McLennan and Thurlow (2003:27) described a COLT as a positive environment that is conducive to successful teaching and learning where stakeholders show an interest in the school, take pride in it, and learners are offered the best possible learning opportunities to learn.

In order to achieve quality education, principals and SMTs are expected to contribute towards transforming their schools into democratic, professional, collaborative learning and working environments (Christie, 2010:48). Principals' responsibilities include, ensuring that each school is a centre where quality teaching and meaningful learning thrive. Wang, Hacketh and Chen (2005:37) add that SMTs should also have good ethical beliefs and interpersonal skills. To put it another way, principals must be effective communicators and directive leaders who are committed to the schools' vision and goals and should support their educators to realize the achievement of learners (Taylor, 2010:84). Principals' responsibilities as instructional leaders include being responsive to educators' concerns and assisting them in creating, defining, and reviewing learning priorities, as well as actively communicating departmental policies and procedures to the entire school (Bush, 2007:18).

1.2   STATEMENT OF THE PROBLEM

To provide a high-quality education, schools must maintain an appropriate standard of order and conformity. Culture of teaching and learning is declining in most public secondary schools.   Poor matric results, ill-disciplined learners, low teacher morale, a high number of teacher resignations and other educational problems, have led to a drive to advance the culture of learning and teaching (COLT) in schools.   Learners are migrating from one school to another due to parents who are withdrawing their children from schools that are consistently not improving their results.   Zengele (2013:69) concurred that learner migration is an activity which is initiated, mainly, by disappointed parents who had had an expectation that their children will get quality education to secure their future.   As a result, some parents incur enormous transport cost sending their children to schools that are far from their homes in an attempt to enhance their children's educational achievement. These problems spurred the researcher to investigate the experiences of instructional leaders in promoting a culture of teaching and learning in schools.

1.3   AIM OF THE STUDY

The study's main aim was to investigate the experiences of instructional leaders in promoting a culture of teaching and learning, in two secondary schools of Shamavunga Circuit.

1.4   OBJECTIVES OF THE STUDY

The objectives of this study were the following:
- To explore the experiences of instructional leaders in promoting a culture of teaching and learning in schools.
- To determine the influence of leadership styles in promoting a culture of teaching and learning.
- To ascertain SMTs' instructional roles in promoting a culture of teaching and learning.

1.5   RESEARCH QUESTIONS

For this study, the main research question was: *What experiences do instructional leaders have in promoting the culture of teaching and learning in schools?* To   answer this research question, the following subsidiary ones were formulated:

- How do School Management Teams provide instructional leadership in promoting a culture of teaching and learning in schools?
- To what extent do leadership styles influence the promotion a culture of teaching and learning in schools?
- What instructional roles do SMTs play in promoting a culture of teaching and learning?

1.6   PRELIMINARY LITERATURE REVIEW

A preliminary survey of the literature revealed that schools without effective instructional leaders are at high risks of becoming dysfunctional.   For this reason, the literature focused on the following key elements:

1.6.1 Culture of Learning and Teaching (COLT)

A culture of learning and teaching (COLT) is described as an environment of diligence or hard work that develops in learners because of a combination of personal characteristics of learners, parental engagement, school principal leadership, professional conduct of educators, and certain attitudes toward the school community. Elmore (2008:71), identified two aspects of a COLT; the first relates to aspects, such as, self-discipline, encouragement, participation in the learning and teaching process, morale of learners and educators, learning attitude, and willingness to work hard; the second element is concerned with the school's features and setting, as well as examination results and school discipline. According to Kydd, Anderson and Newton (2003:25) the commitment of educators is also a factor in the teaching and learning culture. In all these aspects, the principals play vital roles in maintaining and improving the schools' COLT.

1.6.2 Learner's Migration

The non-fulfilment of aspirations for quality education can be regarded as one of the driving forces behind learner migration because schools are established to serve as centers of teaching and learning (Lombard, 2009:125). Lombard (2009:125) contends that learners move away from their current schools to new schools, mainly, for the following reasons - proximity of school to home, provision of all-round education, high academic record, good discipline, atmosphere, good choice of subjects offered, teaching quality, teacher expectations, culture of learning and teaching, as well as school facilities. Above all, learners migrate to schools that are stable and where teaching and learning is not compromised.

1.6.3 Learner Discipline

Learner discipline is one of the most pressing issues of all stakeholders in education since it plays a critical role in creating a healthy school environment, which in turn influences the standard of education in schools indirectly. Maphosa and Mammen (2011:145) pointed out that the pedagogical importance of discipline in the learning process cannot be overstated, since discipline and learning are intertwined in a mutually reinforcing spiral. Discipline ensures successful learning, and when learners are self-disciplined, they demonstrate constructive behaviour toward the school as a whole. In this regard, Moye (2015:81) stated that misbehaviour is less of a problem when learners' everyday interactions at school are optimistic and effective.

1.6.4 Teacher Morale

Teachers are a vital part of the educational system as they provide knowledge, motivation and support that learners need in order to succeed. Yet, teachers also need to be motivated and supported in order to be productive. Teacher morale can become low due to the constant stress of trying to meet educational goals, or due to an unpleasant teaching and learning climate. Lambersky (2014:87) adds that a healthy school climate is related to high teacher morale, while Covington (2011:124)

believes that the climate created by leadership in organizations has a significant influence on the morale of employees.

1.6.5 Teacher's Resignation

When educators are not satisfied with their working conditions, they are more likely to resign. An unhealthy culture of teaching and learning, learners' indiscipline and bad working conditions create stress for educators. Gabriel (2013:91), asserts that a stressful climate of teaching and learning adds to teacher resignation and this impacts on the provision of quality education. One of the most overwhelming problems for educators is their failure to manage their classrooms, therefore, many educators are resigning as they are unable to bear the pressure of ill-disciplined learners and an unhealthy school environment (Herma & Reinke, 2014:79).

1.6.6 Creating a Culture of Teaching and Learning

Goldspink (2007:29) established six ways to foster a culture of teaching and learning in schools: ensuring respect for learners as individuals and as a community in the school; equal treatment of learners regardless of their socio-cultural context, gender, or intellect; educators' autonomy as a matter of right and a duty derived from their physical and social maturity; and providing opportunities for learners to learn. According Goldspink (2007:29) a culture of teaching and learning can be promoted by providing mental challenges that propel both educators and learners to experience learning as an energetic, engaging actions, offering social support in both scholastic and passionate concerns as well as guaranteeing security in connection to the physical environment of the school by ensuring quality interpersonal connections between educators and learners.

1.6.7 The Influence of Leadership Styles

Leadership styles of instructional leaders play a critical role in advancing a culture of teaching and learning. Bush (2003:17), explains leadership style as a set of leadership activities that influences subordinates or individuals to achieve organizational goals. Saiden (2017:71) added that leadership styles have a bearing on the achievement of

organizational goals as the style of leadership provided may determine the success or failure of a school (Bush, 2003:17). Different leadership styles can be used in schools - autocratic, democratic and laissez-faire (Machumu & Kaitila, 2014:66). These styles have different impact on promoting a culture of teaching in schools as demonstrated in the discussions below.

1.6.7.1 Autocratic leadership

Autocratic leaders make decisions on their own without consulting others (McLennan & Thurlow, 2003:7). Bush (2003:46) asserted that autocratic style results in very high levels of dissatisfaction. Instructional leaders may adopt this style if there is no need for others to contribute to decision-making (Pareek, 2010:62). These decisions, which autocrats make, often face resistance because they are made single-handedly, thus, an autocratic leader may find it difficult to operate in an environment which demands collective decision-making.

1.6.7.2 Democratic Leadership

The democratic leaders are also known as "consultative leaders" who reserve the right to make the final decision (Bottery, 2001:215). When a school adopts this form of leadership, all members of the school, including learners and staff, have a say in the school's operation and well-being. (Pareek, 2010:63). A democratic instructional leader, therefore, mobilizes the knowledge and expertise of all stakeholders to bring real development in the life of a school (Pareek, 2010:65). Democratic leaders are essential to promote a sound culture of teaching and learning in schools.

1.6.7.3 Laissez-faire leadership

Laissez-faire leaders have minimum involvement in decision- making (Pareek, 2010:49). Keough and Tobin (2001:2) attested that when school leaders adopt laissez-faire style, school operates on the momentum from the staff and the school principal is reluctant to interfere in the way things are run. In addition, Pareek (2010:49) affirmed that there is no clear and definite policy to guide all those involved in the life of an institution, under this style of leadership. The Laissez-faire leaders are successful when the people they lead are capable and motivated. In the context of a school, instructional leaders, however, will not let things happen virtually by themselves (Bush, 2007:78).

1.6.8 Instructional Supervision

Instructional supervision is one of the processes by which instructional leaders achieve acceptable standards of performance and results (Bush, 2013:205). Principals, as school managers, are responsible for working closely with educators in order to enhance the school's teaching and learning environment through instructional supervision.

Manaseh (2016:41) claims that instructional supervision means to direct, oversee and guide to make sure that expected standards are met. It is, therefore, evident that a principal, as a supervisor, should be a leader with requisite skills for effective discharge of his/her supervisory role. The definitions of supervision highlighted above imply that the focus of supervision in a school, is mainly related to - providing professional assistance for educators, improving instruction and increasing learners' performance. In this regard, Van Niekerk and Van Niekerk (2006:83) argue that future schools will need to be staffed by professionals who will be held responsible and accountable for their instructional supervision.

1.7 THEORETICAL FRAMEWORK

The study was underpinned by Weber's model of instructional leadership. The model is relevant to this study because it addresses the need, for instructional leaders in today's educational arena, to promote culture of teaching and learning in schools. Weber (1996:200) addressed the need for instructional leadership, regardless of the school's organizational structure. The leaderless-team approach to a school's instructional program has powerful appeal, but any large group of professionals still needs a single point of contact and an active advocate for teaching and learning (Weber, 1996:254). Weber's point is especially pertinent in today's educational arena of shared leadership and site-based management. Attention to instructional leadership will need to continue regardless of the hierarchical nature of a school organization.

Weber (1996:280) defines the school's mission, overseeing curriculum and teaching, fostering a supportive learning environment, observing and enhancing instruction, and

evaluating the instructional program as five basic domains of instructional leadership. In addition, Weber (1996:281) described school's mission as a dynamic process of cooperation and reflective thinking to create a mission that is clear and honest; the mission of a school should bind the staff, learners and parents to a common vision. Principals should offer stakeholders the opportunity to discuss values and expectations for the school and work together to create a shared mission for the school and managing a curriculum and instruction must be consistent with the mission of the school (Weber, 1996:281).

1.8   DEFINITION OF KEY TERMS

Ary, Jacobs and Razavieh (2002:494) state that any words or concepts that may be foreign to the reader or to which the author ascribes a particular meaning should be described and explained. The following terms were used in this study in the background of the definitions given below.

1.8.1   Culture of Learning and Teaching (COLT)

Jansen (2003:29), identifies the conduct of educators and learners toward learning and teaching, the spirit of dedication and engagement in a school that emerges through the collective efforts of SMTs, the input of educators, the individual characteristics of learners, components within the family life of learners, school-related and social variables linked to a COLT. A culture of learning and teaching refers to the school's leadership, heads of department (HODs), learners, parents, and the broader community's attitudes toward teaching and learning, as well as the presence of high-quality teaching and learning (Flleisch & Christie, 2004:103). In this study, a learning and teaching culture is linked to a school's organizational structure, convictions, principles, attitude, goals, as well as educators' and learners' work practices.

1.8.2   Instructional Leadership

Instructional leadership, according to Southworth (2002:11), is the process of identifying, acquiring, allocating, coordinating, using social, content, and cultural

resources in order to create the conditions for teaching and learning. According to Nuku (2007:18), instructional leadership is synonymous with school leaders who aim to enhance the standard of teaching with the goal of improving learners' achievement, attitude and actions toward schoolwork, and personal life. Instructional leadership is described as a collaborative effort between school leaders and educators, in which leaders take on a supportive position and consider others as stakeholders (Gray, 2009:15). Instructional leadership is described in this study as the form of leadership that guides and directs changes associated with the preservation of a healthy teaching and learning culture.

1.8.3 Instructional Supervision

Instructional supervision is a function in an educational systems drawing together the discrete elements of instructional effectiveness into a whole educational action (Pareek, 2010:47). Wing (2013:68) continues to define instructional supervision as a form of inquiry designed to encourage reflection and analysis of supervisory methods to develop and test hypotheses about what is effective and why. Instructional supervision, in this study means to direct, monitor, organize, plan, evaluate and oversee to make sure that expected standards of a school are met.

1.8.4 Learning Environment

Learning environment refers to the diverse physical locations and contexts in which learners learn (Taylor, 2010:72). It is the environment where learners and educators can have secure relationships and where both educators and learners feel safe to teach and learn, respectively (Bruns, Filmer & Patrions, 2011:30). In this study, a learning environment refers to an educational approach, cultural context or physical setting where teaching and learning occur.

1.8.5 Quality Education

Bush and Heystek (2006:185) define quality education as the correspondence between societal expectations and the changes that occur in learners, as well as the education system and society. Quality education assumes a particular level of success

based on three interrelated factors: efficiency in achieving defined objectives, importance of the education provided, and the pursuit of excellence and human betterment (Taylor, 2010:81).   In this study, quality education emphasises learners' holistic development, equips learners with the knowledge and skills for the future, infuse learners with the right values, instil in learners a positive learning attitude and imparts knowledge, that society deems valuable, through an articulated curriculum.

1.8.6 School Management Team

School Management Team (SMT) is described by Leithwood, Atten, and Jantzi (2010:45) as a team represented by school principal, deputy principal, and heads of departments (HODs). An SMT, is a group of school leaders whose responsibility is to ensure quality teaching and learning; track educators' proficiency and academic progress through classroom support visits; supervise learners' work; assist educators in developing annual teaching plans, lesson plans, and evaluation guidelines; and provide instructions on instructional materials and other learning materials to improve teaching and learning (Mendels (2012:59).   In this study, SMTs play a critical role in ensuring the day-to-day running of the school as well as having an overarching responsibility for the strategic vision of the school.

1.9   RESEARCH PARADIGM, DESIGN AND METHODOLOGY

To understand the experiences of instructional leaders in promoting a culture of teaching and learning activities, the following research paradigm was chosen.

1.9.1   Research Paradigm

A paradigm is a collection of concepts, a standard, or a method of organizing and simplifying the perceptual world by making fundamental assumptions about the essence of the universe, people, and culture. According to Berg (2011:24) paradigms can be characterized through their: Ontology (What is reality?), Epistemology (How do you know something?) and Methodology (How do you go about finding out?). This study was guided by the anti-positivism paradigm which is based on people's beliefs, attitudes and perceptions (Cohen, Manion & Morrison, 2011:48). This paradigm is

suitable for this study since the researcher endeavours to get comprehend and clarify instructional leaders' experiences in advancing a culture of teaching and learning in schools.

1.9.2 Research Design

A research design is a plan for a study that provides the overall framework for collecting, analyzing, and presenting data; it is a conceptual system within which research is conducted. A research design, according to McMillan (2010: 72), is a strategy for choosing topics, research sites, and data collection procedures in order to address research question (s). The research design offered a theoretical structure for action in this study, serving as a link between research questions and research strategy execution.

This study adopted a qualitative research approach. A qualitative study is a form of exploratory study that aims to uncover underlying causes, viewpoints, motivations, as well as provide insight into a problem or aid in the development of research ideas or hypotheses (Lewis, 2015:22; Cresswell, 2009:209).

1.9.3 Research Methodology

The concept of research methodology refers to a range of techniques used by a researcher to gather data, such techniques can be used as a foundation for interpretation, explanation and prediction (Cohen, Manion & Morrison, 2011:93).   In this study interviews and document analysis were utilized to gather information.

1.10   SAMPLING

According to Creswell (2009:79), sampling is the act, method, or technique of selecting an appropriate sample, or a representative portion of a population, for the purpose of determining population parameters or characteristics.

1.10.1 Population

The population is a pool of people, events or activities from which a sample is derived; Smith (2005:67) describes a population as the respondents or participants. Creswell (2009:62) proposes a population as a total or totality of all the objects, subjects or individuals that conform to a set of details. The population in this study, was all the principals and School Management Teams of Shamavunga Circuit.

1.10.2 Sampling Procedures

Sampling procedures are processes or techniques of choosing a sub-group from a population to participate in the study (Smith, 2005:75). In this study, purposive sampling (also known as judgment, selective or subjective sampling) was used to select participants. Tobin and Begley (2004:88) describe this process as a technique in which the researcher relies on his or her own judgment when choosing members of a population to participate in the study.

1.10.3 Sample

A sample is a group of people chosen by a researcher to represent the entire population for study (Smith, 2005:70). In this study two secondary schools were chosen based on their performance, that is one best performing and one underperforming school for the previous three consecutive years. Purposive sampling was applied to choose participants. Two school principals, six departmental heads and two senior educators who serve on the School Management Teams were sampled, therefore, ten (10) participants from the two secondary schools participated in the study.

1.11   DATA COLLECTION

Data collection, according to Creswell (2009:10), entails identifying and selecting individuals for a sample, gaining their consent to study them, and collecting information by asking people questions or analysing their behaviour.   Interviews schedule (Annexure E) and document analysis tool (Annexure G) were used to collect data.

1.11.1 Data Collection Procedure

The Ethical Clearance letter received from the University of Venda Higher Degree Committee (Annexure A) served as a supporting document when the researcher requested consent or permission to conduct research (Annexure B). Permission was accorded by the Department of Education in Mopani District (Annexures C) to conduct field work at Shamavunga Circuit. The response from the District was submitted to the circuit. The sampled participants consented to participate in the study (Annexure D). Interview schedule (Annexure E) and document analysis tool (Annexure G) were used to collected data. Interview responses were recorder and verbatim transcribed (Annexure F).

1.11.2 Data Collection Instruments

Creswell (2009:95) refers to ''data collection instruments'' as tools used to collect data, like questions, observation tool, field notes, and sound recorder device or voice recorder.   To facilitate data collection, an interview schedule (Annexure E) was designed. According to Creswell (2009:96) an interview schedule is basically a list containing a set of structured questions that have been prepared, to serve as a guide for interviewers, researchers and investigators in collecting information or data about a specific topic or issue. Interviews were recorded as field using a voice recorder. A document analysis tool (Annexure G) was also developed to collect data. The tool was beneficial for the study because it added information that provided a clearer picture of how things were done at the school.

1.12   ANALYSIS OF DATA

McMillan and Schumacher (2006:364) depict data analysis as a continuous, recurrent process that's coordinate into all stages of a qualitative research, whereas Lewis (2015:57) adds that data analysis may be a way of bringing order, structure and meaning to the mass or voluminous of the collected data amid a research process. Smith (2005:122) translates data analysis is a method in which the researcher must

write down his or her interpretation of the data. Thematic analysis method was employed to analyse and interpret data, which was transcribed into words and quotations during the process.

1.13   TRUSTWORTHINESS OF THE RESEARCH

Trustworthiness was attained through the method of checking the report, results, and conclusions, as well as assessing the data's credibility (Palys, 2008:48). According to Silverman (2005:22) trustworthiness consists of four different components: credibility, transferability; dependability and conformability.   The combination of these four elements constitutes the trustworthiness criteria, thus, forming the conventional pillars of this study.

13.1   Credibility

Credibility is an assessment of whether the research findings speak to a solid elucidation of the data driven from the original data of participants (Guba & Lincoln, 2005:94).   For this study, credibility was operationalised through the process of member checking to test the findings and interpretations with the participants.

13.2   Transferability

Transferability refers to the generalisability of an inquiry. In qualitative research, transferability concerns only to case-to-case transfer (Tobin & Begley, 2004:29). The researcher cannot tell the sites to which she/he may wish to transfer the findings, however, the study provided thick descriptions, so that those who seek to transfer the findings to their own sites can judge transferability.

13.3   Dependability

To achieve dependability, researchers can ensure the research process is logical, traceable, and clearly documented (Tobin & Begley, 2004:2). In order to establish dependability in this study, each process of the study was detailed to enable other

researchers to repeat the study and be able to achieve similar results. This suggests that other researchers can repeat the study and the results would be rational.

13.4 Confirmability

Confirmability is characterized with adding up that the researcher's expositions and findings are clearly derived from the provided data (Tobin & Begley, 2004:2). To achieve confirmability, this study demonstrated how the findings are based on participants' responses and not any researcher bias or personal motivation.

1.14   SIGNIFICANCE OF THE STUDY

The study could make a significant contribution by providing an insight into how instructional leaders can promote and advance a culture of teaching and learning. The results from this study may encourage principals and SMTs to assess their leadership styles in order to generate and enhance a healthy and sound culture of teaching and learning. Curriculum designers will benefit from this study by developing strategies to support instructional leaders in their daily operations. It is anticipated that this study will help curriculum designers and developers to plan purposefully and progressively in trying to address leadership challenges in schools.

Non-governmental organizations, business partners and donors, from the results, will be attracted to invest in education as the culture of teaching and learning will improve. It is anticipated that the Department of Education will also benefit in designing programs on how to support SMTs as parents and the community at large want their children to attend schools with a sound culture of teaching and learning. Learners will benefit from this study as a foundation for promoting and sustaining the culture of teaching and learning will have been laid by these results. Finally, it is hoped that it will motivate other researchers to bring new knowledge into the field of instructional leadership.

1.15   DELIMITATION OF THE STUDY

Mopani District of Education comprises of twenty-four circuits, but the study was particularly centred in one circuit - Shamavunga Circuit which has fourteen public secondary schools. The study was intentionally limited to two public high schools that was sampled based on their rural location, learner's enrolment and grade 12 results. No data or any information was drawn or collected from any other schools within the circuit except these two sampled secondary schools.   There are many factors that are usually linked with the culture of teaching and learning, however, for this study the focus was on the experiences of instructional leaders in promoting a culture of teaching and learning in schools.

1.16   ETHICAL CONSIDERATIONS

Bless and Higson (2001:71) caution that issues of ethics are important factors for educational researchers since their subjects of study involve learning issues of human beings. The researcher ensured that the ethical code of the University of Venda was adhered and an ethical clearance letter from the University was acquired before the commencement of the study. The following steps were taken to ensure that ethical protocols were observed:

1.16.1 Permission to Conduct a Research

Permission to enter and engage with the schools was applied for from the Mopani District director and was also requested and granted from the circuit managers to allow selected schools to participate in the research.

1.16.2 Informed Consent

McMillan and Schumacher (2006:143) contended that informed consent means that participants have a choice over whether or not to participate. Informed consent is a practice that ensures people understand what it means to participate in a study so they can make an informed decision about whether or not they want to participate.

Participants were informed about the research before they were interviewed. A consent form was signed by participants to indicate their willingness to participate.

1.16.3 Confidentiality

Any individual participating in a research study has a reasonable expectation that information provided to the researcher will be treated in a confidential manner (McMillan & Schumacher, 2006:143). This principle is concerned with offering respect and protection to research participants, hence, any information that is shared by either individuals or institutions involved are kept confidential. In this study, confidentiality was not compromised; at all times, the researcher ensured that each participant's right to privacy was respected. All information's obtained from the participants was handled in a confidential manner and no hidden apparatus such as videos, cameras and microphones was used during the interviews.

1.16.4 Anonymity

Anonymity refers to concealing the identities of participants in all documents pertaining to the research and ensuring, where possible, that data provided cannot be traced back to participants (McMillan & Schumacher, 2006:144). Care, hence, was taken to protect participants' identities regarding all generated data. Participant's names were not revealed, only pseudonyms were used and participating schools were coded as "School A and School B".

1.17   OUTLINE OF THE STUDY

The study is carried out into five chapters and follow the arrangement underneath:

Chapter One provides introduction, statement of the problem, purpose of the study, research questions, theoretical framework of the study, research design and methodology, data collection, data analysis, significance of the study, delimitation of the study and ethical considerations.

Chapter Two explores a review of literature in line with the experiences of instructional leaders in promoting a culture of teaching and learning.

Chapter Three focuses on the research design and methodology. These included a description of, specific procedures, research population, sampling and instrumentation.

Chapter Four presents the analysis and interpretation of the data collected. In this chapter, the responses of participants were presented and analyzed.

Chapter Five serves as a synthesis of the study. The research findings, summary of the whole study, as well as the conclusions were presented; finally, the recommendations for future research were also provided.

1.18   CONCLUSION

This chapter presents the general orientation to the study in the form of - the statement of the problem, aim and objectives of the study, research questions, theoretical framework of the study, research paradigm, research design and methodology, data collection, data analysis, significance of the study, delimitation of the study and the ethical considerations adhered to in the investigation.

CHAPTER TWO

LITERATURE REVIEW ON LEADERSHIP IN PROMOTING COLT IN SCHOOLS

2.1 INTRODUCTION

In this chapter, literature from different perspectives on the experiences of instructional leaders in promoting a culture of teaching and learning is discussed.   A literature review is defined as a critical analysis of the relationship among the work of different authors, relating to a specific topic (Galvan, 2006:56).   It is essential, for this research to review the experiences of instructional leaders, as this concept is often viewed as an important strategy to improve the culture of teaching and learning in schools.

2.2   UNDERSTANDING INSTRUCTIONAL LEADERSHIP

Researchers defined "instructional leadership" as the characteristics, behaviours and processes that an individual must possess in order to effectively lead a school. As such a large number of definitions and conceptual models exist depending on individual perspectives and areas of interest of researchers.

Instructional leadership includes setting clear objectives, curriculum management, checking lesson plans, distributing assets and assessing educators routinely to advance learning development. It also involves setting the direction and providing high quality instructions in all settings (Waldron, McLeskey & Redd, 2011:54).   Qeleni (2013:3) maintains that instructional leaders are considered to be strong directive leaders who act as day-to-day managers of the school building, are responsible for time-tabling educators and evaluating them accordingly.   These leaders are culture builders who influence the school community in embracing inclusive attitudes and mind-set (Halliger, 2010:3).   Basically, instructional leaders are expected to bring change in schools.

Instructional leadership happens when the principals provide direction, resources and support to educators and learners, with the aim of improving learning and teaching, which in return improve learner performance (Lucio, 2010:105).   Attesting to that Harris

(2008:11), added that the principal roles and responsibilities as instructional leaders is to pave ways for quality learning and teaching, by ensuring that there is a sound culture of teaching and learning at all times. The principal's instructional leadership applies to the school's core activities and also includes the principal's values, decisions, policies, and tactics for ensuring school effectiveness (Van Deventer & Kruger, 2003:8; Botha, 2013:45).

Instructional leadership has been conceptualized in many ways by various scholars. Principals, according to Gumus and Akcaoglu (2013:290) are instructional leaders whose primary goal is to improve and sustain a teaching and learning atmosphere in their schools. Efficient school principals spend more time monitoring instructional instruction and less time on administrative activities, making instruction the primary strategy for school leaders (Gumus & Akcaoglu, 2013:290). Girvin (2005:10) confirmed that principals as instructional leaders are the visionaries, organizers, cheerleaders and evaluators, therefore, they have a responsibility to establish and promote the school's priorities and objectives in order to improve the teaching and learning climate.

The principal's typical instructional work, according to Gums and Akcaoglu (2013:292), entails many aspects: goal-setting, maintaining a safe school atmosphere, coordinating curriculum programs, and supervising instruction are all responsibilities of the principal. According to this perspective principals are largely responsible for overseeing all instructional processes in the classroom (Christie, 2010:78). However, in existing practices, principals are encouraged to do more, such as sharing their leadership roles with educators and partnering with them on curriculum, preparation, implementation and evaluation, in order to improve the teaching and learning atmosphere (Qeleni, 2013:51).

Wing (2013:274) asserts that an instructional leader can build a common sense of mission in the school by fostering quality progress through school growth. Daresh (2001:119) argues that principals who spent almost all of their time evaluating educators were legitimately acting as instructional leaders. Wing (2013:274) goes on to say that principals should organize the school's instructional program, collaborate with educators to solve instructional issues, assist educators in securing funding, and

provide opportunities for staff growth. As a result, it is equally vital for the principal to establish a culture conducive to teaching and learning, in which educators, learners, and parents collaborate to complete the educational mission.

According to Green (2013:40), instructional leadership is described as the actions that school principals take or delegate to others to encourage growth in learners' learning. Alig-Mielcarek (2003:49) attested to this from school principal's behaviour that leads a school to educate all learners to a level of high achievement. Behaviour defines and communicates shared goals, monitors, and promotes the culture of teaching and learning. Green (2013:41) proposed that effective instructional leadership comprises many key areas of principal behaviour, which include - good and open communication, trusting relationships, motivating educators and learners, creativity, entrepreneurial and resilient activities. These leadership practices seem to align effectively with educators' and learners' ability to perform intellectually.

Instructional leadership, according to Bush and Middlewood (2013:5), consists of both direct and indirect behaviours that have a major impact on teacher guidance and learner results. Spillane, Hallett and Diamond (2003:99) asserted that instructional leadership is an influenced relationship that motivates, enables, and supports educators' efforts to learn and change their instructional practices. Likewise, Botha (2013:127) considered instructional leadership to be an active, collaborative form of leadership where the principal works with educators to shape the school as a workplace, in relation to shared goals, teacher collaboration, teacher-learning opportunities, teacher commitment, and learner performance. It can, thus, be argued that instructional leadership helps principals identify a school vision, empower and inspire educators, and bring about innovate school classroom-based strategies, in order to improve teaching and learning for educators and learners (Mestry, Koopasammy-Moonsammy & Schmidt, 2013:61).

According to Grant and Singh (2008:14) school principals must consider curricular matters, instruction and assessment central to their work if they want to make a difference in schools by fostering a positive teaching and learning culture. The value of principals in the development of a teaching and learning culture cannot be overstated (Harris, 2008:58).   Instructional leaders' role should evolve from manager

to instructional leader, to facilitator-leader of the schools' learning community (Botha, 2013:140).   In agreement to that, the central role of the principal is to take charge of issues focusing on, positive learning environment, curriculum, instruction and assessment so that learner performance and learner achievement are improved (Kilgore & Reynolds, 2011:1).   As a result, principals must have the necessary instructional skills, capacities, and dedication to lead schools in improving their teaching and learning cultures.

As a consequence of the above reasons, instructional leadership entails maintaining a safe learning atmosphere in order to maintain the teaching and learning environment. Mostly, instructional leaders are required to coordinate and manage personnel in such a way that the school's vision and mission are implemented. In doing so, instructional leaders are not constrained by pre-established processes for decision-making and accountability.   In each of the explanations provided, the consequences of maintaining a culture of teaching and learning by instructional leaders is undeniable.

2.3   WEBER'S MODEL OF INSRTUCTIONAL LEADERSHIP

Different models that demonstrate instructional leadership exist. Various researchers have described instructional leadership in terms of the characteristics, behaviours, and processes that an individual must possess in order to effectively lead a school. According to Leithwood and Jantzi (1999:80), models of instructional leadership, are useful in defining instructional leaders' role in fostering a teaching and learning culture. This research is grounded on Weber's instructional leadership model.

Weber (1996:88) addressed the need for instructional leadership, regardless of a school's environment.   In this study instructional leadership should be understood as a process which covers all the tasks and roles played by the principal towards the school's vision and mission being realized.   Weber's conceptual framework consists of five essential domains of instructional leadership, relevant to this study. Table 2.1 below presents a summary of   Weber's model.

Table 2.1: Weber's Instructional Leadership

Defining the School's Mission	Managing Curriculum and Instruction	Promoting a Positive Learning Climate	Observing and Improving Instruction	Assessing the Instructional Program
The instructional leader collaboratively develops a common vision and goals for the school with stake-holders.	The instructional leader monitors classroom practices' alignment with the school's mission, provides resources and support in the use of instructional best practices, and models and provides support in the use of data to drive instruction	The instructional leader promotes a positive learning climate by communicating goals, establishing expectations, and establishing an orderly learning environment.	The instructional leader observes and improves instruction through the use of classroom observation and professional development opportunities.	The instructional leader contributes to the planning, designing, administering and analysis of assessments that evaluate the effectiveness of the curriculum.

Principals' repertoire of instructional practices and classroom supervision offer educators the needed resources to provide learners with opportunities to succeed. Promoting a positive learning climate derives from the expectations and attitudes of the whole school community. All the important factors that appear to affect learners' learning, perhaps, having the greatest influence are the set of beliefs, values, and attitudes that administration, educators, and learners hold about learning (Weber, 1996:263). Leaders will help to create a supportive learning atmosphere by communicating instructional goals, setting high performance standards, creating a calm learning environment with consistent discipline expectations, and helping to improve teacher commitment to the school (Weber, 1996:283).

Observing and improving instruction starts with instructional leaders establishing trusting and respectful relationships with the school staff. Weber (1996:263) proposed that observations are opportunities for professional interactions; these provide professional development opportunities for both the observer and one being observed. In other words, a reciprocal relationship develops where both people involved, gain valuable information for professional growth (Weber, 1996:264). Principals enhance their experience by emphasizing teamwork as the foundation for initiating teaching strategies, remediation, and differentiation of lessons. The domain of instructional leadership, and its program is essential for improvement of the instructional objectives (Weber, 1996:264).

Principals initiate and contribute to assessments that measure that the efficacy of the program is planned, designed, administered, and analysed. This continuous scrutiny of the instructional program enables educators to effectively meet learners' needs through constant revision and refinement. Weber's model (1996:270) of instructional leadership incorporates research about shared leadership and empowerment of even informal leaders to create a school that underscores the emphasis of achievement for all learners.

2.4   CREATING A CULTURE OF LEARNING AND TEACHING (COLT)

COLT refers to a set of principles and values in which both educators and learners value the teaching and learning process, where their actions represent their engagement, and in which tools to aid learning and teaching are available (Marishane & Botha, 2011:3). A positive environment, successful instructional leadership, and a positive climate are among the characteristics of a school with a sound learning and teaching community (Van Deventer & Kruger, 2009:4). In addition, a common sense of purpose, positive home-school relationships, services, high professional standards among educators, order and discipline, healthy relationships among all role players, and well-maintained buildings and facilities are all important. As a result, if there is a strong teaching and learning culture, there should be a greater emphasis on what is actually relevant in everyday behaviour and attention.

Manaseh (2016:29) posited that school effectiveness depends on a healthy teaching and learning culture. Improving the culture of teaching and learning must be a deliberate process, intended to achieve specific results, such as enhanced learner outcomes (Green, 2013:90). A culture of teaching and learning, according to Niyazi (2009:80), is the mind set and attitude toward learning. A supportive environment; an environment conducive to teaching and learning at school to achieve high academic expectations is referred to as a teaching and learning culture (Mendels, 2012:88).

According to Botha (2013:27), a culture of teaching and learning, is a supportive climate in which the environment is conducive to successful teaching and learning, where anyone with an interest in the school takes pride in it, where learners are given every opportunity to learn, and where there are high standards for learners to achieve. Schools and classrooms are areas where specific values and constructions of knowledge are developed and transmitted to learners (Botha, 2013:46). A warm environment that is physically, emotionally, and intellectually inviting for both learners and educators characterizes a learning-friendly school or classroom, and thus refers to the ways or manners in which successful teaching and learning takes place in a school (Green, 2013:127).

Other aspects of a sound teaching and learning culture include role players in schools that value teaching and learning processes, activities that demonstrate a dedication to teaching and learning, the availability of resources required to foster teaching and learning processes, and the availability of systems and environments to facilitate teaching and learning processes (Bush & Heystek, 2006:32). It is believed that the concept of culture of learning and teaching refers to the attitude of all the role players towards the improvement of quality of teaching and learning processes in schools (Longaretti & Wilson, 2006:8). To turn an unsuccessful school into one that provides world-class education, a positive and sound culture of teaching and learning (COTL) is needed.

Negative attitudes among learners and educators, as well as a poor state of repair of school buildings and facilities, all lead to the lack of a sound teaching and learning culture in some schools. (Bush, 2007:75). In addition, overcrowded classrooms, lack of management skills needed and poor relationship among principals, educators,

learners and parent are the main contributors of unhealthy culture of learning and teaching.

A positive culture of teaching and learning is brought into existence, advanced and inspired by quality leadership, educators, learners, community and all stakeholders involved in the school (Busher, 2006:82; Botha, 2013:76). Green (2013:102) argues that the symbolic, practical, linguistic and interpersonal interactions of school community is profound in the promotion of a culture of teaching and learning in schools. If instructional leadership does not support cultural patterns and methods to support teaching and learning, it is unlikely that schools can achieve the required academic standards.

2.5   EFFECTS OF LEADERSHIP STYLES

Leadership styles are critical in supporting a teaching and learning culture. According to Bush (2003:17), leadership style is a set of leadership activities that influence subordinates or individuals to achieve organizational goals. As attested by Green (2013:171), the schools or institution's success or failure can be determined by the leadership style used. Gray (2009:71) also argued that leadership styles have a bearing on the achievement of organizational goals.

A principal's leadership style influences educators as well as learners; the skill of a leader to accomplish tasks with the help and cooperation of others in an organization is referred to as leadership style (Bogler, 2001:388; Adeyemi, 2010:84). Different leadership styles can be used in schools and three basic leadership styles were explored in the discussions. These include autocratic, democratic and laissez-faire style. The impact that this leadership styles had in promoting a culture of teaching and learning was probed in this study.

2.5.1 Autocratic Leadership

Autocratic leadership is leader-cantered and dictatorial. This form of leader wants to enforce their will on their followers and is very task-oriented (Bush, 2003:90). According to Pareek (2010:62) autocratic leaders make all of the decisions and follow

a strict procedure. Followers in autocratic leadership's style have little or no say and only certain tasks are delegated to the staff on the instruction of the leader (Green, 2013:78). Furthermore, Green (2013:80) states that in an autocratic leadership, all communication is one-way, with the leader issuing orders and the followers being responsible for carrying them out. From the exposition of the concept of autocratic leadership, it is important that the responsibilities of promoting a culture of teaching and learning in school are a collaborative effort not solely tasked to one person.

Autocracy implies a high degree of control by the leaders without much freedom or participation of members in group decisions (Pareek, 2010:68). Additionally, Steyn and Van Niekerk (2012:262) claim that autocratic leaders are very specific in what actions and interactions are permissible; they are strict and tend to exhibit "my way or the highway" attitude (Botha, 2013:106). Green (2013:110) added that autocratic leaders tend to alienate their staff and diminish the employee feeling of involvement which may lead to low morale of educators, although, teacher morale and school culture should be supportive. Schools can set academic goals to improve learners' performance, but if teacher morale is low there will be less interest and motivation to implement those goals.

Bush (2007:22) reiterates that autocratic is a leadership style in which one dictates and controls all tasks and decisions. In other words, Bush (2003:67) claims that an autocratic leader seeks to assert strong control over his or her followers through reward and manipulation, concentrating his or her attention on the commodity rather than human needs. Unfortunately, employees who are not motivated, have no feeling of belonging and they demonstrate no interest in their work (De Cremer, 2006:94), As a result, in an autocratic leadership style, all decision-making processes are cantered on the leader, as leaders seldom consider suggestions or proposals from subordinates (De Cremer, 2006:94).

2.5.2 Democratic Leadership

A democratic leadership style is one that encourages employees to be human, work together, and contribute. (De Cremer, 2006:115). Leaders use democratic or participative leadership to engage staff in the managerial role of providing guidance

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and support. It's also one of the most practical styles for allowing workers to openly express their thoughts or views within the company they work for (Pareek, 2010:44).

Democratic style is defined by a participative leadership style that encourages workers to engage in groups and make decisions (Mendels, 2012:55). Group members are more engaged in organizational processes and feel more inspired and innovative when democratic leaders are present. A democratic leadership style has the benefits of giving every group member a voice and transferring power from the leader to subordinates, allowing group members to improve their expertise and skills (Manaseh, 2016:57).Conceptually, this style of leadership rests on the idea that members of the group, society or community, are involved in the making and formulating of school policies; this means that educators, parents, learners and the school principal, participate in the determination of the school rules and regulations hence making education a societal issue.   Relationship between the school and the community is vital as community member can influence each other to enrol learners in their local schools. This can also assist to curb learner's migration from one school to another.

It seems, the participative leadership style is the best way to have better decision-making and a more effective operation as a result of a creative thinking processes of consultation and feedback (Machumu & Kaitila, 2014:59). As a result, democratic leaders are also known as "consultative leaders," who reserve the ultimate decision-making power (Gray, 2009:215).   When a school adopts this type of leadership, all members of the school, including learners and staff, have an input in the running and welfare of the school (Pareek, 2010:63). In accordance with the above, democratic leadership can be effectively used to extract the best from individuals, and democratic leadership can be used to establish the most efficient, positive educational environment in a school.

Democratic instructional leaders therefore should mobilize the knowledge and expertise of all educators to bring real development in the life of a school (Pareek, 2010:65). Since it means that a school is more successful when those who are influenced by the organization's decisions are completely engaged in the decision-making process, this form of leadership is seen as an essential component of empowerment, coordination, and cooperation. In most schools, the School

Management Team (SMT) tend to pull in one direction while educators pull in another direction. In such cases, the democratic leaders are needed to facilitate ideas that the schools should focus in the one common goal which is teaching and learning.

2.5.3 Laissez–faire Leadership

The laissez-faire style is also known as the "hands-off style" of leadership as with this style of a leader exercises little control over followers. Laissez-faire leaders abandon their responsibility, delay decisions, give no feedback, and make little effort to help followers satisfy their needs and there is no exchange of ideas with followers or any attempt to help them to grow. Laissez-faire leaders make little personal contact with workers in their organizations to facilitate personal growth (Pareek, 2010:66).

Pareek (2010:66) notes that laissez-faire leadership is much more relaxed and is based on a leader's confidence in others' abilities. Gill (2015:33) argued that laissez-faire leaders often maintain the attitude of "do what you want as long as you get the job done right". Laissez-faire leaders believe that the key to success stems from building a strong team; once the foundation of team players has been well established, the leader can step aside and let success blossom while things fall into place (Machumu & Kaitila, 2014:71). Where there is laissez-faire leadership and decision-making processes are delegated to subordinates, workers are given no direction; this is the style in which everything goes (Gill, 2015:39). There are no policies and rules, people do as they wish leading to ill-discipline since there are hardly any clear goals, vision or policies. There is no control, but chaos and conflicts arise due to unguided freedom; this is unhealthy and can have an adverse influence on the performances of learner.

Laissez-faire leaders have minimum involvement in decision-making (Pareek, 2010:49). Similarly, Keough and Tobin (2001:2) attested that when school leaders adopt laissez-faire style, school operates on the momentum of the staff and the school principal is reluctant to interfere in the way things are run. Jansen and Hanson (2003:14) continue that there is no clear and definite policy to guide all those involved in an institution when laissez-faire leadership is involved. In the context of a school, instructional leaders should not let things happen virtually by themselves. In

institutions where laissez-faire leadership style is practiced, it is feared that educators and learners may relax since they do what they want, and this will affect teaching and learning of all subjects; this will have a negative impact on learners' performance.

2.6   INSTRUCTIONAL SUPERVISION

Instructional leadership and supervision are two related concepts that have been developed and enacted differently by education leaders to achieve the same purpose of influencing teacher behaviour to ensure improved culture of teaching and learning. Instructional supervision has been assigned various definitions by different scholars at different times.   According to Fisher (2011:78), instructional supervision includes all efforts of school officials directed at providing leadership to the educators and other educational workers in the strengthening of schooling.

The improvement of teaching and learning in schools is the general purpose of instructional supervision.   Beach and Reinhartz (2000:34) regard instructional supervision as a process that focuses on instruction and provides educators with information about their teaching so as to develop instructional skills to improve performance.   Intrinsic to these definitions is that instructional supervision is viewed as a set of services and processes aimed at improving the effectiveness of instruction. In a school, it involves the use of expert knowledge and experiences to oversee and coordinate the process of improving teaching and learning activities in school, therefore, it is the act of ensuring the improvement of teaching and learning.

Bush (2003:91), viewed instructional supervision as an effort designed by school officials towards providing leadership to educators and educational workers in the improvement of instructions. According to Van Niekerk and Van Niekerk (2006:83), future schools would need to be staffed by professionals who are accountable in their positions. When SMTs provide guidance, services, and encouragement to educators and learners with the goal of enhancing teaching and learning at school, this is referred to as instructional leadership (Gray, 2009:25). In order to enhance the quality of teaching and learning in schools, instructional supervision should be the foundation for achieving and maintaining set goals.

Based on the comparison of instructional leadership and instructional supervision discussed above, it is logical to say that, although the two terms are not interchangeable, they share a common emphasis and intent.   Both focus on how people interact with one another and on the purpose of such interaction. A supervisor providing instructional leadership must focus on the common purpose(s) that brings the supervised and the supervisor together for a purpose, which in this case, is the improvement of instruction for improved culture of teaching and learning.

2.7   CONCLUSION

This chapter looked at the literature on instructional leadership's experiences in promoting a teaching and learning culture in schools. The creation of a culture of teaching and learning, the effects of leadership styles and instructional supervision were discussed. The literature revealed that the full realization of a successful COLT is dependent on the ability of the school leader and staff at the school level, as well as the help of parents and community members at large.

CHAPTER THREE

RESEARCH PARADIGM, RESEARCH DESIGN AND METHODOLOGY

3.1   INTRODUCTION

This chapter provides a summary of the research paradigm, design and methodology adopted in this study as well as the reasons why such design and methods were adopted. The general methodology, data collection tools, relevant data collection information, data collection instruments, data analysis, and ethical principles are all covered.

3.2   RESEARCH PARADIGM

A paradigm is a set of beliefs, a worldview, or a context that directs research and practice in a field. Hussain, Elyas and Nasseef (2013:88) believed that the term "paradigm" can be utilized in three ways: it can be used for the institutionalization of intellectual activity, for the broad groupings of certain approaches and perspectives to the study of any subject, and for the description of broad approaches to research.   A paradigm reflects the shared assumptions and principles that frame how a researcher sees the world, interprets and acts within that world. Through this conceptual lens, researchers examine the methodological aspects of their research project, to determine the research methods that will be used, and how the data will be analysed (Maxwell, 2016:23).

The framework or organizing principles by which reality is interpreted are known as paradigms (Maree, 2013:25).   In addition, paradigm addresses ontological as well as epistemological assumptions of reality.   Maree (2013:27) explicates paradigm as a set of assumptions or beliefs about fundamental aspects of reality which give rise to a particular world view.   There are different types of paradigms - positivism, interpretivism and critical paradigm.   This study is guided by the anti-positivism paradigm because the conclusion of this study is drawn from qualitative data. Anti-positivism is an approach which contradicts the positivism as it rejects the notion that the real world exists independently of human knowledge.   According to the anti-

positivism approach, separation between objective and subjective is impossible, thus, discourses or traditions which establish interpretations and meanings must be attached to social and political phenomena (Berg, 2011:24).

3.3   RESEARCH DESIGN

The research design is the conceptual context within which it is carried out; it is a study plan that provides the overall framework for data collection. According to McMillan (2010:72), research design is a strategy for choosing subjects, research locations, and data collection procedures in order to address research question(s). According to Creswell (2009:44), the aim of a good research design is to produce results that are considered reliable.   A research design, according to McMillan (2010:72), is a conceptual structure for action that acts as a link between research questions and the execution, or implementation, of the research strategy.

A qualitative analysis methodology was used in this study because the study is aimed at explaining complex phenomena through verbal descriptions rather than testing hypotheses with numerical values. The study seeks to present an understanding and knowledge on experiences of instructional leaders in promoting a culture of teaching and learning.   An explanation by Tobin and Begley (2004:48) demonstrates that qualitative analysis can be used to reveal patterns in thoughts and perceptions, as well as to delve deeply into an issue. The qualitative research methodology, also known as an "enquiry method," is used to gain a better understanding of a social or human issue through constructing a dynamic, holistic image with words, reporting specific perspectives from informants, and conducting the research in a natural environment (Creswell, 2009:48).

3.4   RESEARCH METHODOLOGY

Methodologies for collecting, organizing, and analysing data are referred to as research methodology, and research methodology includes techniques such as design, setting, sample, data collection, and data analysis (McMillan) (2010:73)., According to Creswell (2009:60), methodology is a cohesive group of methods that complement one another and have the potential to match and produce data and

results that embody the research question and serve the researcher's intent. A set of theories and concepts on which processes and procedures are based is referred to as a research methodology (Patton, 2015:40). In this study, data was collected through interviews and document analysis.

3.4.1 Interviews

An interview is defined as a person-to-person interaction between two or more individuals with a specific purpose in mind (McMillan, 2010:73). It is a versatile data generation tool that allows for the use of multi-sensory sources such as verbal, non-verbal, spoken, and heard language (Cohen, Manion & Morrison, 2011:78). Interviews give you access to what's going on within a person's head, allowing you to assess what they know (knowledge and information), what they like and hate (values and preferences), and what they think (attitudes and beliefs) (Guetterman, 2015:28). Interviews were considered appropriate for this research because they allow participants to express their views explicitly and clearly on any matter raised during questioning (McMillan & Schumacher, 2010:77).

In this study, structured interviews with participants were conducted to gather information on instructional leaders' experiences in promoting a culture of teaching and learning. Structured interviews were carried out to take each participants through the same process by asking them the same questions. Interviews were conducted with participants in a quiet and arranged office free from disturbances. A cordial atmosphere with participants were established by ensuring that participants are comfortable before the interview start. Interviews were conducted individually with participants for about thirty to forty minutes.

3.4.2 Document Analysis

Document analysis involves obtaining data from existing documents without having to question people through interviews, questionnaires or observing their behaviour (Johnson, 2005:47). Documents are tangible materials in which facts or ideas have been recorded. In this study, document analysis involves obtaining data from existing documents without having to question people through interviews, questionnaires or

observe their behaviour. The following documents were scrutinized: SMTs' minutes, schools' mission and vision statements, school improvement plan (SIP) and school development plan (SDP). The two schools allowed free access to the mentioned documents. Documents were analysed to identify salient issues related to instructional leadership practices within the school. Document analysis was relevant to this study because the processes' information provided a good picture of how instructional leadership is carried out in secondary schools.

3.5   SAMPLING

Sampling details the selection of groups of elements that are individuals, groups or organizations. According to Creswell (2009:78), sampling is the process of selecting study participants from a large group of people, and it entails making decisions about which people, locations, activities, behaviour, and social processes to observe. Palys (2008:58) concurs that it is a process of selecting observations.   Sampling and selecting are concepts and procedures used to define, choose, and obtain access to appropriate data sources from which to produce data using chosen methods, according to McMillan and Schumacher (2010:77). The purpose of sampling is to draw conclusions about populations from samples.

3.5.1 Population

A population is defined as the total number of people who share certain characteristics and are of interest to a researcher. A population, according to Creswell (2009:63), is the entire group of people, organisations, activities, or any other objects of research that one wishes to identify and comprehend, while Guetterman (2015:32) attests that a population is the broad group from which a researcher wish to generalize. In this study, the population was all principals and deputy principals, all departmental heads and all senior educators serving on the SMTs of Shamavunga Circuit.

3.5.2 Sampling Procedure

Tobin and Begley (2004:87) acknowledge the sampling procedure as process of choosing part of a population to test hypotheses about the entire population. Guetterman (2015:33) added that sampling procedures are used to choose the number of participants, interviews, or work samples to be used in the research process.

Purposive sampling was used to choose the research site and participants in this study. Purposive sampling was applied because the selected schools and the selected participants had specific purposes regarding the experiences of instructional leaders in promoting a culture of teaching and learning. Patton (2015:45) noted that in purposive sampling the units or characters are not chosen for their representativeness but for their relevance to the research question, analytical framework and explanations given in the research.

3.5.3 Sample

A sample is a portion of the population, or a percentage of the total population, that has been chosen to participate in a research project (Smith, 2005:70; Guetterman, 2015:33). Saunders and Tosey (2015:33) repeat that a sample is a subset of the population that has been chosen to take part in a research study. The sample is drawn from the "target population" or "available population," as they are generally referred to. (Guetterman, 2015:34). For the purposes of this study, two secondary schools were chosen based on their performance for the previous three consecutive years, that is one best performing and one underperforming school. The sample for this study, therefore, comprised of two principals, six HODs, two senior educators who serve on the SMTs, therefore, a total of ten (10) participants from the two secondary schools were interviewed.

3.6 DATA COLLECTION

Data collection entails the accurate, systematic collecting of knowledge related to the study sub-problems using techniques such as interviews, participant observation,

focus group discussion, narratives, and case histories (Guetterman, 2015:34). Lewis (2015:67) notes it as a process by which the researcher collects the information from all the relevant sources to find answers to the research problem, test the hypothesis and evaluate the outcomes. Structured interviews and document analysis were used to collect data for this study. The following was taken into consideration when collecting data:

3.6.1 Data Collection Procedures

According to Smith (2005:88), data collection procedure is a well-thought-out plan of action in advance, followed by a systematic execution which brings out fruitful results. An ethical clearance certificate from the University of Venda Ethical Committee (Appendix A) was used to support the application for a permission to conduct research in Mopani District of Education (Appendix B). Permission was granted by the Department of Education in the Mopani District to conduct fieldwork at Shamavunga Circuit schools (Appendix C). The response from the district was submitted to the two secondary schools and participants signed the consent forms accepting to participate in the study. Primary data was collected through interviews with 10 participants from two sampled schools. The interviews lasted anywhere from thirty to forty minutes.

Data was also collected through document analysis technique. The following documents were analysed: SMT minutes, a schools' mission and vision statement, school improvement plan and school development plan.

3.6.2 Data Collection Instruments

Data collection tools include questionnaires, tests, structured interview schedules, and checklists, among other things. (Lewis, 2015:65). An interview schedule (Annexure E) was developed to ensure that each interviewee followed the same basic lines of questioning. The interview schedule presented subjects or subject areas for the researcher to investigate, probe, and ask questions to learn more about how instructional leaders promote a teaching and learning culture. A document analysis tool (Annexure G) which include how specific areas were identified was also developed, the tool provided a clearer picture of how things were done at the school.

3.7   DATA ANALYSIS

Data analysis is a method of analysing data where the researcher engages and interrogates his/her data to select, sort, transform and organize it (Creswell, 2014:87). Lewis (2015:67) defines data analysis as an attempt to see patterns, identify themes, develop explanations and critiques in the construction of a phenomenon that will suggest conclusions and support decision-making.   It is a mechanism for reducing and organizing data to produce findings that require interpretation by the researcher (Burns & Grove, 2003:479).   Data was analysed thematically. Thematic Analysis is a method that allows the researcher to determine precisely the relationships between concepts and compare them with the replicated data (Braun & Clarke, 2006:73). Recorded data was transcribed into words while, the themes extracted from the data were analysed to make sense of data from the different participants.

3.8   TRUSTWORTHINESS OF THE STUDY

When the participants' perceptions are correctly reflected in a study, it demonstrates trustworthiness. Trustworthiness refers to quality, authenticity, and truthfulness of findings of a qualitative research (Lewis, 2015:67).   Four criteria were used to assess data trustworthiness in this study: credibility, dependability, transferability, and confirmability.

3.8.1 Credibility

Credibility establishes that the data representation constructed through research is indeed valid and believable (Braun & Clarke, 2006:74).   Palys (2008:48) continues that when participants understand that the documented study results are based on their own experiences, they gain credibility.   According to Guba and Lincoln (2005:95) credibility means the concept of internal consistency, where the core issue is how we make sure there is rigor in the research process. Prolonged participation, reflexivity, triangulation, peer and participant debriefing, and member checking are all activities that ensure that results are reliable.   For the purpose of this study, credibility was ensured through the process of member checking to test findings and interpretations with participants.

3.8.2 Transferability

The degree to which the results can be applied to other similar circumstances is referred to as transferability, and it is how the researcher shows that the research findings can be applied to other situations. (Guba & Lincoln, 2005:94). In this case, other context can mean similar situations, similar populations and similar phenomena. To ensure transferability in this study, a paper trail of data generation instruments and interviews was made so that other researchers who want to do a similar study, can use them to replicate the study.

3.8.3 Dependability

The term "dependability" refers to the likelihood that the analysis can be replicated by other researchers and that the results will be consistent. (Tobin & Begley, 2004:2). In other words, if anyone were to replicate this study, they should be able to do so using the details in this research report and achieve similar results. In this study, an inquiry audit was used in order to establish dependability; this required my supervisor to review and examine the research process and data analysis in order to ensure that the findings are consistent and could be repeated.

3.8.4 Confirmability

The degree of neutrality in the research findings is referred to as confirmability. (Lewis, 2015:68). In this study, findings were based on participants' responses and not any potential bias or the researcher's personal details or motivation. This involves making sure that the researcher biasness does not skew the interpretation of what participants said to fit certain narrative. This study included an audit trial to determine confirmability, which illustrated every phase of the data analysis and provided reasoning for the decisions taken. This helped to establish that the results correctly reflected the responses of the participants.

3.9   CONCLUSION

The research design and methodology were explained in this chapter. Information on the processes, procedures, and approaches used in data collection were included in the descriptions. The chapter also explains how research participants were chosen, how data was collected, and how the data was analysed.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1   INTRODUCTION

The research design, methodology, and a review of all the activities and procedures that were carried out during the study were discussed in the previous chapter. The evidence and results of the research findings from the participants are presented in this chapter. In this study, data were obtained from two principals, six HODs and two senior educators.   The collected data were analysed thematically.   Themes that emerged from the data are discussed below and supported with relevant quotations from the interviews.   The following research questions guided the researcher when presenting and discussing the findings:

- How do School Management Team experience instructional leadership in promoting a culture of teaching and learning in schools?
- To what extent do leadership styles influence the promotion of a culture of teaching and learning in schools?
- What instructional roles do SMTs play in promoting a culture of learning and teaching?

4.2   BIOGRAPHIC INFORMATION OF THE PARTICIPANTS

Biographic information of the participants is presented in Tables 4.1 to 4.5. The biographic information presented include - gender of the participants, age, teaching experience, highest qualifications, as well as positions in the SMTs.

4.2.1 Gender of Participants

Table 4.1: Participants' Gender

	Frequency	Percentage
Male	7	70%
Female	3	30%

Table 4.1 above presents gender of the participants which showed that more male participants were interviewed; 70% of males participated in the study while only 30% of females took part in the study.

4.2.2 Age of Participants

Table 4.2: Age of Participants

	Less than 30yrs	31-40yrs	41-50yrs	Above 51yrs
Frequency	0	0	4	6
Percentage	0%	0%	40%	60%

Table 4.2 above presents the age of participants revealing that 60% of the participants are above 51 years old and 40% of the participants are aged between 41 to 50 years. The data also illustrated that the two secondary schools SMTs are not constituted by young educators.

4.2.3 Teaching Experience of Participants

Table 4.3: Teaching Experience of Participants

	Less than 15yrs	**16-20yrs**	**21-25yrs**	**26-30yrs**	**Above 31yrs**
Frequency	0	0	3	5	2
Percentage	0%	0%	30%	50%	20%

Table 4.3 above presents information on the teaching experience of participants. The data displayed that 30% of the participants' teaching experience ranges between 21 years to 25 years, with 70% of the participants' experience ranging between 26 to 30 years and above. The data collected affirms that the research findings are reliable as about 70% of the participants are experienced educators.

4.2.4 Highest Qualifications of Participants

Table 4.4: Highest Qualifications of Participants

	STD	**HDE**	**ACE**	**BEd Honours**	**MA**	**PHD**
Frequency	1	1	2	6	0	0
Percentage	10%	10%	20%	60%	0%	0%

Table 4.4 above presents the highest qualifications of the participants. The data showed that BEd Honours was the highest qualification held by 60% of the participants. No participant had a MEd or PHD as their highest qualification, according to the study.

4.2.5 Position of Participants in the SMTs

Table 4.5: Position of Participants in the SMT

	Principal	HOD	Senior Teacher	Master Teacher	Co-Opted Members
Frequency	2	6	2	0	0
Percentage	20%	60%	20%	0%	0%

Table 4.5 above presents the positions that participants hold in the SMT. These results demonstrated that the SMTs of the two schools are constituted by principals, HODs and senior educators; no member of the SMTs was co-opted into the team.

4.3   EMERGENT THEMES

Interviews were recorded, verbatim transcribed and analysed using the emergent themes from sections 4.3.1 to 4.3.7. Themes emerged from three research questions:

- How do School Management Team experience instructional leadership in promoting a culture of teaching and learning in schools?
- To what extent do leadership styles influence the promotion of a culture of teaching and learning in schools?
- What instructional roles do SMTs play in promoting a culture of learning and teaching?

4.3.1 Instructional Leadership

Principals, HODs, and senior educators at two high schools have different perspectives on instructional leadership.

The principal of school A (PA), for example, described instructional leadership as:

A process that involves, influencing, guiding and directing educators towards effective teaching and learning. In order to lead various teaching and learning activities in the school, I need to exercise my authority as an instructional leader. (Annexure F line 1).

The PA showed limited understanding of different instructional leadership roles and responsibilities that a principal should execute to maintain a COLT. The PA's understanding of instructional leadership is limited to exercising authority, hence, did not display how shared leadership and empowering educators can create a sound COLT.

The principal of school B (PB) seemed to understand the basic roles and responsibilities a school manager must execute. Hereunder follows his response:

Instructional leadership is all about guiding the SMT members and educators with regard to teaching and learning. I think my role as a principal is to monitor the lesson delivery using the Curriculum Management Tool that has been developed in different departmental meetings. Also, it is important to hold meetings regularly where issues regarding teaching and learning, quality and quantity of assessments, learner's performance, intervention strategies, feedback to learners and subject policies are discussed (Annexure F line 2).

The principal of school B highlighted the role of prioritizing teaching and learning through monitoring curriculum delivery in a school.   It is evident that the principal from school B considered regular meetings of staff as a way to maintain quality teaching and learning.

HOD1A also expressed the same sentiment as PB on the understanding of instructional leadership when commenting that:

The type of leadership that mentor, build, inspire and motivate educators in order to promote quality education (Annexure F line 3).

The HOD1 of school A shows an understanding of an instructional leader, by attesting to leadership as being the art of inspiring a team of people to act against a common purpose, which in this case, is to promote quality education. Another important aspect relating to instructional leadership was shared by HOD2A when relating that:

> *Instructional leadership has to do with creating systems and tools that monitor content coverage, content pacing, analyse results and implement school improvement plans. This could only be possible if educators and SMTs are working together which is difficult in our school* (Annexure F line 4).

The HOD2A acknowledges that effective instructional leadership can only be possible if a school is working as a team. From the HOD2A's response, it is evident that although the principal is giving instructions, these are not effective because of teams' dynamics in the school. It was clear that HOD2A acknowledges that working as a team in a school is critical in shaping the overall functionality of the school. A different view with HOD1A and HOD2A was expressed by HOD1B who responded that:

> *Leadership that focuses on building a school vision and fostering a positive teaching and learning culture* (Annexure F line 6).

The HOD1 of school B's understanding of instructional leadership is limited to building school vision. It is apparent from HOD1B's responses that issues of setting clear goals, managing curriculum, observing and improving instructions as well as assessing instructional programme, are not well reflected in the school. HOD1B linked instructional leadership with building school vision, although, HOD3B further expressed that:

> *Leadership practice that the principal needs to enable him or her to coach educators. Instructional leaders in addition need to possess the knowledge and skills to plan and implement curriculum* (Annexure F line 8).

The HOD3 of school B associates instructional leadership with actions, behaviour, roles and responsibilities of the principal. The HOD3B added that principals must also consider curricular matters as central to their work if they expect to make a difference with regard to the core business of the school. One of the senior educators holds different views from HOD3B. The STB comments that:

> *The instructional leader is someone who is well-versed in nearly every aspect of the school's operations. It's someone who educators regard as a leader who knows everything about teaching and learning. (Annexure F line 10).*

The STB apparently sees an instructional leader as someone who is knowledgeable, skilled and a role model to educators. It is noticeable from this response of the teacher that an instructional leader is someone considered to be a strong directive leader who has all solutions pertaining to teaching and learning.

Gillet (2010:71) backs up the above statements, claiming that instructional leadership focuses on a school's core obligation, namely teaching and learning, identifying a school's vision, purpose, and objectives, managing the instructional program, and maintaining a positive school environment. The principal remains the designated leader of the school, however, Phillips (2009:201) asserts that setting specific priorities, allocating instructional resources, organizing the curriculum, tracking lesson plans, and assessing educators are all part of instructional leadership. It is obvious that an improvement in learning is more likely to be achieved when the leadership is instructionally concentrated close to the classroom where teaching and learning take place.

Findings from the responses from principals, HODs and senior educators revealed that principals, and SMTs understand instructional leadership in different ways. The findings indicated that instructional leadership has to do with the provision of sound leadership associated with guiding, mentoring, inspiring and coaching in order to maintain a COLT in schools.

These results suggest that principals are the primary instructional leaders in schools; thus, it is critical for principals to provide quality guidance to educators and learners to effectively manage teaching and learning. According to the responses of the participants, the principal's primary duty is to ensure that the school has a strong academic goals to promote quality education. All schools, thus, need instructional leaders who ensure quality and clear instructions.

4.3.2 Creating a Culture of Teaching and Learning

For quality education and sustaining a COLT, principals as instructional leaders must ensure that meaningful teaching and learning is taking place.   The principal of school A (PA), expressed the following:

> *Teaching and learning is what I expect educators and learners to engage on, I think for effective teaching, time-table should be in place, resources such as teaching aids, text books, lesson plans, work schedules should also be available, teacher should follow the time table and not bunk classes.   My role as a principal is to check which period is not honoured and instruct educators to go to the class and teach as that is what the government is paying them for* (Annexure F line 11).

It is clear that the PA takes cognizance of the roles of educators and learners in school, however, fails to delegate some of the responsibilities to the SMTs.   Instead of checking that all periods are honoured, PA should mentor and coach the HODs to be in charge of managing educators who bunk periods.   PA's point of view was widened by PB who provided a clear, comprehensive and collaborative narrative. PB commented that:

> *During staff meeting at the beginning of each year we discuss our goals and what we plan to achieve.   We ensure that plans are available, these are plans such as year plan, subject plans, phase meeting plans, assessment plans and curriculum management plan.   HODs have a role in ensuring that phase meetings are conducted in their respective departments, content coverage and pacing are discussed, lesson plans and lesson preparations are in place.   Furthermore, for effective*

teaching and learning teacher's guides, textbooks, DBE workbooks, readers and supplementary materials should be available, without teaching resources there won't be effective teaching and learning. In addition, I ensure that programme of assessment is available and HoD are monitoring educators' files as well as monitoring learners' written work (Annexure F line 12).

The PB clearly understands the core roles and responsibilities of a principal. It was evident that PB is aware that in order to create a COLT, there is a need for educators and SMTs to have plans and systems in place. PB also acknowledges the issue of available resources for effective teaching because even if plans are in place but without resources it will be difficult to execute all the plans.

The fact that HODs are monitoring educators' work also showed that the participants are aware of the role they need to play in order to promote a COLT. HOD3A pointed out that:

The environments that we are at is not healthy, and safe. These leaners are so violent. It is not easy for us to provide quality education, however, as an HOD I ensure that CAPS is implemented, I monitor the work of educators to ensure that educators are giving enough assessment tasks. What is left is the full support from the principal as he is not consistent (Annexure F line 15).

A healthy environment is associated with learner and teacher self-discipline. HOD3A tries as much as possible to provide quality education by ensuring compliance in implementing CAPS, however, it is difficult to execute such responsibilities if the learning environment is insecure; a conducive learning environment has to be free of violence. It is apparent that if the principal does not have a good working relationship with his staff, COLT will be eroded. HOD3A highlighted the issue of a conducive environment and HOD1B also emphasized that:

Our principal has a clear vision and strategies to transform our school. He is able to mobilize the whole community. Parents are invited

regularly to school and they are part of planning and resolutions which are taken about to improve learners' results. Our school has a plan and schedule of inviting parents to attend school meetings on a quarterly basis, in such meetings, the school shares the promotional requirement for all the grades with parents, so that parents are aware of the promotional requirements. During such meetings, parents are encouraged to monitor their children at home and ensure that their children are reading (Annexure F line 16).

It is evident that the departmental heads take cognisance of the issue of education as a societal issue, for in order to promote a COLT, all stake holders need to be involved. HOD3A highlights parental involvement as another factor to maintain a COLT and HOD2B reiterated that:

The principal makes sure that quality assurance is implemented in all formal tasks. No task can be administered to learners without the approval of the HOD. It has become our practices that all different cognitive levels are considered when setting all formal tasks. During staff meetings the principal emphasised on administering quality assessments in both informal and formal assessments (Annexure F line 17).

The departmental heads appreciated that quality assurance is the key in improving learner's performance as a well-performing school is associated with a healthy teaching and learning culture. In additions, if formal and informal assessment tasks are not quality-assured and standardized, it impacted negatively on learner's performance. The views of HOD2B was broadened by the senior teacher, the STB added that:

Our school has a strong teaching and learning culture. It is very rare to find learners outside the class making noise during teaching and learning, teaching time is used optimally. Our learners display commitment through good behaviour, this assist educators to create an excellent conducive learning and teaching environment. CAPS policies

are effectively used by educators in their daily teaching and preparations. As part of IQMS, the principal and the SMTs conduct classroom observations and monitor evidence of lesson planning and preparations. ATP are followed well in most subjects, educators even go to an extent of creating extra time to cover time lost when they attend district meetings and subjects-support workshops (Annexure F line 20).

The senior educators supported the views of the departmental heads that a positive culture in their school has been created by both educators and learners since their practices reflect their commitment to quality and meaningful teaching and learning.

The above views had been outlined by Rowe (2009:23) who said that a successful instructional leader develops a school climate and conditions based on high standards that is conducive to all learners' success. Green (2013:108) added that how members of a school group teach and learn from one another, connect, communicate, express themselves, collaborate, and reflect on their practice are all interwoven elements that make up the fabric of school culture. To put it more simply, the principal must be able to create and maintain a school culture focused on ethics, diversity, inclusion, and teamwork in order to fulfil the critical position of instructional leader.

The findings showed that principals play an important role in maintaining COLT. Principals as instructional leaders, therefore, can improve the COLT by taking into account the interests of both educators and learners in schools. In order to maintain COLT, participants believe that schools should create systems, such as curriculum planning, time tables, phase meetings, learner-discipline procedures, healthy environment, safe space, parental involvement and quality assurance of learners' assessments. From the participants' responses, it was clear that poor commitment by principals and educators leads to eroding of COLT.

4.3.3 Quality Education

Priority to ensure improved standards and quality education, should be the main avenue for principals to promote a COLT. One of the principals was concise on the provision of quality education:

Quality education is associated with good results, it is the dream of every parent, learners and community to be attached to a school with good results (Annexure F line 21).

Even though PA has an understanding of what quality education is, it was clear that the principal was cognizant of the fact that the school is not doing well and maybe that is the reason why parents are withdrawing their children from the school. The other principal provided concurred with PA. PB expressed that:

School identity is the main cause of quality education, a school with good results will attract more learners to enrol, and parents will also feel comfortable to enrol their children at a school which is producing good results (Annexure F line 22).

The HODs share the same sentiments with PB by pointing out that quality education is essential in promoting a COLT because where this is absent, the school becomes ineffective and dysfunctional. One of the departmental heads, had this to say:

Commitment is the key to deliver quality education. Where there is quality education, there is a warm and caring environment (Annexure F line 26).

Factors that influence the provision of quality education are vast. The departmental heads acknowledged that quality education is associated with teacher's commitment. It is evident from one of the HOD's views that the provision of quality education is not possible without quality teaching and learning. In agreement with the viewpoints of principals and departmental heads, HOD2B commented that:

Quality education attract more learners and the school becomes a centre of attraction with so many stakeholders wanting to partner with such an institution (Annexure F line 27).

The departmental heads seem to understand the importance of providing quality education in school; from their responses, it was evident why some schools will have less enrolled learners while other schools have an influx of learners migrating to them. STA held positive and constructive views on maintaining quality education. STA commented that:

> *Quality education will ensure that a school is not stagnate, as the department might be forced to close such school* (Annexure F line 29).

The STA attested to the importance of quality education and why the Department of Education is sometimes forced to close some schools as these do not show any sign of progress. Kidd (2012:47) supports the above viewpoints, stating that quality education assumes a particular level of success based on three interrelated factors: efficiency in achieving set-goals, importance of the education provided, and the pursuit of excellence and human betterment. Teacher motivation, the school setting, the school curriculum, instructional leadership, and the language of instruction used are all important elements of a successful education (Watkins, 2000:103).

The findings revealed that principals of schools linked quality education with - good results, learner discipline, safe environment, school identity, commitment and high learner enrolment. Principals as instructional leaders had to provide sound leadership for the effective functioning of the school.

The findings affirmed that where there is quality teaching and learning, even community and stakeholders want to associate themselves with such an institution.   It is evident from the responses that quality education is also associated with high standards, such as deep commitment by both educators and learners and a positive learning environment.

4.3.4 Leadership Styles

Leadership is a fluid practice.   Principals have to always change and improve the way in which they direct and manage their institutions, in response to circumstances; the better they lead, the more likely they will transform their institutions.   Principals, as

instructional leaders, must use a variety of leadership styles to reinforce the teaching and learning culture.   One of the principals replied:

> *I performed most of the tasks by myself, as I did not see the need of involving everybody's input in all the decision-making processes. Although sometimes I involve educators, sometimes I have to instruct them, you see, if you use the autocratic leadership style you get educators to complete tasks in a timely manner. But if you adopt a democratic styles, it will take a long time to reach an agreement. Laissez-faire is not a good style in schools, educators are here to work* (Annexure F line 31).

The principal of school A seems to be more of an autocratic leader. Principals who use this style of leadership may run the risk of losing genuine trust and co-operation from educators. The principal's response, however, also acknowledged the use of other styles of leadership. Principal (PB) remarked that:

> *There is no perfect style of leadership, it depends on the situation at the moment, and I am one person who likes to hear inputs from my staff. My leadership style is characterized by empathy and honesty. I always engage everyone in decision-making. When collective decisions are made they bind everyone. That is why I tend to use democratic leadership styles as it promotes teamwork and team spirit, but when educators are supposed to submit tasks, I use authoritative styles of leadership* (Annexure F line 32).

The other principal was more of a strategic leader who accepts the burden of being an executive leader while ensuring that current working conditions remain stable and favourable for every educator. Depending on the situation's severity, various types of leadership can be used.

From the views of the departmental heads, democratic leadership styles is applied more often when decisions are to be taken. One of the HODs, HOD2A stated that:

He sometimes dictated to us what to do and in other times he consults.
He failed to maintain discipline or to provide adequate instruction to the
staff (Annexure F line 34).

This is confirmation that some principals of schools are autocratic leaders; their leadership was contributing to inefficiency at the school. The desirable leaders in many schools should be strategists who think of supporting their subordinates. One of the departmental heads, HOD3A commented that:

Although no leadership style is perfect, but his leadership style is non-
consultative, relies mainly on himself; he believes in giving instructions
to us and some of his instructions are not clear (Annexure F line 35).

These departmental heads brought to light, the fact that their principal is non-consultative, therefore, his leadership is associated with so many challenges leading to the school being classified as dysfunctional. Leaders who operate in this way can set a dangerous precedent with respect to supporting their subordinates. On the other hand, HOD1B responded that:

In our school the principal tried to use other styles however the
democratic leadership style is dominant, and he does it so well that
most of us enjoy working with him as our principal. He consults a lot
(Annexure F line 36).

The HODs acknowledged that their principal uses different styles, however, the democratic style of leadership is more dominant. There was an indication that the HODs are happy to work with the principal, demonstrating a positive working relationship between the principal and the educators

Principals should be mindful of how many people they can support at once, and what the best direction for the school really is so that subordinates get enough their energy for the benefit of the school. HOD3B added that:

Our principal sometimes used different styles such as democratic styles, laissez-faire, however, he is a person who exercises a more inclusive leadership style (Annexure F line 38).

The departmental heads seem to concur with what the educators had said. Educators in this school further indicated that there are principals who adopt inclusive leadership style which involves everyone. One of the senior educators, (STA) replied that:

Our principal is an authoritarian, this is causing lots of misunderstanding with educators and SGB, and there are times that educators do not respond to his instructions as some of his instructions are sometimes contradictory (Annexure F line 39).

Educators were in support of the comments of the HODs. There was a strong indication why there were a lot of challenges in the school, and all were pointing to the leadership that is provided by the principal. STB added that:

No leadership style is perfect, but democratic style, allow employees to share in decision-making. Our principal is good at involving the whole staff (Annexure F line 40).

The above views are backed by Black (2010:47) who attested that the application of different styles of leadership varies from situation to situation and context to context. A principal who uses participative leadership, rather than making all the decisions, involves other people; this leads to better quality decisions (Dwibedi, 2016:62). In this regard, a leadership style applied by principals should have a positive influence in promoting the school culture, which in turn, would influence the performance and identity of the school.

Findings of this research showed that different leadership styles are applied by SMTs as participants' comments testified that there is no leadership style which is perfect or permanent but depends on the situation. Any leadership style in education employed by principals, plays a crucial role in maintaining a COLT and even the basic functionality of the school.

Finding also revealed that every leadership style has its weaknesses and strengths. Where there is autocratic leadership, there is no teamwork and there is less of collective decisions, whereas, when a democratic leadership is provided, there is more collaboration and teamwork. That is why it is crucial for school leaders to pinpoint their style and have an understanding of how it impacts on the overall effectiveness of the school.

4.3.5 Collaborative Teaching

Collaborative teaching enables educators to work together to achieve a defined common goal, which is to raise the standard of teaching and learning.

PA responded that:

So that educators can learn from one another (Annexure F line 41).

The response of principal A showed that collaborative teaching provides opportunities for educators to learn from each other, on an ongoing basis. The principal's response suggested that educators need not to work in isolation, as schools need educators that promote and share responsibilities aimed at improving educators' effectiveness and expertise that would ultimately produce and maintain a COLT. Another important aspect of collaborative teaching was shared by PB when commenting that:

Collaborative teaching contributes to school improvement and learners' performance (Annexure F line 43).

Principal of school B conceded that there is a link between teacher collaboration and learners' achievements. In other words, when educators collaborate, they share ideas on how to improve teaching skills and knowledge; these have an influence on COLT.

A similar point to that of PA and PB was expressed by HOD3A when stating that:

Working as one unit or working as a team enables educators to share knowledge and different teaching strategies (Annexure F line 45).

From the HOD3 of school A's response it was evident that when educators work collaboratively with each other, they share experiences and innovative strategies. HOD3A explained collaborative teaching as teamwork; HOD1B noted the advantage of collaboration when responding that:

Collaborative teaching assist in planning with other educators in your subjects, phase or grades (Annexure F line 46).

The response of the HOD1 of school B revealed the need for collaboration and planning across the phases, grades or subjects to ensure consistency and continuity. The response also confirmed that collaborative teaching is an innovative way that educators can use to plan together as the approach requires a shift of thinking from "my learners to our learners".

The central role of collaborative teaching was also outlined by HOD3B who agreed with the other departmental heads when explaining that:

When people work as a team, it increases competence and experiences to solve problems linked to teaching and learning (Annexure F line 48).

The response of HOD3 of school B clearly revealed a need for collaboration to avoid educators working in silos.

Woolner (2010:250) attested that collaborative teaching advances each other's strengths, support each other's professional growth, allows for debating of ideas, and problem-solving together. This creates synergy, allowing teams to achieve more than they would if educators work independently (Villa, Thousand & Nevin, 2009:5). Teacher collaboration is a systematic process that allows educators to analyse and improve instructional practices and student learning outcomes (Williams, 2010:102).

It is evident from these responses that teacher collaborations involve the distribution of responsibility among educators for planning on how the quality of teaching and learning be improved.   Findings of this research showed that collaborative teaching is needed in any institution so that inexperienced educators may learn from the other educators.   Where there is collaboration, people work as a team and always avoid working in silos.   The results of the study also showed that one of the advantages of collaborative teaching is that educators may plan together for phases, grades and subjects. Planning together, they can assist one another in terms of lesson presentation, lesson planning, teaching resource as well as teaching methodology.

4.3.6 Instructional Supervision

SMTs play an important instructional supervisory role in promoting a COLT and maintaining quality education in schools.

PA responded that:

> *I maintained a strict protocol when it came to learners' learning and educators' teaching. I am very strict in monitoring curriculum matters* (Annexure F line 51).

The response of principal A shows that the principal's understanding of instructional supervision is only limited to strict monitoring of curriculum matters, however, supervision covers lot of aspects of school functionality.

Principal (PB) holds a different view of instructional supervision than that of PA. PB responded that:

> *I monitor the educators as well as HODs to ensure that procedures are in place for effective teaching and learning. On a regular basis, I monitor the progress of learners and report to parents on a quarterly basis. With the help of SMTs we analyse learners' results of all formal assessment for each grade on every subjects, devise plans and ensure*

their implementation for school and learner improvement (Annexure F line 52).

The principal of school B understands that instructional supervision had to include actions designed to improve conditions for teaching and learning, supportive opportunities for individual educators and regular monitoring of curriculum to raise the standard of teaching and learning. The principal further acknowledges the fact that it requires team effort to analyse results and implement strategies for school improvement.

The HOD1A seemed to hold a different view of instructional supervision when responding:

> *His failure to provide clarity on his vision and expectations of the school has a negative impact on how the school is run. He provides limited guidance in terms of introducing measures to assist learner's performance* (Annexure F line 53).

The response of HOD1 of school A clearly indicated the failure of the principal to provide sound leadership in terms of supervision, hence, the ability of the principal in providing guidance and directions with regard to learner's performance, was under question.

HOD1B raised a point on what PB had said by commenting that:

> *The principal visits classes to support HODs, and he wants HODs to do the same with educators. Structures at the school, such as the School Development Team (SDT) and the Development Support Group (DSG), aided in the development of a classroom observation schedule (Annexure F line 56).*

It is apparent from the HOD1 of school B's response that the principal of school B clearly understands his roles and responsibility in managing the curriculum through mentoring and empowering his staff. The response of the HOD indicated that matters of classroom visits or observations are important in ensuring that high-quality teaching

and learning occurs. STA holds a different view with that of HOD1A when responding that:

> *Curriculum management is supposed to be the role and responsibility of the SMTs, where in the SMTs should monitor what learners are learning and how they are pacing. In our school it is difficult to monitor the implementation and management of curriculum, this makes learner's performance to be very bad, as some educators are not even marking learners exercise, some do not even complete the syllabus, but if the SMT were working as a team and provide support to educators, learner's performance was going to improve* (Annexure F line 59).

The ST of school A admits the challenge the school is facing regarding instructional supervision, implementing and managing curriculum. This, according to the STA has led to some educators not doing their work to the fullest because the monitoring is not intact.

Most SMTs concurred that instructional supervision on curriculum management was their main responsibility, however, they deliberately undertook only some aspects of instructional supervision on curriculum delivery. All the participants emphasised that monitoring and control of academic standards was their primary concern. For example, STB remarked that:

> *Our principal spends much time mentoring HODs and educators. He makes sure that educators, HODs and SMT know and understand their roles and responsibilities. He has an invitational approach and encourages his staff to discuss problems experienced in the classroom and sharing of best practices* (Annexure F line 60).

The ST of school B concurred with the HOD1B that their principal executes the roles and responsibilities of mentoring and supporting HODs very well.

The above statements are supported by Kilinç (2014:125), who indicated that instructional supervision process should be interactive by nature. This entails the

engagement of leaders in the kind of supervision that enhances teaching skills and subsequently the achievement of learner performance (Glickmann, Gordon & Ross-Gordon, 2010:79). If educators and SMTs plan the process collaboratively, this creates a rapport, hence, both supervisors and the educators have ownership of the entire process. Ineffective instructional supervision, therefore, leads to poor performance among learners and the eroding of COLT.

Findings from this research identified another role of instructional leadership as providing quality and hands-on instructional supervision. From the participants' responses, there was an indication that instructional supervision by principals should focus more on supervising teaching and learning to promote quality education.

The responses also revealed that principals are required to oversee the curriculum across the school, evaluate learner performance through analysing internal and external continuous assessments and examination results, monitor the work of the HOD, ensure that HODs monitor the work of educators in their departments; and arrange a programme of class visits followed by meaningful feedback to educators. Above all, principals need to ensure the availability of appropriate learning and teaching support materials (LTSM) to maintain a COLT.

4.3.7 Supporting Staff Members

One of the main duties of a principal is to provide ongoing, collaborative teacher support to improve teaching and learning. When principals were asked how school managers support their educators, principal A responded that:

> *By providing ongoing support and motivation to improve learners' performance* (Annexure F line 61).

Principal of school A noted the provision of ongoing support to educators as another way of improving learners' performance. PB responded with more insight:

The principal serves as the educational leader of the school, it is important for me to understand the needs of educators so that I can fully support them (Annexure F line 62).

The response of PB clearly demonstrates the need for principals to identify areas that requires ongoing support so that the relevant support can be provided. It also clearly indicates the need for principals to take the initiative in arranging professional development sessions aiming to improve areas identified as challenging. PA and PB showed an understanding on how to provide support to educators, however, HOD2A adds another view:

Effective and clear communication is the best way to encourage and support educators (Annexure F line 64).

The HOD2 of school A acknowledges clear communication as another way of supporting educators.   It is expected that HOD as departmental heads should be knowledgeable about the latest trends in education and innovative teaching methods, however, HOD1B pointed out that:

Educators are people, sometime people go through difficult time, a good principal should provide 100% support at all time, sometimes it could be asking the teacher how is s/he doing and where necessary the teacher should be advice to take a leave (Annexure F line 66).

The HOD1 of school B has in mind the issue of psych-social support as another way of providing assistance.   It was evident from the departmental head's response that happy educators can fulfil their duties better.

The above statements are in line with Morrison's (2012:69) assertions that principals of today are required to enact a wide range of teacher support, such as developing staff, ongoing support on coordinating the school curriculum and creating a conducive environment for learning.   Educators who are satisfied with the degree of support provided by principals show more positive attitudes toward teaching (Cross & Hong, 2012:63).   It is, therefore, evident that setting up a supportive systems within the

schools provide enabling conditions to educators as sometime they feel overwhelmed by the extra work and duties outside of classroom teaching. Findings from the research bring out the essential aspect of supporting educators by Principals and HODs for effective functioning of the school. SMTs also have a role to play in order to support educators who seem to be overwhelmed by so many changes in the educational system taking place.

Some of the responses, however, also illustrated lack of understanding on how instructional leaders can provided support to educators. From the participants' responses, it was clear that ongoing support to educators with subject matters may improve learners' performance.

4.4   ANALYSED DOCUMENTS

Document analysis is a method for systematically analysing and assessing records and other written materials. Document analysis, like all qualitative research approaches, necessitates the examination and interpretation of data to elicit meaning, gain understanding, and build scientific expertise. (Corbin & Strauss, 2008:79). O'Leary (2014:27) added that document analysis is an efficient and effective way of gathering data as documents are manageable and practical resources. The following documents were analysed: SMT minutes, School vision and mission, SIP and SDP.

4.4.1 SMT Minutes

SMT minutes of the two secondary schools were analysed and the following observations were noted:

a) Frequency of SMT meetings

School A's minutes showed that SMT meetings are not held frequently, on the other hand, such meetings of school B are held frequently. The SMT minutes of school B also indicated that the meetings are held every month to discuss progress and challenges relating to monitoring of curriculum and learners' performances.

b) Implementation of resolutions

Resolutions taken from the meetings were documented in both schools, however, in school A's minute's, resolutions are not followed up. School B's SMT meetings' agenda has a standing item on "matters arising from the previous minutes", where resolutions are followed up and implemented.

c) Delegation of responsibilities

Minutes of both schools show that responsibilities are delegated, either through volunteers or nominations, although, in school A it seems the same people are delegated to perform most task, whereas in school B, tasks and responsibilities are delegated to different staff members.

4.4.2 School Vision and Mission

School vision and mission should give clarity and direction for a school. Based on the vision and mission of the two secondary schools, the following points were examined.

a) Formulation of school vision

While both schools had vision and mission statements, a close inspection of these documents showed that school B's statements were more detailed. The mission statement of school A was restricted, in the sense that it did not express long term goals and short-term objectives.

b) Aims to achieve the vision

The actions that school A need to take do not clearly indicate how these will achieve the vision, while the aims to achieve the vision of school B, clearly indicated how they plan to achieve the school vision; their actions are measurable and achievable.

4.4.3 School Improvement Plan (SIP)

The two schools' SIPs were assessed, and the following findings were made:

a) Areas for development

The SIPs for both schools include areas of improvement, activities to improve the area identified, targeted group and a column for progress. In school A, areas for development are taken directly from the focus areas of the document on Whole School Evaluation (WSE). School B areas of development are mainly focusing on learners' performance, quality assessment, learners' reading skills, lesson preparations, teaching methodology, phase meetings and subjects' meetings.

b) Identified needs from IQMS

School A priority needs do not show any correspondence with needs identified on educators Personal Growth Plan (PGP), although school B's needs are more related to curriculum delivery, such as lesson preparations, lesson planning and quality assessment; these were identified directly from the educators' PGPs.

c) Monitoring time frames

Time frames are set in both schools, however, progress in school B is monitored, whereas in school A, the time frames are not. School B also notes the rate of progress made, by indicating the areas that have been fully achieved or partially achieved.

4.4.4 School Development Plan (SDP)

The SDPs of the two schools were scrutinized, the following points were noticed:

a) Areas for development

Both schools had SDPs which outlined a three-year plan on developing the schools. Projects were clearly stated, performance measures to achieve these plans were also documented. School A had identified areas for development, such as the building of a

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school library, media centre, hall, kitchen, sick bay, tennis court and an administration block; areas identified for development in school B included the purchasing of overhead projectors, white boards and scheduling staff induction activities.

b) Monitoring of time frames

School A's time frames are not monitored, thus, progress in projects are poorly monitored, whilst in school B, time frames are continually monitored. Yearly, school B presents progress reports which indicate how far they have achieved their targeted outcomes.

4.5   CONCLUSION

In this study, data obtained from interviews with principals, HODs and senior educators were presented and analysed, as well as documents, such as SMT minutes, School vision and mission, SIP and SDP. A postulate of this study was that schools that experience instructional leadership would be characterised by a sound COLT, as a result of this. The findings illustrate the move away from the traditional authoritarian methods of instructional leadership towards a more collaborative approach. The findings also demonstrated that in order to maintain a COLT, principals need to empower SMTs for them to fulfil their roles and responsibilities effectively. The next chapter will summarize the major findings, give a conclusion and suggest recommendations for future studies.

CHAPTER FIVE

SUMMARY, MAJOR FINDINGS, CONCLUSION AND RECEOMMENDATIONS

5.1   INTRODUCTION

Chapter four dealt with the data processing and interpretation on experiences of instructional leadership in promoting a COLT. Chapter Five presents the summary of the entire research, from Chapter One to Chapter Four, the major findings, conclusion and recommendations. The main results are discussed, as well as proposals for more study based on the findings and the research questions.

5.2   SUMMARY OF CHAPTERS

Chapter One included an introduction, a statement of the problem, the study's purpose, research questions, the study's theoretical framework, research design and methodology, data collection, data analysis, the study's significance, delimitation, and ethical considerations. Finally, this chapter outlined key concepts and provided an overview of the research's structure.

In Chapter Two, related literature was examined in light of instructional leaders' experiences in promoting a teaching and learning culture. The literature review was carried out to provide context for what other researchers had said about instructional leaders' experiences in promoting COLT.

Chapter Three provided the research paradigm, research design and methodology. The study employed a qualitative approach, whereby, Interviews and document analysis were used to collect data.   Participants were sampled based on the role they played in the school.

Chapter Four included an analysis and interpretation of the data collected.   In this chapter, the responses of participants and some school documents were analyzed and presented.

Chapter Five serves as a synthesis of the entire research. The research findings, summary of the entire study, conclusions, as well as recommendations for imminent research are also provided.

5.3   MAJOR FINDINGS

The key findings were based on the research questions presented in Chapter One.

5.3.1 Understanding Instructional Leadership

The findings for the first research question *are listed below.* **(***How do School Management Team experience instructional leadership in promoting a culture of teaching and learning in schools?)*:

- Instructional leadership involves understanding of roles and responsibilities, such as influencing, guiding, directing, planning, managing the curriculum, and conducting regular meetings for planning, mentoring, inspiring, motivating, creating systems to monitor effective teaching and learning, building school vision, being a skilled an d knowledgeable person, creating a positive teaching and learning culture, as well as functioning as a leader as well as functioning as leaders with all solutions pertaining to teaching and learning.

- Collaborative development of common visions and goals for the schools with stakeholders is one of the keys in promoting a COLT. Principals' involvement with different stakeholders lead to collaborative effort to raise educational standards.

- Managing a curriculum by means of quality assurance promotes a COLT. A school that ensures that formal tasks are quality-assured is a key in improving learner performance.

5.3.2 Effects of Leadership Styles

From the second research question *(To what extent do leadership styles impact on promoting a culture of teaching and learning in schools?), the following conclusions were reached:*

- There is no perfect leadership style as all styles have their strength and weakness. Leadership styles applied by instructional leaders depend on the situation or context in which they find themselves.

- Principals who applied democratic leadership styles are more likely to improve the working and professional relationships in the schools.

- The application of autocratic leadership style by principals causes an unhealthy working relationship and a lot of misunderstanding among stakeholders, who support the schools.

5.3.3 Instructional Supervision

The findings of the third research question *(What instructional roles do SMTs play in promoting a culture of learning and teaching?)* are summarised as follows:

- Effective curriculum management through instructional supervision results in sound COLT. Consistent monitoring of teaching and learning by instructional leaders assist SMTs to monitor learners' progress. Analysing of these results assist SMTs to identify areas requiring support so that these areas are addressed in the SIP.

- Failure to provide instructional supervision, such as non-supervision and oversight of successful teaching and learning by SMTs, has a negative impact on the promotion of a COLT.

- Inconsistent classroom support or classroom visits by SMTs lead to poor quality of teaching and learning by educators and learners, respectively.

- Non-provision of professional development through mentoring and coaching by principals do not enable educators to develop knowledge and skills to improve the promotion of a healthy COLT.

5.4 LIMITATIONS OF THE STUDY

The research was carried out in Shamavunga Circuit, unfortunately the researcher had some restraints which could not be ignored.   Every study has its flaws and negative sides; the study has the following limitations:

- Due to budgetary limitations, the study was limited to two secondary schools in Shamavunga Circuit; if more schools had participated in the study, different results may have emerged from the Circuit. The lack of financial resources prevented the involvement of a larger number of research assistants; this had an adverse effect on the collection of data from the sampled participants.

- Data collection activities such as interviews and document analysis were performed under strict regulations due to Covid-19 rules and regulations. This create an atmosphere of uneasiness for the participants as their emotional wellbeing was impacted by the fear of the pandemic.

5.5 CONCLUSIONS

As per the findings of the study, effective instructional leadership from principals had a significant influence on the promotion of a COLT in schools. One of the primary reasons for the eroding of a COLT in South African public schools is the ineffective instructional leadership role of principals. In this study, principals play a critical role in fostering a healthy learning atmosphere by explicitly communicating priorities, setting objectives, and maintaining an organized learning environment.

Instructional leaders should be conversant with innovative teaching practices that strengthen the teaching and learning culture. Principals have the power to influence learning outcomes by setting schools' goals and promoting effective instructional

practices. To advance a COLT in schools, principals are supposed to have a practical hands-on approach with instructional leadership functions. Principals can apply different leadership style in schools however, it is necessary to note that any leadership style that involves decentralisation of tasks promotes team work. A paradigm shift, thus, is required whereby instructional leaders devote strenuous attention to instructional supervision. This is achievable through a well-constructed professional development programmes aimed at supporting educators.

5.6   RECOMMENDATIONS

The following recommendations are made based on the major findings listed above:

- Principals as instructional leaders, should ensure that they fulfil their roles and responsibilities in schools.
- HODs should ensure that they carry out their mandatory roles and responsibilities as curriculum leaders.
- Principals and SMTs should regularly collaborate with stakeholders in building schools that are conducive for teaching and learning.
- SMTs should ensure that there are systematic management of curriculum to ensure quality performance in schools.
- Principals should apply different leadership styles in managing and promoting a COLT in schools.
- Principals should exhibit leadership styles that promote a healthy and good working relationship with educators.
- SMTs should regularly monitor curriculum management to maintain a COLT in schools.
- Principals and SMTs should ensure that there is consistent classroom support visits to educators.
- Principals should ensure that educators are mentored and coached by SMTs for professional development.

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ANNEXURE A: ETHICAL CLEARANCE

NAME OF RESEARCHER/INVESTIGATOR:

Mrs NC Ndou

Student No:
11607146

PROJECT TITLE: **Experiences of instructional leaders in promoting a culture of teaching and learning: A case of secondary school at Shamavunga circuit.**

PROJECT NO: SEDU/19/CSEM/08/2211

SUPERVISORS/ CO-RESEARCHERS/ CO-INVESTIGATORS

NAME	INSTITUTION & DEPARTMENT	ROLE
Dr DA Sinthumule	University of Venda	Supervisor
Mrs RM Makhwathana	University of Venda	Co-Supervisor
Mrs NC Ndou	University of Venda	Investigator – Student

ISSUED BY:
UNIVERSITY OF VENDA, RESEARCH ETHICS COMMITTEE

Date Considered: November 2019
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
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"A quality driven financially sustainable, rural-based Comprehensive University"

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Enq: Ndou N.C

Cell: 079 894 9828

Box 331

Tshaulu

0987

16 June 2020

The District Director

Department of Education

Mopani East District

Dear District Director

RE: APPLICATION FOR RESEARCH PERMISSION

I, Ndou Ndishavhelafhi Constance, a Master's student at the University of Venda kindly apply permission to conduct a research in your schools. The tile of the research is: "**Experiences of Instructional Leaders in Promoting a Culture of Teaching and Learning: A Case of Two Secondary Schools at Shamavunga Circuit".** This project is conducted under the supervision of Dr DA Sinthumule and Dr. RM Makhwathana. **Nwakhada and Semendhe High School**s were purposefully sampled.

The aim of the study is to explore more about instructional leaders' experiences in promoting a teaching and learning culture in schools. Data will be collected through structured interviews and document analysis. Anonymity and confidentiality for every participant and their responses are assured and guaranteed.

Should you need further information about the request, please contact me at 079 894 9828 or constance.ndou@pearson.com.

 I'm hoping that my application will be taken into consideration.

Yours sincerely

Ndou N.C (student)

079 894 9828

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LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

MOPANI EAST DISTRICT
CONFIDENTIAL

REF. 2/2/2   ENQ: Maswanganye K.S   EMAIL: MaswanganyeKS@edu.limpopo.gov.za

TO   : NDOU N.C

PERMISSION TO CONDUCT RESEARCH: EXPERIENCES OF INSTRUCTIONAL LEADERS IN PROMOT A CULTURE OF TEACHING AND LEARNING

1. The above matter refers.

2. The Department wishes to inform you that your request to conduct research on the above mentioned Top has been approved.

3. Your focus should only be limited to the following schools from Shamavunga Circuit:

No.	School
1.	Khomani Mbhalati Secondary
2.	Nwakhada Secondary

4.   The following conditions should be considered to:

4.1 Arrangement should be made with the selected schools and note that you are not allowed to do you research during the 4th term of the school calendar since schools are engaged with exams.

4.2 The research should not be conducted during working hours.

4.3 During research, applicable research ethics should be adhered to, in particular the principle of voluntary participation (the people involved should be respected).

4.4 Upon completion of the research study, the researcher shall share the final product of the research with Department.

4.5 The research should not have any financial implications to the Department of Education Limpopo Provi

5.   Furthermore, you are expected to produce this letter to any person and offices where you intend to con your research since it will serve as proof that you have been granted permission to conduct the research

PERMISSION TO CONDUCT RESEARCH: NDOU N.C

DEPARTMENT OF EDUCATION
MOPANI EAST DISTRICT, Private Bag X 578 GIYANI, 0826
Tel 015 811 7803

The heartland of Southern Africa – development is about people

6. The Department appreciates the contribution that you wish to make and wishes you success in your research.

....
DISTRICT DIRECTOR

19/06/2020
DATE

PERMISSION TO CONDUCT RESEARCH: NDOU N.C

DEPARTMENT OF EDUCATION
MOPANI EAST DISTRICT, Private Bag X 578 GIYANI, 0826
Tel 015 811 7803
The heartland of Southern Africa – development is about people

RESEARCH ETHICS COMMITTEE
UNIVEN Informed Consent

LETTER OF INFORMATION

Title of the Research Study: **Experiences of instructional leaders in promoting a culture of teaching and learning: A case of two secondary schools at Shamavunga Circuit**

Principal Investigator/s/ researcher   :   **Ndou N.C   Qualifications: MEd**

Supervisor/s: **Dr D.A Sinthumule   Qualifications: DEd**

Co-Supervisor: **Dr R.M Makhwathana   Qualifications: DEd**

Brief Introduction and Purpose of the Study: The study's main objective is to find out more about the experiences of instructional leaders in promoting a culture of teaching and learning in two secondary schools of Shamavunga Circuit.

Outline of the Procedures   :

Purposive sampling was used to select participants in this study. Two secondary schools was identified based on their overall Grade 12 results and the total learner enrolments of the school for the past three years. The two school principals and six HODs and two senior educators had participated in the study, therefore, 10 participants from the two secondary schools formed part of the process. Structured interviews and document analysis were used to collect data. The structured interviews were held in the offices of the participants or any available suitable space. The duration of interviews ranged from thirty minutes to one hour. Secondary data was collected through document analysis using the following documents – SMTs' minutes, the schools' mission and vision, as well as school improvement and development plans.

Risks or Discomfort to the Participants: N/A

Benefits : The study will make a significant contribution in providing an insight into how instructional leaders can promote and restore the culture of teaching and learning.

Consequences if a Participant Withdraws from the Study: There will be no adverse consequences for the participants should they choose to withdraw from the study.

Remuneration : Participants will not receive any

Cost of the Study to the Participants : There will be no contribution by participants

Confidentiality : The information that will be shared by either individuals or institutions involved will be kept confidential. In this study, confidentiality will, thus, not be compromised. Each participant's right to privacy will be respected at all times by the researcher. Information obtained from the participants will be handled in a confidential manner and no hidden apparatus such as videos, cameras and microphones will be used during interviews.

Research-related Injury : There will be no compensation

Persons to Contact in the Event of Any Problems or Queries:

Please contact the researcher, **Ndou Constance @ 079 894 9828,** my supervisor **Dr D.A Sinthumule @ 072 170 8820** or the University Research Ethics Committee Secretariat on **015 962 9058.** Complaints can be reported to the Director: Research and Innovation, **Prof GE Ekosse** on **015 962 8313 or Georges Ivo.Ekosse@univen.ac.za**

General:

Potential participants must be assured that participation is voluntary and the approximate number of participants to be included should be disclosed. A copy of the information letter should be issued to participants. The information letter and consent form must be translated and provided in the primary spoken language of the research population

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CONSENT

Statement of Agreement to Participate in the Research Study:

- I hereby confirm that I have been informed by the researcher, **Ndou Ndishavhelafhi Constance ,** about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: **SEDU/19/CSEM/08/2211**

- I have also received, read and understood the above written information (*Participant Letter of Information*) regarding the study.

- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.

- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerized system by the researcher.

- I may, at any stage, without prejudice, withdraw my consent and participation in the study.

- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.

- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

Full Name of Participant   Date   Time
Signature

 I,……………………………   ……………..   …………   …………….

I, Ndou Ndishavhelafhi Constance, herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

Ndou Ndishavhelafhi Constance   Date**: 21/10/19**   Signature

Please note the following:

Research details must be provided in a clear, simple and culturally-appropriate manner and prospective participants should be helped to arrive at an informed decision by use of appropriate language (Grade 10 level- use Flesch Reading Ease Scores on Microsoft Word), selecting of a non-threatening environment for interaction and the availability of peer counselling (Department of Health, 2004). If the potential participant is unable to read/illiterate, then a right thumb print is required and an impartial witness, who is literate and knows the participant, e.g. parent, sibling, friend, pastor, etc. should verify in writing, duly signed that informed verbal consent was obtained (Department of Health, 2004). If anyone makes a mistake completing this document e.g. a wrong date or spelling mistake, a new document has to be completed. The incomplete original document has to be kept in the participant's file and not thrown away, and copies thereof must be issued to the participant.

References:

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ANNEXURE E: INTERVIEW SCHEDULE: EXPERIENCES OF INSTRUCTIONAL LEADERS IN PROMOTING A CULTURE OF TEACHING AND LEARNING

1. BIOGRAPHICAL INFORMATION

    1.1.   Gender   :   _____

    1.2.   Age   :   _____

    1.3.   Teaching experience   :   _____

    1.4.   Highest academic qualification   :   _____

    1.5.   Position in the SMT   :   _____

2. CONTEXUAL QUESTIONS

    2.1.   From your own understanding, what does instructional leadership entail?

    2.2.   How do principals as instructional leaders ensure that effective teaching and learning take place?

    2.3.   Why do instructional leaders strive to promote quality education in their schools?

    2.4.   In your opinion, why do school principals apply different leadership styles in maintaining a culture of teaching and learning?

    2.5.   Why is collaborative teaching important in a positive learning environment?

    2.6.   How do instructional leaders ensure that the curriculum is fully implemented in their schools?

    2.7.   How do principals as instructional leaders support their staff?
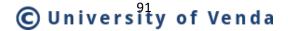
THANK YOU FOR YOUR COOPERATION

ANNEXURE F: VERBATIM TRANSCRIPT OF INTERVIEW RESPONSES

The interviews with the principals, HODS and senior educators of the two secondary schools in Shamavunga Circuit were conducted. The following codes were used:
PA (Principal of school A), **PB** (Principal of school B), **BHOD1A** (Head of Department number one of school A), **HOD2A** (Head of Department number two of school A), **HOD3A** (Head of Department number three of school A), **HOD1B** (Head of Department number one of school B), **HOD2B** (Head of Department number two of school B), **HOD3B** (Head of Department number three of school B), **STA** (Senior teacher of school A), **STB** (Senior teacher of school B)

Participants	Questions	Line Numbers
	In your own understanding, what does instructional leadership entail?	
PA	A process that involves, influencing, guiding and directing educators towards effective teaching and learning. In order to lead various teaching and learning activities in the school, I need to exercise my authority as an instructional leader.	1
PB	Instructional leadership is all about guiding the SMT members and educators with regard to teaching and learning. I think my role as a principal is to monitor the lesson delivery using the Curriculum Management Tool that has been developed in different departmental meetings. Also, it is important to hold meetings regularly where issues regarding teaching and learning, quality and quantity of assessments, learners' performance, intervention strategies, feedback to learners and subject policies are discussed.	2
HOD1A	The type of leadership that mentors, builds, inspires and motivates educators in order to promote quality education.	3
HOD2A	Instructional leadership has to do with creating systems and tools that monitor content coverage, content pacing, analyse results and implement school improvement plans. This could only be possible if	4

educators and SMTs are working together, which is difficult in our school.

| HOD3 A | The type of leadership that principal needs to display in order to engage with educators, learners and parents because the principal is the head of the school. | 5 |

| HOD1B | Leadership that focuses on building a school vision and fostering a positive teaching and learning culture. | 6 |

| HOD2B | Most important requirement for a leader need is to target the school's central activities, which are teaching and learning. | 7 |

| HOD3B | Leadership practice that the principal need to enable him or her to coach educators. Instructional leaders, in addition, need to possess the knowledge and skills to plan and implement curriculum. | 8 |

| STA | Someone who has a great influence with regards to teaching and learning with the aim of improving learners' results. | 9 |

| STB | The instructional leader is someone who is well-versed in nearly every aspect of the school's operations. It's someone who educators regard as a leader who knows everything about teaching and learning. | 10 |

How do principals as instructional leaders ensure that effective teaching and learning take place?

| PA | Teaching and learning is what I expect educators and learners to engage in; I think for effective teaching, a time table should be in place and resources, such as teaching aids, text books, lesson plans, work schedules should also be available; educators should follow the time table and not bunk classes. My role as a principal is to check which period is not honored and instruct educators to go to the class and teach as that is what the government is paying them for. | 11 |

| PB | During staff meeting at the beginning of each year we discuss our goals and what we plan to achieve. We ensure that plans are available; these are plans such as year plan, subject plans, phase meeting plans, assessment plans and curriculum management plan. HODs have a role in ensuring that phase meetings are | 12 |

conducted in their respective departments; content coverage and pacing are discussed, lesson plans and lesson preparations are in place. Furthermore for effective teaching and learning educators' guides, textbooks, DBE workbooks, readers and supplementary materials should be available; without these teaching resources there will not be effective teaching and learning. In addition, I ensure that a programme of assessment is available and HODs are monitoring educators' files as well as monitoring learners' written work.

| HOD1A | In our school, the principal insists on learner discipline, as most learners absent themselves and some are not writing their classwork and homework. Some attitudes of learners and relationship between educators and learners are not good. If this is not attended to, most of the time is spent on fostering learner discipline, making it difficult for educators to teach. | 13 |

| HOD2A | The principal is trying his level best to promote quality education for all learners, through SGBs meetings and motivation; parents also allow their children to attend enrichment classes, morning and Saturday classes, especially, for in Grade 12s. | 14 |

| HOD3 A | The environments that we are in is not healthy and safe. These learners are so violent. It is not easy for us to provide quality education, however, as an HOD I ensure that CAPS is implemented, I monitor the work of educators to ensure that educators are giving enough assessment tasks. What is left is the full support from the principals as he is not consistent. | 15 |

| HOD1B | Our principal has a clear vision and strategies to transform our school. He is able to mobilize the whole community. Parents are invited regularly to school and they are part of planning and resolutions which are taken about how to improve learners' results. Our school has a plan and schedule of inviting parents to attend school meetings on a quarterly basis; in such meetings, the school shares the promotional requirement for all the grades with parents, so that parents are aware of them. During such meetings, parents | 16 |

are encouraged to monitor their children at home and ensure that their children are reading.

| HOD2B | The principal makes sure that quality assurance is implemented in all formal tasks. No task can be administered to learners without the approval of the HOD. It has become our practices that all different cognitive levels are considered when setting all formal tasks. During staff meetings the principal emphasised on administering quality assessments in both informal and formal assessments. | 17 |

| HOD3B | The principal supervises us and informs us of ways in which we can improve our teaching. He arranges workshops with curriculum expert to share any recent developments in the curriculum and how to implement learner-centred teaching methodologies. He also brings resources or materials from other schools to share with us. | 18 |

| STA | Our principal is not firm, he keeps on changing rules and regulation without consulting staff and the SGB, and this is contributing to ill-disciplined learners and educators. | 19 |

| STB | Our school has a strong teaching and learning culture. It is very rare to find learners outside the class making noise during teaching and learning; teaching time is used optimally. Our learners display commitment through good behaviour; this assist educators to create an excellent conducive learning and teaching environment. CAPS policies are effectively used by educators in their daily teaching and preparations. As part of IQMS, the principal and the SMTs conduct classroom observations and monitor evidence of lesson planning and preparations. ATP are followed well in most subjects, educators even go to an extent of creating extra time to cover time lost when they attend district meetings and subject-support workshops. | 20 |

Why do instructional leaders strive to promote quality education in their schools?

| PA | Quality education is associated with good results, it is the dream of every parent, learners and community to be attached to a school with good results. | 21 |

PB	School identity is the main cause of quality education; a school with good results will attract more learners to enrol, and parents will also feel comfortable to enrol their children to a school which is producing good results.	22
HOD1A	For effective functioning of the school.	23
HOD2A	To promote a healthy working environment.	24
HOD3 A	To produce learners who are skilled and intelligent.	25
HOD1B	Commitment is the key to delivering quality education; where there is quality education, there is a warm and caring environment.	26
HOD2B	Quality education attracts more learners and the school becomes a centre of attraction with so many stake holders wanting to partner with such institution.	27
HOD3B	To provide all learners with relevant skills and knowledge in order to improve academic standards.	28
STA	Quality education will ensure that a school is not stagnate, as the Department might be forced to close such school.	29
STB	To improve learners overall performance	30

In your opinion, why do school principals apply different leadership styles in maintaining a culture of teaching and learning?

PA	I performed most of the tasks by myself, as I do not see the need of involving everybody's input in all the decision-making processes. Although sometime I involve educators, sometimes I have to instruct them; you see, if you use the autocratic leadership style you get educators to complete tasks in a timely manner, but if you adopt a democratic styles, it will take a long time to reach an agreement. Laissez-faire is not a good style in schools; educators are here to work.	31
PB	There is no perfect style of leadership, it depends on the situation at the moment, and I am one person who likes to hear inputs from my staff. My leadership style is characterized by empathy and honesty. I always engage everyone in decision-making, as when collective decisions are made they bind everyone. That is why I tend	32

to use democratic leadership styles as it promotes team work and team spirit, but when educators are supposed to submit tasks, I use authoritative styles of leadership.

HOD1A	Our principal is not a full autocratic leader but, sometimes, he takes decisions without consulting anyone.	33
HOD2A	He sometimes dictates to us what to do and other times he consults. He fails to maintain discipline or to provide adequate instruction to the staff.	34
HOD3 A	Although no leadership style is perfect but his leadership style is non-consultative; he relies mainly on himself, and believes in giving instructions to us and some of his instructions are not clear.	35
HOD1B	In our school the principal tried to use other styles of leadership, however the democratic leadership style is dominant and he does it so well that most of us enjoy working with him as our principal. He consults a lot.	36
HOD2B	The principal characterized his leadership style as 'democratic', largely because he affords his staff the opportunity to express their opinions without fear.	37
HOD3B	Our principal sometimes used different styles such as democratic styles, laissez-faire, however, he is a person who, generally, exercises a more inclusive leadership style.	38
STA	Our principal is an authoritarian, this is causing lot of misunderstanding with educators and SGB, and there are times that educators do not respond to his instructions as some of his instructions are sometimes contradictory.	39
STB	No leadership style is perfect, but democratic style, allow employees to share in decision-making. Our principal is good at involving the whole staff.	40

Why is collaborative teaching important in any positive learning environment?

PA	So that educators can learn from one another	41
PB	Collaborative teaching contributes to school improvement and learners' performance.	42

HOD1A	A collaborative teaching will improve mutual respect between educators and SMT.	43
HOD2A	Collaboration assists educators in planning together.	44
HOD3 A	Working as one unit or working as a team enables educators to share knowledge and different teaching strategies.	45
HOD1B	Collaborative teaching assists in planning with other educators, in your subjects, phase or grades	46
HOD2B	It promotes a healthy working relationship and a healthy relationship leads to better performance.	47
HOD3B	When people work as a team, it increase competence and experiences to solve problems linked to teaching and learning.	48
STA	Collaboration in the school brings together educators.	49
STB	Collaboration increases creativity among educators.	50

How do instructional leaders ensure that the curriculum is fully implemented in their schools?

PA	I maintain a strict protocol when it comes to learners' learning and educators' teaching. I am very strict in monitoring curriculum matters.	51
PB	I monitor the educators as well as HODs to ensure that procedures are in place for effective teaching and learning. On a regular basis, I monitor the progress of learners and report to parents' on a quarterly basis. With the help of SMTs, we analyse learners' results of all formal assessment for each grade in every subjects, then devise plans and ensure their implementation for school and learner improvement.	52
HOD1A	His failure to provide clarity on his vision and expectations of the school has a negative impact on how the school is run. He provides limited guidance in terms of introducing measures to assist learners' performance.	53
HOD2A	My primary responsibilities is to ensure that each of the educators in the department is doing the best teaching that he/she can do. I do monitor how educators are pacing in terms of curriculum delivery, however, this is not easy as I have a lot of work to do.	54

HOD3 A	Curriculum planning is an essential part of educational delivery.	55
HOD1B	The principal visits classes to support HODs, and he wants HODs to do the same with educators. Structures at the school, such as the School Development Team (SDT) and the Development Support Group (DSG), aided in the development of a classroom observation schedule.	56
HOD2B	I monitor teaching and learning activities ensuring that educators are teaching prescribed content as per the Annual Teaching Plan (ATP). I control educators' work programme, pacing and content coverage.	57
HOD3B	I demonstrate lessons to educators and encourage teamwork. I encourage educators to visit other educators' classes to observe lessons presentations and teaching methodology by other educators. I ensure that educational resources in my department are purchased and shared equally amongst educators.	58
STA	Curriculum management is supposed to be the role and responsibility of the SMTs, wherein the SMTs should monitor what learners are learning and how they are pacing. In our school it is difficult to monitor the implementation and management of curriculum; this makes learners' performance to be very bad, as some educators are not even marking learners' exercise. Some do not even complete the syllabus, but if the SMT members were working as a team and providing support to educators, learners' performance was going to improve.	59
STB	Our principal spends much time mentoring HODs and educators. He makes sure that educators, HODs and the SMT knows and understands their roles and responsibilities. He has an invitational approach and encourages his staff to discuss problems experienced in the classroom and sharing of best practices.	60

How do principals as instructional leaders support their staff?

PA	By providing ongoing support and motivation to improve learners' performance	61
PB	The principal serves as the educational leader of the school; it is important for me to understand the needs of educators so that I can fully support them	62
HOD1A	Educators need to be motivated; principals need to be available for their staff as people are going through a lot of educational challenges.	63
HOD2A	Effective and clear communication is the best way to encourage and support educators.	64
HOD3 A	The principal must always create an opportunity for educators to talk without fear of being victimized.	65
HOD1B	Educators are people, sometime people go through difficult time; a good principal should provide 100% support at all time. Sometimes it could be asking the teacher how s/he is doing and where necessary the teacher should be adviced to take a leave.	66
HOD2B	By offering advice, direction and assistance.	67
HOD3B	By providing feedbacks that are constructive.	68
STA	Educators need to know that their principal has their best interest at heart.	69
STB	Conducting a meaningful evaluation is the best way to support educators.	70

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DOCUMENT	RESEARCHER'S COMMENTS
SMT Minutes 1. Indications of when meetings are held to discuss managerial and administrative issues.	
2. Indications of implementation of resolutions	
3. Indications of delegation of responsibilities	
School vision and mission 1. School vision clearly formulated	
2. Provision of how the school aims to achieve the vision.	
School Improvement Plan (SIP) 1. Prioritization of short-term areas of development	
2. Priorities correspond to the needs of IQMS.	
3. Monitoring of priorities to meet the set timeframes.	
School Development Plan (SDP) 1. Planning of long-term projects and other areas of school development.	
2. Provision to monitor the SDP to conform with the timeframes	

ANNEXURE H: EDITOR'S LETTERS

5 February, 2021

This is to indicate that I, **Dr P Kaburise,** of the English Department, University of Venda, have proofread the research report titled – **EXPERIENCES OF INSTRUCTIONAL LEADERS IN PROMOTING A CULTURE OF TEACHING AND LEARNING: A CASE OF TWO SECONDARY SCHOOLS AT SHAMAVUNGA CIRCUIT** – by Ndishavhelafhi Constance Ndou (student number:). I have indicated some amendments which the student has undertaken to effect, before the final report is submitted.

Dr P Kaburise (0794927451; phyllis.kaburise@gmail.com)

Dr P Kaburise: BA (Hons) University of Ghana (Legon, Ghana); MEd University of East Anglia (Cambridge/East Anglia, United Kingdom); Cert. English Second Language Teaching, (Wellington, New Zealand); PhD University of Pretoria (South Africa).

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