

**THE LEADERSHIP ROLE OF THE PRINCIPAL IN CREATING A CULTURE OF
TEACHING AND LEARNING IN THE RURAL PUBLIC SCHOOLS OF MOPANI
DISTRICT, LIMPOPO PROVINCE**

by

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DECLARATION

I, **ASSAN BOTTOMLY MOHALE**, hereby declare that **“THE LEADERSHIP ROLE OF THE PRINCIPAL IN CREATING A CULTURE OF TEACHING AND LEARNING IN THE RURAL PUBLIC SCHOOLS OF MOPANI DISTRICT, LIMPOPO PROVINCE.”** . . . is my own work and has not been submitted for any degree or examination purposes at any other institution or university, and all sources used and quoted have been indicated and duly acknowledged by means of complete references.

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A.B MOHALE

.....
DATE

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DEDICATION

This thesis is dedicated to - my mother Mamaila Annah, sister Mrs. Jane Nare, brother-in-law Mr. R.L Nare; to all family members who did not live to witness this achievement, my father Allie, brothers Peter and Lazarus, may your spirits rest in peace.

ABSTRACT

The purpose of this study was to investigate the leadership role of principals in creating a culture of teaching and learning in rural public schools of Mopani District, Limpopo Province. The performance of learners below the expected standards in the National Senior Certificate (NSC) examinations, despite, massive resources that the Department of Basic Education (DBE) is providing annually to schools to improve quality of teaching and learning, has raised public concern. When seeking answers to these schools' dysfunctionality, focus, however, was laid on the leadership role of school principals in some rural public schools of Mopani District, Limpopo Province. The study was guided by Hersey and Blanchard Situational Leadership theory, complemented by Maslow's Hierarchy of needs. This study was conceptualised within the interpretive paradigm, subsumed under a qualitative research approach. A qualitative case study was used with four rural public high schools. A total of sixteen participants were purposefully selected, made up of four school principals, four deputy principals and eight Heads of Departments (HoDs). Research data were gathered through individual interviews, observations and documents analysis. Data from interviews were thematically analysed, and data from documents and observations were analysed descriptively in words. Findings from interviews revealed that school principals do not monitor and support curriculum implementation. In supporting the findings from interviews, the documents analysed revealed the absence of an administered class-visits monitoring-tool. Data from the observations revealed that schools were without vision and mission statements and had inadequate resources. The study recommended principals to monitor and support curriculum implementation, and develop staff professionally. Suggestions for further study were provided. A proposed model of Action-Based COTL was developed to assist school principals in creating a COTL in schools.

Key Words: Leadership role; Culture of Teaching and Learning; School Principal; Rural Public Schools; Section 21 status, Quintile level.

LIST OF ABBREVIATIONS

ACE	:	Advanced Certificate in Education
ANA	:	Annual National Assessment
ANC	:	African National Congress
APIP	:	Academic Performance Improvement Plan
BA	:	Bachelor of Arts Degree
BA. Ped.	:	Bachelor of Arts in Pedagogics Degree
B.Ed.	:	Bachelor of Education Degree
B.Ed. (Hons)	:	Bachelor of Education Honours Degree
CAPS	:	Curriculum and Assessment Policy Statement
CCTV	:	Close Circuit Television
COLT	:	Culture of Learning and Teaching
DBE	:	Department of Basic Education
FET	:	Further Education and Training
Gr.	:	Grade
HED	:	Higher Education Diploma
HoDs	:	Head of Departments
IQMS	:	Integrated Quality Management System
LTSM	:	Learners and Teachers Support Materials
MEd	:	Masters of Education degree
NAPTOSA	:	National Professional Teachers' Organisation of South Africa
NEPA	:	National Education Policy Act
NGO	:	Non- Governmental Organisation
NNSSFF	:	National Norms and Standards for School Funding
NPDE	:	National Professional Diploma in Education
NSC	:	National Senior Certificate
NSNP	:	National School Nutrition Programme
PFMA	:	Public Finance Management Act
PIRLS	:	Progress in International Reading and Literacy Study
PGPs	:	Personal Growth Plans

RCL	:	Representative Council of Learners
SACMEQ	:	Southern African Consortium for Monitoring Education Quality
SADTU	:	South African Democratic Teachers' Union
SAPS	:	South African Police Services
SASA	:	South African Schools' Act No. 84 of 1996 as Amended
SA-SAMS	:	South African School Administration and Management System
SDT	:	School Development Team
SDP	:	School Development Plan
SED	:	Secondary Education Diploma
SGB	:	School Governing Body
SIP	:	School Improvement Plan
SMT	:	School Management Team
STD	:	Secondary Teachers' Diploma
SWOT	:	Strength Weaknesses Opportunity and Threads
TIMMS	:	Trends in International Mathematics and Science Study
UHDC	:	University Higher Degrees Committee
WSE	:	Whole School Evaluation

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

Education in Africa is still faced with challenges of school effectiveness. African schools are not working cooperatively, with communities and stakeholders, towards the achievement of common goals. In Zimbabwe signals have been given in regard to the diminishing standards in the education system. Nyagura and Chivore (1999:15) describe the low performance in the education system as a recurring situation in the majority of countries in Africa. Monyatsi (2006:2) maintains that the quest to improve education has been ongoing for a long time in Botswana. In addition, Monyatsi (2006:2) maintains that the government of Botswana has made efforts to improve the management of schools at all levels; the recommendations emphasized the need to focus on improving the quality of schools through regular observation of teachers and organizing workshops on overall school performance to address weaknesses.

Post the 1994 democratic elections, the ANC-led government declared its intention to transform education through legislations. New legislations were promulgated to fast-track the process of education transformation, among others (Constitution of the Republic of South Africa (Act No. 108 of 1996). The Constitution includes laws that are related to education and protect the rights of all citizens to basic education. The National Education Policy Act (NEPA) (Act No. 27 of 1996) shows the government's concern for a national system that endeavours to provide education to every South African and addresses the need to uphold children's fundamental right to be educated. The South African Schools Act (SASA), (Act No. 84 of 1996) has as its main purpose, the provision of high quality education to all learners, by laying a strong foundation for the development of all the people's talents, and the involvement of all stakeholders and structures in advancing the democratic transformation of society. The *National Curriculum Statement- 2002* for Grades (R – 12), as guidelines for teaching and learning in South African institutions, has been developed with a view to equip learners to take on the role of critical citizens in a changing global and national environment.

The new legislations were intended to redress injustices that played out in the past and to improve educational quality.

The effective functioning of schools is dependent on the expertise of school principals, as instructional leaders. According to Van der Berg, Taylor, Gustafsson, Spaul and Armstrong (2011:3), effective schools require principals who - understand and can satisfy their leadership functions in regard to the curriculum and can turn institutions into an environment conducive to teaching and learning. Marlow and Minehira (2011:102) maintain that school principals must possess a wide array of competencies in order to lead schools effectively and towards the accomplishment of educational goals. Recent reports on cross-national assessments with middle-income countries and other international countries on educational achievements, however, revealed that most South African learners cannot read, write and count at grade – appropriate levels (Spaul, 2013:10). These shocking findings pointed to a collapsed culture of teaching and learning (COTL) in South African public schools. Spaul (2013:10) further pointed out that South Africa has the worst education system of all the middle-income countries that participated in the cross-national assessments of educational achievement.

This study sought to explore COTL challenge facing the South African educational system since the transition to democracy. Studies conducted previously revealed that, there is an ongoing crisis in South African education, and that the current system is failing the majority of South African youth. The annually- reported statistics from National Senior Certificate (NSC) exam in Grade 12 are particularly misleading since they do not take into account those learners who never make it to Grade 12 (Spaul, 2013:3). While there have been some recent improvements in learner outcomes, as well as some important policy innovations, the picture that emerges, repeatedly is both dire and consistent. When one measures learners' performance, at whichever grade, the vast majority of South African learners are significantly below where they should be in terms of the curriculum, and generally, have not reached a host of normal numeracy and literacy milestone (Spaul, 2013:6).

The absence of a culture of teaching and learning in South African schools since the 1976 Soweto uprisings is well documented. Progress in International Reading and Literacy Study (PIRLS) conducted in 2016 revealed that South Africa was placed last out of all 50 countries who participated in Grade 4 Literacy. An evaluation conducted by Trends in International Mathematics and Science Study (TIMSS) in 2011, revealed that there was no improvement in Grade 8 Mathematics and Sciences achievements, and that international Grade 8 tests were too difficult for South African Grade 8 students. The Southern and East African Consortium for Monitoring Educational Quality (SACMEQ) indicated that South Africans performed below the average of other participating African countries in Grade 6 Mathematics and reading, despite benefitting from better access to resources, more qualified teachers and lower pupil-to-teacher ratios (Spaull, 2013: 116).

Xithlabane (2002:23) asserts that there is an outcry throughout the country that the schools, especially, those in black areas are in short supply of the cultural aspect of teaching and learning. The introduction of the first Annual National Assessments (ANA), in grades three, six and nine, ongoing since 2008 in schools, also demonstrated that learners lack content knowledge, experience and challenges as well as find it difficult to transit from junior to senior grades (Christie, Butler & Potterton, 2007:4). ANA, however, has begun to address the weak assessment practices and lack of transparency regarding learning outcomes within much of the schooling system, especially among primary schools. Mohlala (2010:9) states that the Minister of Education noted with concern the weak levels of numeracy and literacy among learners which are very fundamental to educational achievement, further education as well as the world of work.

According to Masuku (2011:3), the primacy of school factors and those that do not directly relate to schooling have pre-occupied researchers concerning school functionality and effectiveness. Not much in research, therefore, has been done regarding the role of the principal as a leader in creating a teaching and learning culture as a determinant of school functionality in the South African rural public schools' context, post-1994. It is obvious that there exists a leadership crisis concerning the absence of such culture in rural public institutions today. It must also

be acknowledged that there is a gap in the literature concerning the principal's leadership role in creating the desired culture for teaching in schools. The researcher, as part of school leadership wished to have a well-founded voice through this investigation in addressing the crisis by engaging critically with education problems, particularly on how the principal could create the culture of teaching and learning. It is, therefore, with this background that the researcher wished to contribute to the limited research available regarding the role of the principals in creating leadership that is required for effective teaching and learning in the rural public schools of Mopani District, Limpopo Province.

1.2 STATEMENT OF THE PROBLEM

The study sought to investigate the leadership role of the principals in creating a culture of teaching and learning in rural public schools of the Mopani District, Limpopo Province. There is a serious concern regarding the collapse of a culture of teaching and learning in South African rural public schools. The decline in the national pass rates of Grade 12 learners' performance in South African rural public schools has raised serious concerns regarding the role of principals of schools in creating a culture of teaching and learning and that public schools are struggling to achieve their intended purposes.

The school-leaving National Senior Certificate (NSC) or matriculation exam is a feature of the South African education system. The annually-reported statistics from the NSC exam in Grade 12 are utilised to measure the system of education and its effectiveness in the country. Grade 12 is the only nationally-standardized, externally set, and independently moderated exam in the school system. As a result, the NSC exam is seen as a relatively trustworthy indication of actual achievement and is used as the sole criterion for university entrance. Publication of NSC results on learners' pass rates in newspapers further adds to the public awareness and concern around NSC learners' poor performance. Public concerns and outcry on learners' poor performances has now shifted to the leadership role of principals in creating a culture of teaching and learning in schools.

The South African Government in its endeavor to address the injustices of the past ensured that resources in the form of National Norms and Standards for Schools' Funding (NNSSF) are being channeled towards the promotion of quality teaching and learning in the rural public schools. Van der Berg (2007:849) notes that, "despite massive resource shifts to black schools, overall matriculation results did not improve in the post-apartheid period". Despite all efforts to redress the past injustices aimed at enhancing educational quality, the culture of teaching in the South African rural public schools remained far-fetched, and learners' performances in examinations still remained poor even in post-1994.

Mohlala (2010:4) addresses the report by the Basic Education Minister, Angie Motshekga that Limpopo Province tops the list with 186 underperforming schools, followed by Kwazulu-Natal (119), and the Eastern Cape (108). Motshekga further points out that a total of 506 schools across the country achieved pass rates between (0 – 20%), where the national pass rate was (60, 2%) and out of 506 schools, 19 achieved a (0%) pass rate. The NSC pass rate in the Limpopo province during 2014 was (72, 9%) and in 2015 was (65, 9%) which is a (7%) decline in the province's average pass rate; in 2016 the province recorded a significant improvement by (6, 6 %) with an average pass rate of (72, 5%). There was a significant improvement in the 2017 matric results in the province by an average pass rate of (75, 1%), an improvement of (2, 6 %), however, Mopani District's NSC's average pass rate declined by (5, 4%) from (74, 3%) in 2014 to (68, 9%) in 2015, and in 2016 the average pass rate was at (65, 7%) which is a further decline by (3, 2%). In 2017 Mopani District obtained an average pass rate of (67, 7%). Motupa Circuit, the study's focus area was in position 21 out of the 24 circuits in the Mopani District during 2015 NSC examination results, with an average pass rate of (53, 6%). It is on record that out of the twelve (12) high schools in Motupa circuit only three (3) schools performed fairly well above (50%), whilst nine (9) of these schools performed below (50%). The top performing high school in Motupa circuit got an average pass rate of (83, 57%), whilst the lowest underperforming high schools got an average pass rate of (28, 80%). The learners' performance, therefore, has resulted in Motupa Circuit schools, Mopani District, Limpopo Province being labelled dysfunctional.

When seeking for answers to the question related to these learners' performance and schools' dysfunctionality, we are compelled to start our quest by examining the part that principals play in establishing effective conditions for learning and teaching. According to Hoadley, Christie and Ward (2010:380) many principals in South African schools do not consider the importance of the curriculum and instruction as their major function. They relegate this role to HoDs as heads of subjects. Hoadley *et al.* (2010:381) add that as a result of this view point, most principals of schools avoid spending a lot of time on issues that relate to institutions. They reserve great efforts on issues to do with discipline and administration. According to Taylor (2011:320), an important aspect of the job of a school principal is to be the leader of curriculum implementation. Therefore, Instructional leadership highlights the duty that principals play as leaders of teaching and curriculum implementation. The assumption of the study follow hereunder.

1.3 ASSUMPTION OF THE STUDY

From the above research problem, the researcher assumed that:

There could be turn-around strategies to enable school principals to perform optimally in creating a culture of teaching and learning.

It is against this assumption that the researcher developed the following aim and objectives of the study.

1.4 AIM OF THE STUDY

The main aim of the study is to explore the leadership role of principals in creating COLT in the rural public schools rural public schools of Mopani District, Limpopo Province.

The following are the objectives of the study:

- To determine and explain the leadership role of principals in creating COLT in the rural public schools.

- To establish and describe the leadership role of school principals in creating a COLT in the rural public schools.
- To identify challenges that principals experience in pursuit of creating a COTL?
- To propose a model on how school principals can create a COLT in the rural public schools.

1.5 RESEARCH QUESTIONS

The main research question of the study is: What is the leadership role of school principals in creating a culture of teaching and learning in the rural public schools of Mopani District, Limpopo Province?

The following were sub-questions developed from the main research question:

- What do school principals understand about their leadership role in creating a culture of teaching and learning in schools?
- How do school principals create a culture of teaching and learning in schools?
- What challenges do school principals experience in pursuit of creating a COTL?
- How can school principals create a culture of teaching and learning in schools?

1.6 THEORETICAL FRAMEWORKS

The field of Educational Leadership and Management suffers from 'knowledge/theory blindness' since it borrows and adjusts theories from other fields of study, in this case, Leadership Effectiveness and Behavioural Theories. Therefore, theories of ELM research problems are chosen on the basis of their functionality/utilitarian capacity. The first question the researcher had to tackle before choosing the theory was to establish the school's component that is affected by the study. The School Management Team (SMT) is the target component which is comprised of the principal, deputy principal and heads of departments. This demanded for the researcher to have a thorough study of relevant theories in the initiation of the study. Hence, this study is situated within Hersey and Blanchard Situational Leadership theory and is further complemented by Maslow's Hierarchy of needs. Both theories are concerned about

the needs of the individuals in order to create an effective working force, which is the focus of this study. The next sub-sections discuss the Hersey and Blanchard Situational Leadership theory in relation to this study.

1.6.1 Situational Leadership Theory

The Situational Leadership theory was developed by Paul Hersey and Ken Blanchard in 1960. According to Hersey, Blanchard and Johnson (2001:86), this theory affords individuals an opportunity to choose leadership styles that seem most relevant in their circumstances. Successful leaders, therefore, adjust their leadership styles as dictated by their followers' readiness and willingness to accomplish specific tasks. Hersey *et al.* (2001:86) further maintain that there is no one best way of leadership, and that leaders must be flexible in dealing with followers. The basic assumption of this strategy is that "Leadership is specific and always relative to the particular situation in which it occurs" (Gerber, Nel & Van Dyk, 1996:362). This is relevant to this study since principals receive teachers at different levels of skills and knowledge (maturity levels). They receive new teachers from pre-service development, transferred teachers as a result of them being in excess, appointed teachers as a result of promotion and temporary teachers of adhoc posts. If principals would want to get the best from these teachers of varying levels of maturity, they will have to address their needs in order to create COTL in their schools.

Put simply, Hersey and Blanchard (2008:25) argue that a leader does not have to use one size fits all style when leading employees who are at varying levels of maturity. The advocacy is that, no leadership style is exercised for its own sake, but to assist employees to be effective in their work. Hersey and Blanchard (2008) developed four leadership styles namely *selling*, *telling*, *delegating* and *participation* matching them with four maturity levels of employees namely Maturity levels 1, 2, 3 and 4.

Telling Style is matched with M1, the principal sets clear objectives and rules to teachers. This leadership paradigm is suitable for novice teachers that are still not competent in teaching. It is high-task behaviour and low-relationship behaviour. These teachers are demanded of the ability to complete tasks and less of friendly interactions

with them. Once the principal could fail to monitor the tasks to completion but engage in making them feel at ease at the expense of tasks, the COTL is compromised. This is where most principals should build the culture of teaching and learning by class visits, observation check lists and supervision.

The *Selling Style is matched with M2*. The principal provides information and direction; there must be more communication with teachers. It is a high-task behaviour and high-relationship behaviour, as principals are expected to give task directions of the tasks in a persuasive and supportive manner.

The *participating style* coordinates with M3. This style highlights shared ideas and decisions that result out of the participation of teachers regarding the desired directions. It is a high-relationship style and low-task endeavours. Therefore, principals are expected to focus on the relationship and less on direction.

In *Delegating Style the M4 dictates that* the principal can choose to transfer the power of decision making on either one or more but remaining in charge of the decisions that they make. In this case, the task is also low with low relationship (Blanchard, 2008:25).

The situational leadership theory provides a quick guidance to help leaders' access followers' level of commitment and competency through matching leadership styles (Lacoma, 2014:122). The situational leadership approach ensures that leaders take into account the situation prevailing under their leadership, and this in turn dictates the appropriate leadership style to be applied. Grimsley (2014: 36) concurs that the situational leadership theory further provides a very sound and fundamental starting point to anyone wanting to be an effective leader. Therefore, the theory acts as a reminder to principals that the skill levels and task confidence of teachers should be given continuous attention for leadership effectiveness, COTL in this case. According to Hersey and Blanchard (2008:5), there is a need for taking followers through training and development efforts, since development level goes through a cycle from M1 to M4.

The next sub-section discusses the complementary theory of the study, Maslow's Hierarchy of needs.

1.6.2 Maslow's Hierarchy of Needs

Maslow's theory is a motivation theory. Demotivated teachers are not effective. According to Maslow motivation is the result of a person's attempt at fulfilling five basic needs which are safety, physiology, esteem, social, esteem and self-actualisation. Physiological needs are those needs required for human survival such as air, food, water, shelter, clothing and sleep (Cherry, 2014: 36). The thrust of Maslow's conception of motivation suggests that unsatisfied needs motivate human beings and that higher needs are satisfied after the lower needs have been catered for (Cherry, 2014: 36).

The theory of Maslow on motivation shows that the needs of an individual can be organised into a hierarchy and categorised into five levels. These are ranked according to their importance, beginning with physiological and social needs pegged at the bottom and psychological needs at the top (Lawson, 2009:93). The bottom level is composed of physical needs that are basic, but these needs become more intellectual with the progression of levels and less vital for human survival. The satisfaction of lower order needs increases the motivational capabilities of the higher order needs on human behaviour (McLeod, 2017:67).

Physiological needs

In the school setting all these needs are applicable. There are teachers who after all deductions from their salaries struggle to have enough food, pay for electricity and water (Schweikle, 2014:29) for the family (physiological needs). They are always absent, hardly complete mark schedules for learner report cards, play sick, play bereaved in most cases, sleeping in class or disturbing peers in the classes in search of food or asking for money. Teachers at this level support stay-away initiatives by teacher unions, leave early month-end and manifest laziness. If this need is not addressed, the COTL is not possible. The role of the principal is extended to that of

assisting the teacher to seek professional assistance other than just keeping records of failing to complete tasks.

Safety and Security needs

These lie at the second level of the hierarchy. The satisfaction of the physiological needs result in the need for the individual to consider the second level needs. The importance of the initial needs fades (McLeod, 2017: 68). These needs encompass those for protection and security against physical pain. The threats that may be vented against teachers and principals by colleagues or students demonstrate the need for protection (Yukl, 2006: 55). A number of teachers choose the teaching profession on the conviction that it is a stable and secure job. Teachers who feel safe and secured are effective in class, this promotes COTL. The principal has a duty to enforce discipline at school to ensure that teachers and learners work together.

Social needs

Crucial needs rise in importance as people feel protected and secured (Yukl, 2006: 71). Social needs include the needs of people for friendship, love, acceptance and understanding by others (McLeod, 2017:69). This school system creates conditions for teachers to interact with various social groups. These groups can be constituted in relation to sports, standards, cultural considerations and subjects. The school's stakeholders are crucial in the creation of COTL. When the school relates well with its community, it becomes viable for parents to play a role in the creation of COTL as School Governing Bodies and in parents' meetings. The principal has to ensure that the social needs of all staff members are attended to through establishing a good relationship with the school's stakeholders.

Esteem needs

These needs represent the upper most level needs such as self-respect and esteem for others. According to Schweikle (2014:30), those needs also include issues of recognition, self-confidence, appreciation and success in tasks that one engages in.

The principals and other officials in the education system can contribute towards the satisfaction of staff needs by involving them in decision making processes, giving them responsibilities, appreciating their efforts as well as delegating professional tasks (Lawson, 2009:95). Teachers that are convinced that their needs are not being met cease to be motivated to do their duties.

Self-Actualisation

These needs represent the highest point of a person's needs (Tay & Diener, 2011: 356). As a basis of self-actualisation, those in arts must paint, music must be the product of a musician while poets have to write in order for them to be happier. This entails the need to grow and develop (Tay & Diener, 2011: 356). It includes creativity, morality, problem solving, acceptance and lack of prejudice (Schweikle, 2014:35). When teachers develop this far, they are able to participate in their school's action research activities to address peculiar issues of their school. They can participate in finding solutions of teaching and learning and ultimately in creating a model of COTL for their school.

The two theories as stated previously, enabled the researcher not to lose focus of the problem. That is, to review literature that deals with creating COTL, developing an interview schedule that addresses the problem, choosing the research design and methodology relevant to the study, analysis of data and proposed model of COTL.

1.7 DEFINITION OF KEY CONCEPTS

Definition of key concepts are provided and clarified in the next sub-sections 1.7.1 to 1.7.4.

1.7.1 Leadership Role

Leadership is, according to Van Deventer and Kruger (2007:139), "*a process whereby one person influences individuals and group members towards a desired goal without resorting to coercion or force*". "*The school principal's leadership role involves*

managing the curriculum, improving the quality of teaching and learning and leveraging the achievement of learners” (Department of Basic Education, 2014:10). Principals’ leadership role as defined refers to his/her instructional leadership role.

According to Spillage, Halverson and Diamond (2004:11) the role of the principal as an instructional leader involves *“the identification and acquisition of resources and equipment for teaching and learning”*. This also involves the allocation and coordination of these to mediate the instructional process. Instructional leadership endeavours to enhance the instructional skills of the teacher for learner achievement. Teachers also have the duty to positively influence the attitudes and behaviours of learners as regard their work and personal life (Nkobi, 2008:28). Van Deventer and Kruger (2007:247) point that instructional leaders have multifaceted roles of integrating tasks and people management abilities for the creation of a culture of teaching and learning in schools.

1.7.2 Culture of Teaching and Learning

Masuku (2011:25) defines a Culture of Teaching and Learning as the dedication and commitment that arises as a product of positive attitudes that teachers and learners exhibit for academic process. The school culture is built from the combined efforts of the management of the school, teachers, students and their characteristics as well as the family and factors in the environment. In essence, school culture of teaching relates to the attitudes of principals, teachers, learners and the community towards quality teaching and learning (Van Deventer & Kruger, 2007:3).

1.7.3 School Principal

School principal as used in the study means *“a teacher who is appointed to be the head of a school”* (Mbatha, 2004, 59). This definition is in line with the views expressed by Smith, Sparkes and Thurlow (2001:10) who maintain that the school principal is also referred to as the head teacher. These authors further assert that the head teacher, as the school principal becomes the controller of the classroom processes, namely; teaching and learning at school.

1.7.4 Rural Public Schools

According to the South African Schools Act (SASA), (No. 84 of 1996) as amended, state that any school which was established or was deemed to have been established in terms of any law governing school education in the Republic of South Africa and existed immediately prior to the commencement of the (SASA), other than a private school is deemed to be a public school. Therefore, rural public schools in this context are schools situated in rural areas, in the previously disadvantaged South African black communities, homelands, villages and farms. Rural public schools are characterised by a host of challenges including a lack of necessary resources.

1.7.5 Section 21 status

These are self-managing schools which are given extra functions to control their own finances and extra curriculum functions and comply with Public Finance Management Act No. 1 of 1999 (PFMA).

1.7.6 Quintile levels

Public ordinary schools are ranked into five categories according to their poverty levels, that is, from *poorest* to *least poor*. The poorest schools are ranked as quintiles 1, 2, and 3, and are declared “no fee school”. The least poor are ranked quintiles 4 and 5; these schools charge parents of learners a certain percent of school fund to augment their norms and standards funding from the Department of Basic Education (DBE).

1.8 RESEARCH PARADIGM, RESEARCH DESIGN AND METHODOLOGY

This section focuses on the research paradigm, research design and methodology of the study. The next sub-section discusses the research paradigm of the study.

1.8.1 Research Paradigm

In the social sciences, paradigms are more likely to be referred to as “research traditions” or “worldviews” (Bryman, 2012:630). Bryman (2012:631) further maintains that researchers adopt a specific way of studying phenomena relevant to their field and knowing what paradigm or tradition a researcher ascribes to, determines what questions are considered worthy of investigation and what processes are required for the answers to these questions to be acceptable.

In looking closely at the role of rural school principals and how they engaged and influenced the culture of teaching and learning in their schools, the researcher closely interacted with participants within their natural settings through documents analysis, individual interviews and observations. Hence, this study is founded on the interpretive research paradigm based on a set of assumptions concerning the realities of school principals’ leadership role in creating COTL. The Interpretive research paradigm was sought to be suitable because of its strength to get perspectives of principals, deputy principals and heads of departments in their setting. Creswell (2009:21) explains that the interpretive paradigm advocates for multiple meanings of a phenomenon that are socially constructed. This paradigm was chosen for its flexibility that allowed the researcher to propose a COTL model drawn from the imperial study, that is, the voices of participants, observations and relevant literature (see chapter four for more detail).

There is a close relationship between the paradigm of choice, the research design and research methodology. The choice of interpretative paradigm as dictated by the research problem, dictated for qualitative research design and qualitative methodology as discussed in subsequent sections below.

1.8.2 Research Design

The research design of the study is a qualitative multiple case study of four schools on the leadership role of the principal in creating COTL. A qualitative multiple case study design assisted the researcher to explore the meanings from the participants’ views in a way that is valid, objective, economic and accurate. This design assisted

the researcher from formulating the question(s) and assumption to collecting the information and completing the final analysis (Kumar, 2011:396; Cilliers, Davis & Bezuidenhout, 2014:93), (see chapter four for more detail).

Since this study is guided by a multiple case study interpretive paradigm, therefore, the methods of collecting data and the analysis thereof, fall within the qualitative research design.

1.8.3 Research Methodology

Research methodology relates to the procedures that are employed for the collection and analysis of data (McMillan & Schumacher, 2010:118). In this study, the researcher employed observation, individual interviews and documents analysis in the collection of research data from participants. The researcher developed an observation schedule indicating targeted items to be observed during field work. Open-ended interview schedules were developed to conduct individual interviews with participants. Documents were obtained with a focus on those documents used in monitoring and supporting the curriculum and other related documents. Each data collection instrument is briefly described hereunder in sub-sections 1.8.3.1 to 1.8.3.3.

1.8.3.1 Observation

This method was adopted to gather data which is required to complement evidence from participants that is geared to address research questions. According to Patton (2002:121), observation is a very detailed type of data collection strategy. It is a technique of viewing crucial events in the social environment which allow for explanations arising from participants regarding such occurrences. Conrad and Serlin (2006:381) posit that observation is a purposeful, selective and systematic method of viewing interactions as they unfold. The purpose of an observation as a data collection instrument is, to corroborate and contrast findings made from interviews and documents analysed in the study, and to further validate the credibility of data collected.

1.8.3.2 Interviews

The researcher developed interview schedules in order to conduct face-to-face, open-ended individual interviews with school principals, deputy principals and HoDs. Tuckman (2001:216) and Harries (2008:36) argue that “Events cannot be understood unless one understands how these events are perceived and interpreted by people who participate in them”. Therefore, the individual interviews were considered to be effective in collecting multilayered data through lived experiences of participants, because “one way of finding out about a phenomenon is to ask questions to the people who are involved in it in some particular way. Cilliers *et al.* (2014:188) state that in-depth individual interviews also allow you to ask a participant to clarify a point she or he is making and provide a more detailed explanation of, for example, her or his view of a specific question that the researcher had asked. Data collected can consist of verbatim statements concerning the feelings, opinions, knowledge and experiences of participants regarding the role of principals in creating a COTL. Interviews provided an opportunity for the researcher to find out what participants think, know and dislike. Individual interviews enable beliefs and attitudes of participants to be exposed on issues of investigation. The individual interviews took about thirty to forty-five minutes, per participant. Participants’ permission and consent to tape record the interview process was sought and this assisted during the transcription and analysis of data. In order to corroborate and contrast data from interviews, the researcher utilised documents analysis. The next section focuses on document analysis.

1.8.3.3 Documents analysis

Documents are powerful indicators of the value systems operating within institutions (Hatch, 2002:95). Exploring the value systems of schools when studying the leadership role of school principals through documents is relevant as they provide a behind-the scene view of institutional processes and how they come into existence. Documents reveal what people do or do not do, and what they value or do not. Best and Kahn (2006:29) point out that documents analysis is a means of tracking changes, developing and verifying findings, especially where events can no longer be observable or when participants have forgotten the events. Documents analysed were the Grade 12 pass rate statistics, strategic plan, academic performance

improvement plan (APIP), curriculum management plan and policies on teaching and learning. The next section discusses population, sampling and sample of the study.

1.9 POPULATION, SAMPLING AND SAMPLE

According to Best and Kahn (2006:13), a “population” is a collection of individuals that possess common characteristics that are in the interest of the researcher. According to Keyton (2011:121), the population consists of all units, or the universe – people or things – possessing the attributes or characteristics in which the researcher is interested. McMillan and Schumacher (2010:342) add that a sample can be a subset of the population of participants from whom research information is collected. A sample is usually representative of defined population. Sampling is a procedure followed in selecting participants taking part in a study. Population, sampling and sample of the study are presented in sub-sections 1.9.1 to 1.9.3.

1.9.1 Population

The study’s population was made up of school principals, deputy principals and head of departments in the Mopani District, Limpopo Province. The next sub-section presents the study’s sampling procedure followed.

1.9.2 Sampling

Purposeful sampling procedure was employed in this study to select schools and participants. Cilliers *et al.* (2014:142) indicate that with purposive sampling, we purposefully choose the elements that we wish to include in our sample, based on a set list of characteristics, and disregard those that do not have these set lists. In this study, the selection of schools was based on the fact that they obtained an average pass rate lower than (50%) in the 2014 to 2016 Grade 12 (NSC) results; the sampled schools, therefore, were appropriate to assist with the research within the population parameters of the study. The next sub-section focuses on the study’s sample.

1.9.3 Sample

The study's sample was made up of sixteen (16) participants from four (4) public high schools. Sampled respondents were four (4) Principals, four (4) Deputy Principals and eight (8) heads of departments (HoDs). Table 1.1 hereunder indicates the sample size of the study.

Table 1.1: Sampled Participants

Schools	A	B	C	D	Total
No. of Principals	1	1	1	1	4
No. of Deputy principals	1	1	1	1	4
No. of HoDs	2	2	2	2	8
TOTAL	4	4	4	4	16

1.10 TRUSTWORTHINESS

This section discusses trustworthiness which is used as a bench mark to ensure the findings of the study are trusted and believable. Trustworthiness is, according to Maree (2011:297), a way in which a researcher is able to convince the reader that findings of the study are worth paying attention to and are of high quality. Qualitative researchers refer to trustworthiness, which is made up of four dimensions, namely, credibility, transferability, dependability and confirmability (Welman, Kruger & Mitchell, 2006: 253). The next sub-section discusses how the researcher ensured trustworthiness of the study.

1.10.1 Credibility

Durrhein and Wassenaar (2002:175) state that credibility is used to make sure that the outcomes of the study originate from the data collection process and not from the biases of the researcher. Hesse-Biber (2010:76) adds that credibility is a concept that relates to the degree to which the outcomes of a study lie close to the reality. The evaluation process should prove the trust and credibility of the results. Credibility pertains to the establishment of the extent to which the findings of a qualitative investigation are acceptable from the point of view of participants.

The objective of the study was the generation of findings that are believable. Triangulation of the methods of collecting data and interpretation were employed to enhance the trustworthiness of the results (Stake, 2003:140). According to McMillan and Schumacher (2010:309), triangulation is an endeavours to bring out meaning from a study which can be repeated and verified. This process is used to verify sources, data collection methods and results. Therefore, a number of sources and methods were used in the study in applying the concepts of triangulation. This was intended to check on the existence of discrepancies in the results. The emerging themes in the research were verified on the basis of data which was gathered from observations, documents and individual interviews.

Trustworthiness was established from an assessment of the patterns that emerged from the data that was collected from the HoDs, deputy principals and principals. The emerging patterns and themes were compared with using information that resulted from observations and the analysed documents. The next sub-section focuses on dependability.

1.10.2 Dependability

Dependability is when readers are particularly convinced that the research findings are indeed true and reliable as the researcher says they are (Johnson, 2008:100). Consistency means that, if the same research is conducted with the same participants and in similar set up, the same results are likely to be obtained (McMillan &

Schumacher, 2011:385). Therefore, in order to guarantee dependability the researcher ensured the consistency of the study's findings.

In addition, dependability is essentially the extent to which the findings are repeatable from a similar study, using the same processes and under similar conditions. It is the process which is used to convince readers regarding the findings of a study. In this study, in-depth description of the methods that were used was carried out. Triangulation was another strategy which was used. This ensured that the weaknesses of one method were covered by the strengths of other methods. Observation, individual interviews and document analysis were employed. Member checking was also adopted to ensure the study is dependable. The results of the interview process were validated by the participants through listening to the tape-recorded proceedings of the individual interviews.

1.10.3 Transferability

Daymon and Holloway (2002:93) assert that transferability is about the fact that findings and knowledge obtained from a certain research conducted can be transferred to other similar settings or contexts. Guba and Lincoln (2005: 79) assert that transferability depends upon the degree of similarity between the contexts. In this regard, to ensure that the findings of this research are transferred to other context, the researcher used rich, thick, description of the participants and context, by supplying a large amount of clear and detailed information about the sampled participants' views regarding the phenomenon under study. By providing dense background information about the participants and the research context and setting, this may allow other school principals to assess how transferable these findings are.

According to Guba and Lincoln (2005:85), the researcher provides an index of transferability; it is his or her responsibility to provide an adequate database to allow transferable judgments to be made by others. Therefore, the researcher provided an adequate database of participants and the research context that may allow other participants in other schools or districts in Limpopo Province and South Africa as a whole to determine whether the findings fit their context or view them as meaningful

and applicable in terms of their own experiences of the role of the principal in creating COTL. This is influenced or is hinged on the degree to which the settings of the studies approximate each other (Creswell, 2009:150). Transferability, in other words, relates to the way in which the outcomes from a qualitative research are transferrable to other similar settings. As a strategy to ensure the findings are transferrable, the participants as well as the settings of the study were pictured in thick descriptions. Details regarding the roles of school principals and the related environments were produced. The presentation of rich backgrounds as well as the processes involved in the study would allow other HoDs, deputy principals and principals to understand how their roles impact the creation of a COTL.

1.10.4 Confirmability

Confirmability is the degree to which the results of a study can be confirmed or corroborated by others (Creswell, 2009:199). Confirmability entails addressing the issues concerning the researcher's influence and biases on the study (Rule & John, 2011:107). Marshall and Rossman (2010:203) assert that confirmability portrays objectivity. Similarly, McMillan and Schumacher (2010:9), note objectivity as the quality of data produced controlling any form of bias; hence, confirmability was equated to objectivity.

The researcher ensured the objectivity of this research through the triangulation of methods, which as mentioned earlier, refers to the utilization of a number of methods; in this study the methods were individual interviews, observations and documents analysis. Since the area in which schools chosen for this study is where the researcher is employed, the researcher tried by all means to eliminate any bias by being truthful and considerate through honouring all research ethics throughout the data collection period. The researcher ensured that he remained focused on the phenomenon under study. In addition, he ensured that the findings were based on the participants' views, experiences and opinions about the leadership role of principals. The researcher relied on the data obtained from the participants, and not on what the researcher knows about the participants. Confirmability, therefore, addressed the fact that the findings represented the situation being researched rather than the beliefs or biases

of the researcher. The study demonstrated that the findings and the data are clearly linked in addition; the two research assistants checked and rechecked data throughout the study to ensure their accuracy during and after collection.

The researcher actively searched for and described any negative instances that contradicted prior observations. After the study the researcher conducted a data audit that examined the data collection and analysis procedures followed, in order to make judgment about the potential for bias or distortion. This enhanced the trustworthiness of the data collected by confirming data records timeously throughout the study process.

1.11 DATA ANALYSIS

According to De Vos, Strydom, Fouche and Delport (2011:397), qualitative analysis of data involves according a mass of information structure, order and meaning. It is regarded as a primary process that is inductive. It relates to organising sourced data into patterns and categories (McMillan & Schumacher, 2010:462). McMillan and Schumacher (2010:463) continue to state that the process of data analysis is a continuous, repetitive and combined with the entire stages of the research. Therefore, qualitative researchers analyse data by means of organising information into categories derived from similar features, concepts and themes.

Data were also obtained through verbatim account of interview responses, and the audio-taped responses were transcribed for easy analysis. Data from observations and references from documents were organised into various categories in order to identify different patterns and themes. The organised themes and patterns were synthesized into general conclusive ideas or understandings ensuring that the research outcomes that emerged after the analysis of data were used as evidence to offer responses to the research questions posed in the study.

1.12 SIGNIFICANCE OF THE STUDY

Findings of the study will be useful to various key stakeholders with an interest in education, namely, policy makers, Limpopo Provincial Department of Basic Education, Mopani District Director, Motupa Circuit manager, curriculum advisors, school principals, deputy principals and HoDs.

Theoretically, the study's findings will assist principals to understand their role in creating COTL.

Practically, principals will create and sustain the COTL in their schools.

Academically, the proposed Action-Based COTL model of the study will be useful, and have a significant impact not only to school principals but also impact on future researchers who will also benefit from the study's findings and recommendations.

To sum up, the study will contribute to new knowledge. It must be acknowledged that numerous studies have been conducted on the leadership role of school principals; however, the present study provides unique findings and recommendations based on the leadership role of school principals in creating COTL in the rural public schools of Mopani District, Limpopo Province. The researcher is of the view that these findings, recommendations and suggestions for further study will be useful to future researchers. The study had adopted the Action-Based COTL model. Therefore, it is envisaged that this model will have a significant impact not only on school principals and the education officials but also to the entire society.

1.13 DELIMITATION

The boundaries of this study were delimited by the targeted population in order to ensure that the research remained manageable. The research involved four (4) rural high schools of Motupa Circuit in Mopani District, Limpopo Province. Motupa Circuit is one of the twenty-four (24) circuits in the Mopani District situated in the deep rural

areas of the Balobedu Rain Queen Modjadji, which is thirty kilometers (30 km) outside Tzaneen town.

Motupa Circuit has thirty-two (32) public schools; of which twenty (20) are primary and twelve (12) are high schools. The study was limited to sixteen (16) participants sampled from four (4) high schools, because of their accessibility to the researcher. The researcher had to reduce travelling costs and time constraints, given the time frame allocated to the study. The number of participating schools and respondents were appropriate due to limited time at the disposal of the researcher. The use of a qualitative research design also suited the sample size. The researcher as a principal at one of the schools in the Motupa circuit, avoided including his own school in the study as this would have introduced a risk of subjectivity and biasness. The research area is depicted hereunder in Figure 1.1.

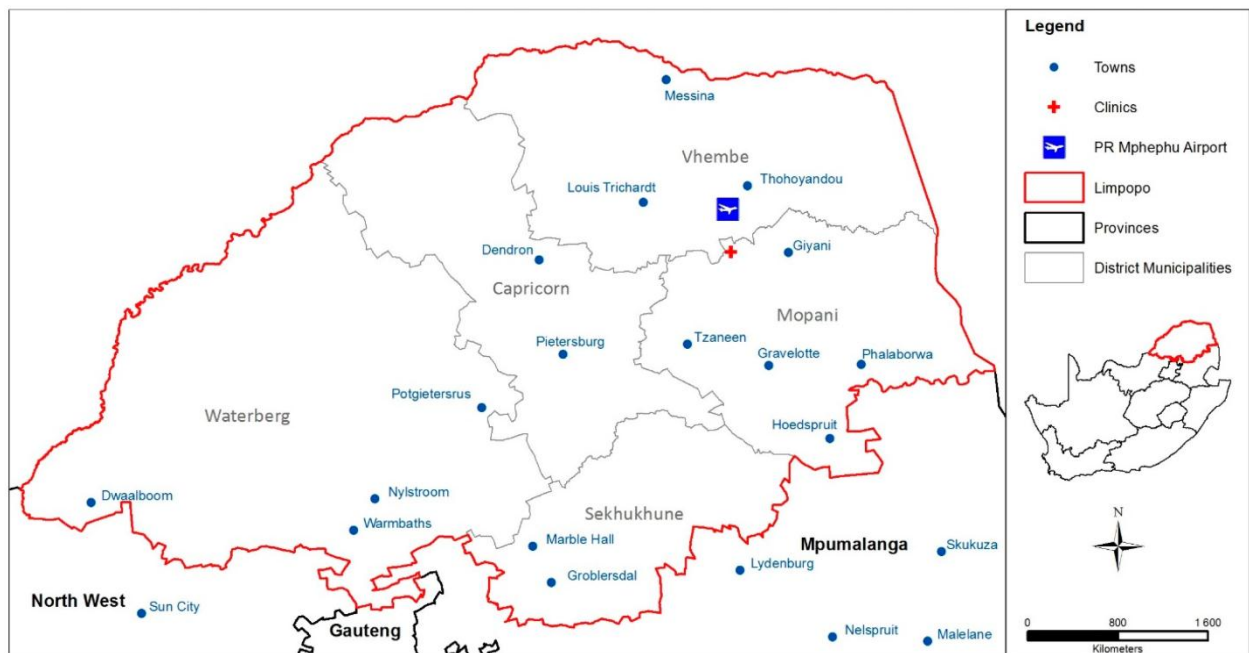


Figure 1.1: The Study Area of Mopani District, Limpopo Province (RSA)

1.14 ETHICAL CONSIDERATIONS

Ethical issues form an “integral part of the research planning and implementation process” (Mertens, 2005:98). According to Babbie (2011:62), the concept “ethical” is presented as related to defined standards or a code of conduct that is specific to a particular profession. Ethics refers to a system of rules, morals and attitudes that provide researchers with guidelines on the way in which a research is conducted with integrity. Therefore, conducting research is an ethical enterprise (Struwig & Stead, 2001:69).

In this study the researcher adhered to ethical standards, mainly, adhering to considerations of privacy and well-being of the participants, and to the necessity of giving clear outline of the study to participants so that their involvement is undertaken on a voluntary informed basis (McMillan & Schumacher, 2010:187). Associated with these ethical considerations was obtaining the required research ethical clearance certificate from the University Higher Degrees Committee (UHDC).

To comply with these ethical considerations, applications were made on the appropriate forms and with the necessary accompanying documentations to the Limpopo Provincial Department of Basic Education, Mopani District, Motupa Circuit and to the four principals of schools sampled in the study, to obtain permission to conduct the study hence ensuring that this study was conducted after approvals have been granted. (See annexures B, D, F & G).

The requests for approval to conduct the study, set out details of the study and included among others, the title of the study, the researcher’s name and contact details, the promoters and their contact details, background to the study, purpose of the research proposed, research design, methodologies and procedures, informed consent, and information regarding confidentiality around the research. In relation to the latter, this was to safeguard the privacy of participants and provide them anonymity in the study. The participants’ decision to take part in the study was voluntary in nature, and they had the right to withdraw from the study at any time without any reprisal. The next section presents the chapters division of the study.

1.15 CHAPTERS DIVISION

This study was organised into six chapters with each chapter dealing with a specific aspect of the study. The content of each chapter is briefly explained as follows:

Chapter 1: Introduction and Background to the Study

This chapter provided an introduction and background of the study. The purpose of this chapter was to provide the reader with what to expect in the research report. The chapter covers the introduction and background, statement of the problem, research aim and objectives, description of the research methodology, definitions of key words, and further captures the significance of the study in a succinct manner.

Chapter 2: Literature Review

This chapter focuses on literature review by presenting the conceptual framework of the phenomenon under study. It discussed among others, clarity on culture of teaching and learning, and how principals can create culture of teaching and learning in schools.

Chapter 3: Theoretical Framework

This chapter outlined the study's theoretical framework of Hersey and Blanchard Situational Leadership Theory, complemented with Adam Maslow's Hierarchy of needs motivational theory.

Chapter 4: Research Paradigm, Research Design and Methodology

This chapter presents the research paradigm, research design and methodology of the study. These informed the adoption of the interpretive paradigm which was considered appropriate for the study. The qualitative research design, the methodology of the study which informed the data collection and analysis were outlined. The chapter also provided justification for the research design and the research instruments used.

Chapter 5: Presentation of Findings

This chapter presents findings from the empirical study. The collected data are employed to find answers to the research questions raised earlier in the study. Data gathered are conveyed in various forms. Direct comments made by participants are presented verbatim to ensure easy analysis and presentation of findings.

Chapter 6: Discussion of Findings, Recommendations and Suggestion for Further Research

This is the final chapter of the study. It provides a summary of the whole study, and draws conclusions based on the research findings and provides recommendations or implications, and suggestions for further study. This chapter further provides a synchronised model on how school principals can create COTL in schools.

1.16 CONCLUSION

This chapter highlighted the introduction and background of the study on which the whole study is based. The chapter further provides an overview of the problem statement, the purpose of the study and the research questions. The theoretical framework and the methodological foundations used in the study were also discussed in this chapter. Finally, the data analysis, delimitation of the study, ethical considerations, significance of the study and an outline of chapters were discussed.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter provided an introductory background of the research project, and the phenomenon under investigation. This chapter focuses on a review of literature related to the leadership role of the principal in creating COTL in schools. Babbie (2011:101) asserts that a literature review quite literally involves searching for the available literature that relates both, directly and indirectly, to the research topic, therefore, this chapter is aimed at addressing the research questions posed in section 1.5 of chapter 1. It benchmarks and contextualises the study taking into cognisance views from various authors, research journals and their findings, hence, this chapter provides views from a variety of studies to address the research questions posed in the investigation. This chapter will address the research questions below.

The main research question of the study is: What is the leadership role of school principals in creating a culture of teaching and learning in the rural public schools of Mopani District, Limpopo Province?

The following were sub-questions addressed in this chapter:

- What do school principals understand about their leadership role in creating a culture of teaching and learning in schools?
- How do school principals create a culture of teaching and learning in schools?
- What challenges do school principals experience in pursuit of creating a COTL?
- How can school principals create a culture of teaching and learning in schools?

In addressing the above research questions the chapter presents, amongst others, the concept COTL, school culture, the organisational culture of the school, management of a toxic culture, creation of COTL, promoting an effective COTL, and how school principals can create COTL. The next section focuses on COTL.

2.2 CULTURE OF TEACHING AND LEARNING

The concept of a “COTL” is widely being used in the education context of South Africa. In general, it refers to the attitude of all the role players towards teaching and learning and the presence of quality teaching and learning processes in schools (Taylor, 2014:21). Govender (2009:365) describes a COTL from an organisational perspective, such as a school; which is described as an organisation skilled at creating, acquiring, and transferring knowledge, and at modifying its behavior to reflect new knowledge and insight. The DBE (2014:39) states that a COTL entails all systems and measures put in place in ensuring that teaching and learning activities within schools are effective, and thus leads to the attainment of high standard and quality education, hence, excellence.

Davidoff and Lazarus (1997:43) identify the following features of a sound COTL: where all role players value processes of teaching and learning; where practices reflect a commitment to teaching and learning; where the resources needed to facilitate these processes are available and where schools are structured in such a way that the teaching and learning processes take place with much ease. Van Deventer and Kruger (2003:43) further maintain that schools with a sound COTL will display the following characteristics: a positive school climate, sound classroom environments, sound home-school relations, effective leadership, management and administration, neat buildings and facilities, availability of resources, high professional standards by educators, healthy relationships among all role players, order and discipline, effective instructional leadership and a shared sense of purpose.

Chisholm and Vally (1996:5) assert that schools with a lack of a sound COTL, on the other hand, are characterised by: negative attitudes amongst learners and teachers which are remnants from the opposition against the segregated education system of the apartheid era; a poor state of repair of school buildings and facilities; large shortcomings in the provision of resources, facilities and equipment; overcrowded classrooms, lack of management skills needed to deal with the challenges of school management which are crucial to forming a sound COTL in a school, and poor relationships among principals, teachers, learners and parents. According to Kruger

(2003:206), one of the major challenges confronting school principals is the need to create a sound COTL in which effective education can take place and turn-around situations where proper teaching and learning has broken down. The next sub-section focuses on school culture.

2.2.1 School Culture

Weeks (2010:52) asserts that a school culture is the observable behavioural regularities in such areas as, when teachers interact in the staffroom, the language they use and the rituals they establish. These can be generally shared knowledge about school practices and their underlying assumptions; these deeply affect classroom and staffroom processes throughout the whole school. Ramovha (2009:37) maintains that schools may look alike in terms of their physical structure, composition of staff members and purpose of their existence, but may differ drastically on how they operate, hence, every school develops a culture of its own. Effective organisations, including schools should make building a culture part of a planned strategic effort.

According to Thomas and Brown (2011:207), different kinds of 'school cultures' emerge through the different beliefs and assumptions, norms and values, relationships and interactions that are dominant in a particular school, therefore, school cultures are formed by a combination of many of these components; these are the most visible aspects of a school culture which are displayed through artifacts (Dykes, 2009:63). Most schools, generally, have common features, and these may include, infrastructure, aim of their functions and nature of the staff, however, differences may be noted in their operations, since sharing the same existential aims does not mean that various schools' achievements or successes are the same. Bush (2003:157) explains that schools can be likened to human beings, in that they employ unique strategies when doing business or solving problems; these are highly dependent upon the stakeholders' beliefs, perceptions, norms, past experiences and that which is of value at a given institution. School culture works, therefore, to expose the characteristics of particular schools. Hopkins, Ainscow and West (1994:51) describe the different feelings experienced when one enters different schools. In one school, one may find a relaxed, easy feeling created, through the interaction between

teachers sharing resources and working together, whilst, in another school, the staffroom may be silent, everyone working alone. The point, therefore, is that the culture of any two schools is likely to be quite different.

Karpicke and Murphy (2000:69) states that the culture of a school that is productive is one that influences improved academic achievements in learners. Such a culture denotes shared rituals, values, stories, ceremonies and a tradition that gives value to heroes and heroines; these may be generated by exceptional teachers. In centres where such a culture is prevalent, the past or historical events are recognised and celebrated; through these processes, tradition or cultural practices are transmitted from one generation to the other. School culture is defined by Schein (1985:5) as regular behaviours that are, for example, observed as teachers meet in the staff room, the rituals they do and their spoken words. This also relates to the way in which they operate in groups when assessing the progress of learners, planning, and the outstanding values demonstrated at the school, as well as the objectives.

Cultural levels include artifacts, according to Chance, Cumming and Wood (1996:121); these are reflected in symbols and contain beliefs, values, assumptions and norms which are visible and represented by symbols, espoused by beliefs and levels of assumptions. This approach considers that which individuals can hear and observe as interactions can occur in schools. Culture further includes the dress code of staff members and the language they use to communicate. The school's physical environment, observable rituals, ceremonies held, stories told and published about it may also be relevant in defining its culture. These ceremonies as well as rituals are important in organisational settings because they help to celebrate beliefs and norms. Chance *et al.*, (1996:122) further maintain that schools can lose meaning and tend to be empty without ceremonies that are employed as a form of reverence to the tradition or to celebrate beliefs, existence of schools and values.

Other ceremonies tend to be staged, for example, to recognise staff members that retire, present and past heroines and heroes who have found recognition by employing value filters; such persons would have contributed to the development and the state of the school. Heroes and heroines might be located through an assessment

of the contributions of principals, learners and staff members who have contributed meaningfully at the school; former learners who have distinguished themselves in society and may even be invited to offer speeches to motivate other learners.

Displaying learners' tasks, efforts and attainments in school's functions or parents' gatherings is used as a recognition of their hard work. Parents are invited to such ceremonies so that they may gain an awareness of their children's performance and discussions between teachers and parents are also promoted on such occasions. This is the other manner in which an institution may demonstrate a commitment to the COTL. These are kinds of narratives that give a clear picture about the purpose of a school and its importance in the lives of learners. The stories that deserve to be reproduced are those that relate to the success of the school, such as those fostering values, encouraging collectivity and working together of teachers. The quality of a school culture, therefore, is related not only to enhance teacher performance in the classroom, but also to higher levels of teacher self-esteem. In the next sub-section, the notion of "organisational culture" is discussed.

2.2.2 Organisational Culture of a School

A basic definition of 'organisational culture' is necessary in the quest for an understanding of the phenomenon. Jason (2008:125) defines 'organisational culture' as the specific manner in which all tasks in the school are embarked upon and executed. Govender (2009:89) states that organisational culture is "a system of shared meaning held by members, distinguishing the organisation from other organisations", therefore, the manner in which tasks are executed in an organisation later becomes traditions which are supported by artifacts, myths and stories. These highlight that organisational culture consists of created assumptions, which are accepted as a way of doing things and are passed on to new members of an organisation. Any new and adaptive behaviour instilled through organisational values and beliefs are associated with rituals, myths and symbols to reinforce the core assumptions of organisational culture (Keddie & Niesche, 2012:100), therefore, organisational cultures of schools provide better learning opportunities for learners and a more democratic working environment for teachers.

Organisational culture impacts on the attitudes and the actions of teachers and learners; this ultimately mediates teaching and learning. The concept “culture” is very complex to describe as there seems to be no definition that is universally accepted, however, for the purpose of conceptualization for this study, current ways to define it will be adopted to build a cogent understanding. Schein (2004:25) views culture as a form of upheld assumptions which a particular group can develop in the process of adapting to both internal and external processes.

Busher (2006:91) notes several functions that relate to the culture of organisations. These encompass the production of values that are shared, meaning that is obtained from the behaviour of people and generates consistency in members of a social group. Organisational culture assists to give shared purpose to members of an organisation and clarify goals and the interaction of organisational members depends on the performance of organisation culture. Each school possesses a culture which is invented by its members (Datnow, Hubbard & Mehan, 2002:12), hence, schools have their own definite culture (Deal & Peterson, 2009:2). In schools there are rituals that are characterised by sanctions and moral codes and in existence also are games, ceremonies and teams that spring from the culture of a school; traditional constraints to development are also present in school cultures.

2.2.3 Management of Toxic School Culture

Common characteristics of toxic culture include those that make schools to be fixated with values that are negative and which tend to amplify negativism (Deal & Peterson, 2009:118), thus, for example, a principal of a school strives to keep order and to ensure parents are kept at bay, during certain situations. According to Steyn (2003:330), a leadership breakdown is observable. This may be demonstrated by a fragmented life at the school and outside school life, by sentiments that are not for the good of learners. The school population derives nothing positive which binds them together for a common purpose. Such schools experience lack of cooperation and the performance of tasks is characterised by emotions and the unhealthy relations in the school tend to be taken advantage of by the learners. Taffinder (2006:8) believes

that principals need to use such conditions to motivate stakeholders for the advancement of educational purposes.

Additionally, schools become unproductive if they have low expectations from their learners; this is closely related to negative attitudes. Such teachers often spend enormous amount of time discussing issues that do not improve their teaching or learners' skills. The culture of a dysfunctional school can also be observed through teachers who may not have requisite skills to handle all learners with differing needs. Some teachers tend to arrive late for their classes or attend teaching sessions unprepared. In line with this, Chisholm and Vally (1996:1) state that other features of toxic COTL include, poor attendance of lessons, demotivated teachers, diminished morale, leadership that is poor and dilapidated buildings, amongst others. The next section discusses creation of a COTL.

2.3 CREATION OF A CULTURE OF TEACHING AND LEARNING

One of the important leadership roles of a school principal is the creation of a COTL. Sebopetsa, Litshani and Mudzielwana (2015:88), acknowledge that a major shift of the roles and responsibility of school principals after 1994 has placed grave demands on all stakeholders within school communities. Mestry and Grobler (2004:2) maintain that principals, in particular, have been faced with a wide range of demands and challenges including establishing a COTL in their schools, improving and maintaining high standards of education, working more closely with parents, coping with multicultural learners, managing change and conflict, coping with limited resources, and ensuring more accountability to the community. As noted by Thabo Mbeki (1997:1) the country's education sector is characterised by too many words and little action in realising a COTL. Principals need to be hands-on in developing and implementing plans, policies and procedures that enable schools to translate their vision and mission into achievable action and outcomes.

The DoE (2012:4) recommends that for a positive COTL to prevail in schools, the learning environment must be safe, orderly and conducive to produce effective teaching and learning. According to Lethoko, Heystek and Maree (2001:311), creating

a culture of teaching and learning means enforcing the conditions and disciplines of compulsory schooling – regular attendance, punctuality and acceptance of authority to bear on teachers and learners. The main aim of this study is about exploring the leadership role of the principal in creating a COTL, therefore, it is crucial to highlight the role and description for school leaders so as to set out what is required of the principal.

The DBE (2014:12) provides eight (8) key areas of principalship and these are discussed in the next sections.

- **Leading the learning in the school**

At the heart of the principal's leadership role is a fundamental responsibility for the management of the curriculum, the enhancement of the quality of teaching and learning and the raising of levels of learner achievement. This is built upon by high expectations and supported through ongoing monitoring and evaluation of learning outcomes and a commitment to continuous improvement.

- **Shaping the direction and development of the school**

The principal works with the SGB, the SMT and others in creating a shared vision, mission and strategic plan to inspire and motivate all who work in and with the school and to provide direction for the school's ongoing development.

- **Managing quality and securing accountability**

The principal working together with the SGB, SMT and others is responsible for assuring the quality of teaching and learning in the school. She or he must establish and maintain effective quality assurance systems and procedures within the school. He or she must ensure ongoing evaluation and review of all aspects of the school's operation and promote collective responsibility.

- **Developing and empowering self-others and wellness of the staff**

The principal, working with and through the SMT and others in embracing the philosophy and practice of *'Ubuntu'*, has the overall responsibility to build a professional learning community in the school. This will be achieved through effective interpersonal relationships and communication, which recognise, manage and celebrate diversity of ethnicity, race and gender. Principals, therefore, also need to be reflective to build personal capacity and be committed to their own continuing professional development.

- **Managing the school as an organisation**

The principal must provide for the effective organisation and management of the school, and on the basis of ongoing review and evaluation she or he must strive continuously for ways to develop and improve organisational structures and functions. The principal should, thus, seek to build the school as a successful organisation through genuine and effective collaboration with others.

- **Working with and for the immediate school community, as well as the broader community**

The principal working with the SGB and the SMT should build collaborative relationships and partnerships within and between their internal and external school community for the mutual benefit of each. Schools exist within particular social and economic communities that have an influence on and may be influenced by the school. School improvement and community development are often interdependent processes, therefore, the wider community that the school serves can provide a source of support and resources for the school itself and the school can also play a vital role in the well-being and development of its wider community.

- **Managing human resources (staff) in the school**

The principal in managing human resources need to understand the needs and well-being of the school. She or he is responsible for the staff establishment, creating an enabling environment in terms of managing and supporting staff in areas of vacant posts.

- **Management and advocacy of extra-mural activities**

The principal in leading and managing a school should create an environment that takes care of the needs and circumstances of its learners in the form of offering extra-mural activities such as sport and cultural activities (DBE, 2014:12-23).

- **Management of Discipline**

It is not automatic that an inviting environment can certainly become evident in an institution of learning, where all role-players make it happen, however, action must be taken to bring about stability and ensure that COTL in schools is created. Harmon & Schafft, (2009:8) maintain that it is up to principals as school managers to ensure that COTL prevails in schools. In essence, all stakeholders have to be brought on board to overcome some of the challenges that prevent the existence of COTL in schools.

Kruger and Steineman (2008:96) argue that no school can function effectively without some form of discipline imposed on learners. In order for teaching and learning to take place, learners need to behave in a disciplined and unquestionable manner, therefore, principals must put in place disciplinary policies and measures to curb tendencies of ill-discipline. However, the use of corporal punishment should be avoided at all costs. SASA (1996) maintains that any person found administering corporal punishment in schools is to be charged for misconduct.

The use of drugs, alcoholic substances in schools amongst learners, often leads to violence, crime and vandalism (Hoberg, 2009:242); this results in a state of lawlessness in schools. Alcohol can cause mental disorientation, lack of concentration and alertness in the classroom situation. These tendencies by learners cannot be left

to continue if the principal is committed to the creation of COTL. Studies revealed that most rural public schools are victims of crime and vandalism, and these impact negatively on effective teaching and learning. Principals should have safety and security policies in place to ensure that school community members as well as properties are kept safe and secured during and after school hours.

- **Management of Attendance**

In creating COTL, school principals must ensure that all members of the teaching staff and learners attend school daily and regularly. Mehlape (2011:20) points out that teachers and learners who neglect their responsibilities of attending to their work and school, impact negatively on the creation of COTL in schools. The principal must have monitoring and control measures in place to deal with issues of attendances such as time book for teachers and classroom registers for learners. These measures must be controlled and monitored on a daily basis. Although there are teachers who execute their tasks diligently without any coercion, there are some who bunk class periods. Principals in creating COTL must ensure that challenges are dealt with as matter of policy.

- **Management of Resources**

Studies revealed that rural public schools are faced with challenges of school infrastructure, such as school sanitation, classrooms, administration block, libraries, laboratories, running water, electricity, school security fence, and sports grounds (Mehlape, 2011: 44). Some schools operate with insufficient pit toilets or those which have exceeded their lifespan and as a result pose a serious health hazard to learners and teachers; principals must liaise with the DBE on this challenge and other stakeholders in an attempt to create COTL in schools.

Resources required to assist in teaching and learning must be adequately supplied (Van Deventer & Kruger, 2009:4). There has to be requisite resources, common goals, skilled teachers, discipline and a healthy relationship between the school and the public. Therefore, development of a culture of effective teaching and learning

remains the role of the school leadership. The capacity of the school to attain its goals highly depends on competent leadership. The leaders of schools have the responsibility to advance the process in the manner of the actions, utterances and conversations they make publicly. Therefore, in a way, school leaders must act as role models. The next sub-section discusses how principals can model the promotion of an effective COTL.

2.3.1 Promoting an Effective COTL

Schools principals are mandated to establish a culture of teaching and learning that is conducive (Lethoko, Heysteck & Maree, 2001:311). The critical marks of a school that is healthy in terms of a culture of the school encompass a well-organised setting, teaching that is of quality and fosters improvement in learner achievement. The principal as a leader in the instructional process plays a role that is critical, showing that school leaders have a responsibility to create a COTL. They have to coordinate the practices of staff and learners for the achievement of set goals; it is essential also that parents, teachers and learners support and cooperate with principals.

The study aimed to research on the leadership role of principals in creating a COTL with particular reference to rural public schools since establishing a relevant culture may result in effective instruction. This mainly hinges on the attitude of teachers, the mastery of certain subjects and how the learners are geared for teaching and learning. According to Busher (2006:83), it is also important to consider the opinions of guardians and to work closely with them in order to sustain effective academic development of learners.

The culture and values of accepting and including learners with diverse needs contributes to the development of a conducive teaching and learning culture (Fuglestad & Lillejord, 2002:5). Recognition of the uniqueness of individuals and the nature of their collaboration is also critical in shaping a desired culture; there needs to be a spirit of collective efforts and responsibility. The leadership should not stop to develop new ways that are intended to improve performance. These include valuing the efforts of everyone, opening channels of communication, instituting effective

abilities to resolve conflicts and use of ideas that are based on competency, experience and skills; establishing positive attitudes in staff, parents, learners and the entire public, thus, helps in creating COTL. It is quality leadership which ultimately forges the existence, development and maintenance of a COTL. This culture is then reflected in social structures, logistics, symbols and processes that are carried out (Busher, 2006:82).

Various groups such as sub-committees in schools possess a culture of their own (Thomas, 2010:85), therefore, instructional processes are steadily being viewed as a set of subcultures. Thomas (2000:85) asserts that investigating the phenomenon of teaching in the context of a culture need to be perceived in the light of teacher development where the teaching skills are constantly being improved for the creation of a culture in which to teach and learn is done and celebrated by all stakeholders in the education system contribute greatly (Middlewood, Parker & Beere, 2005:51). In this regard, schools need to develop a conducive teaching and learning environment in which people work through positive relations with ethos that involves enquiry and debate that is critical.

Deal and Peterson (2009:129) assert that principals as leaders need to be fully aware that their schools' cultures can be used in evaluating these learning centres. School principals should always be aware of issues that affect the smooth running of their schools, know and understand the cultural elements that need modification as well as those that need to be condemned. These leaders must always work hard to enhance norms and values of a culture that add value to their schools, however, it should be noted that not all cultural values can be maintained over time due to the dynamism of culture.

Leaders of schools have a mandate to move schools from a dysfunctional to a functional status and ensure that there is acceptance of such changes (Busher (2006:83). Principals must ensure that they give full support to both staff members and learners, effectively communicate what the school dreams and hopes to achieve. Calitz, Fuglestad and Lillejord (2002:5) are of the view that a vision that is shared enhances the stakeholders' picture of the purpose of the existence of a school, the

preferred focus and future aspirations, therefore, visions of the school requires selling and accepting by the entire staff.

Thomas (2010:85) asserts that school leaders are role models in a school setting; as such they need to act responsibly. Their actions, ways of communication, their dressing and the events they attend must all reveal the leadership positions they have assumed. School leaders who assess teachers as they conduct lessons demonstrate the extent to which they value the instructional process. According to Msila (2012:170), school leaders need to understand that the process of teaching has to transpire in an environment that is safe and sound. This can be done through the crafting of safe policies that are understood by learners, parents and the whole staff members; leaders of schools who show great concern of the welfare of their staff and learners demonstrate the value that they attach to them.

Middlewood, Parker and Beere (2005:51-52) further posit that the leaders of schools have the responsibility to ensure that community members assume a critical part in supporting the growth of the institution. This implies that schools are part of the wider community, thus, it is vital that leaders of schools create healthy relations with the community. Deal and Peterson (2009:132) argue that education is likely to blossom in contexts where there are positive relations between parents and schools. It is commended that those parents who possess certain essential skills need to serve in various committees to offer some contribution. The drawing up of policies necessarily require the involvement of parents; these include the vision and mission statements and establishing partnerships with the community to solve encountered problems.

Decision-making processes should not only involve parents but teachers and learners too, according to Shelton (2010:278); leaders of schools need to make sure that learners are incorporated in the processes of making decisions on matters that affect their stay at schools. Learners should have representation in Representative Council of Learners (RCLs) and SGBs in the same way parents are catered for; the election of members to serve in the committees should be democratic. It is also the responsibility of school leaders to ensure individuals in the committees are empowered to assume roles meaningfully.

Mutually shared values, aspirations and trust in the community should provide a basis for the establishment of sound relations among teachers, learners and the public (Preston, 2012:48), therefore, the community should provide the basis for the establishment of a relationship between the school and the community. The rationale behind this is that schools are symbolic institutions, hence, the content delivered to learners has a linkage with the existing community culture. Notwithstanding the relations that can be established between the community and the school, many institutions append diverse values to certain issues that differentiates them.

Anderson and White (2012:39) assert that the offices' and classrooms' arrangement and decorations communicate a lot with visitors or the public. Classrooms that have the learners' work displayed on walls or subject corners and desks arranged in a manner that facilitates group teaching, somehow acknowledge that shared learning and group work have a significant role in academic achievement. Reardon (2011:75) notes that office displays reflect a powerful message, therefore, the work of learners and sports trophies can be displayed in some offices and artifacts of this nature may depict the type of leadership in a particular school.

Ashton and Duncan (2012:40) states that leaders of schools should support collegiality and a teamwork approach. Teamwork assists stakeholders to gain awareness and have a common understanding of the school's vision and purpose. Kruger and Steineman (2008:60) concur that organisations that continue to perform even above the expected standards have adopted a culture where teamwork occupies a central position. The establishment of various teams within the school setting facilitates their empowerment, therefore, one of the core duties of school leaders is to ensure that their teachers are adequately empowered. Trust should be used as the basis of this empowerment while at the same time educators should be encouraged to take risks whenever necessary. If educators are empowered, they gradually become innovative and inquisitive to start new projects or employ different strategies of teaching or solving problems.

Schools that highly recognise the importance of managing time in the execution of various activities offered often encourage teachers and learners to observe given

timetables (Sebastian & Allensworth, 2012:213). Time gives an indication of the value of activities and leaders of schools usually attach the value of time in their recognition of work they regard as worthwhile. In other words, work that has been well done attracts awarding of rewards. Rewards in educational settings may be given to those who deserve them during ceremonial gatherings, like prize-giving days. This practice motivates others to imitate the recommended action or behavior.

Teacher empowerment and teacher development are very close concepts (DBE, 2012:29). The school leadership may be accountable for the development of teachers and such a form of empowerment has to be tied to their abilities and needs. In other words, a needs-based assessment may be done before any teacher development training is given. In addition, teacher development must be continuous and planning for various sessions should always be done in advance. The aspects to be included in training programmes must aim at assisting teachers to learn or acquire new skills, although in some instances, the aim may be to consolidate what the teacher already knows. It is possible for leaders of schools to conduct development programmes for teachers, but it is also common for them to seek assistance from the Department of Basic Education for such activities.

The initiation of empowerment and development programmes for teachers means that the style that principals adopt, largely determines, the atmosphere in their schools. Mehlape (2011:201) asserts that leaders should always ensure that their behavior is devoid of bureaucratic practices; as role models of subordinates their body language may communicate more than their spoken word. In addition, the expressions on leaders' faces convey messages of either being appreciative or not and reflects the ensuing atmosphere, therefore, the atmosphere that plays out at a school might either hinder or contribute significantly to the formation of decisions that are shared. Naidu, Joubert, Mestry, Mosoge and Ngcobo (2008:39) argue that culture contributes significantly to the formation of decisions that are shared and that the rules, regulations and school policies should be well understood by stakeholders. Players in the education system need to understand the roles that they play and commit themselves to the success of the school, explaining the need for principals to

resuscitate the COTL in schools and bring change. The section focuses on how principals can create COTL.

2.4 HOW PRINCIPALS CAN CREATE CULTURE OF TEACHING AND LEARNING

The effectiveness of an education system lies in the COTL across the entire schooling system, with the principal being in the forefront (Mehlape, 2011:5). Principals are duty bound and professionally obligated to do something extraordinarily in raising both teachers and learners' performances in schools, hence, principals should make sure that they strive to resuscitate a collapsed COTL.

The Department of Basic Education (2014:7) contends that principals must provide leadership in all areas of the school with the aim of enhancing the quality of education. This needs to be done to achieve the highest possible standards of learner achievement. Principals are expected to turn-around situations in schools, and transform a weak leadership to effective leadership, apathy among teachers to high professional standards, and learners' poor performances to excellent learners' performances. Principals as leading professionals in the school, have the overall responsibility to develop and implement policies, procedures and plans for the institution to convert the mission and vision into practical results (Gultig, Ndhlovu, Bertram, Mthiyane & Avery 2002:29). Principals as school leaders should act as "change agents", who are obliged to initiate activities and processes for implementing change. The success with which change could be implemented in many instances is dependent on principal's leadership capacity to manage and sustain change, so principals must bring change in attitudes among all role players towards the realisation of conditions for effective teaching and learning.

As a way to bring about and achieve change in schools, principals need to develop schools into learning organisations. Smith (2001:10) asserts that all organisations are learning organisations and that a strong linkage exists between the concepts organisational learning and a culture of learning, as without the latter it is difficult to see how organisational learning can in fact take place. The learning organisation

metaphor is a strategic problem-solving metaphor that you adopt if you are committed to improving performance in your school, and if you are prepared to attain the educational requirements that relate to societies that are transformed (Twale & Kochan, 1999:20). The two authors add that seeing a learning organisation as a strategic problem-solving metaphor provides a systemic view of change in schools that goes much further than cosmetic change and prepares the school and the learners for the demands of tomorrow's world. It is argued that for a learning organisation to exist, it implies the need for the manifestation of a culture of learning to be taking place.

Gultig *et al.* (2002:32) define learning organisations as those in which individuals continue to grow their capacity to achieve the desired outcomes. In this case, new ways of conceptualizing are developed, collegial engagement adopted, and lifelong learning takes place. Janson (2012:125) defines organisational culture of the school, as the specific manner in which all tasks in the school are embarked upon and executed. Organisational school culture is a way that directs the performance of the entire tasks of the school. Robbins, Judge, Odendaal and Roodt (2009:230), concur that organisational culture relates to a set of features that are valued and which give meaning to the shared system of practice, therefore, a strong culture of teaching and learning is established when individuals adhere to the founding values of the organisation and render commitment to related practices. In the context of this study, Van Deventer and Kruger (2007:4) argue that a culture of teaching is concerned with a set of important assumptions, beliefs, values and attitudes that are created by the principal and shared by all the members of the school community for its effectiveness. Van Deventer and Kruger (2007:5) further maintain that an institution in which the existent culture engenders collective effort for goal achievement, a productive and positive climate is developed for effective instructional progress.

Principals must continuously strive to get strategies for development and improvement of their organisations in terms of functions and structures. Davidoff and Lazarus (2007:302) argue that schools as learning organisations, as change strategy, are about focusing on improving the internal functioning of the school, and improving the way they perform their key functions, namely teaching and learning. According to

DBE (2014:18), principals need to construct school conditions that define them as effective organisations as a consequence of collaboration that is genuine, therefore, the goal of school improvement strategy is the transformation of the culture of the school, with a focus on improving learners' achievement and the school's ability to cope with change.

Hopkins, Ainscow and West (1994:195) suggest that principals should initiate a School Development Plan (SDP) to revive a COTL. The SDP is a medium-term plan which outlines the institution's achievable goals, activities and interest over a period of three years.

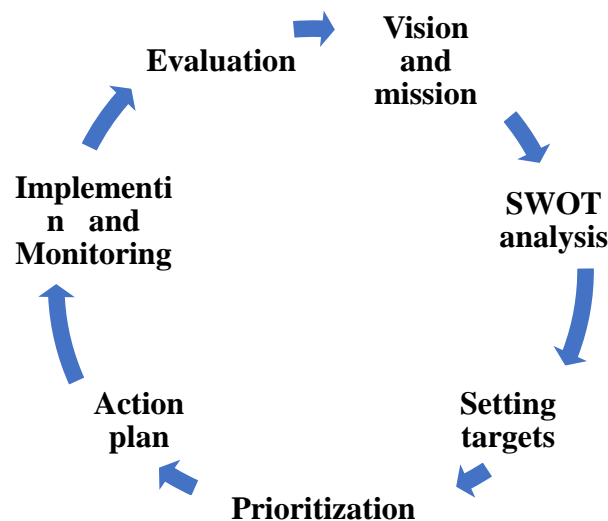


Figure 2.1: School Development Plan (SDP) in Motion (Adapted from Michael Martin 1999:16)

The principal involves all stakeholders in a step by step process of initiating the school development plan (Lyons, 2000:152), thereby, they collectively revise and define the existing vision and mission statement. Martin (1999:39) adds that vision and mission statements provide direction through a description of a preferred future of excellence or an image of the future schools seek to create. They collectively establish a SDP by asking the following six questions (Martin, 1999:18-22).

STEP 1: Where is the School Now?

The principal and stakeholders conduct SWOT analysis. The strengths and opportunities may suggest strategies that the school can use to improve while the weaknesses and threats provide areas that need to be improved (Rogers, 1994:59). A SWOT analysis is done taking into account the 9 Whole School Evaluation (WSE) focus areas. Rogers (1994: 64), explains that the following focus areas are to be considered in (WSE) - basic school functionality, the quality of instruction, the implementation of the curriculum, security and discipline. The school has to provide state-of-the art resources in terms of buildings and equipment. The relationship between the school and community has to be sound with open channels of communication.

STEP 2: Where does the School Want to be at the End of the Planning Cycle?

Setting targets of where the school wants to be at the end of the planning cycle enables all stakeholders involved to focus on the implementation process. This means setting in place structures and processes that will make it possible to implement changes and meet the planned targets (Martin, 1999:30). The school must collectively decide how to get where it wants to be and this is a vital step if schools want to turn their vision, plans and ideas into reality.

STEP 3: How will the School Get there?

Leaders identify important and achievable areas of development with the available resources (Lyons, 2000:154) and they avoid addressing symptoms and causes, rather focusing on core problems and challenges experienced. Rogers (1994:72) asserts that this is the prioritizing stage and is about ranking of items according to their urgency and importance, it is based on what need to be considered first before any other item(s). For example, item(s) proposed may targeted learners' pass percentage for three consecutive years.

STEP 4: What does the School Need to get there?

Action plans are put in place, and roles and responsibilities are assigned to individuals to carry out. Stakeholders collectively make a contribution towards the implementation of the SDP (Lyons, 2000:154 & Martin, 1999:48).

STEP 5: How will the School Check whether it is getting there?

This is the implementation and monitoring stage of the action plans (Lyons, 2000:154 & Rogers, 1994:79). It involves checking on progress and keeping records of monitoring and support provided for reporting purposes to all stakeholders (Rogers, 1994:79). The action plan is reviewed depending on the effectiveness of the implementation process.

STEP 6: How will the School know if it has got there?

This is the evaluation stage of the SDP based on the 9 WSE focus areas. It is important to collectively keep the momentum going and to check regularly on progress (Lyons, 2000:154; Martin, 1999:48). The school should not wait until the end to ask questions such as: *Have we done what we hoped? If things did not work out as we hoped, will we be able to see why? What will we do differently next time?* Evaluation of the nine WSE focus areas, hence, is conducted to check progress made in line with the vision and mission statements as well as the prioritized set targets (Hargreaves & Hopkins, 1991:95).

Hopkins *et al.*, (1994:196) maintain that School Development Planning (SDP) is a strategy for change which has been used in British and American schools for many years. Ndhlovu, Bertram, Mthiyane and Avery (2002:122) add that school development planning focuses on learners' achievement and the school's ability to cope with change. SDP aims to improve the capacity of the school, particularly the quality of its teaching and learning. Hopkins *et al.*, (1994:196) continue that if one cannot understand what creates a school's capacity for quality, then that school's change strategy is severely limited in its ability to make real changes. SDP's strategy

brings together key stakeholders within the school to identify problem areas, agree where improvement can be made, and then decide how to make change happen with the people and resources available. These authors conclude that the goal of school improvement through SDP is the transformation of the culture of schools.

2.4 CONCLUSION

The chapter provided an ongoing dialogue on the leadership role of the principal in creating a COTL. The chapter discussed, among others, the COTL, the creation of COTL, how principals can promote effective teaching and learning and to resuscitate it if there are challenges. This literature review has focused on changing the face of schools regarding the COTL, the meaning of culture in its generality and in the school context in particular. The literature review further filled in gaps and extended prior studies in order to address the study's research questions. The next chapter discusses the theoretical framework of the study.

CHAPTER THREE

THEORETICAL FRAMEWORK

3.1 INTRODUCTION

The previous chapter focused on the literature review. This chapter presents the theoretical framework of the study. Cilliers, Davis and Bezuidenhout (2014:55) define 'theoretical framework' as a specific collection of thoughts and theories that relate to the phenomenon that is being investigated. A theoretical framework is the structure that holds or support a theory based on the study (Richard (2013:140) and demonstrates an understanding of theories and concepts that are relevant to the topic of research. The interest of the researcher in the investigation resulted from a concern regarding the role of the principal in enabling an environment for effective teaching in rural public schools, hence, the study explored this phenomenon. This was done by taking into account the narratives and knowledge gleaned from participants' own perspectives and experiences in the world in which they live, in order to understand the functions of school principals in mediating learning and teaching.

Organisations and schools require leaders that are effective so that they become successful in the current fast and technologically-developed space (Schweikle, 2014:1). Leading staff ineffectively causes them to lack enthusiasm, motivation and dedication to their duties; the school then drops in performance. In exploring what was authentic in terms of the leadership skills that principals adopt in crafting COTL, the Situational Leadership Theory developed by Hersey and Blanchard (1996: 190) and Maslow's Hierarchy of needs were adopted. Bolden (2004:5) posits that leadership is a complex phenomenon that touches on many other important organisational, social and personal processes and that leadership hinges on influence. This entails inspiring workers to operate towards the achievement of collective objectives and does not need people to be coerced but occurs as a result of individual motivation.

This chapter, amongst others, defines and describes what theory is, outlines and discuss motivation theories, discusses the situational approach to leadership theory and its implication to leadership effectiveness in schools and the rationale behind the theory. The next section contextualises the theoretical framework.

3.2 CONTEXTUALISING THE THEORETICAL FRAMEWORK

Exploring the leadership role of the principal in creating COTL is of paramount importance in this study. As stated in chapter 1, schools are manned by teachers of different levels of maturity (M1, M2, M3 and M4) and all demand a different leadership style in order to be effective in the COTL.

This section contextualises the theoretical framework used to delineate the theoretical scope of the study. The field of Education Management and Leadership do not have theories of their own, but borrow theories from corporate fields, Philosophy and Psychology to name a few, as will be the case in this study. In short, Education Management and Leadership have “theory/knowledge blindness”. For this study to be conducted within a scholarly framework, thorough study was done in order to choose theories that will assist one to understand the problem of the study. Littlejohn and Foss (2008:120) states that a theoretical framework provides guiding principles and specific perspective through which we examine a research topic, therefore, a theoretical framework guides the study and enables the researcher to explore and have a bird’s eye view of the phenomenon under study. The notions of ‘theory’ and ‘motivation theories’ are clarified in an attempt to contextualise the study. The next sub-section defines and further discusses the concept ‘theory’.

3.2.1 What is Theory?

Polit and Beck (2008:13) define ‘theory’ as sources of assumptions, as universally accepted truths based on logic and reason, without proof or verification. A theory can be compared to a binoculars through which one can view distant objects in the fields of interest around us (Cilliers *et al.*, 2014:37). A binoculars magnifies and brings images closer and into focus, and it is about assumptions which are embedded in the

philosophical base of the framework, study design and interpretation of findings. Similarly, a theory enables a focused and closer or deeper understanding of a phenomenon, hence, theories influence the logic of the study, lead to more rigorous development of the study, and contribute towards the development of a model (Neuman, 2011:132).

Neuman (2011:132) further maintains that a theory is the grounding in which a research study is rooted and forms the conceptual and theoretical framework within which data is collected, interpreted and understood, therefore, theories impact on society and add value to life. Leedy and Ormrod (2013:98) argue that a theoretical explanation has three potential forms - causal, structural and interpretive explanations. A causal explanation explains the cause of a phenomenon, such as the causes of poverty in a society; a structural explanation allows us to place an event or phenomenon within a broader framework or structure while an interpretive explanation is an attempt to promote understanding of an event, social relationship or cultural tradition. Dainton and Zelly (2011:43) assert that a theory performs a host of functions, and among them is to promote a previously insignificant concept and help us to see things we have not observed before, or in ways we have not considered before. Theories are vital in any research study.

The present study's theory (situational leadership and Maslow's Hierarchy of needs) enabled the researcher to explore the role of principals as leaders in establishing a COTL in the rural public schools, of Mopani District, Limpopo Province. These theories helped the researcher to understand that the leadership style is not exercised for the interest of the leader, but to assist teachers to develop professionally when supported. In addition, the study's theories helped to determine the scope of the research questions: *'what do I (as a principal) need to ask in order to create COTL in school?'* The theories gave the guidelines that assisted in proposing an Action-Based COTL model in chapter six of this study. The next sub-section provides a brief discussion on motivation theories. Item 3.2.2 below and its sub-sections are presented for the sake of locating the theory from which Maslow's Hierarchy of needs resonate, hence, they are discussed briefly to pave the way to a complementary theory of choice (Maslow's Hierarchy of needs).

3.2.2 Motivation Theories

This section focuses on educational motivation theories. Beck (2000:24) argues that motivation relates to a theory in which people opt to adopt certain behaviour at a given period of time. Motivation theories result in an improved understanding of the attitudes and behaviours that teachers engage in at schools as well as their impact on teaching and learning. Davis and Wilson (2000:358) adds three aspects to the concept of motivation - energising human behaviour beings, giving direction to the behaviour of individuals through establishing a goal and maintaining such actions as guided by the components. Steyn (2002a:85) contends that motivation is a complex phenomenon that encompasses forces, needs and mechanisms that energise human beings to engage in certain actions, and in this study, principals are expected to be motivators of teachers and learners and ensure school effectiveness and the creation of a COTL.

There are numerous theories that incorporate the motivational concept of learning. Each theory is briefly discussed in an attempt to contextualise the study's theoretical framework, and to obtain insight into the strategies adopted by principals to ensure teachers are motivated towards enhanced performances, for the attainment of goals.

Motivation theories that managers and school principals can employ to influence subordinates in organisations and schools are the following: McGregor's theory X and theory Y, Adam's equity theory, Expectancy theory, and Herzberg's motivational theory. These four motivation theories are discussed hereunder.

3.2.2.1 McGregor's theory X and theory Y

According to McGregor, there are two main assumptions regarding the behaviour of human beings that determine the nature of management to be adopted in motivating individuals (Suslu, 2006:120). Theory X and Y are the two main assumptions. Theory X represents employees who do not like to work and try by all means to avoid it. These groups of workers require close supervision and force to achieve stated objectives. Theory Y assumptions relates to employees who are interested in work and consider it as easy as play. These employees want to accept responsibilities and show

initiatives; principals must strive to turn the situation around by turning the majority of teachers into employees governed by theory Y.

3.2.2.2 Adam's Equity Theory

This theory was developed by Adams in the year, 1965. According to it, individuals or learners feel motivated when they realise or are convinced that they are treated in a fair and equitable manner. In other words, their levels of motivation are linked to the extent to which they are convinced of a fair treatment in learning contexts (Steyn, 2002b:95); the focus is on the comparison of the state of rewards. This compares the fairness in terms of the requirements of the work (input) and the reward that accrue from performing a given task (output); principals, hence must treat subordinates fairly and equitably in an endeavor to motivate them to give their all.

3.2.2.3 Expectancy theory

The theory was propounded in 1964 by Victor Vroom and Porter and Lawler extended this theory in 1968. It focuses on the behaviour and attitudes that people engage in at work and how these determine outcomes (Evans, 2001:298). The theory assists the teacher to gauge the value of the reward before applying any effort. It also considers the chance that applying an effort will attain the desired results (expectancy) and that effort will assist in achieving the reward needed from the performance (instrumentality). The extent of motivation is influenced by what the teacher prefers as far as intrinsic and extrinsic rewards are concerned.

3.2.2.4 Herzberg's Two-factor theory

Herzberg (1959) developed a paradigm composed of two dimensions of factors that mediate the attitudes of people in regard to their job. McEwen and Wills (2007: 56) assert that the content of the job or the actual execution of the work is related to one set of factors. Northhouse (2011:59) explains these factors as motivators or satisfiers since they influence individuals to reach a set or desired goals. Motivational factors encompass achievement of targets, recognition, the workplace, responsibility and achievement. The other group of factors relates to the aspects of the job which are tied to extrinsic issues such as, the job or work environment (Northhouse, 2011:60). These are also known as maintenance factors or "dissatisfies". They involve such

aspects as status, salary, working conditions, policies, security, interpersonal relationships and administration (Herzberg, 1959:223).

3.2.3 Theoretical Frameworks of the Study

The study is also guided by the Situational Leadership theoretical framework developed by Hersey and Blanchard, complemented by Maslow's Hierarchy of needs theory. According to Chan (2004:92), a theoretical framework is a conceptual starting point and the frame of our research study as it is critical for a researcher to develop a thorough and integrated theoretical framework within which to investigate and scrutinize a specific research topic. According to Yukl (2010:8), leadership entails actions to influence people to agree with what requires to be performed and methods to be employed. This also involves building a collective effort for the accomplishment of organisational goals. Yukl (2010:8) further maintains that the purpose of leadership involves assisting subordinates to recognise their potential and motivate them to utilise it, therefore, it is appropriate to complement the situational leadership theory with Maslow's motivational theory. The next section focuses on the theoretical framework of the study.

3.2.3.1 Situational Leadership Theory

The Situational leadership theory was proposed in 1969 by Hersey and Blanchard. The basic premise is that various situations demand different leadership approaches to obtain optimal outcomes. Ormrod (2008:87) states that leaders need to be alert to the existence of various situations which require certain styles and adapt them to their roles in order to be a good leader. Hersey and Blanchard (1996:159) developed the situational leadership theory through which the behaviour of subordinates spur the behaviour of leaders, therefore, leadership effectiveness is dependent on given conditions. It is pivotal to know that there is no one leadership style that best achieves expected results. Hersey and Blanchard (1996:290) identified four main leadership styles that must match with the maturity levels of individual followers or group. The leadership styles are identified from S1 to S4, as illustrated in Figure 3.1 below:

<p>High Relationship Low Task</p> <p>Quadrant III</p> <p>“ PARTICIPATING ”</p>	<p>High Task High Relationship</p> <p>Quadrant II</p> <p>“SELLING”</p>
<p>Low Relationship Low Task</p> <p>Quadrant IV</p> <p>“DELEGATING”</p>	<p>High Task Low Relationship</p> <p>Quadrant I</p> <p>“TELLING”</p>

Low -----Task Behaviour-----HighFigure

Figure 3.1: Leadership styles (Hersey & Blanchard, 1996)

S1-Telling: This leadership style is also referred to as ‘directing’. Directing or telling is a leadership style that involves crafting specific goals and regulations to subordinates and ensuring that those are well understood (Hersey & Blanchard, 1996:262). It is a high task behaviour and low relationship behaviour, thus, the principal’s role is to ensure that subordinates are in line with the task on hand by giving task directions, and closely supervising work in order to achieve the set objectives. All decisions are made by the principal and communication is largely one-way (Top-down communication) as subordinates are not yet competent and need direction and supervision to get the tasks done. This leadership style will ensure that policies and procedures are always followed and highly prioritized in order to improve school effectiveness and the COTL. When subordinates gain experience, the leadership style also reflects the next expectations and principals adjust and change the leadership style accordingly to the selling style.

S2-Selling: This leadership style is also referred to as ‘coaching’, as it has to do with unlocking the ability of individuals to enhance their performance. The focus is on

assisting learners to learn instead of teaching them (Hersey & Blanchard, 1996:268). The concept of coaching is adopted from sports but finds relevance in the subject of styles of leadership. Coaching relates to aspects of directing and supporting of individuals and leaders are expected to always provide information and direction. The decisions or the way forward remains the responsibility of the leader while communication becomes much more two-way. This leadership style works well for people who are competent but lack commitment; as they are inexperienced, the leader's direction and supervision are crucial. Workers need to be assisted and motivated to develop positive self-perceptions. Also, their commitment or diligence may be enhanced when they are highly supported in decision making. School principals must always provide socio-emotional support role to subordinates as this is a low-task and high-relationship leadership style. When subordinates gain experience and commitment, principals also adjust their leadership styles and adopt a participation leadership style.

S3-Participation: Participation leadership style is also referred to as 'supportive leadership' style. According to Hersey and Blanchard (1996:273), supportive leaders are not bent on pronouncing orders and managing each aspect of performance but in providing facilities and equipment to do the work. Since this is low-task behaviour and high-relationship behavior, leaders are expected to increase their focus on the relationship than on direction. The responsibility of decision-making must be shared by the leader and the team. Leaders must be supportive and allow decisions and task allocations and processes to subordinates. Leaders facilitate and take part in collective decision-making but take control with followers.

This strategy may yield positive results if the subordinates are competent, and simply lack confidence or motivation; in such cases, only support is required to enhance their self-esteem. Managers engage in activities together with employees as a strategy to raise their capacities up to a point where managers withdraw assistance in the process (Hersey & Blanchard, 1996:278). In ensuring that COTL prevails in schools, principals who adjust to participative leadership style must emphasise sharing of ideas and participative decision-making with teachers. When teachers show signs of being

confident and motivated, the principal must further adjust his/her leadership style to delegating.

S4-Delegating: Delegation involves the leader delegating, decision-making and authority to employees but continue to take the responsibility, for such decisions of leadership style the leader transfers decision-making power to one or more employees but remains responsible for their decisions (Hersey & Blanchard, 1996: 279). The process witnesses a reduction in the supportive and directive action of the managers. It provides for low-task behaviour and low-relationship behaviour. Leaders are expected to pass most of their responsibility onto the followers or groups, thereby, leaders continue to assess development but reduce their involvement in decision-making. Leadership S1 and S2 are concerned with seeing the work or tasks done while leadership S3 and S4 are more interested in assisting the team members to work independently but efficiently.

In this approach of leadership, Hersey and Blanchard (1996:120) posit that various conditions for delegation depend on the levels of development of the employees. This process of delegation is more complicated in theory than in practice. The leader has to understand the skills and competencies of employees as regard to the tasks and be able to select a leadership styles appropriately. Hersey and Blanchard (1996:200) assert that situational leadership theory categorises subordinates according to their levels of commitment and competency and knowing when to use each of the leadership styles is largely dependent on the maturity (readiness) of the people or group one is leading. The following are the four different maturity cycles identified as M1 to M4. Figure 3.2 is an illustration of maturity continuum of followers.

M4	M3	M2	M1
HIGH	AVERAGE		LOW

Figure 3.2: Maturity Continuum of Followers Adapted from Hersey and Blanchard (1996:248).

M1: Individuals who are at this level of maturity usually lack adequate knowledge, competencies, confidence and motivation to work independently. They usually require assistance and close supervision in executing the given tasks. These followers do not have the general skills for the job, moreover, they lack the capability to assume responsibility. The followers in this group display a commitment which is high and a diminished competency. These tend to be fresh employees who are amateurs in the job (Hersey & Blanchard, 1996:253); they lack experience. The fact that these new recruits would have assumed responsibilities and they want to prove that they have the desired motivation and enthusiasm. The best way to deal with employees in this group is to leverage their skills and competencies and this can help new teachers to propel their energy to school work (Hersey & Blanchard, 1996:253).

When dealing with followers at this maturity level (**M1**), principals must adjust their leadership to that of (**S1**) **Telling** which is characterised by high-task and low-relation behaviour. In order to achieve the school's set goals, principals must employ one-way communication with followers, define roles, and tell followers what, how, when, and where to do the various tasks. The purpose of the principal must be to move followers from the (**M1**) maturity level to the next (**M2**) maturity level.

M2: Followers at this maturity level might be willing to work on the tasks, but they still do not have the skills to complete the given tasks successfully. This maturity level describes an employee with some of the basic abilities but who is lacking the ability to take full responsibility (Hersey & Blanchard, 1996:259); staff in this category have some competence but with low commitment. They have been working for sometimes now and have gained competence and experience, but they are still lacking a considerable amount of skills. These followers have not experienced much success at their job yet, nor gained much recognition or moved up in the school; unlike those in M1 who are very enthusiastic, people at stage M2 can be rather insecure, as their enthusiasm and motivation from the beginning are slowly wearing off and they still have trouble in completing their tasks correctly (Hersey & Blanchard, 1996:259).

What a leader should do in when dealing with staff belonging to (**M2**) maturity level, is to help them improve their skills and gain experience while actively motivating them.

In dealing with these followers, school principals must adjust their leadership style to the **S2- Selling**, this is a high-task and high-relationship leader behavior, and most of the direction is still provided by the leader. Principals in attempting to move these followers to the next maturity level (**M3**) must now start using two-way communication and provide socio-emotional support in order to ensure they psychologically “buy into” decisions that have to be made. M2 is the most undesirable development stage from a leader’s perspective, as employees in this stage are neither motivated nor skilled; principals should aim at making the duration of this development stage as short as possible and ensure that followers move on to the next maturity level (**M3**).

M3: Individuals at this level do not possess adequate abilities but are more willing to help with the tasks at hand and the skills they have are more than those found at the M2 stage (Hersey & Blanchard, 1996:263). The employees in this maturity level have abilities and experience, but still lack self-confidence for full responsibility. The level of commitment ranges from moderate to high, while commitment is variable. Employees at this stage possess a share of experience and skills and display goodness in their activities, although there is still variance in the degree of motivation and commitment. These oscillate between low and high, depending on their periods of achievement and success.

It is essential to provide support to employees at this stage to ensure their commitment is at a high level and transform them into (**M4**) maturity level; principals must have high-relationship and low-task behaviour and adjust to the (**S3**) -**Participating** leadership style. According to Hersey and Blanchard (1996:263), leaders and followers must share in decision-making through a two-way communication, with much facilitating behaviour from the leader, as followers have the ability and knowledge to do the tasks. Principals must strive to transform teachers from (**M3**) maturity level into (**M4**) maturity level.

M4: Followers in this maturity level are able to work on their own, have high confidence, skills and commitment to do their tasks; this maturity level describes employees who are able to take full responsibility. Hersey and Blanchard (1996:268) declare that these employees are better skilled and experienced as a result of having

been at work for a long time. Their commitment and motivation to work are also high; it is pivotal to understand the amount of guidance that employees in category **(M4)** need when one deals with them. This tends to be low. These feel patronised when over-supervised as they sense a lack of trust in their abilities by the leader. This breeds a sense of insecurity and demotion (Hersey & Blanchard, 1996:269). Hersey and Blanchard (1996:269) maintain that **(M4)** is the category that leaders wish most of their subordinates should belong. Employees with high skills and motivation create trust in them that the tasks they undertake in will be well-completed on time. This scenario offers the leader ample time to focus on macro levels of the school, such as the strategy of the school and future projections.

In dealing with teachers belonging in the **(M4)** maturity level, principals must adjust their leadership from **(S3)-Participating** to **(S4)-Delegation** leadership style. Delegating leadership style needs a low-relationship and low-task leadership behaviour. Principals must delegate roles and responsibilities to these teachers since those belonging into this maturity level have the abilities, willingness and commitment to take responsibility for directing their own behaviour. Principals must let them “run their own shows” and delegate tasks and responsibilities. In the next section implications of the theory for principals’ effectiveness is discussed.

3.2.3.2 The implication of Hersey and Blanchard Theory for principals’ effectiveness

Hersey and Blanchard (1996:239) maintain that there is no single leadership style suitable for any situation; efficient leaders have a capacity to apply leadership skills that match situations. In other words, there is no single leadership style that is suitable for all situations or contexts. In implementing the situational leadership theory, one needs to understand what is relevant in a specific situation and to consider also the level of maturity of subordinates; the choice of a leadership style depends on the followers or persons who are being led.

An employee begins to develop at the moment of assumption of duty. Areas that are developed concerning the individual’s career include knowledge, competency, professional understanding and motivation (Hersey, Blanchard & Johnson, and

2001:131). As the staff develop and possess the highest competence and commitment, the leader helps the staff to further gain more competence and keep their commitment as high as possible and have them move up to the highest possible development stage (Hersey *et al.*, 2001:131).

Hersey *et al.* (2001:131) contend that the level of direction and support from the leader should be continuously adjusted as the commitment and competency of workers shift over time. This is designed to assist subordinates to obtain the best outcomes (Hersey *et al.*, 2001:131). In applying the theory appropriately, there is need for leaders to ascertain the levels of commitment and competency of the staff, correctly.

Hersey and Blanchard (1996:219) developed the situational leadership theory in order to ensure leadership effectiveness in organisations and schools. As role models, leaders have an impact on the culture, thoughts, norms, values and activities of organisations, as well as the people concerned. The type of leadership styles that are adopted by various leaders largely impact on the performance of workplaces, therefore, the situational leadership theory urges leaders to use management styles or strategies that lead to positive results.

Leadership effectiveness is the ability of leaders to select the appropriate leadership style in an attempt to respond to followers' maturity levels (Earley & Weindling, 2004:3). Earley and Weindling (2004:3) concur with Hersey and Blanchard (1996:239) that there is no single leadership style suitable for any situation and that leadership style depends on followers' maturity level. A leader can accomplish this ideal if he or she is able to define subordinates' development stages and to know the subordinates' general competencies and skills and be able to put these in relation with the tasks at hand. A leader may adopt a wrong leadership style if the assignment of the employee to a category is wrong; this hampers the quality of the completed activity. In order to apply the situational leadership theory successfully, it is crucial for school principals to play their leadership role and ensure that effective teaching and learning take place (Earley & Weindling, 2004:4). Principals need to be task-orientated, people-orientated and/or both tasks-people orientated depending on the demands of the situation.

Earley and Weindling (2004:4) identified two main characteristics that relate to the effectiveness of a leader. The initial one involves developing confidence and purpose which is desired from the subordinates. The other one pertains to influencing employees towards goal achievement. The most difficult role in regard to human relations involves striking a balance between relationships and task behaviour. Hersey and Blanchard (1996:67) assert that task-orientated behaviour is the extent to which a leader explains what followers need to do in order for set targets to be met. Relationship (people) oriented behaviour is the extent to which a leader also provides socio-emotional support if need be. In other words, situational theory focuses on the relationship between task-oriented behaviour that leaders engage in, socio-emotional support and the maturity (readiness) levels that followers exhibit on a specific task. The next sub-section focuses on task-orientated behaviours, relationship-oriented behaviour and task-people oriented behaviour.

a. Task-oriented

Task-oriented behavioural approach focuses on the job done, and has to do with job satisfaction (IEP Limpopo, 2006:7); the principal as he/she exhibit this role, gives direction of what needs to be done. Principals play the transactional and instructional leadership roles; the former takes place when a single person takes the initiative in making contact, with the purpose of exchanging something valuable. Instructional leaders are defined as those that are involved with tasks such as formulating goals, allocating resources for instruction, managing curriculum, monitoring lesson plans and evaluating teachers. It further includes understanding professional development training and emphasises using information so as to make valid decisions.

Macpherson (2009:55) asserts that quality education is influenced by managers of schools, that is, principals. This denotes a close relationship between academic performance of learners and the dedication of the principal. Schools' excellence in learners' performances are a reflection of principals' competency and effectiveness in applying the situational leadership model. Zuma (2009:6) concurs with the views expressed by Macpherson (2009:55) that school principals play a significant and indisputable role in any education renewal campaign and that school leadership is

critical in the achievement of excellence in education. Kruger (2003:205) support these ideas by pointing out that the role which is played by the principal in relation to the programmes of the institution and its effect on the ethos and tone influence the building of a COTL.

Based on the above, principals need to adapt their roles to meet the demands of their tasks and teachers (Hersey & Blanchard, 1996:102); in this case the principal exhibits a transactional role. Nyengane (2007:11) supports the fact that transactional leaders are those that have a capacity to clarify responsibilities of their subordinates in an effort to reach desired goals; this means that leaders suggest how set objectives may be achieved. According to Kruger (2003:246), the primary task of an instructional leader is to influence the environment within which learning, and teaching takes place and to facilitate the achievement of set goals. The responsibility of principals of schools to enhance educational processes is broadly defined as the instructional leadership role. The next section focuses on people- (relationship) oriented behaviours.

b. People-oriented

A people-oriented approach focuses on the socio-emotional and the well-being of the organisation or school community. According to the Department of Education (2011:14), principals of schools are required to guide the development of the school, to develop and empower self and others, manage human resources and advocate for extra-mural activities; people are more important within organisations and schools, hence need to be treated as human beings. Mednick (2003:3) adds that principals must be change agents; meaning that their duty should be to set the intellectual and interpersonal relations in the school and mould organisational circumstances under which the school community operates. Principals are expected to lead in the learning that takes place in the school, manage and secure accountability as well as work in partnership with the community where the school is located

Kruger (2003:245) asserts that the role of principals is to ensure the development of intrinsic motivation in teachers as well as providing democratic governance in their

schools. Principals must be resource persons who are prepared to listen to teachers' work-related challenges and provide answers to their frustrations. In support of these views, Somech (2005:774) writes that leaders must be role models who have the capacity to develop a sense of identification with shared vision and instill pride and faith in their followers. Shelton (2010:1) adds that principals must show good leadership by building an effective and efficient leadership team, among other factors, be a well-prepared visionary who shares authority by delegating colleagues to carry out some of his management roles and knows that she/he is ultimately held accountable for the school's success. This is a charismatic role. Shastri, Nishra and Sinha (2010:146) clarify that a charismatic leader has the ability to influence beliefs, values, behaviour and performance of others through their own behaviour and attitude. The next sub-section focuses on task-people oriented behaviour.

c. Task-people oriented

Hersey and Blanchard (1996:135) assert that when people exhibit both task-and people oriented behaviour patterns, they create opportunities for staff to participate. Task-people orientated principals are what Somech (2005:778) defines as 'participative leadership'; these leaders encourage combined decision-making or at least shared-influence in decision-making by a superior and their subordinates. It is likely to increase the quality of the decisions, to contribute to the quality of teachers' work, lives and to increase teachers' motivation. It also reflects widely-shared trust with management which ensures that a leader assumes that a participatory role is better than directive leadership.

The super-ordinate goal for task-people orientated leaders is to grow effective leaders for the institution (Lagace, 2002:2). In addition to the above, a principal exhibits 'quiet' leadership role. Lagace (2002:2) defines 'quite leadership' as referring to leaders who are in the organisation but fail to make meaningful or valid decisions on different occasions. The next section discusses the rationale behind the choice of the situational leadership theory.

3.2.3.3 The Rationale behind the choice of situational leadership theory

The theory suggests that effective leaders do shift their styles as various situations demand the application of relevant approaches for the attainment of required outcomes. The key issue in making these adjustments is that the leader must be able to identify the differences in the ensuing situations and decide on the styles that are required and adapt them accordingly. The situational leadership model views leaders as varying their emphasis on task and relationship behaviours to best deal with difficult levels of follower maturity. The rationale for the choice of this theory is that situational leadership approach causes change in individuals and social systems. In its ideal form, it creates valuable and positive change in the followers with the end goal of developing effectiveness in organisations and schools.

The style of leadership which is ideal for subordinates in the **M1** group is **S1-directing (M1:S1)**. Subordinates that belong to this rung exhibit competencies which are low and an increased commitment. This implies that they have low skills but with a lot of motivation. The leader is mostly pre-occupied with enhancing the skills of subordinates and guiding them as the tasks unfold; people in level **M1** demand a leadership style which is directive.

The development bracket of **M2** attracts the leadership style **S2-Selling** or coaching (**M2:S2**). When going through the development category **M2**, followers are devoid of both commitment and competency. This indicates lack of skill in the field and exhibits a reduction in initial motivation. The leader requires offering them technical guidance to grow their skills and mental upliftment to leverage their motivation and dedication.

Participative or supporting style is required for use with employees who belong to the **M3** category; this needs **S3-participating** leadership (**M3:S3**). Workers in this group are competent but with a shaky level of commitment to duty (Hersey & Blanchard, 1996:230). The technical support demanded from this group is low and the leader has to strive to keep their commitment and motivation in an ascending state. The participative style of leadership inherently requires less directive actions and more supportive behaviour.

People with maturity level **M4** demonstrate high commitment and competency and attract less directive and supportive behaviour. The leader has to engage them more in activities and proceed by way of delegating more responsibilities. The leadership style for this category is **S4-Delegating**, giving them more tasks and just briefing them on what to be done. Delegation is the behaviour that leaders should engage in when dealing with subordinates that flourish with less direction and support, mentality (Hersey & Blanchard, 1996:250).

It is imperative for a leader to offer support and direction to subordinates notwithstanding their level of development and the catalogue of leadership styles that are available for use. Passive leadership style is required for employees who are motivated and committed to their tasks. Passive styles imply that employees are provided with the liberty to execute tasks with just the need to contact the leader in times of confusion. This style can be sharpened through use of drop-in times, open-door policy and meetings that are conducted on a regular basis. The best strategy is that which allows followers to voice their concerns for the overall benefit of the school as the motivation of employees and their commitment are sustained. The next section focuses on Maslow's Hierarchy of needs.

3.2.3.4 Maslow's hierarchy of needs

Maslow suggests the existence of a hierarchy of needs; the motivation of a person is developed as a result of an urge to satisfy such needs (Cherry, 2014:29). These needs are arranged in a hierarchy that is subdivided into 5 separate levels. At the base of the pyramid exists the physical needs which are considered to be the basic needs. The higher the levels the more intellectual the needs become and the less important to the survival of a person. Cherry (2014:30) concurs that the needs are organised in order of importance into 5 categories. These needs are satisfied from the bottom, and higher needs can only be satisfied after the lower ones have been addressed.

Physiological needs

These constitute the lowest level in the arrangement of Maslow's needs order. These are a priority in the life of human beings as they are important for the survival and well-being of the individual. They constitute food, air, water and sleep; teachers would satisfy these needs when they receive a reasonable salary (Steyn, 2002a:90). The needs assist in the survival and biological functioning of the human beings. It is after the physiological needs are satisfied that a person can move further to address needs for safety.

Safety and security needs

The second level is called safety and security. The satisfaction of the physiological needs cause the worker to progress to the second level of the hierarchy. This implies that the needs of the first step fade. These new needs include protection and security. Ormrod (2008:79) identify medical aid, insurance, pension schemes and job security as examples that fall into this category. The threats that teachers can experience from students or other colleagues creates insecurity which may demotivate them. This means that the need for security would not have been met. Teachers tend to select the teaching profession on the conviction that it will provide them with security. When the needs for safety and security are satisfied the person move to higher needs, the social needs.

Social needs

This third level is also called 'love or belonging'. Social needs emerge as the individual satisfies the security and protection needs of the second level on the pyramid. Social needs include acceptance, love, friendship by individuals and groups (Ormrod, 2008:87). Groups that are of importance to the individual reside in different sections such as sports, subjects and employment groups. The principal ensures that the social needs of staff members are satisfied. The organisation of functions of a social nature serves to achieve social needs. New teachers need to be socialised into the system to foster belonging. This category relates to the mental health of the individual. Every

individual requires belonging to such groups as family and friends (Yukl, 2006:69), therefore, collective work is essential for teachers at school. After the social needs had been satisfied the person's needs move to higher esteem needs.

Esteem needs

Esteem needs fall into the fourth category. This is represented as one of the highest level of needs (Cherry, 2014:62). The focus is on the need for recognition and appreciation by others for their achievements. Individuals need self-respect and success in their endeavours. The principal of the school can play a pivotal role in this instance through involvement of teachers in the processes of making decisions and delegation of work to teachers. Allowing teachers to assume authority and responsibility is a building block towards satisfying esteem needs. Principals need to show that each teacher is valuable and is acknowledged in the educational process. Teachers that are convinced that their esteem needs are met get the motivation to perform tasks. When these needs are satisfied, then one move to self-actualisation as the highest and fifth needs of Maslow's hierarchy of needs.

Self-actualisation needs

This occupies the upper most level in the hierarchy of needs (Cherry, 2014:72). This need for self-actualisation is satisfied when the individual attains the most possible potential for success. It portrays the complete success of an individual in ways that reflect the unique self. True happiness results from a feeling of accomplishment. Teachers need to deliver achievement of learners; musicians have to produce music while paintings need to be produced by artists (Steyn, 2002b:100). Self-actualisation entails the capacity to grow and develop. Attainment of these needs results in individual well-being. In this group exist, problem-solving ability, acceptance and issues of morality (Cherry, 2014:72).

3.2.3.5 Implications of Maslow's theory for principals' effectiveness

The theory requires individuals to progress in their satisfaction of needs from the bottom of the hierarchy to the most intellectual needs at the highest levels of the

pyramid (Ormrod, 2008:82). The ability of an individual to rise to the highest point of the hierarchy, the better fulfilled and happy the person becomes.

Maslow's theory is helpful for teachers and principals. McEwen and Wills (2007:153) suggest that teachers should be given the opportunity to attain feelings of professional self-worth, competence and respect, and grow with potential opportunities to develop even greater competence and a sense of accomplishment. An absence of the three higher order needs, namely, esteem, autonomy and self-actualisation, results in low teacher motivation. The lower order needs must be met continuously so that teachers are sociologically and psychologically ready to seek satisfaction of the higher order needs, otherwise, the principal will not be able to focus on higher level motivation; principals must have a clear understanding of what constitutes the needs of teachers.

Maslow's theory provides an inclusive conceptual framework of the manifestation of human needs which enables school principals to understand teachers' requirements within the schools' context. The principal is then empowered to assist teachers in satisfying these needs and in so doing, enhance teacher motivation for the sake of better performance. The principal, in conjunction with other stakeholders in the Department can combine efforts to ensure conditions are created for teachers to attain the level of self-actualisation. The principal can set goals that are challenging.

3.2.2.6 The rationale behind the choice of Maslow's hierarchy of needs theory

One of the main theories relating to motivation is Maslow's Hierarchy of needs theory. Maslow's theory has been used worldwide by various institutions and organisations in reviewing and setting up strategies, targets and objectives to be achieved (Ormrod, 2008:83). Leaders in various levels and organisations today are faced with challenges of achieving the organisational aims and objectives and raising productivity. In addressing workplace challenges such as lack of productivity, collapsed COTL in schools, demotivated employees, learners and teachers, Maslow's hierarchy of needs has been used to motivate subordinates, learners and teachers.

In this study Maslow's Hierarchy of needs theory is selected as one of the guiding principles to turn around the leadership challenges facing school principals. The effectiveness of a leader depends on how he/she ensures that subordinates are geared towards achieving school goals and objectives. Motivating staff to be hands-on with task leads to performance. What impacts on the achievements of set objectives are interactions of leaders with followers or subordinates?

Motivation is one of the forces that lead to performance (McEwen & Wills, 2007:301) as it is defined as the desire to achieve a goal or a certain performance level, leading to goal directed behavior (Ormrod, 2008:38). When we refer to someone as being motivated, we mean that the person is trying hard to accomplish a certain task. Motivation is clearly important if someone is to perform well, however, it is not sufficient. Ability or having the skills and knowledge required to perform the job is also important and is the key determinant of effectiveness. Environmental factors, such as having the resources, information, and support one needs to perform well are also the keys to high performance. The next section presents the synchronization of the Situational Leadership Theory and Maslow's Hierarchy of Needs Theory.

3.3 SYNCHRONISATION OF THE SITUATIONAL LEADERSHIP AND MASLOW'S THEORY OF NEEDS IN RELATION TO THE STUDY

In applying the Situational Leadership Theory, school principal's competency in recognising teachers' maturity levels is of crucial importance as this will determine the principal's role in adapting his/her leadership style to suit teachers' maturity levels. The identifying of maturity levels of teachers comes as a first priority and this will be followed by the adjustment and adaptation of the relevant leadership style. The principal after having recognised teachers' levels of maturity, will be enabled to motivate and give the much-needed support and guidance to the teachers; the Situational Leadership Theory, hence, determines the principals' role in creating COTL. The principals' role is, however, multifaceted, as this entails the implementation of transactional and instructional leadership roles.

Maslow's Hierarchy of Needs Theory as one of the motivational theories, if applied by school principal may have a positive impact on how school principals create COTL. Principals can apply Maslow's theory to motivate teachers and learners to perform optimally, in teaching and learning. The principal as the resource person must ensure that teachers' and learners' physiological needs are met for them to move to higher order needs. In the school settings the principal must provide basic needs for teaching and learning as when applying this theory, teachers' and learners' basic physiological needs are satisfied. A healthy school environment would in turn satisfy their physiological needs; when these needs are satisfied, they serve as motivators to move teachers to the next higher needs. When the principal ensures that teachers receive their salaries to provide for their basic needs such as; food, clothes, shelter, they will be motivated and be satisfied and move to the higher order needs. When the physiological needs are not satisfied a person may not move further to the higher needs; this then becomes a motivational factor to perform optimally.

3.4 CONCLUSION

The chapter focused on the theoretical framework of the study. The Situational Leadership theory developed by Hersey and Blanchard was outlined, and Maslow's Hierarchy of needs. Situational Leadership Theory and Maslow's Hierarchy of Needs complemented each other as they are linked by the concept of motivation; leadership has to do with motivating subordinates towards the achievement of organisational goals. Situational Leadership Theory has two dimensions to leadership behaviour that is task-orientated behaviour and people-orientated behaviour. The two behaviours determine the leadership style in responding to the maturity levels of subordinates. The theory further emphasises leadership and motivation as the cornerstone of successful leadership and that knowing one's followers plays a very important role in the application of the theory. The best way for a leader to get to know his/her followers is through frequent personal interaction with them, which is easily achieved when the leader makes him/herself part of the team. These theories were most relevant in guiding the study on the leadership role of school principals. The next chapter focuses on the research paradigm, research design and methodology of the study.

CHAPTER FOUR

RESEARCH PARADIGM, DESIGN AND METHODOLOGY

4.1 INTRODUCTION

The previous chapter presented the theoretical framework of the study. In this chapter, the study's research paradigm, design and the methodology adopted is discussed and justified. The study is based on the interpretive research paradigm. This paradigm implies that the researcher investigates the COTL from the participants' perspective and context and attempts to make sense of their interpretations and experiences of the phenomenon. A qualitative research design was used in this study in order to collect in-depth, thick descriptions of data from participants. The chapter further presents the methodological processes and data collection techniques followed during the empirical study. The chapter discusses, among others, trustworthiness of the study, ethical issues associated with the research, delimitation and pilot study conducted prior to the full-scale study. The next section focuses on the research paradigm.

4.2 RESEARCH PARADIGM

A paradigm reflects the worldview of individual researcher's constructs. It is the basic set of beliefs that guide actions or the net that contains the researcher's epistemological, ontological and methodological premises (Denzin & Lincoln, 2017:123). According to Strydom (2011:89), a research paradigm acts as perspective that provides a rationale for research and commits the researcher to particular methods of data collection, observation and interpretation. Bryman (2012:230) concurs in stating that a research paradigm is a cluster of beliefs and dictates for scientists in a particular discipline, and influences what should be studied, how a research should be done, and how results should be interpreted, therefore, a paradigm is not only a worldview or philosophy, but it frames the approach and methodology of enquiry. This section discusses, amongst others, justification for the choice of interpretive research paradigm. Epistemological assumptions emerge from

ontological belief, and it is from issues of epistemology that methods of research, instruments and strategies of data collection are derived (Leedy & Ormrod, 2013:92). Nieuwenhuis (2009:220) maintains that a paradigm spells out the parameters of a legitimate research, therefore, it suffices to discuss the principles of ontology and epistemology on which a paradigm hinges in the next sub-sections.

4.2.1 Ontology

Babbie and Mouton (2010:95) assert that the main thrust of interpretation rests on grasping the subject contained in the experiences of human beings. This involves maintaining the integrity of the context being researched as the investigation of the phenomenon should be on the basis of the participants' opinions instead of the researcher. Creswell (2011:79) argues that a single situation possesses many interpretations. Reality from this assumption is complex, multi-layered and perceived from the world view of the researched, therefore, opinions and views of practitioners are uncovered as they reside in their world.

Babbie (2011:85) posits that reality is multiple and depends on issues that exist in participants' minds, hence, the construction of reality rests on the instances that play out during interviews. The researcher becomes a passionate participant during the time of field research. There were face-to-face interactions with participants to obtain an insight on the leadership roles of principals in establishing effective conditions for learning and teaching (Greef, 2011:99). The next sub-section focuses on epistemology.

4.2.2 Epistemology

The search for knowledge is equal to a path to discover the truth regarding a phenomenon. This also pertains to endeavours to discover best practices that work in a given context (Creswell, 2013:34). This perspective is about knowledge as well as reality. A relationship needs to exist between the known and the knower (Nieuwenhuis, 2009:55). The knowledge that people hold is created from society and is tied to a particular context. This knowledge is shaped through the political, social,

cultural and historical factors in the context of study and time (Maxwell, 2008:170). People build knowledge from the experiences that they have through interpretation, evaluation and making conclusions on that experience. This knowledge which is constructed through social lenses varies according to circumstances. In short, epistemology refers to how knowledge will be made accessible. In this research, knowledge was accessed through participants' interpretations of their practice (teaching and learning), hence the choice of the Interpretive paradigm. The following section focuses on the interpretive paradigm.

4.2.3 Interpretative Paradigm

This study adopted the interpretive paradigm, an approach well-suited to social science research because of its constructionist base that seeks to uncover how actors make sense of their reality (Bryman, 2012:28). According to (Rubin & Babbie, 2011:90), the social world in which we live, and its participants demand that their stories be told authentically and accurately, therefore, the interpretive approach provides unique opportunities for researchers to write the lives of individuals, groups, and collectives.

The study is qualitative, and its goal is an explanation of the ways school principals come to understand their day-to-day endeavours, as educational leaders. This research acknowledges the challenge offered with this methodology in its efforts to allow the rich stories of individuals and groups to be told, and the co-construction of knowledge between the researcher and the participants, therefore, the interpretive paradigm is the suitable and relevant paradigm to enable the researcher to achieve the set objectives of the study.

According to Gravett and Forzano (2012:60), in terms of social behaviour, the positivist's belief that empirical investigation whereby systemic and rational investigation of general causal laws, is sometimes referred to as "naïve realism". Mitchell and Jolley (2010:35) argue that in order to overcome this so-called naïve realism, the interpretivist paradigm is occupied with understanding what meaning and significance the social world have for people who live within it, thus seeing the world

as socially constructed. Jackson (2011:92) asserts that an interpretivist's view seeks to understand social members' definitions and situations, (epistemology) following a communal process of examining various influences (ontology) by means of a descriptive analysis. This emphasises is on a comprehensive and interpretive understanding of social phenomena, informed by participants (the insiders) and endorsed by the participants, thereby discarding any broadly-applicable laws.

As such, an interpretive paradigm's focus is on the complexity of human sense-making, as the situation unfolds (Wolcott, 2010:38). Its objective is to gain a rich understanding of reality or the participants' life and world view by piecing together their social constructions and the meaning they assign to these. Social constructions include, for example, language (verbal and body), consciousness, shared meanings, symbols, documents, tools, inferences and observations as exposed through the participants' voices, activities, beliefs and behaviour (Maxwell, 2008:121).

As stated above, these social constructions may be intangible, but are used as data for interpretive research to identify deeper meaning and learning in social and organisational contexts. Interpretive researchers base their findings on insight gained from this and calls this their "truth" (Creswell, 2013:220). The researcher derived deep insight into the phenomenon of study through close interaction with participants' individual interviews and observations. These occurred in their natural settings based on the role of participants in creating effective spaces for teaching and learning. This allowed the investigator to understand the contribution of the principals in creating COTL. Qualitative research is prone to deep investigation of the phenomenon of study, rather than operating at the surface level of issues (Creswell, 2009:645). The next section discusses the research design of the study.

4.3 RESEARCH DESIGN

A research design is a plan or structured framework of how the researcher intends to conduct the study process in order to solve the research problem (Babbie & Mouton, 2010:647). According to Babbie (2011:123), the concept "research design" implies an overall plan of a research. Creswell (2009:123) assets that a research design

provides the researcher with a clear research framework; it guides the methods, decisions and sets the basis for interpretations. Babbie and Mouton (2010: 450) further maintain that a research design is the overall plan, according to which the participants of a proposed study are selected, as well as the means of data collection or generation. A research design, therefore, is a plan for generating empirical evidence that will be used to answer the research questions.

The research design chosen for this study is qualitative approach using a case study. The choice of this research design is informed by ontological and epistemological reasons. In order to acquaint the reader with the research method to be used, an in-depth outline of the qualitative research design is provided with the rationale for employing it, hereunder in Section 4.3.1.

4.3.1 Qualitative Research Design

The phrase, “qualitative research design” is a broad concept representing a number of approaches which encompass constructive and interpretive stances (Creswell, 2009:29). The construction of meanings is the discernable quality of qualitative research. People construct meanings in their contact with society. This implies that there is no single or fixed reality. In fact, there are “multiple constructions and interpretations of reality that are in flux and that change over time” (Merriam, 2008:3). This design makes use of the naturalistic perspective which strives to understand the object of study from settings that are specific to the contexts of focus, therefore, the context can be the real world in which the researcher makes no effort to manipulate the study phenomenon.

According to Monette and Sullivan (2011:120), qualitative researchers endeavour to investigate issues in their natural sites. The idea is to interpret the phenomenon in the light of the meanings that the concerned people bring. Denzin and Lincoln (2017:59) maintain that qualitative research design starts with accepting that there are a number of ways to understand the world, and it centres on uncovering the meanings as explained by the researched and not as reliant on the interests of the researcher.

A qualitative research design, therefore, relies much on the meanings and interpretations of participants' own view of the world in which they live.

Qualitative research is hinged on conducting research that intends to explain complex phenomenon as guided by verbatim statements instead of numerical values that results from testing of the hypotheses (Denzin and Lincoln, 2011:220). It is an approach that is naturalistic and interpretive which seeks to unravel the interpretations of individuals on issues around them. McMillan and Schumacher (2011:211) maintain that interpretive researchers hold that reality is socially-constructed and not determined objectively. The “the underlying assumption is that by placing people in their social context, there is greater opportunity to understand the perceptions they have of their own activities” (McMillan & Schumacher, 2011: 213).

Creswell (2009:201) defines qualitative study as an inquiry process of understanding a social or human problem based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting. Qualitative research refers, in its broadest sense, to research that produces rich descriptive data – people's own written or spoken words or observable behavior. According to Strauss and Corbin (2008:28), qualitative research relates to a kind of research that produces outcomes that are not realised through statistical procedures. They maintain that a qualitative research design deals with how people understand their experiences and meanings. This particularly pertains to cases that cannot be objectively measured due to ethical and epistemological reasons.

Mitchell and Jolley (2010:59) note that qualitative research generally attempts to understand issues from the viewpoints of participants, describe the social setting of the participants so that their views are not isolated from their context in order to understand the participants' thoughts, feelings and behaviours. Babbie (2011:108) concurs with the views expressed previously that qualitative research deals mainly with un-measurable features of a research.

According to Krathwohl (2009:233), qualitative research rests on naturalistic inquiry in which case investigators employ various methods of data collection. Krathwohl

(2009:234) concurs that those researchers in qualitative research focus on the beliefs, thoughts and perceptions of individuals. In this study, data were collected through engaging with participants in real contexts in schools. There was no attempt to manipulate the variables or impose structures on the situation of study. Qualitative data exist in non-numerical forms, hence, participants were engaged in interviews and related their stories and experiences regarding the phenomenon under study (Schurink, Fouche & De Vos, and 2011:100). This research project was based on an understanding of COTL through investigating and interpreting meaning participants attach to the leadership role of the principal. The next section focuses on the rationale for using qualitative research design.

4.3.1.1 The rationale for using qualitative research design

The researcher employed a qualitative research design because the study seeks to gauge the understandings, feelings and attitudes of school principals towards their leadership role, in ensuring effective teaching and learning. The participants' perceptions, ideas and suggestions were gained through direct interaction with them (Govender, 2009:167). In such instances the researcher was the instrument, and to this extent, the researcher and the principals, as the research subjects are inseparably interconnected. Another reason for employing a qualitative research design approach in this study is the close relationship found between qualitative research and the interpretative paradigm which is underpinned by symbolic interactionism. Both are interested in the interpretation of participants' views, perceptions and thoughts which are described in terms of what is perceived and thought about. The researchers attempt to establish the meaning of interactions and events in particular situations of participants. According to Babbie and Mouton (2010:96), a qualitative research design is intended to describe events, any frustrations and happiness of participants, therefore, activities of school principals were scientifically described without using numerical data. Krathwohl (2009:236), provides the following rationale for using qualitative research design:

- allows investigators to expose in detail the nature of the setting, systems, situation and processes;

- permits the development of fresh insights in regard to a given phenomenon as well as the problems that exists within it;
- allows the researcher to make judgement pertaining to the effectiveness of practices, innovations and policies;
- is typical for investigating complex issues for which there exist less knowledge;
- provides the latitude for the researcher to understand the perceptions of the researched;
- enables the research to rely on participants as sources of data, and
- fosters the collection of information in the natural contexts with less disturbance of the setting (Krathwohl, 2009:238).

This research design enabled the investigator to listen to the views and perceptions of participants on the phenomenon under study. Babbie and Mouton (2010:205), assert that qualitative methods advocate an approach to examining the empirical world, which requires the researcher to interpret the real world from the perspective of the subject of this investigation. Qualitative methods seek to understand phenomena in their entirety in order to develop a complete understanding of a person, programme or situation. One of the advantages of qualitative study is that it emphasises “thick description” of a relatively small number of subjects within the context of a specific setting (Leedy & Ormrod, 2013:90), therefore, a qualitative research design is advantageous because researchers are able to develop their own personal interpretation of the educational field in which they work.

Wolcott (2010:83) maintains that qualitative research design is “more flexible” and to some extent emerges as the research is conducted. The flexibility, therefore, of qualitative research design is relevant to this study in that data gathered can change depending on the circumstances, since this study dealt with human beings, namely, school principals, deputy principals and HODs. Participants and observations provide first-hand information. Leedy and Ormrod (2013:102) indicate that the qualitative research design focuses on the perspectives of the participants and is interested in firsthand experience because it provides the most meaningful data. In this study, the information collected can be classified as first hand since it comes from interviews. Data collected from interviews is mainly made up of verbal information, therefore,

verbal information was obtained in qualitative research and this enables a researcher to understand phenomenon as perceived and interpreted by the participants.

McMillan and Schumacher (2011:240), argue that a research designs vary in regard to the purpose, nature of the research and context of study, therefore, the study employed a qualitative design as it is hinged on an interpretivist philosophy. It is premised on the way in which the world is experienced, understood, constructed and interpreted. The researcher obtained in-depth knowledge regarding the function of the principal in establishing a COTL. The choice of the qualitative research design also dictates the use of data collection methods which are sensitive to the selected social phenomena. The leadership role of the principal in creating COTL was explored. The utilisation of qualitative design was preferred in order to understand the context of study through nuanced, detailed and rich data. The researcher was able to focus on the opinions, perceptions, and experiences of participants with regard to the creation of a culture of teaching and learning. The qualitative research design emphasises the use of interviews, document analysis and observations. It allowed for the production of a holistic picture on the leadership role of principals in creating COTL. The uniqueness of the participants and the processes of the study were of particular interest to the researcher.

There are various forms of designs that belong to the qualitative research which include grounded theory, ethnography, case study, content analysis as well as phenomenology. This use of these forms depends on the focus, purpose, methods of collecting data as well as data analysis strategies (Leedy & Ormrod, 2013:144). In this study, the researcher adopted a case study design which allowed for an in-depth study of the phenomena, using few participants in their local contexts. Section 4.3.1.2 presents an outline of a case study design.

4.3.1.2 Case study

A case study research of four schools was used to “denote that the data analysis focuses on one phenomenon, which the researcher selects to understand in-depth regardless of the number of sites or participants in the study” (McMillan & Schumacher, 2011:398). According to Babbie (2010:100), case studies are adopted

to “portray ‘what it is like’ to be in a particular situation, to catch the close-up reality and the ‘thick description’ of participants’ lived experiences of, thoughts about and feelings for a situation”, therefore, a case study research design involves investigating the phenomenon under study in its natural setting, and are detailed and descriptive. De Vos *et al.* (2011:139), maintain that these have a narrow view and tend to mix both objective and subjective treatment of data. It is helpful “especially when the boundaries between phenomenon and context are not clearly evident”, therefore, clarity is required to show their role as leaders towards the creation of a culture of teaching and learning.

In this study the researcher investigated four schools. The four rural public high schools in Mopani District, Limpopo Province were drawn as case studies, simply because they just happened to be conveniently situated, spatially and administratively were near to where the researcher was conducting the data collection. Thus, the four high schools are based in Mopani District, where the researcher is a resident, and currently representative of the targeted population of the study.

Case studies are designed to investigate common distinct phenomenon, and in this project, it was the leadership role of school principals. A case study was an appropriate and suitable research design for this study. According to Leedy and Ormrod (2013:149) case studies are suitable for learning more about little-known or poorly-understood situations. Based on the context of the present research, the views of McMillan and Schumacher (2010:398) are appropriate in justifying the implementation of a case study design:

- Firstly, the phenomenon under investigation is little known, that is, the role of leadership of the principal in establishing an effective environment for teaching and learning in rural public schools of Mopani District, Limpopo Province.
- Secondly, there is a need to identify turn-around strategies to enable principals to perform optimally in creating cultures of learning and teaching.
- Thirdly, there is a need to explore in-depth perceptions of school principals on their leadership role in creating a culture of teaching and learning.

In case studies, the researcher collects extensive data on individuals and programmes (Creswell, 2009:45), hence, the data are often from observations, interviews and documents. Data analysis typically involves the “organization of details about the case, categorization of data, interpretation of single instances, identification of patterns, synthesis and generalization” (Schurink *et al.*, 2011:231). The next subsection focuses on the rationale for using a case study.

4.3.1.2.1 Rationale for using case study

This study adopted a qualitative case study research design based on the reasons outlined hereunder (McMillan & Schumacher, 2010:274-275):

- It forms an essential tool for collecting narrative information;
- It enables an in-depth investigation of the phenomenon, such as the role of the principal as an instructional leader in establishing an effective teaching and learning culture;
- It allows new insights to be generated through obtaining data from a small sample of 4 principals, 4 deputy principals and 8 HoDs of the selected high schools, instead of focusing on all the high schools in the Mopani District, Limpopo Province;
- It focuses on particular contexts in order to mirror the broader contexts. In the process, complex contexts can be studied to reflect their richness and holistic nature;
- It allows for the collection of data for the purpose of synthesising, evaluating and analysing them for the establishment of befitting situations, therefore, case study design enables the investigation of bounded systems such as groups, family, community and practice;
- An investigator is able to collect extensive information on the phenomenon of study, therefore, this study employed observation, individual interviews, and documents analysis as data collection instruments.

To conclude, the research design of a study dictates the methodological process to be followed in conducting the empirical study, therefore, the next section focuses on the study’s research methodology.

4.4 RESEARCH METHODOLOGY

Research methodology is, according to Babbie and Mouton (2010:647), the techniques, procedures and methods that are used in putting into action a research design. This also includes, the basic assumptions and key principles that drive the research design. According to De Vos *et al.* (2011:225), research methodology relates to comprehensive methods used for sampling, data collection and the measuring instruments included in an investigation. It identifies the participants, methods and processes which are employed in the study (McMillan & Schumacher, 2010:30). A research methodology includes, amongst others, population, sample and sampling procedures, sample size, data collection procedure, analysis procedures, ethical considerations, validity and reliability of the research instruments and the collected data.

Research methodology refers to an assessment of methods used for the study; this includes a review of their limitations and ways to clarify their consequences Babbie (2010:95). A research methodology is a plan for selecting participants, the sites for the study and the processes of collecting data in order to address the research questions. Ideally, this section contains enough information to enable other researchers to replicate the study. Engel and Schutt (2013:68) concur with Babbie (2010:95) in referring to a research methodology as the researcher's general approach in carrying out the research project. Dane (2011:99) views research methodology as focusing on the research process and the kind of tools and procedures to be used. Dane (2011:99) further maintains that in essence, the methodology justifies methods, which produce data and analyses, and these methods produce knowledge, so methodologies have epistemic content. Put simply, research methodology thus refers to the approach adopted to follow in gathering and analysing data. The next sub-sections focuses on the methodological processes applied in conducting the study, and these are among others, population, sampling procedure, sample size, data collection instruments and data analyses as informed by the research methodology.

4.4.1 Population

The concept “population” is any group of individuals that have one or more characteristics in common that are of interest to the researcher (Babbie, 2010:153), therefore, population may be all the individuals of a particular type, or a more restricted part of the group. Population in this study are high school principals, deputy principals and heads of departments (HODs) in the Mopani District, Limpopo Province, and Republic of South Africa. This is in line with McMillan and Schumacher (2010:236) who assert that population relates to individuals from whom the investigator wishes to generate findings of the study.

4.4.2 Sampling

Kumar (2012:397) explains that sampling is a process of selecting a few participants from a bigger group (population) to become the basis for estimating the prevalence of information of interest to the researcher. The researcher employed purposeful sampling. Purposeful sampling is a qualitative sampling procedure in which researchers intentionally select individuals and sites to learn or understand the central phenomenon (Creswell, 2011:396). According to Babbie and Mouton (2010:288), sampling in studies using qualitative methods, employs purposeful sampling. De Vos *et al.* (2011:207), purposive sampling depends on the judgment of the researcher regarding the suitability of the sample in terms of its representativeness or the possession of rich information that is desired for the study. The next sub-section outlines in detail the purposeful sampling method.

4.4.2.1 Purposeful sampling

Leedy and Ormrod (2013:218) note that in purposive sampling, people or other units are chosen, as the term implies, for a particular purpose. For instance, we might choose people who have been indicated as “typical” of a group or those who represent diverse perspectives on an issue.

McMillan and Schumacher (2011:175) indicate that in purposeful sampling (sometimes called ‘purposive judgement’ or ‘judgmental sampling’) the researcher

selects particular elements from the population that will be representative or informative about the topic of interest, therefore, a judgement is made on the basis of the researcher's knowledge of the population, and subjects should be selected to provide the best information to address the purpose of the research.

4.4.2.1.1 Rationale for selecting purposive sampling

The rationale behind the use of purposeful or judgmental sampling in this study is, according to Babbie and Mouton (2010:166), based on the researcher's knowledge of the population, its elements, and the nature of the research aims. The researcher sought for specific attributes from the sampled participants in order to answer the research questions. For the purpose of this study, the specific phenomenon which was investigated is the leadership role of the principal in creating a COTL. Purposeful sampling is not concerned so much with random sampling as it is more concerned with providing a sample of information-rich participants (Jackson, 2011:89), therefore, the sampled participants manifest certain characteristics that the researcher is interested in. Principals as leaders are involved in the day-to-day running of schools, Deputy Principals work closely with principals and deputises for principals in their absence. HODs also work closely with principals and the Deputy Principals. The sampled participants were selected because they are central to the issue being studied and provided the most important information on the phenomenon under study. Participants were referred to as critical cases and are particularly useful in providing information about the leadership roles of school principals in creating a COTL. Following the rationale for selecting purposeful sampling in this study, sampled participants are the most relevant and suitable respondents with specialized knowledge and expertise on the phenomenon under study.

4.4.3 Sample

Babbie and Mouton (2010:75) indicate that determining an adequate sample size is one of the most controversial aspects of sampling, therefore, is dependent upon the nature and the population of interest or data to be gathered and analysed. How large a sample should be in order to be representative of the population has no answer; there is no fixed number or percentage of subjects that determine the size of an

adequate sample (Creswell, 2009:490). A sample, therefore, may depend upon the nature and the population of interest or data to be gathered and analyzed.

In this study a sample of four (4) high schools were selected for the study. The selected four high schools obtained an average pass rates below 50% during 2014 to 2016 national senior certificate (NSC) examination results. The study's sample consisted of sixteen (16) participants, made up of four (4) school principals, four (4) deputy principals and eight (8) HODs. A sample is a subgroup of the target population that the researcher plans to study for the purpose of making generalizations about the target population (Fouche *et al.*, 2011:93). McMillan and Schumacher (2010:476) concur in stating that a sample is the group of subjects from whom data are collected and is often representative of a specific population. The four (4) high schools and the sixteen (16) sampled participants are representative of the targeted population under study. The research sample and size is summarized in the table below.

Table: 4.1: Research Sample and Size

Schools	A	B	C	D	Totals
Principals	1	1	1	1	4
Deputy Principals	1	1	1	1	4
HODs	2	2	2	2	8
Totals	4	4	4	4	16

Data collection and fieldwork techniques are discussed hereunder in section 4.5.

4.5 DATA COLLECTION AND FIELDWORK TECHNIQUES

The pivotal activity for qualitative research is field work. The purpose of field work is to offer the researcher a direct and personal encounter with the researched in their natural settings for the purpose of accessing the real happenings on a day-to-day basis (McMillan & Schumacher, 2010:189). In this study, the researcher focused on the experiences of participants in their own places of practice and the relationships that developed owing to the shared empathy.

Creswell (2009:10), contends that data collection involves a selection of participants for the study, requiring permission for their involvement in the study and soliciting for information from them. Data collection hinges on accessing of opinions and responses for the purpose of making judgements (McMillan & Schumacher, 2010:322).

Phase 1: Planning stage. It involved analysing the statement of the problem and the research questions in order to decide on the setting of interviews so that reliable information could be obtained; the construction and validation of the instruments for data collection then ensues. The theoretical aspects of the research instruments were tested through a pilot study and the familiarisation process with the selected participants attracted visits to the few schools before actual data collection process.

Phase 2: Collection of data. The initial phase involved establishing trust, rapport and relationships with the participants of the study.

Phase 3: Basic data collection. This stage involved an analysis of data resulting in the researcher obtaining valid facts and ideas concerning the study.

Phase 4: The finalisation of the data collection process. The conclusion of the field trip is made, and mop-up interviews are conducted. The focus shifts to likely interpretation of data and the checking of findings with human informants.

Phase 5: Active data collection process is completed. A reconstruction of the collected data is made with the purpose of synthesising it to produce a logical whole. Overall, the data collection exercise was both interactive (interviews and observations) and non-interactive (document analysis). The various fieldwork techniques and data collection instruments employed in the study are discussed hereunder in Section 4.5.1.

4.5.1 Data Collection Instruments

Monette *et al.* (2011:203) define 'data' as the information researchers obtain from the subjects of the research. Ruben and Babbie (2011:215), refer to data as the rough

materials researchers collect from the world they are studying; they are the particulars that form the basis of analysis. In this chapter, a description of most commonly used qualitative research instruments is provided; these are, interviews, observations and documents analysis. Each of the data collection instruments is described briefly here-under.

4.5.1.1 Interviews

Punch and Oancea (2014:182), state that an interview is the most prominent data collection tool in qualitative research, and it is a very good way of exploring people's perceptions, meanings, definitions of situations and constructions of reality. Creswell (2011:99) concurs by stating that an interview is the most commonly recognized form of qualitative data collection method; they are the most powerful qualitative data collection mechanism used to understand human perceptions and behaviours.

Open-ended individual interviews were of assistance in this study in order to reconstruct the world view of the participants. The participants bring out meanings through interpreting events in their real settings (Creswell, 2009:9). The interview schedules composed of open-ended and structured items which were standardised. Interviews produced verbatim statements that reflected the opinions, feelings and experiences of participants. The next section outlines the rationale for using individual interviews.

4.5.1.1.1 Rationale for using interviews

Interviews are important in a research study as it is impossible for researchers to observe all research issues such as thoughts, feelings, behaviours and interactions (Greef, 2011:109), therefore, interviews allow the investigator to know more regarding the complex inputs of participants. Interviews as one of the qualitative data collection instruments, in contrast to observations, enables a researcher to describe the participants' thoughts, interactions, feelings and behaviours (McMillan & Schumacher, 2011: 239). The aim of the interview is to understand the perceptions and experiences of participants in relation to the phenomenon of the study to allow emergent meanings to shape the discourse of the research (Johnson, 2008:68), therefore, qualitative

interviews endeavour to capture that which is in the mind of someone else in order to achieve a set objective.

4.5.1.1.2 Advantages of interviews

Fouche *et al.* (2011:96) one of the most important aspects of the interview is its flexibility. The interviewer has the opportunity to observe the subjects and the total situation in which he/she is responding (Denzin *et al.*, 2017:86), therefore, the interview process allows for research questions to be repeated or their meanings explained in case they are not understood by the respondents. The interviewer can press for additional information when a response seems incomplete or not entirely relevant. Babbie (2011:109) stresses that the interview is the most appropriate method for asking questions which cannot be effectively structured into a multiple format, such as questions of a personal nature. By establishing rapport and a trusting relationship, the interviewer can often obtain data that the interviewees would not give on a questionnaire. The interview may also result in more accurate and honest responses, since the interviewer can explain and clarify both the purposes of the research and individual questions (McMillan & Schumacher, 2011:234). A greater answer rate is another obvious advantage of the interview since a personal contact increases the likelihood that the individual will participate and will provide the desired information. Additionally, persons who are unable to read and write can still answer questions in an interview and others who are unwilling to expend energy to write out their answers may be glad to talk.

Another advantage is the control that the researcher has over the order in which the questions are considered. In some cases, it is very important that the respondents not know the nature of later questions since their responses to these questions might influence earlier responses. This problem is minimised in an interview, where the subject does not know what questions are coming up and cannot go back and change answers previously given (Denzin & Lincoln, 2017:322).

4.5.1.1.3 Disadvantages of interviews

The main disadvantage of interviews is that they are more expensive and time consuming and the number of interviewees that can be handled is generally less than

those who can be sent a questionnaire (Greef, 2011:195). Strydom (2011:84) asserts that interviews are one of the best ways of finding information related to personal perceptions of individuals although also maintaining that interviews are time consuming and that researchers who opt to be interviewers should plan well and set aside enough time for the interviews. Interview is also time consuming to process the information either through typing up the notes or transcribing the recorded interviews. McMillan and Schumacher (2011:246) reiterate that interviewing requires a high level of skill, beyond that of a beginning researcher for it requires not only research skills, such as knowledge of sampling and instrument development, but also a variety of communication and interpersonal skills.

Nieuwenhuis (2009:324), identify the most serious problem with an interview as the tendency of the participants to give inaccurate or incorrect responses or, more precisely, the difference between the answer given by the responses and the true answer. There is no guarantee that what people are saying in the interview is a true account of what they do; this is called a 'response effect'. For example, participants asked their annual income may give an incorrect reply for many reasons. They may forget sources of income such as money won in gambling, or they may want to impress the interviewer and therefore exaggerate their income.

Interviews offer less assurance of anonymity than the mailed questionnaire study, particularly if the latter includes no follow-ups. The interviewer typically knows the participants' name and address and often his/her telephone numbers as well. Thus, the interview poses a potential threat to the participants, particularly if the information is embarrassing or sensitive (Babbie, 2010:96). In interviews, difficulties may arise if a respondent does not have the necessary information to answer the questions, or if there is an uneasy feeling about divulging the information. Respondents are sometimes inclined to exaggerate their feelings in order to make the interview interesting, thus deviating from the issue being discussed. A respondent, may, for reasons beyond the control of the researcher, give disinformation with the aim of affecting the results (McMillan & Schumacher, 2010:221).

In identifying these disadvantages, the researcher hopes to avoid slanting the study in favour of own beliefs and values, however, as an interpretivist the researcher is free to give his personal interpretation of what is discovered and reported.

4.5.1.1.4 The interview process

The process leading up to the interview session with participants needs thorough preparations (McMillan & Schumacher, 2011:268). The researcher developed an interview schedule with a set of predetermined questions that were used as an appropriate instrument to engage the participants. De Vos *et al.* (2011:230) further maintain that once the researcher makes the decision to use an interview to collect data, an interview is constructed. The schedule lists all the questions to be asked; the preferred form of interview questions in this study were open-ended questions. De Vos *et al.* (2011:230) maintains that open-ended questions allow the interviewer greater latitude in asking broad questions in whatever order seems appropriate yet allowing for probing and clarification (See Annexure A).

Creswell (2009:222) cautions that during interviewing, it is important to have some means for structuring the interview and taking careful notes. The basis of interviews is to uncover the opinions and views that individual participants have regarding a set objective. The interview session involves the posing of questions to participants in a face-to-face format, with participants also being allowed to ponder issues outside the confines of the questions. An audiotape was used during the interview process, but before audio-taping of the interviews, participants' consent in this regard was sought. Mouton (2011:173) adds that audiotaping of interviews provides a detailed record of the interview, and as a backup; the researcher also took notes during the interviews.

4.5.1.2 Observation

It is a method used for gathering primary information. This is a systematic strategy of watching or viewing and listening to information as the discourse proceeds (Kumar, 2012:240). Kumar (2012:240) also maintains that observation is another appropriate method of data collection; in situations where full and/or accurate information cannot be elicited by questioning, because participants either are not co-operative or are unaware of the answers because it is difficult for them to detach themselves from the

interaction. Observation engages the researcher in viewing essential events of the phenomenon of study, in its real life and taking of notes without pre-arranging the objectives for observation. These notes describe details of what is observed and provides a picture in regard to actions, conversations, people and settings. Analytic notes shed light on the interpretations of the researcher concerning the study.

Babbie and Mouton (2010:294) maintain that just as observations represent a *de facto* sample of all possible observations, your notes represent a sample of your observations. Field notes are the written accounts of what the researcher heard, saw, experienced and thought in the course of collecting and reflecting on the data (Creswell, 2009:215).

4.5.1.2.1 Rationale for using observation

Qualitative observation was employed in the study as it relates to the social nature of the study and its ability to provide more insight into the phenomenon of study (Mouton, 2011:153). According to Patton (2007:262-264) the following are some of the rationale for using qualitative observations.

- Observation provides the investigator with first-hand experience of the object of study. It enables the researcher to be oriented in research and not to depend on initial conception of the context of study. The method enables the researcher to obtain rich information about the study setting owing to the openness of the context for observation.
- It exposes the researcher to issues that may normally escape the notice of other people in the context under study. The researcher is also provided with the opportunity to learn through questioning some issues that participants are usually reluctant to discuss owing to ethical considerations.
- It enables the knowledge of the social environment to be produced through experiences of the natural conditions. This is due to the fact that not all crucial knowledge can be accounted for or spoken about in interviews.

4.5.1.2.2 Limitations of observations

The following are limitations of using observations as instruments for data collection (Airasian & Gray, 2003:198).

- It is easy for the researcher to cease being objective through emotional attachment during the process.
- It is difficult for the researcher to play double roles of observing and capturing notes.
- The researcher might be absent at a moment of spontaneous occurrence of events that could be of interest.
- Life histories may not be available for observation as these are confined to the time of occurrence.
- It is real to have situations which are not suitable for observations.

Limitations of observations were addressed by triangulating individual interviews with participants and data from documents analysis and observations.

The next section discusses documents analysis as research instrument.

4.5.1.3 Documents analysis

Documents are sources of information that are common in schools and offer personal and professional evidence about staff (Jackson, 2011:210), therefore, schools design documents for particular kinds of usage. These encompass newsletters, year books, news releases and memos (Maree, 2011:78). Personal documents that are also evidenced in schools are letters, autobiographies and letters (McMillan & Schumacher, 2010:280). The research also made use of photographs and documents that are cultural to portray information with regard to processes in the school and cultural perspectives. These were of interest to the researcher for the purpose of triangulating information that was generated through other sources.

McMillan and Schumacher (2011:433), view documents analysis as a method of data collection which is devoid of reciprocity involving the participants and the researcher. Artefacts are physical manifestation of beliefs and behaviours which constitute the culture of people with regard to their knowledge, values and actions, therefore,

document analysis assists to input knowledge in research and helps in explaining events of a social nature. In this study, the analysed documents included the director's circular, minute books, diaries, letters, bulletins and statutory instruments. Compilations of quotations, excerpts and passages from organisational memoranda were also used. Document analysis allowed the researcher to compile data on the principal's leadership role in day- to-day activities in monitoring, supporting and establishing a teaching and learning culture.

a) Personal documents

This involves first person narratives to capture the experiences, beliefs and experiences of individuals (McMillan & Schumacher, 2011:454). Documents can be discovered or requested from participants by the researcher. Babbie and Mouton (2010:300) argue that the most common form of the personal document is the autobiography which covers the main trends in an individual's life. Sociologists have also employed the diary as a source of life history data; in the diary the author expresses feelings which otherwise would never be made public in its ideal form. In contrast to the autobiography, the diary represents the immediate recording of experiences, unimpaired by the reconstructions and distortions of memory (Wolcott, 2010:140).

b) Official documents

Babbie (2010:320) explains that official documents serve to add knowledge to research and explain certain events; in this study, sources of documentary data to be analysed included that which were used by school principals in their day-to-day leadership role. Documents are abundant in organisations, and the following were scrutinized at each research site (Also refer to Table 5.5).

- Vision and Mission statement
- Minutes books
- School policies
- Curriculum management plan
- Class visit schedule

- Monitoring tools
- Attendance time register
- Grade 12 results (2014 – 2016)

Documents analysis as a research instrument provides a description and an explanation of current nature and state of leadership role of the principal in creating a COTL, hence, this enables the researcher to give a clearer description of the principal's current practices in creating a culture COTL.

4.5.1.3.1 Rationale for using documents

Document analysis as a research instrument is useful in the interest of triangulation of data, as it serves to corroborate evidence from other sources (Maree, 2011:83). The study employed documents analysis as a useful source of reference and comparison for what was gathered through the interview process. For the purpose of this study vision and mission statements, minutes of previous meetings and attendance registers, monitoring tools, school policies and Grade 12 results were examined and analysed in line with participants' comments on these items during the interview sessions. The documents enabled the researcher to get access to information that would be difficult to get in any other way, such as from people who might not be willing to talk in a formal research interview or might be difficult to track down (McMillan & Schumacher, 2011:209). By using documents, one can eliminate "the researcher effect." This is the effect that one, as an individual, may have on a person or situation when conducting research.

4.5.1.3.2 Limitation of the use of documents

Documentary analysis has limitations when used as an instrument for data collection (Mouton, 2011:311). The challenge with documents is that they might be unavailable for analysis during the collection of data. These can also be inaccurate or unreliable as sources of valid data. Creswell (2011:123), maintains that documents can further be complex to access information from, owing to bad filing and disparate sources. In this study, the accessibility and availability constituted the main challenges of employing the documentary analysis method. Therefore, information for study was

obtained from availed sources that were accessible to the researcher. Data analysis is discussed hereunder in Section 4.6.

4.6 DATA ANALYSIS

This is an examination of a sourced data that is intended to reflect the underlying patterns and meanings as regarding a phenomenon of study. The analysis of qualitative data is non-statistical (Babbie & Mouton, 2010:646) and involves familiarisation with data, categorizing issues, manipulating and summarising information for the purpose of addressing the research questions (Creswell, 2011:156). The analysis process focuses on the data obtained through individual interviews, observations and document analysis. The coding and categorising data for depth of explanation is basically intended for a better understanding of the phenomenon of study; data analysis is useful as a strategy to search and arrange the gathered data to reflect the findings of the study.

McMillan and Schumacher (2010:367) cautions that the voluminous amounts of data that are generated during the research process entails a daunting task of qualitative analysis. It involves breaking down data into individual units, coding, arranging information into the established themes and patterns for the ultimate interpretation exercise. The researcher ensured that all the field-notes, interview transcripts, audio-taped cassettes and documents utilized during field work are available and complete. The interview transcripts were typed verbatim and not rephrased to be grammatically correct. The researcher heeded the advice not to “let your field notes and transcripts for analysis pile up” (Maxwell, 2008:86). Data analysis was started immediately, in response to the availability of information from the initial observation and interview sessions. The collection of more information caused the researcher to review the preceding analysis as guided by the new emerging perceptions and thoughts of the participants. Therefore, the researcher analysed the information availed through observation, document analysis and interviews.

Data gathered from participants’ biographical details is presented in tables. Detailed information of participants’ personal information was also tabulated. This is so crucial

to ensure that participants involved in the study are indeed appropriate participants capable of yielding needed data on the phenomenon under study. After having entered all personal details of participants under a particular item from the questionnaire, this data was analysed and interpreted in order to present detailed information of all the participants involved in the study.

Verbatim account of interviews and the audio-taped responses were transcribed for easy analysis. Data from observation and references from documents were organized into various categories in order to identify different patterns and themes. The themes identified were coded and categorised to offer meaning on a single concept which were built up from the diverse views of participants. According to Schurink *et al.* (2011:189), the reduction of information and codes allow the interpretation of the views of participants to be better manageable. Such treatment of information assists in the establishment of dependable findings and conclusions. It was thus the objective of the researcher, during the analysis to ensure that the data collected and outcomes realised are valid and reliable. The next section focuses on discussion of trustworthiness of the study.

4.7 TRUSTWORTHINESS OF THE STUDY

This section discusses trustworthiness of the study within the broader field of qualitative research as a means to ensure the quality of data collected. Trustworthiness is, according to Maree (2011:297), the way in which the researcher is able to convince the reader that findings of the study are worth paying attention to and are of high quality.

Assessing the accuracy of qualitative findings is not easy (McMillan & Schumacher, 2011:327), however, there are several possible strategies and criteria that can be used to enhance the trustworthiness of qualitative research findings. Trustworthiness is the term used in qualitative research as a measure to control quality data. It is the extent to which data and data analysis are believable and trustworthy. Creswell (2009:324) posits that the trustworthiness of qualitative research can be established by using the following four principles: credibility, transferability, dependability and

conformability. Trustworthiness refers to the way in which qualitative researchers make sure that transferability, credibility, dependability and conformability are evident in the study. The next sub-section discusses how the researcher ensured the trustworthiness of the data collected.

4.7.1 Credibility

Credibility refers to the extent to which the results approximate reality and are judged to be trustworthy and reasonable (Hesse-Biber, 2010:76), therefore, a credibility criterion involves establishing that the results of a qualitative research are credible or believable from the perspective of the participants in the research. Credibility is analogous to internal validity, that is, how research findings match reality (Maree, 2011:85). The philosophy underlying qualitative research, however, accepts that reality is relative to meaning that people construct within social context (McMillan & Schumacher, 2010:160).

The goal of this research is to provide results that will be judged to be credible. It is the extent to which the study measures what is actually intended, hence, the researcher established credibility by selecting the right participants with relevant information and experience of the phenomenon under study. The three different data collection instruments enabled the researcher to triangulate the data. Triangulation has been generally considered as a process of using multiple perceptions to clarify meaning, verify the repeatability of an observation or interpretation. McMillan and Schumacher (2010:309) add that triangulation is a cross-validation among data sources, data collection strategies, time periods and theoretical schemes. In applying triangulation different sources, situations and methods were compared to see if the same patterns keep recurring (Strauss & Corbin, 2008:114); this will be done in order to determine if there are any discrepancies in the findings. The themes emerging in the research will be cross-checked by comparing data obtained from documents, interviews and observations. Additionally, the inclusion of member checking into the findings, that is, gaining feedback on the data, interpretations and conclusions from the participants themselves, is one method of increasing credibility (Creswell, 2009:55).

4.7.2 Dependability

Dependability to Bryant and Charmaz (2008:172), is the extent to which the results reflect the views of the participants and not those of the researcher. When dependability is established, researchers and readers are convinced that the findings did indeed occur as the researcher says they did. Reliability is problematic and practically impossible to achieve as human behaviour is not static; is highly contextual and changes continuously depending on various influencing factors (Johnson, 2008:77). The quality of inferences also depends on the personal construction of meanings based on individual experience of the researcher and how skilled the researcher is at gathering the data and interpreting them. As a result of all these, reliability in the traditional sense is not practical in a qualitative case study, therefore, dependability was achieved by describing the exact methods of data collection, analysis and interpretations. Maree (2011:69) writes that descriptions of the methods provide information as to how repeatable the study might be or how unique is the situation, thus, dependability was enhanced by the use of tape recorder and member checking to confirm the transcribed interview data. The study also reviewed related literature of some researchers who had conducted studies on the same phenomenon. Evidence of interviews conducted was in the form of transcripts of interview and quotations from participants.

4.7.3 Transferability

Research findings are transferable or generalizable only if they fit into new contexts outside the actual study context (Strauss & Corbin, 2008:124), therefore, transferability is analogous to external validity, that is, the extent to which findings can be generalised. Cilliers, *et al.* (2014:258) contend that transferability is the ability of the findings to be applied to a similar situation which will deliver similar results. In addition, transferability depends upon the degree of similarity between the contexts, in order to ensure that the findings of the research are transferred to other contexts (Creswell 2009:150). In ensuring transferability, rich thick descriptions of data were collected to enable readers to get meanings attached to the findings and make their own judgement regarding the transferability of the research outcomes. Transferability

was also ensured by providing background information about the participants and their schools' context and settings.

4.7.4 Confirmability

Confirmability is the degree to which the research findings can be confirmed or corroborated by others (Creswell *et al.*, 2011:199). It is analogous to objectivity, that is, the extent to which a researcher is aware of, or accounts for individual subjectivity or bias, as it is assumed that each researcher brings unique perspectives to the study. Fouche *et al.* (2011:98) note that confirmability addresses the fact that the findings should represent the situation being researched rather than the beliefs or biases of the researcher, hence, the study must demonstrate that the findings and data are clearly linked. Researchers, therefore, have to check and recheck data throughout the study in order to ensure its accuracy during and after collection (Mouton, 2011:271).

To ensure confirmability in this study, the researcher described the methods used in the study in detail for an audit trail. The use of research assistants enabled the researcher to share views and this further ensured triangulation of data and prevented biasness in ideas. It is a good idea for the researcher to archive all collected data in a well-organised, retrievable form so that they can be made available if the findings are challenged (Cilliers *et al.*, 2014:259). This process enhanced trustworthiness of data collected by confirming data recorded throughout the study process. To further enhance trustworthiness of the study, the researcher used triangulation during the process of data collection and analysis.

4.8 ETHICAL CONSIDERATIONS

Gomm (2008:365), states that “research ethics” refers to rules of morally good conduct for research since conducting research is an ethical enterprise. This being a qualitative study, the researcher has to interact deeply with the participants, thus, the researcher entered participants' domains of values, weaknesses, individual personal issues in order to collect data. Creswell (2009:201) asserts that researchers should always

remember that while they are doing research, they are in actual fact entering the private spaces of their participants. Understandably, this raises several ethical issues that should be addressed during, and after the research had been conducted (Maree, 2011:86). The researcher, hence, has an obligation to respect the rights, needs, values and desires of the informants.

Researchers in the qualitative paradigm should be cognisant of the primacy of research ethics (McMillan & Schumacher, 2010:334). This is detected by their topics, reciprocity with participants and face-to-face interaction in the process of data collection. Gomm (2008:365) views “research ethics” as referring to the rules that compel researchers to conduct themselves morally in the activities of their research work as conducting investigations is an ethical enterprise.

Violations of ethical principles are bound to occur in any research enterprise, especially involving data collection and the reporting of research results (Merriam, 2009:29). The researcher was keen to gather authentic data from the personal experiences of individuals regarding their created world views on the phenomenon of study. Creswell (2009:201) posits that the researcher is obliged to respect and protect the values, rights, desires of people involved in the study in regard to data collection and the dissemination of research outcomes.

4.8.1 Voluntary Participation

This form of participation implies that participants get involved out of their own volition; that they were not forced to take part in the study (McMillan & Schumacher, 2010:118). Informed consent was solicited from participants to make sure that they participated willingly. The choice for participants to decline or accept participation was provided to them prior to their engagement, was purely for academic reasons.

4.8.2 Informed Consent

This principle is guided by the need to allow participants self-determination and freedom in the research process (McMillan & Schumacher, 2011:231). Informed

consent, according to Anderson (2009:75), basically relates to giving information to participants about the investigation in clear terms. The researcher paid visits to participants to inform them about the aim of the study, as well as the purpose, nature, data collection methods, and the extent of the research prior to commencement. Further, the researcher explained to them their typical roles; this was very critical as the approach was altogether different from the traditional face-to-face approaches. The researcher obtained their informed consent in writing (See Annexure K) and an ethical clearance to conduct the study from the University of Venda research committee (See Annexure G). Permission was also sought to conduct the study from the Provincial Department of Basic Education (See Annexure F), Mopani District office (See Annexure H) and Motupa Circuit office see (See Annexure F).

4.8.3 Confidentiality and Anonymity

The concept of confidentiality addresses the issues of control of people when research data are availed (Krathwohl, 2009:215). Krathwohl (2009:215) further maintains that confidentiality means that no unauthorized individual should have access to information declared as confidential, thus implying that information that is known to the researcher need not be passed on to other people. Creswell (2009:11), concurs with Krathwohl in stating that those who participate in a study possess the right to have their information kept secret. This means that the printed information on the study needs to be silent about the identities of individuals and their settings. In this study, the names of participants were not exposed, instead, anonymity was provided.

The study made sure that the responses of participants and their general involvement in the processes were referred to in an anonymous way. The audio-cassettes that were used to record the verbatim statements of participants were destroyed as soon as the study was completed.

4.8.4 Access and Acceptance

The principle of acceptance and access was adhered to as it provides a platform to present the researcher as a credible and serious researcher (Babbie, 2011:134). The

process enabled the researcher to solicit the full participation of individuals and their choice to engage in the study as and when they deem fit (Annexures, B, D, F & G). This provision was sought to conduct the study prior to gaining acceptance. Individual participants were also sent letters (Annexure M), in which the purpose, role of participants and procedures to be followed throughout the study were explained.

4.8.5 Treatment of Participants

Johnson and Christensen (2008:105) observe that the proper treatment of the participants is one of the most profound requirements that the researcher has to take into consideration. This is because qualitative research has the potential to cause psychological and physical trauma. The interests of the researcher have to be disclosed to participants as well as the inherent research obligations that should exist between the research groups. In this study, the researcher exercised great sensitivity in soliciting for the consent of participants.

4.9 PILOT STUDY

A pilot study was conducted at two rural public high schools in the Mopani District, Limpopo Province (Annexure O). The purpose of conducting a pilot study is, according to McMillan and Schumacher (2010:206), to identify the research instrument and the samples, and to check for bias in the procedures, and to also adjust the questions if there was such a need after the pilot study. Leedy and Ormrod (2013:257) assert that pilot studies are sometimes referred to as 'feasibility studies'. It can be seen as a mini-version of the research project, thus, the researcher conducted a pilot study prior to the large-scale research in order to determine whether the methodology, sampling, instruments and analysis are adequate and appropriate. Documents analysis as a research instrument was adjusted after the pilot study for it emerged that some of the documents which were analysed during the pilot study yielded nearly the same kind of data, for example; Academic Performance Improvement Plan (APIP), School Improvement Plan (SIP), and the intervention strategies to improve learners' performances; out of the three documents, only the APIP, hence, was included in the full-scale research. Findings further revealed that

there were other documents which need to be included in the list for a full-scale research, such as, the quintile levels of schools, post establishment to provide the actual number of teaching staff, learners' enrolment, and teacher-learner ratio (See Annexure L).

Observation checklist yielded information on schools' infrastructure profiles. Items listed on the checklist were relevant and in line with what the study sought to investigate. The instrument provided description of the situation prevailing at the two rural public schools. The vision and mission statement was included on the final checklist for the full-scale research; the statement was to be observed as it is expected to be on display in the school premises (See Annexure K).

Interview schedules based on open-ended interviews were found to be relevant for the study. From the pilot study it emerged that there was no need to reframe or rephrase the interview questions. All the interview questions from the pilot study were included in the final interview schedule for the full-scale study, therefore, no alterations were done to the piloted interview schedule (See Annexure I & J).

Eight (8) participants took part in an open-ended individual interview for the pilot study, four (4) participants' interview responses were transcribed, namely; principal of school B, Deputy principal of school A, HoD from school B and HoD from school A.

Hereunder are samples and sample size of participants (Annexure O).

Participants	School A	School B	Total
Principals	1	1	2
Deputy Principals	1	1	2
HoDs	2	2	4
TOTAL	4	4	8

The outcomes of the pilot study resulted in the adjustments of the research instruments in preparation for the main research. This eliminated ambiguous questions as well as generating useful feedback on the structure and flow of the intended research instruments. The pilot study provided ideas, approaches, and clues

that the researcher may not have foreseen before conducting the pilot study. This gave the researcher a chance to consider adjusting the research questions where necessary. The researcher, hence, benefited from the pilot study conducted and this ensured that the full-scale research produced clear results. The study's research instruments were finalised and approved by the promoter after a thorough discussion and analysis of the outcomes of the pilot study.

4.10 CONCLUSION

This chapter outlined the research design and methodology used in the study. These included the procedures, participants, data collection instruments, data analysis, ethical issues and trustworthiness of the study. The notion of a qualitative research design was outlined. The chapter described stages involved in the design principles, evaluation instruments, and then the study's framework helped to translate the philosophical assumptions into actual practice. The methodological processes discussed included amongst others; population, sampling procedures, sample size, data collection instruments and data analysis, followed by the implementation of a qualitative case study research design. The chapter further provided the rationale for the use of qualitative research approach. Ethical issues considered in the study, such as, informed consent, confidentiality and anonymity, access and acceptance, voluntary participation and treatment of participants were outlined. The chapter further outlined the outcomes of the pilot study which was conducted before the full-scale study. The next chapter focuses on presentation of findings.

CHAPTER FIVE

PRESENTATION OF FINDINGS

5.1 INTRODUCTION

The previous chapter focused on the research paradigm, research design and methodology of the study. This chapter presents finding from the empirical study conducted through documents analysis, observations and individual interviews with school principals, deputy principals and HoDs at the four sampled public high schools of Mopani District, Limpopo Province.

The presentation of findings is aimed at addressing the main research question – *What is the leadership role of the principal in creating a culture of teaching and learning in the rural public schools of Mopani District, Limpopo Province?* An attempt was also made to answer the following sub-questions of the study:

Firstly - *What do school principals understand about their leadership role of creating COTL in schools?*

Secondly - *How do school principals create a culture of teaching and learning in schools?*

Thirdly - *What challenges do school principals experience in pursuit of creating COTL? And **Fourthly**, How can school principals create a culture of teaching and learning?*

The chapter has been divided into seven sections. The first section presents profiles of the sampled high schools, followed by biographical details of participants, a report from the documents analysed, as well as findings from observations and individual interviews. Themes and patterns that emerged from the findings are consolidated and discussed to conclude the chapter. The next section presents profiles of the four schools.

5.2 PROFILES OF THE FOUR SCHOOLS

This section presents profiles of the four schools. These schools are labeled A, B, C and D respectively to ensure confidentiality and anonymity of research participants and their schools.

Table 5.1: Profiles of Schools

Biographical Items	School A	School B	School C	School D
Year established	1990	1976	1996	1988
Quintile level	1	2	1	1
Type of school: public: rural, semi-urban, urban etc.	Rural	Rural	Rural	Rural
Enrolment	335	495	546	549
Number of teachers	12	17	17	17
Deputy principal (s) & principal	2	2	2	2
HoDs	2	3	3	3
Support staff (food handlers)	3	3	3	4
Admin staff	1	-	5	1
Security staff	-	-	1	1

5.2.1 School A

This is a public ordinary school established in 1990. The current learner enrolment is three hundred and thirty-five (335) from Grade 8 to 12, with sixteen (16) teachers including the principal, one deputy principal and two heads of departments; there are also three support staff as food handlers, one administration clerk and with a teacher-learner ratio of 1:21.

The school uses South African School Administration and Management System (SA-SAMS) for school data processing of learners, teachers and curriculum-related information. The school has two office computers, one printer and two duplicating

machines utilised for school management and administration. The school has the following management structures - the School Management Team (SMT), School Governing Body (SGB) which includes Representative Council of Learners (RCL). The school is categorised under quintile one (1), as it is located in the poorest rural settlement. It is declared a “no fee school” as learners do not pay the mandatory school fees. The majority of parents of learners are unemployed, whilst some are employed at the neighbouring farms. The main source of income for most of the community members are government social grants.

The school has a Section 21 status and is funded by the National Norms and Standard for School Funding (NNSSF). The school can pay daily running costs and services, maintain school infrastructures and purchase teaching and learning resources.

5.2.2 School B

This is a public ordinary school located in a rural settlement. It was established prior to the democratic era, in 1976. The current learner enrolment is four hundred and ninety-five (495) from Grade 8 to 12. There are twenty-two (22) teachers including the principal, deputy principal and three (3) HoDs, with three (3) support staff as food handlers. The school’s teacher and learner ratio is 1:23.

The school has two computers, one TV set, one printer, three duplicating machines and one laptop for day-to-day administration and management of learners and teachers through the SA-SAMS. It is a quintile (2) school, with a section 21 status. It is through the NNSSF that the school can run its own affairs and pay for services, do infrastructure maintenance and purchase teaching and learning resources. This school is declared a “no fee school” as learners are exempted from paying the mandatory school fees. The majority of parents are unemployed and depend on government social grants, however, some of the parents are employed at the neighbouring farms. The school has the following structures; the School Management Team (SMT), School Governing Body (SGB) which includes the Representative Council of Learners (RCL). These structures contribute towards the creation of a COTL.

5.2.3 School C

This is a public ordinary school located in a rural settlement. The school was established in the post-apartheid era in 1996. The current learner enrolment is five hundred and forty six (546) from Grade 8 to 12. There are twenty-two (22) members of the teaching staff, and this includes the principal, one deputy principal and three heads of departments. The school's teacher-learner ratio is 1:24. There are five support staff, three volunteer food handlers and one male security guard.

The school has a TV set, three computers, one printer and 3 duplicating machines for school management and administration through SA-SAMS. The school has a Section 21 status and is being funded through NNSF. It can pay for its running costs and services, do maintenance of school infrastructure and purchase educational equipment as well as teaching and learning resources. It is a quintile one (1) school serving very poor community, therefore, it has been declared a "no fee school". The majority of parents are unemployed, although some work at nearby farms. Their main source of income is the government social grants.

The school has the following structures - School Management Team (SMT), School Governing Body (SGB) which includes the Representative Council of Learners (RCL); these structures contribute towards the COTL.

5.2.4 School D

This is public ordinary school located in a rural settlement. The school was established prior the democratic era, in 1988. The current learner enrolment is five hundred and forty-nine (549) from Grade 8 to 12. There are twenty-two (22) teachers including the principal, one deputy principal and three HoDs. The teacher - learner ratio is 1:25. There are six support staff, four food handlers for NSNP, one security guard and one administration clerk. The school has two computers, one TV set, one printer, one laptop and two duplicating machines for the administration and management of the school through SA-SAMS. The school is categorised under quintile one (1) and is a "no fee school" with a Section 21 status. The school can run

its own affairs, pay daily running costs, maintain school infrastructure and purchase teaching and learning resources through the NNSSF. The majority of parents are unemployed, although some work at nearby farms. Their main sources of income are the government social grants. The school has the following structures - SMT, the (SGB) which includes the Representative Council for Learners (RCL). These structures play a crucial role towards the creation of a COTL.

5.3 BIOGRAPHICAL DETAILS OF PARTICIPANTS

This section presents the biographical details of participants. Personal details, such as, gender, age, professional qualifications, academic or management and leadership qualifications, years of teaching experience, position held and years of experience in position held are presented. The next sub-section presents principals' biographical details.

5.3.1 Principals

Four school principals were interviewed during this study. Their biographical details are presented hereunder in Table 5.2.

Table 5.2: Biographical Details of School Principals

Biographical Items	School A	School B	School C	School D
Gender	Male	Male	Male	Female
Age	57	53	59	52
Professional Qualification	SED	STD	SED	STD
Academic or Management and leadership qualifications	B.Ed. (Hons)	BA	B.Ed. (Hons)	B.Ed. (Hons)
Years of teaching experience	32	25	33	22
Position held	Principal	Principal	Principal	Principal
Experience in position held	3 years	2 years	9 years	5 years

As reflected in Table 5.2 above, three principals interviewed are males, and the one from school D is a female. Most high schools are still headed by male principals. This can be attributed to the common belief that females can only be primary school principals, and that only males can be high school principals.

The four principals are nearing their retirement; they are above 50 years. Given their teaching experience and experience as principals, it is evident that they have been in the teaching field for a considerable number of years; however, principals from schools C and D are more experienced than the other two from schools A and B. The four principals are professionally qualified; principals from school A and C's qualifications are a Secondary Education Diploma (SED), and the other two principals' professional qualification is a Secondary Teachers' Diplomas (STD). Principals from schools A, C and D have Bachelor of Education Honours (B.Ed. Hons) in Management and Leadership. Principal from school B is without management and leadership qualification, however, he has a Bachelor of Arts (BA) degree. The next section presents biographical details of deputy principals.

5.3.2 Deputy Principals

This section presents biographical details of deputy principals in Table 5.3 below.

Table 5.3: Biographical Details of Deputy Principals

Items	School A	School B	School C	School D
Gender	Male	Male	Male	Female
Age	58	52	50	59
Professional Qualification	SED	ACE	SED	STD
Academic or Management and leadership qualifications	B.Ed. (Hons)	BA	B.Ed. (Hons)	B.Ed. (Hons)
Years of teaching experience	24	24	24	24
Position held	Deputy principal	Deputy principal	Deputy principal	Deputy principal
Experience in position held	3 years.	3 years.	5 years.	7 years

Table 5.3 reveals that three of the four deputy principals interviewed from school A, B and C are males, and one from school D is a female. The four deputy principals are nearing retirement as their ages are above 50 years. The four deputy principals are professionally and academically qualified. The three from schools A, C and D have Secondary Diplomas and Bachelor of Education Honours qualifications. The one from school B has an Advanced Certificate in Education and a Bachelor of Arts degree qualification specialising in Education and Sepedi.

The four deputy principals have same number of years of teaching experience. The two deputy principals from schools A and B share the same years of experience in their positions. The other two deputy principals from schools C and D have more years of experience than the other two from schools A and B. Deputy Principals from schools C and D are more experienced in their positions than the other two deputies from schools A and B. Biographical details of HoDs are presented in the next sub-section.

5.3.3 HoDs

This section presents biographical details of heads of departments in Table 5.4 below.

Table 5.4: Biographical Details of Heads of Departments (HoDs)

Items	School A		School B		School C		School D	
	1	2	3	4	5	6	7	8
HODs	1	2	3	4	5	6	7	8
Gender	Male	Female	Female	Female	Female	Male	Male	Male
Age	57	48	44	41	45	36	52	50
Professional Qualification	STD	BA. Ped.	STD	STD	STD	STD	STD	NPDE
Academic or Management and leadership qualifications	Diploma	BA	B.Ed.	MA	B.Ed. (Hons)	B.Ed. (Hons)	HED	BA
Years of teaching experience	29	19	16	16	17	16	23	21
Position held	HoD	HoD	HoD	HoD	HoD	HoD	HoD	HoD
Experience in position held	12	11	6	6	11	6	12	6

Table 5.4 above reveals that of the eight HoDs interviewed in the study, four are females and the other four are males, therefore, there was gender equity with regard to the eight HoDs interviewed. Schools A and C had one male and one female HoDs. School B had two females HoDs; school D had two male HoDs. Five of the eight HoDs are in their middle age, and their ages are below 50 years. The other three HoDs are above 50 years and are nearing retirement.

The eight HoDs interviewed were professionally and academically qualified teachers. Six of these HoDs had Secondary Teachers' Diploma, and the other two had Bachelor of Arts in Pedagogy and National Professional Diploma in Education qualifications. Academically, two of the HoDs from school C had a Bachelor of Education Honours (B.Ed. Hons) degree qualification. One HoD from school B had a Masters of Arts degree specialising in Natural Sciences the other two from schools A and D had Diplomas in Educational Management. One HoD from school A and one from school D both had Bachelor of Arts (BA) degrees in Education and Sepedi respectively. The four HoDs' years of experience in positions held are above 10 years. The other four have the same number years of experience in positions held, which is less than 10 years. The next section presents findings from documents analysed at the four high schools.

5.4 DOCUMENTS ANALYSED

This section presents findings from documents analysed from the four high schools.

The researcher requested to examine official school documents. Findings from documents analysed at the four high schools are presented hereunder in Table 5.5.

Table 5.5: Documents Analysed at the Four Schools

Documents Analysed	Schools			
	A	B	C	D
Gr. 12 results for the past three years				
2014	✓	✓	✓	✓
2015	✓	✓	✓	✓
2016	✓	✓	✓	✓
APIP	✓	✓	✓	✓
Curriculum Management plan	✓	✓	✓	✓
Administered class visit monitoring tool	X	X	✓	✓
Educators' code of conduct	X	X	✓	✓
Learners' code of conduct	✓	✓	✓	✓
SMT minute book	✓	✓	✓	✓
Staff minute book	✓	✓	X	X
SDT minute book	X	X	✓	✓
Disciplinary policy	✓	X	✓	✓
Educators' attendance register	✓	✓	✓	✓
Learners' attendance register	✓	✓	✓	✓
Administered monitoring tool for educators' work books	X	✓	X	X
Safety and Security policy	✓	✓	✓	✓
Record of visits by learners' parents	X	X	✓	X
Stock/assets register for LTSM	X	X	X	X

✓ : Documents Available
X : Documents not Available

5.4.1 Grade 12 Results for the Past Three Years

This section presents the four high schools' Grade 12 results, for 2014, 2015 and 2016; the average pass percentages obtained by these schools for the past three years. 2017 Grade 12 results of the four high schools are also included and presented hereunder in Table 5.6.

Table 5.6: Grade 12 Results for the Previous Three Years

Year	School A	School B	School C	School D
2014	36%	61,6%	60%	64,9%
2015	40,29%	42,99%	28,8%	46,15%
2016	54,28%	49,27%	25,2%	73,49%
2017	42,85%	49,15%	69,56%	70,23%

Table 5.6 above depicts the Grade 12 results for the previous three years at the four schools. The table clearly indicates that schools B, C and D obtained more than (50%) average pass during the 2014 exams. School A obtained (36%), and this was the only school among those sampled which obtained an average pass percent of below (50%) during 2014. School A performed below the provincial norm of (60%), therefore, it underperformed.

In 2015 there were a decline in the Grade 12 average pass percent at schools B, C and D. The three schools B, C and D's average pass percent declined from (61,6%), (60%) and (64,9%) in 2014 to (42,99%), (28,8%) and (46,15%) in 2015, respectively. School A registered an improvement in the average pass percent from (36%) in 2014 to (40, 29%) in 2015, however, school A once more underperformed in 2015 with an average pass percent below (60%). The four schools underperformed during 2015, as their average pass percent was below the provincial target or benchmark of (60%). In 2016, schools A, B and D's average pass percent improved from the one obtained in 2015, however, school C experienced a further decline in the average pass percent from (28,8%) in 2015 to (25,2%) in 2016. School C, hence underperformed in both

2015 and 2016. In 2017 school A and B performed below (50%), whilst school C and D performed well above (60%). This was a significant improvement for school C from (25, 2%) in 2016 to (69, 56%) in 2017.

5.4.2 Academic Performance Improvement Plan (APIP)

Evidence of APIP at the four schools was available. At school A the following challenges, which need an immediate attention, were identified on the APIP - high rate of teachers' absence, learners' and teachers' late arrival, lack of motivation and discipline, teachers' subjects knowledge gap, low quality and quantity of written work, backlog in curriculum coverage, drug and alcohol abuse by learners, poor learner performance in Geography, Physical Science, Life Sciences, Mathematics, Accounting, History, Business Studies; lack of parental support, uncomfortable conditions of temporary mobile classrooms. Specific mention must be made of the conditions of the mobile classes; they are unbearable as it is very hot inside, and the heat distracts learners' concentration span during lessons.

School B's APIP identified the following challenges - the absence of monitoring and support by the SMT, insufficient written work given, lack of audit on written work, poor quality of informal assessment tasks, poor attendance by learners, and disciplinary challenges among learners. The school's APIP stated that in order to improve learners' performance, principals must audit written work monthly, moderate all learners' assessments, monitor and control learners' attendance during lessons and study periods.

APIP at school C identified the following challenges - lack of curriculum coverage, learners' poor performances in the following subjects: Accounting, Economics, Business Studies, Mathematical Literacy and Geography. Most learners performed poorly in these listed subjects during the 2016 Grade 12 examinations. Improvement strategies identified were as follows - regular monitoring of curriculum coverage and conducting extra lessons in all content subjects.

School D's APIP identified the following challenges - learners' poor performance in Mathematics, Accounting, Business Studies, Physical Science and Economics. The following strategies were earmarked to improve learners' performance - provision of video lessons, use of study guides, use of Curriculum and Assessment Policy Statement (CAPS), utilization of previous exam question papers, outsourcing of educators from neighbouring schools in subjects that learners did not perform well, the provision of extra lessons, and engaging learners in afternoon and Saturday lessons or studies.

5.4.3 Curriculum Management Plan

Curriculum Management Plan were available at the four schools. School A's curriculum management plan provides due dates for submissions from teachers to the SMT. The following were listed to be submitted on either weekly or monthly basis - audit of learners' written work, teachers' workbooks, class registers, learners' record sheets and school-based assessments for moderation and approval by the SMT. There was, however, no evidence to ensure that the plan is being implemented.

School B's curriculum management plan was in a form of a template with three columns divided into dates, activities and persons responsible; these were further subdivided into terms, months and weeks. Items under activities per term per months were monitoring and control of - written work, lesson preparations, afternoon lessons and studies, curriculum coverage, analysis of test results with educators, accountability meetings and extra lessons.

School C' curriculum management plan had monthly, weekly and daily activities which were arranged as follows - submission of lesson preparations to HoDs, audit of written work, class visit, support meetings, subject committee meetings and report on lesson preparations and curriculum coverage accountability meetings.

In school D, the curriculum management plan was also referred to as a "teaching and learning policy". This policy shows the expectations from both teachers and learners regarding curriculum coverage and implementation. The following expectations were

listed - educators to be punctual to school and classes, discipline must be maintained in classrooms and within the premises, learners to complete their school work within a given time frame, learners' written work must be marked and controlled regularly, and learners and teachers must adhere to their code of conduct without any compromise.

5.4.4 Administered Class - Visit Monitoring Tool

There was no evidence of administered class - visit monitoring tools at schools A, B and D; this was only available at school C. The absence of an administered class - visit monitoring tool is evidence that school principals from the three schools do not conduct class visits; therefore, they do not monitor and control teaching and learning activities in the classrooms.

5.4.5 Educators' Code of Conduct

There were no evidence of educators' code of conduct at schools A and B, however, this was available at schools C and D.

The educators' code of conducts at school C identified the following as misconduct that educators should avoid at all times - smoking in front of learners, late coming, sexual harassment, violence, being under the influence of any intoxicating substances or drugs in the school premises, use of corporal punishment, absenteeism without valid reasons or notifications and failure to carry out an instruction or delegated duties by immediate seniors.

At school D the code of conduct expected educators to conduct themselves as follows - respect their colleagues' and learners' rights, to keep confidentiality on matters deemed so, avoid humiliating and harassing learners either physically, emotionally and sexually. Principals from schools C and D ensured that the educators' code of conduct is aimed at establishing a disciplined and purposeful school environment as this should be conducive for effective teaching and learning.

5.4.6 Learners' Code of Conduct

There were evidences of learners' code of conduct at the four schools. School A's learners' code of conduct spelled out the following expectations from learners - commitment to their school work, to behave in an acceptable manner, to be in school uniform, to be punctual for school and lessons, and to comply with the code of conduct at all times.

School B's learners' code of conduct was aimed at creating an environment in which teaching and learning can be optimally realised. Learners in school B were expected to work to the best of their abilities and produce good results.

School C's learners' code of conduct expected learners to - be presentable and neat in their school uniform, be punctual for school and lessons, respect others and school properties, attend school daily, ask permission when leaving the classroom and the school premises, do all school work given without fail, strive to do their best in any school event and in subjects' performance, in particular.

Learners' code of conduct at school D had the following expectation from learners - all learners to uphold disciplinary measures as enshrined in the South African Schools' Act No. 84 of 1996. The code further provides support measures for counseling learners involved in disciplinary proceedings. The learners' code of conduct, therefore, ensured that learners do everything possible to promote their success in school work and strive to be the best.

5.4.7 SMT Minutes Book

At school A, recorded minutes of previous meetings were available and served as evidence that regular SMT meetings were held. In one of the meetings held on the 6th of February 2017, the agenda included, amongst others, challenges of Grade 12 learners' performance and the development of 2018 APIP. In his remarks, the principal stated that all efforts must be directed towards improving on the 2017 Grade 12 learners' results. It is therefore, evident that the principal was committed to

improving the Grade 12 learners' performance. He further raised his concern on the creation of a COTL to ensure the Grade 12 learners' excellent performance in exams. Plans to improve learners' performances were put in place and communicated to the staff at the beginning of 2016. Staff meetings are forums accorded the staff to interact with members of the SMT and in the process share ideas and strategies for the implementation of curriculum plans. The absence of staff meetings' minutes' book at school C and D is evidence that there are no formal staff meetings or that there are informal or briefing meetings as minutes were not there to attest to this.

At school A, there were records of minutes taken of previous meetings. This served as evidence that regular meetings were held. In one of the meetings held on the 3rd of February 2017, the meeting was meant to address shortages of Mathematics and Physical Science teachers. This meeting was prompted by the 2016 Grade 12 learners' performances in Mathematics and Physical Science. The meeting resolved to outsource teachers from neighbouring schools in which learners performed well in those subjects. These minutes attest to the principal's concerns and commitment towards improving learners' performances in the two subjects. The principals involved members of the SMT in finding solutions to the school's curriculum delivery initiatives. The principal of school A, hence, was committed to participative management through the involvement of all stakeholders in getting solutions to school challenges.

In school B, records of minutes of meetings held were available, and there were evidence of regular SMT meetings held. In one of the meetings held on the 30th of June 2017, the agenda's main items were - winter enrichment classes and commercial subjects. The resolution made at this meeting was that learners should be engaged in winter enrichment classes during the winter school vacation. The matter was to be addressed with the Grade 12 teachers and the learners for implementation. On the issue of commercial subjects, it was resolved that instead of outsourcing teachers from neighbouring schools, they agreed to take their Grade 12 learners to the neighbouring high school to attend commercial subjects' lessons.

School C had regular SMT meetings as was evidenced by recorded minutes. In one of the meetings held on the 12th of January 2017, the agenda was as follows - reports

from subjects' departmental meetings, the development of monitoring tools, review of school assembly programme and the 2017 staff post establishment. Minute's book from school D also had recorded minutes of meetings held. In one of the meetings, the SMT discussed strategies to manage the Grade 12 extra lessons and study periods in the 2017 academic year.

5.4.8 Staff Minutes Book

Staff minutes' books were requested to be analysed at each of the four schools, however, these books were only available at schools A and B. There was no evidence of staff minutes' books at schools C and D.

The staff minutes book at school A, revealed that regular staff meetings were being held and minutes were recorded. In one of the meetings held on the 6th of February 2017, the agenda included, amongst others, challenges of Grade 12 learners' performance and development of 2017 APIP. In his remarks, the principal stated that all efforts must be directed towards improving learners' performances in examinations; this is evidence that the principal was committed to improving learners' performances. He further raised his concern on the lack of a COTL. Plans to improve learners' performance were communicated to the staff early in the year.

Staff meetings are an opportunity for members of staff to interact with the SMT, to share plans and strategies for the implementation of the curriculum. The absence of staff minutes' book at school C and D is evidence that staff meetings are not held, or they are held informally as minutes were not there to attest to this. If staff meetings are not held, there are no other formal platforms for the staff to interact with the SMT, for members of the teaching staff to bring about their own initiated plans, and for staff to share their views with members of the SMT on the implementation of the curriculum in order to improve learners' performance.

5.4.9 School Development Team (SDT) Minutes Book

There were no evidence of SDT minute's books at schools A and B. SDT minutes' books were only available at schools C and D.

The recent minutes of the SDT meeting at school C were recorded on the 15th of January 2017. Minutes revealed that the purpose of the meeting was to review the SDT executive committee members. During this meeting, elections were conducted to have new executive members to replace those who served in 2016. At school D the first SDT meeting was held on the 20th of January 2017, and the purpose of this meeting was to discuss and adopt the 2017 integrated quality management system (IQMS) management plan, in order to start with implementation for 2017.

5.4.10 Disciplinary Policy

Disciplinary policies were available at schools A, C and D; school B was without a disciplinary policy. These policies developed at the three schools were not similar, however, the school policies did not overrule the country's Constitution and the South African Schools' Act No. 84 of 1996 on corporal punishment. Misconduct of learners outlined was in line with their sanctions. These disciplinary policies were adopted and signed by all stakeholders including the Representative Council of Learners (RCL). These policies were accepted by all stakeholders, as everyone was involved in developing the policy, hence, had ownership of the final document.

5.4.11 Educators' Attendance Registers

Educators' attendance registers were available at the four schools. It was evident that these attendance registers were being monitored and controlled. There were remarks and comments made inside these registers by one of the SMT members. Period registers were also utilised to monitor and control both learners' and teachers' attendance during lessons on a daily basis. However, at school C, period registers are not controlled as there was no evidence of remarks and comments after submission to the office.

5.4.12 Learners' Attendance Registers

Learners' attendance registers were available at the four schools. The availability and daily control and monitoring of attendance registers were evidence that learners' attendance were being monitored on a daily basis. Learners who were not in class during the register period were declared absent with an "a" and those who were in class were declared present with a forward slash "/". These records of attendance of learners were monitored and controlled by the SMT on a regular basis. This was evidenced by signatures, comments and official school stamp. The same pattern and procedures were followed at all the four schools. Learners' daily attendances were regulated timeously, as I observed these processes during the empirical study and those who had developed a pattern of absenteeism were summoned to the principal's office. The four schools, therefore, had appropriate procedures to deal with absence, lateness and truancy in order to monitor and curb absence and late coming amongst learners.

5.4.13 Administered Monitoring tool for Educators' Workbooks

There was no evidence of administered monitoring tool for educators' workbooks at school A, C and D. Administered monitoring tool for educators' workbooks were only available at school B. The administered monitoring tool was utilised on the 30th of June 2017. Monitoring tool for educators' file at school B was a template with four columns for - number, item, yes/no and comments. The items utilised to control teachers' workbooks were as follows - educators' pledge, personal time-table, subject policy, pace setter, programme of assessment, CAPS documents, target setting, informal tasks (tests), mark sheets, class test, record of textbooks and lesson preparations. These were followed by the HoDs' name, date and signature, educators' name, dates, and lastly HoDs' comments and principals' signature. This administered monitoring tool had all the items marked "yes" the only item marked "no" was for "target setting" and comments made by the HoD was that, this "must be included".

5.4.14 Safety and Security Policy

There was evidence of developed safety and security policies for implementation at the four schools. At school A, the purpose of the policy was to protect learners, teachers and everyone else in the school premises from any form of harm. The policy had measures in place to ensure the safety of learners and staff in case of emergencies or in the event that a learner gets injured during school hours. The policy prohibits all forms of weapons and intoxicating substances on the school premises.

At school B, the purpose of safety and security policy was to provide a safe environment for all users of the school premises, that is, learners, educators, non-teaching staff and visitors. The policy further states that no one is allowed in the school premises while carrying dangerous weapons or under the influence of alcohol or drugs.

School C's policy was developed to ensure that the school is a safe place for everyone at all times. School entrances and exit points are to be kept locked during lesson hours, to ensure that there were no disruptions of teaching and learning activities. In school D, safety and security policy was available, and it states that no dangerous weapons, drugs or any form of intoxicating substances are allowed on the school premises.

Findings from these schools' safety and security policies were that principals are committed and concerned about the safety and security of all the learners, teachers and school resources. The availability of safety and security policies attest to principals' leadership role of creating a culture of teaching and learning. Principals must put in place procedures to support, care and protect learners, staff and visitors at school and these policies must comply with legislation

5.4.15 Records of Parents Visiting the School

A record of parents' visits to the school was only available at school C. There were no records of parents' visits at schools A, B and D.

Records of parents' visits at school C were kept for statistical purposes so as to keep a record of the various reasons for their visits to the school. Parents, as one of the stakeholders must interact with the school not only when called to attend meetings, but also to enquire about learners' school work and progress. Records available at school C indicated that parents were visiting to attend meetings organised by the SGB. Most parents visit to collect learners' progress reports and others to request their children to be progressed to the next grade after having failed the grades at the end of the previous year.

5.4.16 Stock/assets Registers and LTSM

There was no evidence of stock or assets registers for learners' and teachers' support materials (LTSM) at the four schools. Delivered LTSM to schools must be kept on record for future reference and use. The absence of LTSM stock or asset registers compromises the ability of schools to have the required amount of LTSM and stationery needed for the school enrolment per class, per grade. Quantification and keeping of records is meant to decide whether LTSM provisioning has been done as per the school's requisition. If records are not kept, this may compromise effective teaching and learning, as there could be under-supply of LTSM resulting in learners being without the required number of textbooks. The next section presents the findings from observations.

5.5 OBSERVATIONS

This section provides findings from observations conducted at the four high schools. Items observed are portrayed in Table 5.7.

Table: 5.7: Items Observed at the Four High Schools

Observed Items	School A	School B	School C	School D
Availability of NSNP	✓	✓	✓	✓
Availability and conditions of classrooms	✓	✓	✓	✓
Availability and conditions of Toilets	✓	✓	✓	✓
Availability of Furniture	✓	✓	✓	✓
Availability of Electricity	✓	✓	✓	✓
Availability of Running water	✓	✓	✓	✓
Availability of school Bell/siren	✓	✓	✓	✓
Availability of Science Laboratory	X	X	X	X
Availability and relevancy of Library materials	X	X	X	X
Availability of Computer Laboratory	X	✓	✓	X
Availability of LTSM and stationeries	✓	✓	✓	✓
Availability of an Administration block	✓	✓	✓	✓
Availability and condition of Security fence and entrance	✓	✓	✓	✓
Availability of Sports grounds	X	✓	X	✓
Availability of a vision and mission statement	X	X	X	✓

Key:

- ✓ : Available
- X : Not available

5.5.1 Availability of National School Nutrition Programme (NSNP)

The National School Nutrition Programme is provided at the four high schools. A group of volunteer food handlers were observed preparing, cooking and distributing meals to learners. Learners were observed partaking in the meals during breaks.

It was observed that the cooking facilities at the four schools were open shacks of corrugated iron, and fire wood was utilised to cook. Food delivered was stored separate from the cooking area; the food storage facilities are not hygienic or clean, and the floors in the cooking areas were dusty. These conditions in the cooking areas and storage facilities may affect learners' health negatively. Cooked meals, which varied from maize meal, vegetables, samp, milk, soya soup, beans, fish, rice and fruits, were served to learners.

5.5.2 Condition and Number of Classrooms

School A has two blocks of four classrooms each, a total of eight (8) classrooms. These mobile classrooms were not well taken care of; they had smashed window panes and broken doors. The smashed windows and broken doors attest to a typical dysfunctional public school. The school's classrooms looked old and dilapidated; there was a backlog on infrastructure maintenance. The poor infrastructure had negative effects on the COTL and the learners' performances.

Observations at school B revealed that there were nineteen (19) classrooms. The conditions of the classrooms were still good as the buildings seem to have been renovated the previous year. The roof was well painted in green and the inside of these classrooms looked good with just a few broken windows.

At school C, findings from observations revealed that there were sixteen (16) classrooms and some additional six (6) temporal, corrugated iron-built classroom structures. The presence of these temporary classrooms attests to infrastructural challenges which prevails at this school, although, the conditions of the classrooms

were still good. These classrooms were well-looked after, clean and with ceiling fans fitted in each classroom, bulletin boards and modern folding chalkboards.

At school D there were fifteen (15) classrooms with dilapidated corrugated iron roofs, ceilings, fisher-boards, gutters falling apart and worn out classroom floor tiles. This was an indication of a long overdue maintenance of the school infrastructure.

5.5.3 Availability and Condition of Toilets

It was observed that there were “Enviro-loo” toilets at the four schools built by the Department of Basic Education to replace the old pit toilets. Conditions of these toilets at school B and C were good, odourless, hygienic and without flies.

At school D, it was observed that new enviro-loos have been built to replace the old dilapidated pit toilets; however, these dilapidated pit toilets were still standing in the yard even though they were no longer used. These old pit toilets are potential health hazards, not safe and could be used for criminal activities. School B also had new “Enviro-loo” toilets built, yet the old toilets still remain intact in the school yard. School B may experience health hazard risks followed by possible criminal activities posed by these old unused pit toilets.

At school A, the dilapidated old pit toilets were destroyed and replaced with new “Enviro-loo” toilets, however, there were serious challenges regarding conditions of the newly-built learners’ toilets. The newly-built toilets were not being taken care of, as doors and toilet seats had been vandalised and although these toilets were still new, they now appear to be old and dilapidated. They seemed as if they had never been cleaned since they were built. One cannot withstand the smell coming out of these toilets; they were unhygienic, unclean and moreover uncomfortable to use. There is a challenge with learners’ toilets at school A, however, conditions of toilets at school C, B and D were better than at school A.

5.5.4 Availability and Condition of Furniture

Observations conducted at school A and B revealed that there were enough furniture, but at schools C and D these were insufficient. Learners at school A and B used desks and teachers used ordinary office chairs and tables; the condition of these furniture was good.

There were shortages of furniture at schools C and D. Learners at school D were observed fighting over these scarce resources in the morning before lessons start. These learners' fights over chairs disrupted lessons and negatively affected the COTL. Learners were compelled to arrive early in the morning in order to occupy desks for the day. These incidences of learners fighting over chairs and desks in the classrooms were being reported to the principal daily. I witnessed learners being reprimanded for these incidences in the principal's office. Three learners were observed seated at a desk meant for two.

5.5.5 Availability of Electricity

The four schools had electricity as the main source of power. The four schools used electricity to operate computers, borehole machine for pumping water, duplicating machines, printers, lights, school bell or siren. There are electric lights fitted in all classes and within the school premises. Electricity enhances teaching and learning activities since it allows modern technological appliances in the schools, such as televisions, overhead projectors, radios and computers.

5.5.6 Availability of Running Water

There was running water at the four schools. Boreholes were observed as source of water at the four schools. The availability of running water at these schools has a positive impact on the day-to-day running of schools. Water is used daily for drinking, sanitary purposes, conducting experiments, cleaning, irrigation, personal hygiene, and preparing learners' meals.

5.5.7 Availability of School Bell/Siren

Observations revealed that a school bell or siren was available at each of the four schools. At school B, the siren was still out of order due to some technicalities, thus, the school had to use an old bell operated manually to manage school time. A school bell or siren signals the start and end of lesson periods, and the end of a school day. It was observed that both learners and teachers were time conscious as they responded to the bell or siren making them punctual in attending to their daily school activities in line with the school time table.

5.5.8 Availability and Condition of Science Laboratory

Observations revealed schools were without science laboratories, however, there were teaching and learning aids and materials for science subjects. These were placed in the staff room and were still in their original boxes and containers. This was evidence that these materials were not being utilised.

5.5.9 Availability and Relevancy of Library Materials

The four schools were without libraries and even in the classrooms there were no mini classroom libraries. The only source of knowledge and information available to these learners, therefore, are subjects' textbooks as there are also no reference materials for learners to use. Prescribed textbooks are not enough sources of information for learners to further expand their knowledge bases on aspects taught in the classroom.

5.5.10 Availability of Computer Laboratory

Observations revealed that computer classrooms or centres were only available at schools B and C; schools A and D were without computer classrooms or centres. Schools B's and C's computers were donated by non-governmental organisations (NGO). At school B, there were eighteen (18) computers housed in one of the classrooms turned into a computer laboratory. The classroom had a security door and windows fitted to ensure the safety and security of these assets. At school C,

computers were housed in a special classroom used as a computer laboratory. In this classroom there were sixteen (16) computers with a server, a data projector and a 3m x 2,5m screen utilised to facilitate computer lessons.

5.5.11 Availability of LTSM and Stationeries

It was observed that at schools A and D there were insufficient LTSM delivered for the academic year. School B and C had received their LTSM and stationery delivery packages for the academic year, but they were not enough for all the grades and learners. School B and C received deliveries of stationeries and textbooks at the beginning of March, however, schools B and C were still without Sepedi Home Language (HL) in literature and Accounting textbooks by the end of March 2017.

5.5.12 Availability of Administration Block

It was observed that administration blocks were available at the four high schools, however, schools A and C's administration block were make-shift or temporarily-built structures. These temporarily built office were only two-roomed structures, with one room used as principal's office and the other room as staff room. Schools B's and D's administration blocks were standardised buildings constructed by the Department of Education, and housed a principal's office, deputy principal's office, HoDs' offices, reception area, staff room, with one female and one male flushing toilets.

5.5.13 Condition of Security Fence and Entrance

Security fences and entrances to the four high schools were built with palisade iron. The entrance gates were also built of palisades iron, with built brick walls on both sides of the gates. The conditions of security fences and entrance gates were good, except at school C where the fence had been tampered with, as learners were seen coming in and out of the school premises without using the secure entrance gate. The two schools, B and C had security alarm systems and closed-circuit television (CCTV) installed.

5.5.14 Availability of Sports Grounds

It was observed that sports grounds were available at schools B and D, although, the sports grounds were full of weeds as a sign of backlog on maintenance. There were no sports grounds at schools A and C. School A uses a community sports ground for sports days, and school C uses a neighbouring primary school's sports ground. At school B, learners were observed playing soccer in the afternoon. Schools A and C had to play sports outside their school premises.

5.5.15 Availability of Vision and Mission Statement

Observations revealed that there were no vision and mission statements displayed at school A, B and C, however, these were displayed at the main entrance gate of school D. Vision and mission statement at school D was displayed visibly in bold letters on the walls of the school's main gate for everyone to see, read and be well acquainted with what the school stands for and aims to achieve.

5.6 INTERVIEW RESPONSES

This section presents findings from individual interview responses of school principals, deputy principals and HoDs. The tape-recorded interview responses were transcribed and presented verbatim hereunder as follows.

5.6.1 What do school principals understand about their leadership role of creating COTL in schools?

All participants understand the leadership role of the principal. Sub-sections 5.6.1.1 to 5.6.1.2 present the findings from the interview responses to Research Question 1.

5.6.1.1 Managing teaching and learning

The HoDs understand the role as being task-oriented, that is, of recognizing good work. The deputy principals understand the role to be of promoting teaching and

learning, enhancing quality education, commitment to quality education and a good attitude towards teachers and learners.

5.6.1.2 The principal is a Strategist

Principals, understand their role in creating COTL as that of sharing the vision and mission for success, attainment of good grade 12 results, assisting teachers and parents to work together.

5.6.2 How do School Principals Create a COTL in Schools?

Sub-sections 5.6.2.1 to 5.6.2.5 present the findings from the interview responses to Research Question 2.

5.6.2.1 Crime and vandalism

Participants agreed unanimously that crime and vandalism is a concern and a serious challenge in rural public schools. Principals are unable to deal with the challenge on their own and call in the South African Police Services (SAPS) for assistance; showing, that principals involve the police to assist them in curbing incidences of crime and vandalism in schools. In response the principal of school A, had this to say;

Principal (school A):

“Ehhh . . . as a school we are victims . . . of crimes . . . doors and windows are broken into over weekends and . . . Eh . . . school assets are stolen, we usually call the police for assistance, but we end up not getting the assets back”. (Annexure N line 8).

The deputy principal from school D concurred with the views expressed by the principal of school A, and further made it clear that learners carry dangerous weapons and drugs to school. The deputy principal from school D responded as follows;

Deputy Principal (school D):

“The school has adopted a cop, and police are called to conduct a random search for weapons and drugs, and these are confiscated from learners. We sometimes involve parents in case their children are affected, but the police are always assisting us”. (Annexure N line 245).

From the interview responses and findings, it was made clear that principals rely much on the police in dealing with crime and vandalism. The challenge of crime and vandalism is quite prevalent in these rural public schools. The HoD from school C responded as follows;

HOD (school C):

“ . . . all crimes are referred to the police, and . . . we have meetings with the police discussing issues of crime and vandalism, . . . police conduct unannounced visit to search learners for drugs and weapons”. (Annexure N line 403).

5.6.2.2 Resources

Participants' responses acknowledged that there were challenges in the provision of resources in these schools. Requisitions for resources are made to the Department of Basic Education, and yet nothing is forth coming. In responding to the question, the principal of school D noted:

Principal (school D):

“Eh . . . resources is a huge challenge as learners are without chairs and desks, learners are fighting for scarce resources, requisitions for furniture has been made to the Department of Basic Education and we are still waiting, there is a challenge of printers and laptops to do office work, we have only two at school, and as a school we need to have personal laptops”. (Annexure N line 102).

When probed to provide more information on the challenges of resources, the principal of school C further indicated that with the little money that they get from the Department of Basic Education they purchase the resources needed. The principal of school C responded as follows:

Principal (school C):

“ . . . We do with the little money that we get from the norms and standards. We purchase Science equipments, chemicals for science subjects, and . . . we have converted one classroom to serve as a Science resource room, and learners benefit from these arrangements”. (Annexure N line 73).

The deputy principal of school C explained that the school does not have a science laboratory and as a result, the school improvises in this regard and sends learners to well-equipped institutions to conduct science experiments. The deputy principal responded as follows;

Deputy Principal (school C):

“The school does not have a laboratory to conduct Science experiments, we do not have a library for learners to refer, we are improvising to take our learners to Limpopo University to a Laboratory we make arrangements with lecturers to conduct experiments”. (Annexure N line 215).

The HoD of school A indicated that there are challenges from late and non-delivery of textbooks and stationery to schools and that the principal outsources from neighbouring schools. In responding to the question, the HoD of school A responded as follows:

HoD (school A):

“There was no delivery of LTSM, text-books and stationeries and the principal outsourced these materials from other schools”. (Annexure N line 310).

5.6.2.3 Parental involvement

Participants made it clear that parents did not get involved in the education of their children. Principals do invite parents to schools, but they do not respond, efforts and follow-up are made through the learners. The principal from school A, responded to the question as follows:

Principal (School A):

“ . . . parents are not involved in their children’ education, we call the parents in case a learner is giving us a problem and when parents are not responding we return the learner home to come with either a guardian or family adult members, but parents end up not responding”. (Annexure N line 12).

The views expressed by the principal of school A were also shared by the deputy principal of school D, who responded as follows:

Deputy Principal (school D):

“This is a serious problem. Always when we call parents to meetings, but they do not form a quorum. Most learners are without parents, as we have learners whose parents are in Johannesburg. We thought sometimes we need to buy food in order to attract parents to attend to their children’s education”. (Annexure N line 249).

The same views were shared by the HoD of school C who responded as follows:

HoD (school C):

“Ehh . . . The principal is trying to involve parents, but it is still a problem at our school. Parents who attend meetings make only (5%), and . . . there is no support as parents do not attend meetings and are not actually involved in their children’s education”. (Annexure N line 438).

5.6.2.4 Low morale and demotivated teachers and learners

Participants revealed that principals outsource the services of motivational speakers to deal with the challenge of low morale and demotivated teachers and learners.

Principal from school A responded as follows:

Principal (school A):

“ . . . I am not an expert in motivating teachers and learners’ and I cannot raise their morale or motivate them. They need a motivational speaker to change them”. (Annexure N line 14).

The principal of school C concurred with the views expressed by the principal of school A and maintained that motivational speakers are invited to motivate teachers and learners. In showing this, the principal from school C, responded as follows:

Principal (school C):

“ . . . We invite motivational speakers to encourage educators to always focus on executing their duties. Educators who perform well in their subjects are recognized, praised and given incentives. Ehh . . . I encourage team building among the staff in order to develop positive personal interaction. I invite social workers and psychologists who will deal with learners’ Psycho-social challenges, and further assist with study methods and on how to keep focused on their school work”. (Annexure N line77).

The Deputy Principal from school D who concurred with the principal from school B, had this to say:

Deputy Principal (school D):

“The principal invites motivational speakers to motivate both learners and teachers. Learners who do not perform well are also motivated to improve on their performance”. (Annexure N line 251).

HoD of school A confirms the views expressed by the principal of school C and the deputy principal of school D who expressed the view that principals need to be workshopped on how to motivate staff. The HoD responded as follows:

HoD (school A):

“The principal need to be work-shopped on how to motivate teachers. With regard to learners the principals must ensure that they develop motivational measures and strategies, as principals are unable to do it”. (Annexure N line 283).

5.6.2.5 Learners’ performances

In responding to the question on learners’ performance, participants cited a number of intervention strategies put in place to deal with the challenge - outsourcing of good teachers who had produced better results at their schools and giving extra morning, afternoon and Saturday lessons. The principal of school C responded as follows:

Principal (school C):

“We organise workshops and educational seminars for educators to equip them with subject content knowledge and skills. When coming to other subjects such as Mathematics and the Sciences, we outsource educators from other schools who produce good results”. (Annexure N line 79).

The deputy principal of school C agreed with the views already expressed by the principal by indicating that extra lessons are organised on Saturdays and during the week. Morning and afternoon extra lessons for Grade 12 learners and those scarce skills subject teachers were outsourced, to be conducted on Sundays. The deputy principal of school C had this to say:

Deputy principal (school B):

“Ehh . . . We are doing something to improve learners’ performances . . . We organise morning and afternoon studies and Saturday lessons, and for the Grade 12 learners we outsource educators from other schools who are good in the subjects. The outsourced teachers do come on Sundays for lessons, and the school improvise and give these teachers stipends for travelling expenses. And . . . parents are made to sign commitment forms and pledge to ensure that they will make follow ups on their children’s attendance and do their school work”. (Annexure N line 172).

HoD from school D confirmed the views expressed above by both the principal and deputy principal from school C on what is being done to overcome learners’ poor performances. The HoD from school D responded to the question as follows:

HoD (school D):

“The principal organise morning and afternoons extra lessons during the week, weekends and school holidays”. (Annexure N line 442).

5.6.3 What challenges do school principals experience in pursuit of creating COTL?

This section presents individual interview responses of participants on how school principals deal with common challenges in their attempt to create a COTL in the sampled rural public schools, Research Question 3.

5.6.3.1 No co-operation with parents and Dysfunctional SGBs

Participants agreed that there were challenges experienced by principals that inhibit them from creating and promoting a COTL. In responding to the question, the principal from school C, had this to say:

Principal (school C):

“We do not get support from parents. Learners’ parents are not committed in the education of their children, some lack knowledge about their rights to be involved in the education of their children and when parents are called at school to attend to their children’s learning challenges they do not turn up”. (Annexure N line 93).

The principal of school B argued that the rural environment is in itself a challenge, and that unemployment has led to the existence of certain small businesses which makes the environment around the school not always conducive for teaching and learning. In responding to the question, the principal from school B had this to say:

Principal (school B):

“The community or/and the environment is not conducive to teaching and learning as some members of the community sell cigarettes, liquor during school hours as some of the learners do come to school carrying bottles pretending to be water whereas is alcohol. These learners disrupt lessons. Some community members claim that the school yard was their ancestral burial place . . . and they come in the yard for burial any day during school hours, and this impact negatively on teaching and learning. The SGB parents’ component does not attend meetings and this structure is becoming dysfunctional”. (Annexure N line 62).

5.6.3. Infrastructural challenges

The deputy principal of school A concurred with the views expressed by the principal of school B. The deputy principal indicated challenges of overcrowded classrooms, lack of teachers to teach scarce skills subjects. In responding to the question, deputy principal from school A, had this to say:

Deputy principal (school A):

“We have overcrowded classrooms, and there are no enough classrooms. We are understaffed with regard to teachers for Mathematics and Physical Sciences in Grade 12. We are without an administration block and the principal is doing admin work in a makeshift small room”. (Annexure N line 152).

HoD of school D expressed the view that the main challenges faced by principals are the lack of parental involvement in the education of their children. In responding to this question, the HoD from school D, had this to say:

HoD (school D):

“The . . . parents are not involved in the education of their children. This is the main challenge, and if we can manage this one as a school we will have (100%) pass rate in all the grades”. (Annexure N line 488).

5.6.4 How can school principals create a culture of teaching and learning?

Sub-sections 5.6.4.1 to 5.6.4.3 (a-d) present the findings from the interview responses to Research Question 4.

5.6.4.1 Vision and Mission Statements

Participants interviewed agreed that schools had vision and mission statements drawn in collaboration with other stakeholders. In responding to the question, the principal of school B had this to say:

Principal (school B):

“Yes, we have a vision and mission statement. We held meetings to deal with school vision, in which all stakeholders and structures were involved”. (Annexure N line 48).

The principal of school C agreed with the views expressed by the principal in school B. In responding to the question, the principal in school C indicated that all stakeholders were involved in developing the school's vision and mission statement.

The principal from school C had this to say;

Principal (School C):

"The school has a vision and mission . . . Ehhh . . . and . . . was formulated by all stakeholders". (Annexure N line 81).

HoDs from school D also confirmed that vision and mission statements were available and that all stakeholders including the learners had been also involved in their formulation. HoD of school D had this to say in responding to the question.

HoD (School D):

"Yes, the school has a vision and mission, and all stakeholders were involved, and the logo was designed by learners". (Annexure N line 476).

The deputy principal from school C also shared the same views as those expressed by the principals and HoDs on the vision and mission statement:

Deputy Principal (School C):

"There is vision and mission. Stakeholders were involved in the formulation. It is displayed on learners' T-shirts". (Annexure N line 223).

The drawing up of the vision and mission in school B, C and D was the product of all stakeholders, except in school A, where there was an absence of a vision and mission statement. In responding to the question, the deputy principal from school A, had this to say:

Deputy Principal (school A):

"We do not have a vision and mission statement, ever since I started working here in 1993". (Annexure N line 140).

The principal of school A, in responding to the question indicated that the vision and mission statements were formulated by the former principal, before his appointment as principal, therefore he does not know how the vision and mission were formulated.

The principal had this to say:

Principal (School A):

“Yes...Eh... there is a vision and mission and ... Ehhh...but . . . it was developed by the previous principal I . . . I . . . do not know how it was formulated”. (Annexure N line 18).

5.6.4.2 Monitoring and Supporting Teaching and Learning

Participants revealed that principals did not monitor and support teaching and learning. There were mixed perceptions on this point, amongst the participants as to who is to monitor and support teaching and learning, whether principals or HoDs. The principal of school C, however, indicated that HoDs were responsible for monitoring and supporting teaching and learning activities. The principal of school C had this to say:

Principal (school C):

“HoDs are responsible for monitoring and controlling teaching and learning, The HoDs prepare reports and submit to the deputy principal who will also further submit to the principal”. (Annexure N line 83).

In responding to the question, the deputy principal had this to say:

Deputy principal (school D):

“The principal does not conduct class visits, and HoDs monitor and control teaching and learning and conduct class visits and regularly audit learner’s written work monthly”. (Annexure N line 257).

Some of the participants expressed the view that principals have policies and measures in place to monitor and support teaching and learning, such as a monitoring tool. The policies developed, however, are not being implemented, as class visits are not conducted. In responding to the question, the HoD from school D, had this to say:

HoD (school D):

“The principal has measures in place to control and monitor teaching and learning. Monitoring tools for class visits are there, but the principal does not conduct class visits”. (Annexure N line 478).

5.6.4.3 Principals’ Leadership Roles

Participants’ interview responses on how principals carried out their leadership roles in promoting COTL follow hereunder.

a. Staff professional development

The principal of school A indicated that teachers are encouraged to attend workshops organised by the Department of Basic Education and to further their studies with institutions of higher learning to upgrade their qualifications. In responding to the question, the principal from school A, had this to say:

Principal (school A):

“ . . . I encourage teachers to attend workshops organised by the department and further their studies with universities”. (Annexure N line 22).

The deputy principal of school A concurred with the views expressed by the principal of school A, indicating that the principal does not organise staff professional development workshops, as teachers only attend workshops organised by the Department of Basic Education. The deputy principal from school A, had this to say:

Deputy Principal (school A):

“No. There are no school-based staff development organised as the principal just allow teachers to attend workshops organised by District. The principal does not develop teachers at school level . . . SDT is the one which develops teachers not the principal”. (Annexure N line 144).

The HoD from school C, concurred with the views expressed by the principal and deputy principal of school A. The HoD from school C, had this to say:

HoD (school C):

“The principal does not develop educators. Educators develop themselves professionally and the principal is only concerned with development workshops organised by the Department of Basic Education and ensures that educators attend”. (Annexure N line 417).

b. Discipline

Participants agreed that schools have disciplinary committees in place to deal with disciplinary challenges and misconducts. In responding to the question, the principal of school B indicated that there is a committee and a code of conduct for both learners and teachers. This is what the principal had to say:

Principal (school B):

“We have disciplinary committee and code of conduct for learners and teachers, we also have measures in place to deal with late coming and bunking of classes, there is an instrument to control teachers who do not attend lessons and they account for this”. (Annexure N line 56).

The deputy principal of school D supported the views expressed by the principal of school B, and had this to say;

Deputy principal (school D):

“There is a disciplinary committee and a policy. There is compulsory morning study and the principal encourage learners to be punctual for school . . . ehh . . . as gates are kept locked from the first lesson periods in order to identify learners who come late and bunk classes. Parents are called to account on their children’s late coming and absenteeism. . .” (Annexure N line 261).

The HoD of school D concurred with the two principals’ responses on discipline and indicated that policies are there to ensure order in schools as corporal punishment has been done away with and instead there are alternative means to deal with ill-discipline. The HoD of school D, had this to say:

HoD (school D):

“Policies are utilised to ensure that there is order in schools, and learners’ and teachers’ code of conduct are there . . . and . . . ehh . . . corporal punishment is not used, and learners are given manual work to do instead, and discipline is maintained”. (Annexure N line 482).

c. Daily attendance of teachers and learners

Participants unanimously agreed that schools had daily attendance registers where teachers sign their time of coming in and out. There are also period registers to control teachers’ and learners’ attendance of lesson periods. Learners’ attendance registers are controlled daily to monitor their attendance. The principal of school B had this to say:

The principal (school B):

“Ehh . . . teachers sign time book on arrival in the morning and knock off time. Learners’ attendance is recorded in class registers daily and period registers are also used during lessons for both learners and teachers”. (Annexure N line 25).

The deputy principal of school D concurred with the views expressed by the principal of B and had this to say:

Deputy principal (school D):

“There is a . . . time book to record teacher’s daily attendance, and for learners we use daily class registers and period registers, there is a study register to control learner’s attendance during study time”. (Annexure N line 263).

The views expressed by both the principal of school B and the deputy principal of school D are in turn supported by the HoD of school A. The HoD of school A, indicated that daily attendance is monitored and controlled and that there are procedures followed in dealing with absence from school and work. The HOD of school A, in responding, had this to say:

HoD (school A):

“Ehh! . . . There is an attendance register for teachers and class registers for learners . . . period registers are reconciled with all attendance registers. Learners’ absence are monitored and controlled by class register teachers who in turn report to the deputy principal . . . who liaises with the principal to call parents of affected learners. Principals deal with teachers’ absence, and in case of teachers’ absence . . . they are made to fill in leave forms”. (Annexure N line 326).

d. Involvement of Teachers in Decision-making

Participants agreed that principals do involve teachers in decision-making processes. Principals indicated that teachers are involved in various committees, and it is within these committees and structures that teachers are afforded the opportunity for decision-making. In responding to the question, the principal of school A, had this to say:

Principal (school A):

“Ehh . . . teachers belong to structures and committees and the staff meetings wherein teachers’ views and inputs are listened to before decisions are taken”. (Annexure N line 27).

The principal of school C also agreed with the views expressed by the principal of school A as follows:

“Educators are allowed maximum participation in meetings and teachers’ contributions and input are recognised towards the development of the school. Ehh! . . . Teachers have maximum participation in decision making of the school . . . collectively to achieve school goals”. (Annexure N line 91).

Deputy principal of school D also concurred with the views expressed and had this to say:

The Deputy principal (school D):

“Teachers also have an opportunity to make decisions during staff meetings. They are involved in different committees . . . sports, IQMS . . . and the . . . SGB”. (Annexure N line 265).

HoD of school C expressed the opinion that teachers do take part in decision-making processes. The HoD had this to say:

HoD (school C):

“Teachers do take part in decision making in SGB meetings . . . staff and . . . SDT”. (Annexure N line 422).

The next section provides a conclusion.

5.7 CONCLUSION

This chapter focused on the presentation of findings from the empirical study. The chapter presented amongst others, the profiles of the four sampled rural high schools, biographical details of participants, report from documents analysed, observations and responses from interviews with sampled participants. The next chapter provides a discussion of findings, recommendations and suggestions for further research.

CHAPTER SIX

DISCUSSION OF FINDINGS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

6.1 INTRODUCTION

This chapter presents a discussion of the findings, recommendations and suggestions for further research. The chapter further presents, among others, how the study fulfilled the research objectives, limitations of the study and the study's contribution to the body of knowledge. The chapter rounds up and concludes the research project by presenting a model through which principals can enhance their leadership roles in resuscitating COTL in schools. The next section presents a discussion of the study's findings.

6.2 DISCUSSION OF FINDINGS

This section presents discussion of the study's research findings. Data from interview responses, documents analysis, observations and literature review are synchronized and discussed based on the study's research questions. Hereunder follows presentation of synchronized findings from the three research questions.

6.2.1 What do school principals understand about their Leadership Role in Creating COTL in Schools?

Table 6.1: Synchronized Findings for Research Question No. 1

Interviews	Documents	Observations	Literature Review
<ul style="list-style-type: none"> • Principals: monitor and support the curriculum. • Crafting Vision and mission statement. • Schools to develop vision and mission and involve all stakeholders. • Principals employ intervention strategies, APIP, extra lessons to improve learners' performances. • Access LTSM for the school teaching and learning resources, this also include infrastructure, furniture, libraries, laboratories, LTSM, stationeries, NSNP, facilities & sports grounds. 	<ul style="list-style-type: none"> • There is an absence of administered class-visit monitoring tool at school A and B. • There is an absence of administered monitoring tool for teachers' workbooks at school A and B. • Learners continued to perform below the expected standards. • Parents' are not involved at school A, B and D school activities. • The absence of stock books at school A, B and D 	<ul style="list-style-type: none"> • Revealed the absence of displayed vision and mission statements at school A, B and C. • There is an absence of libraries, laboratories, LTSM, stationeries, computer laboratory and sports grounds. • NSNP facilities, sports grounds as well as inadequate furniture and classrooms. 	<p>Literature review Section 2.3, the DBE (2014:12) outlined principals' leadership roles in creating COTL in schools as follows:</p> <ul style="list-style-type: none"> • The management of the Curriculum, and the enhancement of quality teaching and learning to raise levels of learners' achievements. • Work with other stakeholders in creating a shared vision and mission • Assuring the quality of teaching and learning • Creating an enabling environment in managing the resources needs and well-being of the school.

Participants interviewed revealed that principals do not monitor and support teaching and learning. This was confirmed by findings made from documents analysis, which revealed the absence of administered class-visit monitoring tools at school A and B. Documents analysed further revealed the absence of administered monitoring tools for teachers' workbooks at three schools- A, C and D. Observations revealed that schools were without enough teaching and learning resources and basic school infrastructures, such as textbooks and stationery and the interview responses revealed that schools experienced late delivery of these resources. Schools were without basic school infrastructural resources such as libraries, laboratories, NSNP cooking area (kitchen), and hygienic food storage facilities.

The interviews revealed that three schools had vision and mission statements formulated and developed by all stakeholders, however, observations confirmed that vision and mission statements were not available and not displayed at three schools. Vision and mission statement was only available and displayed at school D.

The literature review in section 2.3, the DBE (2014:12) outlined the leadership roles of principals in creating COTL; that principals' responsibilities include the management of the curriculum, the enhancement of quality teaching and learning, and the raising of levels of learners' achievement. Principals work with other stakeholders in creating a shared vision and mission and strategic plans to inspire and motivate all in providing direction for the school's ongoing development.

Interview responses revealed that intervention strategies have been put in place to improve learners' performances. Teachers were outsourced from neighbouring schools for scarce-skills subjects like Mathematics, Accounting and Physical Sciences to improve learners' performances in those subjects. There were morning and afternoon studies, extra lessons over weekends and school holidays. Findings from observations in Table 5.7 revealed that schools had at least the minimum required resources to improve learners' performance. Biographical details of participants (Tables 5.2, 5.3 & 5.4) revealed that schools were resourced with professionally-qualified and experienced principals, deputy principals, HoDs, teachers and enough support staff. There were systems and measures put in place in these schools to

promote the COTL, such as - curriculum management plans, academic performance improvement plans, management and governance support structures (such as the SGB, SMT, RCL, SA-SAMS, NNSSF & NSNP) to enable principals to promote COTL. Despite all these systems and measures put in place, learners continue to perform below the expected standards as indicated in (Table 5.6). The performance in these schools was inconsistent and below the provincial benchmark of (60%).

The presence of intervention strategies, management and administrative support structures cannot guarantee that things will work out as planned without regular monitoring, support and control of the implementation these systems and measures by school principals. These challenges, therefore, may be attributed to the absence of monitoring and support for the implementation as well as the effectiveness of the intervention strategies and the APIP developed.

The literature reviewed revealed that school principals should always focus on teaching and learning to improve learners' performances. Section 2.3.1 states that principals should always strive to establish a healthy culture within the school, with a well-organised setting and quality teaching to foster an improvement in learners' achievement.

Participants interviewed revealed that schools were faced with challenges of inadequate resources, such as, learners' chairs and desks. Observations confirmed inadequate chairs and desks in classrooms and learners were observed fighting over these scarce resources; NSNP facilities, kitchen, cooking and the food-storage areas leave much to be desired. It was further observed that there were no sports grounds for extra-mural activities. It is vital for learners to engage in extra-curriculum activities for healthy minds need healthy bodies; learners need to have time to refresh their minds after a busy school day. The absence of sports grounds in schools' impacts negatively on the promotion of a COTL. Learners must take part in various sporting codes and spend their leisure times fruitfully, rather than doing drugs, therefore, schools should have sports facilities for learners in order to groom them also for a possible future excellence in sports.

The literature in Section 2.3.1 revealed that principals must develop and implement policies, procedures and plans to convert the schools' vision and missions into practical results (Gultig, Ndlovu, Bertram, Mthiyane & Avery, 2002:29). School leaders should act as change agents and initiate activities and processes for implementing change in attitudes among all role players towards the realization of conditions for effective teaching and learning. Principals, therefore, should develop schools into learning organisations.

Observations revealed challenges of infrastructures, schools were without laboratories and libraries. The four sampled schools offer science subjects - Life Sciences, Physical Sciences and Geography, however, the absence of laboratories implies these science subjects are being taught theoretically, without practical applications and experiments. A laboratory contributes towards the promotion of a COTL, and also has a positive impact on learners' performances in the sciences.

A library is an important source of knowledge and information sought after by learners. A library or media center with at least a minimum but adequate materials relevant for the grade levels and subjects offered, can contribute towards the promotion of a COTL. The communities where these schools are situated are also without community libraries, hence, learners are denied the opportunity to access knowledge and information; their right to education, therefore, is being compromised.

Interviews revealed that there were inadequate teaching and learning resources in these schools. Although, it is indicated that principals must utilise the NNSF to solicit resources that the DBE cannot provide, such resources are inadequately provided. The DBE's non-delivery and late delivery of LTSM and stationeries impact negatively to the principals' chances to create a COTL in the schools. Schools experience late delivery and even non-delivery of LTSM and stationeries.

The documents analysis revealed that schools were without asset or stock registers as a record of all departmentally - delivered or procured school assets. Deliveries of school assets are recorded in a school asset register, however, the absence of assets registers leaves much to be desired. LTSM-delivered resources need to be accounted

for, as the LTSM distributed to learners at the beginning of academic year must be retrieved at the end of the year; retrieved LTSM must be recorded and saved for future use by other learners.

The literature review in sub-section 2.3.1, states that classroom arrangements and decorations communicate a lot about the school culture. Classrooms that have learners' work displayed on walls or subject corners and desks arranged in a manner that facilitates group teaching, demonstrates that shared learning and group work have a significant role in academic achievement. Resources and their availability, therefore, play a significant role in the enhancement of the culture of teaching and learning.

Findings from the empirical study do not resonate with the study's literature review; school principals must, thus liaise with the department regarding the processes of requisition of LTSM and stationeries in time before the start of the academic year in January. Findings from interviews, observations and documents analysis are not in line with the study's literature review, hence, one concludes that school principals have challenges in the provision of resources to promote a COTL.

6.2.2 How do School Principals Create COTL in Schools?

Table 6.2: Synchronized Findings for Research Question No. 2

Interviews	Documents	Observations	Literature Review
<ul style="list-style-type: none"> • Get assistance of police when dealing with crime. Schools experience incidences of crime and vandalism and as principals are unable to curb these incidences, they involve the police. • Solicit cooperation of parents. There is a lack of parental involvement. • Initiate staff development programmes. The absence of staff professional development, however, teachers are involved in decision-making processes. 	<ul style="list-style-type: none"> • There is absence of records of parents' visits and roll calls for meetings. • This confirms that parents rarely visit or attend meetings at school. 	<ul style="list-style-type: none"> • Observations revealed evidence of existing incidences of crime and vandalised toilets doors and seats, cut-out school security fence and ceiling to the administration block. • Lack of measures to sustain LTSM and other resources. This was evidenced by a number of books scattered all over in one of the classrooms without any proper storage facilities. • NSNP cooking and food storage areas were not hygienic and safe for learners. 	<p>Literature review in sub-section 2.3.1</p> <ul style="list-style-type: none"> • Smith (2001:10) asserts that principals should develop schools as learning organisations. • Davidoff and Lazarus (2007:302) maintain that principals must focus on improving the internal functioning of the school and improving the way they perform their key functions. • Leaders of schools that show great concern over the welfare of their staff and learners demonstrate the value attached to them. • Deal and Peterson (2009:135) assert that principals must enhance positive relations with parents and the community. Parents who possess certain essential skills be part of and assist in the drawing up of visions and mission statements.

The interview responses revealed that schools experience incidences of crime and vandalism. Principals are unable to curb these incidences without the assistance of the police. It is likely that perpetrators of these crimes and vandalism are members of the community, hence, one may attribute these incidences to an unhealthy relationship and partnership between the school and the communities. Communities as custodians of schools should not destroy school properties. The recurrence of these incidences may point to the schools' poor relationship with the communities and learners' parents, in particular. Crime and vandalism in schools impact negatively on the leadership role of principals in their attempt to create a COTL, therefore, principals must be able to deal with these challenges rather than to refer them to the police.

The reviewed literature content demonstrates that principals should establish an environment in schools which is free from any disruptions to the processes of teaching and learning. According to Ashton and Duncan (2012:40), leaders of schools should support collegiality and a teamwork approach. Teamwork assists stakeholders to gain awareness and have a common understanding of the school's vision and purpose. Kruger and Steineman (2008:60) concur that organisations that continue to perform even above the expected standards have adopted a culture where teamwork occupies a central position. The literature review in Section 2.3, indicates that principals, working with the SGB and the SMT, should build collaborative relationships and partnerships within and between their internal and external school community for the mutual benefit of each. Schools exist within particular social and economic communities that have an influence on and may be influenced by the school. School improvement and community development are often interdependent processes. Findings from interviews do not resonate well with the study's literature review, therefore, these incidences of crime and vandalism in schools may point to lack of partnership between schools and communities.

Participants' interview responses revealed lack of parental involvement in the education of their children. School principals find it difficult to involve parents of learners in school matters and parents' meetings organised by the SGBs usually do not quorate and end up being called off. Documents analysed also revealed the

absence of records of parents visit to schools, and the absence of roll calls for parents' meetings.

The literature reviewed in section 2.3.1, indicates that principals must ensure that community members assume critical part in supporting the growth of the institution and that school must be part of the wider community, hence, parents of learners need to be involved in the transformation of the culture of the school into a learning organisation.

Participants' interview responses revealed the absence of staff professional development workshops at the four schools. Interviews further revealed that school principals encourage teachers to attend workshops organised by the department, and to further their studies with institutions of higher learning.

The study's literature review maintains that school principals must ensure that the staff is professionally developed. Teacher empowerment and teacher development are very close concepts (DBE, 2012:29). The school leadership must be accountable for the development of teachers and such a form of empowerment has to be tied to teachers' abilities and needs. In other words, a needs-based assessment may be done before any teacher development training is given. In addition, teacher development must be continuous and planning for various sessions should always be done in advance. The aspects to be included in training programmes must aim at assisting teachers to learn or acquire new skills. Findings from the interview responses, therefore, do not resonate well with the literature review as principals do not involve the staff in professional development although teachers are involved in some decision-making.

The literature review in section 2.3.1 confirms that principals should involve teachers in decision-making and that the processes should not only involve teachers but parents and learners too. Leaders of schools need to make sure that learners are incorporated in the processes of decision-making on matters that affect their stay at school. Teachers serve in various structures in which they make decisions; the same applies to learners who should have representation in Learners' Representation

Council (LRC) and the SGB. All stakeholders in the school community must be catered for and be considered in decision- making processes of the school, hence, these findings from the empirical study resonate well with the literature reviewed.

6.2.3 What challenges do school principals experience in pursuit of creating COTL?

Table 6.3: Synchronized Findings for Research Question No. 3

Interview responses	Literature review
Lack of COTL as reflected by lack of parental involvement.	Chisholm and Valley (1996:5) maintain that schools with a lack of a sound COTL are characterized by negative attitudes among learners and teachers.
Dysfunctional SGBs lead to lack of co-operation with the school.	Styn (2003: 33; Taffinder, 2006: 80) assert that fraught life outside school life is a sign of lack of co-operation.
Infrastructural challenges	Chisholm and Valley (1996:1) maintain that schools with toxic cultures have infrastructural challenges.

6.2.4 How can School Principals Create COTL in Schools?

Table 6.4: Synchronized Findings for Research Question No. 4

Interview Responses	Literature Review
<ul style="list-style-type: none"> • Principals' interview responses revealed the following challenges which inhibit them from creating COTL: • Lack of parental involvement; Liquor outlets in the vicinity of schools; • inadequate teaching and learning resources; • inadequate infrastructures, libraries, laboratories, NSNP facilities • inadequate sanitation facilities • crime and vandalism 	<ul style="list-style-type: none"> • Literature in (section 2.3) contends that principals can create COTL. Hopkins, Ainscow and West (1994: 195-196) assert that principals can involve all stakeholders as change-agents in a step-by-step process of initiating a school development plan. They would collectively revise the existing vision and mission statement, and establish a School Development Plan (SDP) by asking themselves the following six questions; • STEP 1: Where is the school now? The principal and stakeholders conduct SWOT analysis taking into account the 9 Whole School Evaluation (WSE) focus areas - basic school functionality, leadership management and communication, governance and relationships, quality of teaching and learning and educator development, curriculum provisioning, learner achievement, school safety, security and discipline, school infrastructure and resources as well as, parents and community. • STEP 2: Where does the school want to be at the end of the planning cycle? Setting targets for where the school want to be at the end of the planning cycle. • STEP 3: How will the school get there? They identify important and achievable areas of development with the available resources. This is the prioritizing stage and is about ranking of items according to their urgency and importance. • STEP 4: What does the school need to get there? Action plans are put in place, and roles and responsibilities are assigned to members of staff. • STEP 5: How will the school check whether it is getting there? Implementation and monitoring stage of the action plans. • STEP 6: How will the school know if it has got there? This is the evaluation stage of the SDP based on the 9 WSE focus areas. It is important to collectively keep the momentum going and monitor progress regularly. SDP is about the transformation of the culture of schools.

It emerged from the interview responses with principals that there were challenges which inhibited them from carrying out their leadership roles in creating COTL.

Participants' had common concerns, and they were, among others, lack of parental involvement which is said to be the most serious one, as it impacted heavily on the smooth running of the school. One of the participants indicated that if their school can succeed in getting parents involved in school matters their school may even score a (100%) pass rate.

The communities in which the schools are situated also impact negatively on principals' leadership role. Communities often disrupt the smooth running of schools, with liquor outlets in the vicinity of school premises. There is an outcry on inadequate resources to ensure the creation of COTL in schools. The prevalence of crime and vandalism on school properties, inadequate infrastructure, inadequate teaching and learning resources. All these were cited by principals as inhibitors to their leadership roles in creating COTL.

The literature review in section 2.4 states that principals can turn around the situations in their schools going further to come up with how principals can create COTL in schools. The SDP was cited as transformation of the culture of schools. Principals should initiate SDP to revive COTL.

Hopkins, Ainscow and West (1994:195 – 196) assert that principals can involve all stakeholders as change-agents in a step-by-step process of initiating the school development plan. SDP is a medium-term plan which outlines the institution's achievable goals, activities and interests over a period of three years, therefore, the principal should involve all stakeholders in a step-by-step process of initiating the SDP.

According to Hopkins, Ainscow and West (1994:195-196), principals can initiate a School Development Plan (SDP) in order to resuscitate a culture of teaching and learning. The process of initiating SDP should involve all school change agents, and should ask the following four key questions: *Where is the school now? Where would we like our school to be? How will we manage these changes over time? And how will we know if we have been successful in our changes?*

Where is the school now? In answering this question all internal stakeholders must collectively review the schools' strength, weaknesses, opportunities and potential threats, that is, stakeholders conduct (SWOT analysis).

Where would we like our school to be? All stakeholders must collectively define the vision and mission statement for the school, but it must go further than a statement or vision document. Stakeholders must set priorities for development and turn priorities into specific targets.

How will we manage these changes over time? The school must collectively decide how to get where it wants to be. This means setting in place structures and processes that will make it possible to implement changes and meet the planned targets. This is a vital step for schools that want to turn their vision, plans and ideas into reality.

How will we know if we have been successful in our changes? It is important to collectively keep the momentum going and check regularly on progress. The school should not wait until the end to ask questions, such as - *Have we done what we hoped? If things do not work out as we hoped, will we be able to see why? What will we do differently next time?*

School Development Plan is a strategy for change which has been used in British and American schools for many years. It focuses on student achievements and the school's ability to cope with change. It aims to improve the capacity of schools, particularly the quality of its teaching and learning. The strategy brings together key stakeholders within the school to identify problem areas, and agree where improvement can be made, and then decide how to make change happen with the people and resources they have available. School improvement through SDP is a transformation of the culture of schools.

6.3 SUMMARY OF FINDINGS

This section presents a synchronised summary of findings from the empirical study. Summary of findings are depicted from interview responses, documents analysed and observations.

Table 6.4: Synchronized Summary of Findings

Interviews	Documents Analysis	Observations
<p>Interview responses revealed the following;</p> <ul style="list-style-type: none"> • Principals do not monitor and support curriculum implementation. • Schools were without vision and mission statements, • Schools had inadequate resources. 	<p>Documents analysed revealed the following:</p> <ul style="list-style-type: none"> • Learners' performances is below expected standard • There was lack of parental involvement. • Absence of monitoring and support. • The absence of staff professional development. • 	<p>Findings from the observations revealed the following;</p> <ul style="list-style-type: none"> • The absence of displayed vision and mission statements in schools. • Inadequate resources. • There were evidence of crime and vandalism with broken and smashed windows, broken doors, roof ceilings and open holes in the schools' security fences.

The next sub-section presents a discussion of main findings of the study.

6.3.1 Learners Perform Below the Expected Standards

Learners' performance have been inconsistent and below the expected standards for the past three years; these schools performed below 50%, in 2015. Schools A, B and C obtained an average pass percent below 60% for two consecutive years. School A obtained (36%) in 2014; (40, 29%) in 2015 and (54, 28%) in 2016. School B obtained (61, 6%) in 2014; (42, 9%) in 2015 and (49, 27%) in 2016. School C obtained (60%) in 2014; (28, 8%) in 2015 and (25, 2%) in 2016. School D obtained (64, 9%) in 2014; (46, 15%) in 2015 and (73, 49%) in 2016. These findings indicate that in schools B and C, learners' performance were below standard, unlike schools A and D whose learners' performance showed a significant improvement from 2015 to 2016. Learners continued to perform below the expected standards at School B and School C in 2016.

6.3.2 Principals do not Monitor and Support Curriculum Implementation

Findings from the empirical study revealed that schools were without administered class-visit monitoring tools; therefore, principals did not conduct class visits. This was confirmed by the interviews with participants, hence, there was no monitoring of the implementation of the curriculum. Teachers' work books were also not monitored and controlled as evidenced by the absence of administered monitoring tool for teachers' workbooks.

6.3.3 Schools are without Vision and Mission Statements

The study revealed that schools were without displayed vision and mission statements. There was only one school out of the four which had a vision and mission statement displayed in the school. This absence implies that school principals had no clear academic focus and intent towards improving the learners' performances. It can be concluded that it will be near impossible for principals to resuscitate a culture of teaching and learning without a vision and mission statements.

6.3.4 Principals do not Develop Staff Professionally

Findings from the study confirmed that school principals do not engage teachers in staff professional development. Staff development must be preceded by monitoring and support of teaching and learning which follow given teachers' identified needs for development. The study can confirm the absence of staff professional development in these schools.

6.3.5 Parents are not involved in the Education of their Children

The study confirmed the absence of parental involvement in the education of their children. The absence of records of parents' visit to these schools confirmed views expressed during interviews. School principals were not supported by the parents of learners in their endeavor to enhance a culture of teaching and learning.

6.3.6 Schools have Inadequate Resources

The study' findings confirmed that there were challenges in resource provisioning at these schools. The challenges were, amongst others, late delivery of LTSM and stationery, infrastructures such as NSNP facilities, libraries, laboratories and sports grounds, confirm some of the identified challenges of lack of school resources in these schools. The next section presents how the study fulfilled the research objectives.

6.4 FULFILMENT OF THE RESEARCH OBJECTIVES

This section outlines how the study responded and fulfilled the study's objectives outlined in Chapter 1, Section 1.4. *The main aim of the study is to explore the leadership role of principals in creating COLT in the rural public schools rural public schools of Mopani District, Limpopo Province.*

The following are research objectives of the study:

- To determine and explain the leadership role of principals in creating COLT in the rural public schools.
- To establish and describe the leadership role of school principals in creating a COLT in the rural public schools.
- To identify challenges that principals experience in pursuit of creating a COTL?
- To propose a model on how school principals can create a COLT in the rural public schools.

6.4.1 Objective No.1: To Determine and Explain the Leadership Role of the Principal in Creating COTL in Rural Public Schools

This objective was fulfilled by the conceptual framework using relevant literature in sub-section 2.3.1. Lethoko, Heysteck and Maree (2001:311), point out that school principals have a mandate to establish a culture of teaching and learning that is conducive. The critical features of a school that is healthy in terms of a culture of the school are, a well-organised setting, teaching that is of quality and fostering improvement in learner achievement. The principal as a leader in the instructional process plays a critical role, therefore, school leaders have a responsibility to create a COTL. They have to coordinate the practices of staff and learners for the achievement of needed goals. It is essential also that parents, teachers and learners support and cooperate with principals. This mainly hinges on the attitude of teachers, the mastery of certain subjects and how learners are geared towards learning. Busher (2006:83) mentions that it is important to consider the opinions of guardians and to work closely with them so as to sustain effective academic development of students. The literature points out that school principal must - focus on teaching and learning, monitor and support educators, manage the curriculum and instruction, as well as promote an instructional climate.

An empirical investigation was conducted through interviews, documents analysis and observation, and these contributed towards the achievement and fulfillment of this objective. Interviews revealed that principals do not monitor and control teaching and learning activities. Participants added that schools have their vision and mission

statements which stakeholders were involved in developing. Participants pointed out that there were inadequate resources in schools as there were insufficient learners' chairs and desks, LTSM and stationeries, libraries, laboratories, sports grounds and the NSNP facilities, such as cooking and food storage areas, which in addition were unhygienic.

Observations confirmed the absence of displayed vision and mission statements at these schools. Documents analysis revealed that school A and B were without administered class-visit monitoring tools, and school C and D were without administered tools for teachers' workbooks. Documents analysis also confirmed that learners' performances were below the expected standards for three consecutive years. There was an absence of assets registers implying that delivered and procured school resources, such as LTSM were not well-looked after for future use. Findings from the empirical study were not in line with the study's literature review since school principals were not doing enough in promoting a culture of teaching and learning as there were no monitoring and support of curriculum implementation.

6.4.2 Objective No. 2: To Establish and Describe how School Principals Create a Culture of Teaching and Learning in the Rural Public Schools

This objective was achieved through the empirical study conducted at the four rural public schools of Mopani District, Limpopo Province. Interview responses revealed that schools experienced incidences of crime and vandalism by some of the community members; principals relied on the police to assist in curbing these incidences. Principals must engage the community and establish partnership in an attempt to overcome these incidences of crime and vandalism in schools. Schools also experience challenges with the lack of parental involvement in the education of their children. School principals do not conduct staff professional development, although, the interviews revealed that school principals do involve teachers in decision-making processes of the schools.

The conceptual framework of the study in section 2.3, according to Davidoff and Lazarus (2007:14), principals' practices should reflect their commitment and provide

resources to facilitate learning. Van Deventer and Kruger (2009:4-5) concur with the views expressed and provided a list of characteristics of a school with a sound culture of teaching and learning which includes - a positive climate; effective instructional leadership, a shared sense of purpose, sound home-school relations, availability of resources, high professional standards among teachers, order and discipline, healthy relationships among all role players and well-maintained buildings and facilities. This will have an influence on the schools' ability to improve learners' performances. According to the study's literature, principals should encourage parents' participation and contribution in various ways to a positive school life, through such ways as, purchasing school uniforms.

Documents analysis confirmed the absence of records of parents visiting schools. Findings from interviews on the involvement of teachers in decision-making were in line with the study's literature review, as school principals involved teachers in decision-making although findings from interviews on how principals deal with crime and vandalism, staff professional development and parents' involvement in the education of their children, were not in line with the literature review.

6.4.3 Objective No. 3: To identify challenges that principals experience in pursuit of creating a COTL?

Principals lament because of lack of parents'-operation. This stems from dysfunctional SGBs. They hardly meet to fulfil their mandate. Observation confirms these perception as a result of broken windows (Chisholm & Valley, 1996:5; Styn; 2003: 33; Taffinder, 2006: 80). Principals can overcome this challenge by implementing the proposed Action-Based model for COTL. This model promotes stakeholder-centeredness in creating a COTL.

6.4.4 Objective No. 4: To Suggest how School Principals can Create a Culture of Teaching and Learning in the Rural Public Schools

Responses from the interviews with the participants acknowledged that school principals are beset with challenges that inhibit them from executing their leadership

roles in schools, however, the study's conceptual framework in section 2.4 outlined various ways in which school principals can create COTL. Principals can overcome some of these challenges through the initiation of SDP. The Hersey and Blanchard Situational Leadership model illustrated in section 6.7 also contributed towards the achievement of this objective.

6.5 LIMITATIONS OF THE STUDY

The researcher's main reason for choosing the qualitative research approach was to gather in-depth understanding of the phenomenon under study, however, it was not easy to obtain some of the expected data, due to some limitations.

Data gathered through interviews may be circumstantial because of the participants' political sensitivity, as people do not trust researchers. Some of the participants were very sensitive regarding the research topic, to the extent that some were not comfortable to be tape or video-recorded despite the researcher's assurances concerning confidentiality and anonymity of the research data, participants' personal information and that of their schools. The audio-taped responses could have assisted the researcher in the analysis of the interviews.

Requesting school official documents for analysis created another limitation as some of the principals were not comfortable for the researcher to peruse their diaries and minutes of meetings held. These documents could have yielded more data on principals' leadership focus in the schools. The next section presents implications and recommendations of the study.

6.6 IMPLICATIONS AND RECOMMENDATIONS OF THE STUDY

From the research findings that emerged from the empirical study, the researcher has derived the following implications and recommendations from the study.

6.6.1 School Principals Need to Monitor and Support Curriculum Implementation

It is implied that school principals should conduct regular class visits to monitor and support curriculum implementation. Principals need to ascertain the extent to which teachers are succeeding in implementing the curriculum, so that immediate corrective measures can be effected. It is through monitoring that principals can be informed whether the available curriculum resources are being utilised effectively towards improving learners' performances.

6.6.2 School Principals Need to Develop and Display Vision and Mission Statements

It is implied that principals should ensure that schools have a clear vision and mission statements shared among staff, learners and parents. Principals must be visionaries who are able to identify and communicate their hopes and dreams for their schools. All major stakeholders must play a role in the enhancement of a culture of teaching and learning by focusing on the schools' vision and mission statements. The developed school vision and mission statements should be prominently displayed in schools for everyone to see. Principals, therefore, must articulate schools' vision and mission statements and have strategic plans which are in line with these statements.

6.6.3 School principals need to Develop Staff Professionally

It is implied that principals must conduct school-based staff professional development. Programmes for professional development of staff should be developed, in schools, in line with IQMS teachers' professional growth plans, on the developmental needs of teachers and schools. Staff professional development should be an ongoing process with reflective follow-ups, and not an event. Staff professional development should precede class visit to monitor and support curriculum implementation which are informed by teachers' PGPs.

6.6.4 School Principals Need to Involve Parents in the Education of their Children

It is implied that principals should ensure that parents are involved, as much as possible, in the education of their children, as their involvement can minimize some of the disciplinary and learning challenges. Parents, irrespective of their level of education, can make a contribution to the smooth running of schools. Principals, hence, must devise various strategies by which to involve parents in school activities.

6.6.5 School Principals must Solicit Resources

It is implied that principals must ensure that LTSM and stationery are delivered and made available to schools, early, in the first school term. Principals must liaise with the Department to ensure that school infrastructures, such as, NSNP facilities, classrooms, laboratories, libraries, admin block, toilets and sports grounds are allocated to schools as minimum requirements by the norms and standards for schools' infrastructure.

6.6.6 School Principals must Provide an Environment for Learners' Performances

It is implied that school principals should focus more on their instructional leadership roles. Promoting effective teaching and learning is their central concern and must provide direction, resources and support to teachers and learners. Principals should further ensure that school goals are translated into practice at the classroom level. They should, hence, monitor classroom instruction through frequent classroom observations, and regularly discuss with teachers and learners about possible strategies towards the attainment of school goals. The next section focuses on the study's contribution to the body knowledge.

6.7 CONTRIBUTION OF THE STUDY TO THE BODY OF KNOWLEDGE

- This study on the leadership role of school principals has contributed to the body of knowledge. Numerous studies have been conducted on the leadership role of school principals, however, the present study focused on the creation of COTL in the rural public schools of Mopani District, Limpopo Province; the focus area of the study was Motupa Circuit high schools, making the findings of the study unique. The theoretical framework and the adopted model of the study will make an impact on the targeted beneficiaries, as it will bring change to the thinking of school principals and society at large.
- The theoretical framework used in this study had been utilised previously in different studies on leadership by past researchers, however, they only provided answers on how principals can create COTL through the application of the leadership model in an identified context. This study ends by proposing a synchronized model on the implementation of COTL, not just knowledge of COTL.
- From a methodological perspective, this study was conducted from the qualitative case study research design. Other similar studies on the topic focused on both qualitative and quantitative research designs. The research findings of previous studies are significantly different from the present one. In this study the research approach provided a holistic in-depth understanding of how school principals enacted their leadership role in creating COTL. Findings from this study strongly confirm the relevance of the leadership role of school principals, in ensuring school effectiveness. There is a need for principals to know their subordinates in order to provide the much-needed support to each individual member of staff as is dictated by his/her maturity level.
- This study has made a contribution to a new understanding and implementation of two theories - motivation and leadership. The study emphasised that the leadership role of principals must be seen in the context of the maturity and

needs levels in accordance with Hersey & Blanchard and Maslow's Hierarchy of needs of teachers, if principals want to promote COTL.

- A top-down kind of management cannot encourage teachers to promote COTL. In fact, the two theories promote a leadership role over the management role of the principal. Management is microscopic; it checks what the teacher does under supervision. Principals who are highly-oriented in tasks completion have low relationships with teachers; put simply, such principals disregard the maturity/need levels of the teacher in relation to the task/s. COTL, however, requires that principals take a leadership role that will influence teachers to reach their self-actualisation (Maslow) and confidence (Hersey & Blanchard) by instilling a sense of pride in their teachers to be self-motivated and by delegating them to execute certain responsibilities (Hersey & Blanchard, 1996).
- The study has contributed to knowledge in highlighting that the collapse of COTL is a leadership problem that emanates from lack of understanding of the leadership role. The study revealed that principals are more into the management role wherein they see to it that tasks are executed. This is so because Grade 12 results are the only determinant of the effectiveness of the school, thus, teachers' effectiveness is measured by performance of their learners in Grade 12. This on its own is a recipe for ineffectiveness because quality of results should not be measured as such. This kind of operation dictates that principals resort to placing high demands on tasks and do not consider the maturity/needs levels of their teachers in carrying out such tasks. Maslow's Hierarchy of needs theory concurs with the Situational leadership of Hersey and Blanchard as both consider the maturity/needs levels of employees, before performance, at a particular level, is expected. To sum up, the leadership role that could promote COTL needs to be developed and executed from the maturity levels of teachers.

Based on the above, the researcher sought for a model to put to action the whole research activity. First it was key for the researcher to interrogate what empirical evidence there is to complement or reject the two theories underpinning the study, hence, the questions below informed the proposed COTL model.

1. What is the name of the model?

The name of the model is Action-Based Culture of Teaching and Learning Model

2. What is the essence of the model?

The essence of the model is to assist a principal to champion creation of school-based COLT model which will be a product of their action research.

3. What should be the features of this model?

The features of the model should entail stakeholders' participation (internal and external): environmental audit, brainstorming to get diverse perspectives, creating ownership of the model by stakeholders and institutionalizing the COTL model.

4. How is the model different from other models that are geared towards creating the culture of teaching and learning in school?

This model should be a product of action research; it enhances stakeholders' innovativeness, creativity and is a policy for review of existing model to suit demands.

5. What are the advantages of using this model?

The advantage of using this model is that it will serve as a framework for principals to champion development of COTL models particular to their needs.

6. What are the disadvantages of using this model?

It needs stakeholders (internal and external) cooperation for it to be effective. Failure to solicit this cooperation will make the model ineffective. Costs could be high for review of the COTL model and since schools receive funding based on enrolment, small schools may fail to fund the development and review processes.

7. What summary notes would assist the reader to comprehend the model?

In order to understand and interpret the Action-Based COTL model, principals need to note that this model has four quads: Q1, Q2, Q3 and Q4. Q1 is an Environmental Audit. The school should first conduct an environmental scan to see categories of stakeholders who have skills and knowledge that can assist in the development of their model. The SMT can identify as many as possible names, from external stakeholders. Then they attach skills and knowledge against each (for example, accountant, farmer, teacher and counselor). Teachers' needs should always be considered; this entails their developmental needs. The SMT determines a number of external stakeholders who will be invited to participate, to propose key words / values on which a culture can be built, for the anticipated model. Q2 is Brainstorming. The principal facilitates the brainstorming (internal and external stakeholders), key words are identified, and recorded by the secretary. This process should be given enough time since the proposal of a key word should be backed up by convincing intension to create COTL. Q3 is Ownership of the model. The principal, through the secretary of the day sends the draft to stakeholders (member check) to ensure that the draft is a reflection of participants' views. Responses are considered and effected if in line with the intension of the envisaged model. Lastly Q4, is drafting of policy that captures the terms of the COLT model. This will state how many years a model will be effective before review, how new recruits, teachers received as declared in access, teachers received by promotion and teachers of *ad hoc* posts, will be included in the COLT model.

The following is a proposed model of the leadership role that is anticipated to create a COTL.

<p style="text-align: center;">OWNERSHIP</p> <p>Member check of the draft and acceptance.</p> <p style="text-align: center;">Q3</p>	<p style="text-align: center;">BRAINSTORMING</p> <p>Develop key words for the envisaged COTL model and intensive descriptions of keywords.</p> <p style="text-align: center;">Q2</p>
<p style="text-align: center;">Q4</p> <p>POLICY</p> <p>Institutionalizing COLT model</p>	<p>Q1 ENVIRONMENTAL AUDIT (Internal and External stakeholders)</p> <ul style="list-style-type: none"> - Establishing stakeholders appropriate for development of COTL model - Establishing the needs of teachers

Figure 6.1: Action-Based Culture of Teaching and Learning Model

The study was conducted within a constructivist/Interpretative view. Participants dictated what they know and what they want to see as directed by the research questions. On the basis of the study's paradigm, theoretical framework, research design and methodology, the researcher proposes an Action-Based COTL model that is participants-centred.

Based on the above, the researcher learned that there exist theories that could assist in realizing COTL, but none proposes how such theories could be implemented, thus, the study proposes a synchronized model drawn from the empirical study, literature review, observations and documents. Maslow's Hierarchy of needs and Situational Leadership of Hersey and Blanchard models served as guidelines, showing that COTL is achieved when teachers' needs are considered. The proposed Model illustrates how school principals can involve all stakeholders by **Environmental audit** of appropriate stakeholders, **brainstorming** key words of how they would like to promote their schools' COTL, **ownership** of the of COTL model, **insitutionalise the COTL model by policy** to promote it. The central idea in applying the two theories is on mentoring

followers or subordinates towards the achievements of a school's set goals. The leadership styles also should match the subordinates' level of maturity which must be in line with the expected needs to be achieved, as well as, the kind of employees/teachers one is dealing with. School principals must always strive to take subordinates through to the M3 or M4 maturity levels and move them to the self-actualisation levels in an attempt to develop and empower employees who are self-driven.

To sum up, principals need to see to it that teachers satisfy lower-level deficit needs before progressing on to meet higher-level growth needs. Once the growth needs have been reasonably satisfied, one may be able to reach the highest level of self-actualisation needs (McLeod, 2017:64).

6.8 SUGGESTION FOR FURTHER STUDY

This study focused on exploring the leadership role of principals in creating a culture of teaching and learning in rural public schools. Although, the accumulated information gave answers to the main research question, the researcher further recommends that more information can be obtained if such a study is conducted on a large scale; this study could also include both rural primary and high schools.

Having explored how rural public high school principals execute their leadership role, the researcher also recommends that further research should be conducted in other settings. It should also be interesting to see how former model C school principals engage in these roles and practices in order to identify their strength, if any; rural public school principals can learn from this. Further studies can also still be carried out on rural school principals' roles, specifically, on monitoring and supporting the curriculum, management of resources and policy implementation to improve learners' performances.

The studies could further be carried through action research, for action-based COTL models to be developed.

6.9 CONCLUSION

Findings from the empirical study revealed how school principals create COTL in the rural public schools of Mopani District, Limpopo Province. Data from observations, interviews, documents analysis and literature review were synchronized, and data sources were also triangulated to contrast or confirm the study's findings. The final chapter rounded the study, and provided a summary of findings, and thus answered the main research question as well as the sub-questions of the study, however, there were also limitations to the study as identified in this chapter. Recommendations and suggestions for further studies were also provided as well as contribution of the study to the body of knowledge. Future researchers will be in a position to take the study further in an attempt to uncover that which the present study was unable to expose, given the limitations cited.

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ANNEXURES

ANNEXURE A: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN MOPANI HIGH SCHOOLS

STUDENT NO: 16023544

CELL: 071 500 7368

E-MAIL: MOHALEASSAN@YAHOO.COM

P O BOX 4458

GA-KGAPANE

0838

09 JUNE 2017

THE PROVINCIAL HoD

DEPARTMENT OF EDUCATION LIMPOPO PROVINCE

PRIVATE BAG X9489

POLOKWANE

0700

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN MOPANI DISTRICT HIGH SCHOOLS

I hereby wish to request permission to conduct research in Mopani District high schools. I am currently a registered Doctor of Education (DED) student at the University of Venda. My promoter is Dr. N.F Litshani, her contact numbers: 07341 9936, e-mail: Ndanganeni.Litshani@univen.ac.za.

My research topic is: ***The leadership role of the principal in creating a culture of teaching and learning in the rural public schools of Mopani District, Limpopo Province.*** The study's objectives are as follows;

- To identify if principals understand their leadership role in promoting a culture of teaching and learning.
- To establish how principals create a culture of teaching and learning.
- To determine and describe what principals need to perform, optimally, to create a culture of teaching and learning.



Should my request be successful, I will ensure that all research ethics are strictly adhered to. I will therefore, respect the respondents' privacy and further ensure that participants' information and their schools are kept confidential and anonymous. Your immediate attention to this matter will be highly appreciated.

Yours truly

.....

Mohale A.B (Student Researcher)

ANNEXURE B: PERMISSION FROM PROVINCE TO CONDUCT RESEARCH



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION

Ref: 2/2/2 Enq: MC Makola PhD Tel. No: 015 290 9448 E-mail: MakolaMC@edu.limpopo.gov.za

Mohale AB
P O Box 4458
Ga-Kgapane
0838

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.

The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: **"THE LEADERSHIP ROLE OF THE PRINCIPLE IN CREATING A CULTURE OF TEACHING AND LEARNING IN THE RURAL PUBLIC SCHOOLS OF MOPANI DISTRICT, LIMPOPO PROVINCE."**

2. The following conditions should be considered:
- 3.1 The research should not have any financial implications for Limpopo Department of Education.
 - 3.2 Arrangements should be made with the Circuit Office and the schools concerned.
 - 3.3 The conduct of research should not anyhow disrupt the academic programs at the schools.
 - 3.4 The research should not be conducted during the time of Examinations especially the fourth term.
 - 3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).
 - 3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.


REQUEST FOR PERMISSION TO CONDUCT RESEARCH: MOHALE AB

CONFIDENTIAL

Cnr. 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X9489, POLOKWANE, 0700
Tel: 015 290 7600, Fax: 015 297 6920/4220/4494

4. Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.
5. The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.



Ms NB Muthewana
Head of Department

29/06/2017
Date

REQUEST FOR PERMISSION TO CONDUCT RESEARCH: MOHALE AB

CONFIDENTIAL



ANNEXURE C: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN MOPANI DISTRICT HIGH SCHOOLS

STUDENT No: 16023544

CELL No : 071 500 7368

E-mail : mohaleassan@yahoo.com

P O BOX 4458

Ga-Kgapane

0838

09 June 2017

The District Director
Mopani District Office
P/Bag X578
Giyani
0826

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN THE MOPANI DISTRICT HIGH SCHOOLS

I am a Doctor of Education (DED) student at the University of Venda. I hereby wish to request permission to conduct research in Motupa Circuit high schools. The research topic is: ***The leadership role of the principal in creating a culture of teaching and learning in the rural public schools of Mopani District, Limpopo Province.***

My promoter is Dr. N.F Litshani, and she can be contacted at this number: 079 341 9936, e-mail: Ndanganeni.litshani@univen.ac.za.

The study is aimed at exploring how school principals resuscitate the culture of teaching and learning in the rural public schools of Mopani District, Limpopo Province.

The following are the objectives of the study:

- To determine and explain the leadership role of principals in creating COLT in the rural public schools.
- To establish and describe the leadership role of school principals in creating a COLT in the rural public schools.
- To identify challenges that principals experience in pursuit of creating a COTL?

- To propose a model on how school principals can create a COLT in the rural public schools.

Participants will be high school principals, deputy principals and heads of departments (HoDs). The research instruments are: interviews, observations and documents analysis. Participants will also be required to fill in a questionnaire. Should permission be granted, I will adhere to research ethics by ensuring that participants participate voluntarily, and I will respect their privacy and keep the research data confidential and anonymous.

Yours truly

.....

Mohale A.B (Student Researcher)

ANNEXURE D: PERMISSION FROM MOPANI DISTRICT TO COLLECT DATA



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

Ref: 2/2/2

Eng: KS Maswanganye

Date: 13 June 2017

Mr. Mohale AB

PERMISSION TO COLLECT RESEARCH DATA AT MOTUPA CIRCUIT

1. The above matter refers.
2. Permission is granted for you to visit schools at Motupa Circuit to do a research.
3. It should however be noted that class attendance should not be disturbed.
4. Hoping you find this to be in order.


DISTRICT DIRECTOR

DATE: 13/06/2017

DEPARTMENT OF EDUCATION
MOPANI DISTRICT, Private Bag X 578 GIYANI, 0826
Tel 015 811 7700 Fax No. 015 812 3412 or 015 812 1689

The heartland of Southern Africa – development is about people



ANNEXURE E: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN MOTUPA CIRCUIT HIGH SCHOOLS

STUDENT No: 16023544

CELL : 071 500 7368

E-mail : mohaleassan@yahoo.com

P O BOX 4458

Ga-Kgapane

0838

09 June 2017

The Circuit Manager

Motupa Circuit Office

P/Bag X4060

Tzaneen

0850

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN THE MOTUPA CIRCUIT HIGH SCHOOLS

I am a Doctor of Education (DED) student at the University of Venda. I hereby wish to request permission to conduct research in Motupa Circuit high schools. The research topic is: ***The leadership role of the principal in creating a culture of teaching and learning in the rural public schools of Mopani District, Limpopo Province.***

My promoter is Dr. N.F Litshani, and she can be contacted at this number: 079 341 9936, e-mail: Ndanganeni.litshani@univen.ac.za.

The study is aimed at exploring how school principals resuscitate the culture of teaching and learning in the rural public schools of Mopani District, Limpopo Province.

The following are the objectives of the study:

- To determine and explain the leadership role of principals in creating COLT in the rural public schools.
- To establish and describe the leadership role of school principals in creating a COLT in the rural public schools.
- To identify challenges that principals experience in pursuit of creating a COTL?

- To propose a model on how school principals can create a COLT in the rural public schools.

Four high schools will be involved in the study. Participants will be principals, deputy principals and head of departments (HoDs). The research instruments are: interviews, observations and documents analysis. Participants will also be required to fill in a questionnaire. Should permission be granted, I will adhere to research ethics by ensuring that participants participate voluntarily, and I will respect their privacy and keep the research data confidential and anonymous.

Yours truly

.....

Mohale A.B (Student Researcher)

ANNEXURE F: REQUEST TO CONDUCT RESEARCH AT SCHOOLS IN MOTUPA CIRCUIT



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION
MOTUPA CIRCUIT

Enquiries : Mahlane P.E.
Tel : 015-307 4642

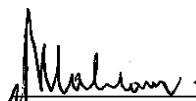
21/06/2017

Mr Mohale A.B
TZANEEN

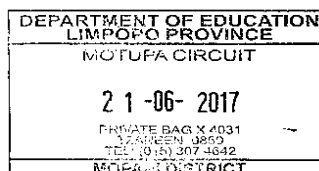
RE: REQUEST TO CONDUCT RESEARCH STUDY AT SCHOOLS IN MOTUPA CIRCUIT

1. We refer to your request to conduct research for your Doctoral Studies at schools in our Circuit.
2. Your request is approved as requested.
3. We trust that you will abide by the ethics governing research processes.

We wish you well in your endeavors.



MR LEBEPE M.P: CIRCUIT MANAGER



DEPARTMENT OF EDUCATION, TZANEEN DISTRICT
MOTUPA CIRCUIT, 58 AGATHA STREET, Private Bag X 4031 TZANEEN, 0850
Tel 015 307 1411 or 015 307 4642 Fax No. 015 307 2902

The heartland of Southern Africa – development is about people

ANNEXURE G: UNIVERSITY OF VENDA ETHICAL CLEARANCE

RESEARCH AND INNOVATION
OFFICE OF THE DIRECTOR

NAME OF RESEARCHER/INVESTIGATOR:

Mr AB Mohale

Student No:

16023544

PROJECT TITLE: The leadership role of the principal in creating a culture of teaching and learning in the rural public schools of Mopani District, Limpopo Province.

PROJECT NO: SEDU/17/CSEM/02/0305

SUPERVISORS/ CO-RESEARCHERS/ CO-INVESTIGATORS

NAME	INSTITUTION & DEPARTMENT	ROLE
Dr NF Litsani	University of Venda	Promoter
Prof TS Mashau	University of Venda	Co- Promoter
Dr LR Manwadu	University of Venda	Co- Promoter
Mr AB Mohale	University of Venda	Investigator – Student

ISSUED BY:

UNIVERSITY OF VENDA, RESEARCH ETHICS COMMITTEE

Date Considered: May 2017

Decision by Ethical Clearance Committee Granted

Signature of Chairperson of the Committee:

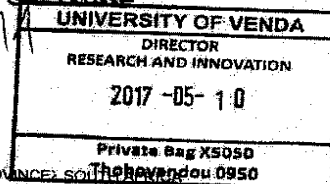
Name of the Chairperson of the Committee: Prof. G. E. Ekrasse



University of Venda

PRIVATE BAG X5050, THOHOYANDOU, 0950, LIMPOPO PROVINCE, SOUTH AFRICA
TELEPHONE (015) 962 8504/8313 FAX (015) 962 9060

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ANNEXURE H: BIOGRAPHICAL DETAILS OF PARTICIPANTS

(Make a cross or a tick in the appropriate box)

a) Gender:

Male		Female	
------	--	--------	--

b) Age:

1 - 19		20 - 29		30 - 49		50 - 65	
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c) Highest professional qualification obtained

PTD		STD		NPDE		OTHER	
-----	--	-----	--	------	--	-------	--

d) Highest academic or school management and leadership qualification

Diploma		Bachelor's degree		Honour's degree		Master's degree	
---------	--	-------------------	--	-----------------	--	-----------------	--

e) Years of teaching experience

1 - 5 years		6 - 15 years		16 - 30 years	
-------------	--	--------------	--	---------------	--

f) Position held in school

Principal		Deputy Principal		HOD (school-based)	
-----------	--	------------------	--	--------------------	--

g) Years of experience in the position mentioned in (f) above

1 - 4 years		5- 10years		11 - 25 years	
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END OF BIOGRAPHICAL DETAILS

ANNEXURE I: INTERVIEW SCHEDULE FOR PRINCIPALS

The Interview schedules were based on Four Research Questions of the study.

Research Question 1: What do you understand by the leadership role of a principal in creating COTL in schools?

1. What do you understand about your leadership role in creating COTL in schools?

Research Question 2: How do school principals create COTL in schools?

2. As principal how do you ensure that a culture of teaching and learning is enhanced in your school given the following common challenges prevalent in rural public schools?
 - Crime and vandalism
 - Lack of resources
 - Lack of parental involvement
 - Low morale and demotivated teachers and learners
 - Learners' poor performances

Research Question 3: What challenges do school principals experience in relation to creating COTL?

3. Can you describe any particular challenge thus far in your position which mainly impact on your chances to resuscitate and enhance the culture of teaching and learning?

Research Question 4: How can school principals create COTL in schools?

4. Does your school have a vision and mission statement? If yes, how was it formulated?
5. What measures do you have in place to monitor and support teaching and learning?
6. How do you ensure that you exercise your instructional leadership role based on the following?
 - staff development:

- Discipline
 - Daily attendance for learners and teachers
7. What opportunities exist for your teachers to participate meaningfully in decision-making at your school?

END OF THE INTERVIEW SCHEDULE

ANNEXURE J: INTERVIEW SCHEDULE FOR DEPUTY PRINCIPALS AND HODs

The Interview schedule was based on Four Research Questions of the study.

Research Question 1: What do school principal understand about the leadership role of a principal in creating COTL in schools?

1. What do you understand about your principal's leadership role in creating COTL in schools?

Research Question 2: How do school principals create COTL in schools?

2. How does your principal ensure that a culture of teaching and learning is enhanced in your school given the following common challenges prevalent in rural public schools?
 - Crime and vandalism:
 - Lack of resources
 - Lack of parental involvement
 - Low morale and demotivated teachers and learners
 - Learners' poor performances

Research Question 3: What challenges do school principals experience in relation to creating COTL?

3. Can you describe any particular challenge thus far, which in your opinion may have an impact on your principal's chances to resuscitate and enhance the culture of teaching and learning?

Research Question 4: How can school principals create COTL in schools?

4. Does your school have a vision and mission statement? If yes, how was it formulated?
5. What measures does your principal have in place to monitor and support teaching and learning?

6. How does your principal ensure that he/she exercises instructional leadership role based on the following?
- staff development:
 - Discipline:
 - Daily attendance for learners and teachers:
7. What opportunities exist for teachers to participate meaningfully in decision-making at your school?

END OF THE INTERVIEW SCHEDULE

ANNEXURE K: OBSERVATION CHECKLIST

Items to be Observed	School A	School B	School C	School D
1. Availability and Condition of Classrooms				
2. Availability and Condition of Toilets				
3. Availability and Condition of Furniture				
4. Availability of Electricity				
5. Availability of Running water				
6. Availability of NSNP				
7. Availability of School Bell/Siren				
8. Availability and condition of Laboratory				
9. Availability and relevance of Library materials				
10. Availability of Computer Lab/Centre				
11. Availability of a Hall				
12. Availability of Admin Block				
13. Condition of Security Fence & Entrance				
18. Availability and condition of Sports grounds				
19. Availability of Vision & Mission statement				

ANNEXURURE L: DOCUMENT ANALYSIS

Documents Analysed	School A	School B	School C	School D
Gr. 12 results for the past three years				
2014				
2015				
2016				
APIP				
Curriculum Management plan				
Administered class visit monitoring tool				
Educators' code of conduct				
Learners' code of conduct				
SMT minute book				
Staff minute book				
SDT minute book				
Disciplinary policy				
Educators' attendance register				
Learners' attendance register				
Administered monitoring tool for educators' work books				
Safety and Security policy				
Record of visits by learners' parents				
Stock/assets register for LTSM				

END OF DOCUMENTS ANALYSE

ANNEXURE M: REQUEST FOR CONSENT TO PARTICIPATE IN INTERVIEWS

Student No: 16023544

P O

BOX 4458

Contact No: 071 500 7368

Ga-

Kgapane

E-mail:

mohaleassan@yahoo.com

0838

20

July 2018

The Principal/ Deputy Principal / HOD

.....

Dear Sir/Madam

REQUEST FOR CONSENT TO PARTICIPATE IN INTERVIEWS

I am a PhD student at the University of Venda, and I hereby request your consent to take part in an interview and to also fill in a questionnaire. The purpose is to conduct a research and the topic is: **The leadership role of the principal in creating a culture of teaching and learning in the rural public schools of Mopani District, Limpopo Province.**

The study is aimed at exploring the instructional leadership role of the principal in creating a culture of teaching and learning.

The following are the objectives of the study:

- To determine and explain the leadership role of principals in creating COLT in the rural public schools.
- To establish and describe the leadership role of school principals in creating a COLT in the rural public schools.

- To identify challenges that principals experience in pursuit of creating a COTL?
- To propose a model on how school principals can create a COLT in the rural public schools.

Your participation in the study is voluntary and you may choose to withdraw from the study at any time without any reprisal. Your permission is also sought to allow the researcher to audio-tape the interviews. The information from this study will be kept confidential and anonymous.

Yours truly

.....

Mohale A.B (Student Researcher).

CONSENT FORM

(Kindly write down your full names and surname on the dotted lines and sign below)

I agree that;

- I understand the information of this consent form to participate in the research project.
- The nature and purpose of the study has been explained to me.
- I understand that there are no specific risks involved in participating in the study.
- I understand and agree that the information will be kept confidential and anonymous.
- I agree to participate in this study and understand that I may withdraw from participating at any time I wish. I therefore voluntarily agree to participate in the study.

Participant	
Signature	
Date	

ANNEXURE N: TRANSCRIBED INTERVIEWS OF SCHOOL PRINCIPALS, DEPUTY PRINCIPALS AND HODs

TRANSCRIBED INTERVIEWS WITH SCHOOL PRINCIPALS

PRINCIPAL OF SCHOOL A

Researcher:	Good afternoon madam/sir?	1
Participant:	Afternoon sir.	2
Researcher:	How are you?	3
Participant:	Very well, thank you, and how are you?	4
Researcher:	I am well, thank you, can we start now?	5
Participant:	Yes! I am ready we may start.	6
Researcher:	As a principal how do you ensure that a culture of teaching and learning is enhanced in your school by overcoming the challenges of crime and vandalism?	7
Participant:	“Ehhh . . . as a school we are victims . . . of crimes . . . doors and windows are broken into over weekends and . . . Eh . . . school assets are stolen, we usually call the police for assistance, but we end up not getting the assets back.”	8
Researcher:	How do you enhance a culture of teaching and learning in your school?	9
Participants:	“The school does not have enough, and I outsource some of the resources from other schools.”	10

- Researcher:** How do you ensure that the culture of teaching and learning is enhanced by dealing with parental involvement? **11**
- Participant:** “ . . . parents are not involved in their children’s education, we call the parents in case a learner is giving us a problem and when parents are not responding we return the learner home to come with either a guardian or a family adult members, but parents end up not responding.” **12**
- Researcher:** How do you overcome the challenges of low morale and demotivated teachers and learners? **13**
- Participant:** “. . . I am not an expert in motivating teachers and learners’ and I cannot raise their morale or motivate them, they need a motivational speaker to change them.” **14**
- Researcher:** How do you ensure that Learners’ performances improve? **15**
- Participant:** “We try to deal with teachers who bunk classes and who do not . . . give learners enough written work, by making them to account in writing every week, this reduce incidences of bunking classes and not giving learners enough written work.” **16**
- Researcher:** Does your school have a vision and mission statement? If yes, how was it developed? **17**
- Participant:** *“Yes...Eh... there is a vision and mission and ... Ehhh...but . . . it was developed by the previous*

- principal I . . . I . . . do not know how it was formulated.” 18*
- Researcher:** What measures do you have in place to monitor and support teaching and learning? **19**
- Participant:** “I personally monitor teachers . . . and encourage them to attend their periods regularly . . . I discourage absenteeism for both teachers and learners, there are morning and afternoon classes.” **20**
- Researcher:** How do you ensure that you exercise your leadership role on professional development of the staff? **21**
- Participant:** “. . . I encourage teachers to attend workshops organised by the department and further their studies with universities.” **22**
- Researcher:** How do you ensure that discipline is always maintained in the school?
- Participant:** “I . . . eh . . . encourage teachers to be self-disciplined when coming to their work.” **23**
- Researcher:** How do you monitor and control daily attendance for learners and teachers? **24**
- Participant:** “Ehh . . . teachers sign time book on arrival in the morning and knock off time, learners’ attendance is recorded in class registers daily and period registers are also used during lessons for both learners and teachers. . . .” **25**

- Researcher:** What opportunities exist for teachers to participate meaningfully in decision-making at your school? **26**
- Participant:** *“Ehh . . . teachers belong to structures and committees and the staff meetings wherein teachers’ views and inputs are listened to before decisions are taken.”* **27**
- Researcher:** Describe any particular challenges which mainly impact on your chances to resuscitate and enhance the culture of teaching and learning? **28**
- Participant:** “There is a challenge of curriculum implementation, educators’ content gap, ill-disciplined educators who are hard to change, educators bunking classes, educators who do not cover the curriculum as a results of absenteeism’s . . . lack of dedication to their work . . . educators are not prepared to conduct extra lessons on Saturdays. **29**
- Researcher:** We have come to the end of this interview, thank you for participating.
- Participant:** “Your welcome, thank you. **30**

.....

PRINCIPAL OF SCHOOL B

- Researcher:** Good afternoon madam/sir? **31**
- Participant:** Afternoon sir /Madam. **32**
- Researcher:** How are you? **33**

- Participant:** Very well, thank you, and how are you? **34**
- Researcher:** I am well, thank you, can we start now? **35**
- Participant:** Yes! I am ready we may start. **36**
- Researcher:** As a principal how do you ensure that culture of teaching and learning is enhanced in your school by overcoming the challenges of crime and vandalism? **37**
- Participant:** “With regard to incidences of . . . crime we involve the police, parents do assist . . . and the school’s razor wire around the school yard was cut by learners and we suspect some of these children abuse drugs . . . police are called to search for weapons as well.” **38**
- Researcher:** How do you overcome the challenge of resources in your school? By overcoming challenges of resources? **39**
- Participant:** “We have challenges of resources; classrooms, chairs and textbooks in Sepedi Grade 12, we outsource these from other schools and this was reported to the department and is long overdue.” **40**
- Researcher:** How do you ensure that the culture of teaching and learning is enhanced by dealing with parental involvement?” **41**
- Participant:** “Parents . . . ehh . . . is a serious challenge, we are trying to deal with this and when called they do not turn up at meetings . . . most learners are without parents . . . and . . . we do have child headed families.” **42**

- Researcher:** How do you overcome the challenges of Low morale and demotivated teachers and learners? **43**
- Participant:** “We are trying in raising their moral, and . . . because of lack of financial resources we do it ourselves to motivate learners and educators, we also call pastors to do so and the Department do sometimes invite motivators.” **44**
- Researcher:** How do you ensure that Learners’ performances improve? **45**
- Participant:** “We first identify the challenges . . . and the main one is Mathematics, as . . . we do not have Maths teachers, we requested the Department for such teachers and workshops on Mathematics are organized.” **46**
- Researcher:** Does your school have a vision and mission statement? If yes, how was it developed? **47**
- Participant:** “*Yes, we have a vision and mission statement, we held meetings to deal with school vision, in which all stakeholders and structures were involved.*” **48**
- Researcher:** (probing) What about other stakeholders were they also involved? **49**
- Participant:** “No . . . only teachers attended the meeting.” **50**
- Researcher:** What measures do you have in place to monitor and control teaching and learning? **51**
- Participant:** “We have . . . ehh, school monitoring tool to control how teachers teach . . . and curriculum coverage is controlled but we do not have class visit monitoring tool.” **52**

- Researcher:** How do you exercise your leadership role with regard to the professional development of staff? **53**
- Participant:** “I do consider staff development . . . and . . . school based workshops . . . but we organise someone from outside to workshop teachers in Maths and Maths Lit.” **54**
- Researcher:** How do you ensure that discipline is always maintained in the school? **55**
- Participant:** “. . . *We have disciplinary committee and code of conduct for learners and teachers, we also have measures in place to deal with late coming and bunking of classes, there is an instrument to control teachers who do not attend lessons and they account for this. . .*” **56**
- Researcher:** How do you monitor and control daily attendance for learners and teachers? **57**
- Participant:** “There is period registers and a time book to control all . . . attendances from both teachers and learners this is done on a daily basis” **58**
- Researcher:** What opportunities exist for your teachers to participate meaningfully in decision-making at your school? **59**
- Participant:** “Yes . . . teachers get the opportunity at meetings . . . and they participate in different committees . . . at school.” **60**
- Researcher:** Describe any particular challenges which mainly impact on your chances to enhance culture of teaching and learning **61**

Participant: “The environment is not conducive . . . the community members do not value the school . . . with taverns surrounding the school yard . . . the school yard is being used for funerals as there are graves . . . and . . . parents and members of the SGB’s do not attend meetings in support of the principal”... *“The community or/and the environment is not conducive to teaching and learning e.g. some members of the community sell cigarettes, liquor during school hours as some of the learners do come to school carrying bottles pretending to be water whereas is alcohol. . . . These learners disrupt lessons. Some community members claim that the school yard was their ancestral burial place . . . and they come in the yard for burial any day during school hours, and this impact negatively on teaching and learning. The SGB parents’ component does not attend meetings and this structure is becoming dysfunctional”.* **62**

Researcher: We have come to the end of this interview, thank you for participating.

Participant: “Your welcome, thank you. **63**

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PRINCIPAL OF SCHOOL C

Researcher: Good afternoon madam/sir? **64**

Participant: Afternoon sir /Madam. **65**

Researcher: How are you? **66**

- Participant:** Very well, thank you, and how are you? **67**
- Researcher:** I am well, thank you, can we start now? **68**
- Participant:** Yes! I am ready we may start. **69**
- Researcher:** As principal how do you ensure that culture of teaching and learning is enhanced in your school by overcoming crime and vandalism in the school? **70**
- Participant:** “In ensuring a . . . crime and vandalism free school I . . . see to it that visitors are registered at the entrance by a security personnel . . . gates remained closed during school hours and learners who a convicted of any misconduct or destroying school properties . . . parents of the learners are made to pay for damages by their children.” **71**
- Researcher:** How do you overcome challenges of resources in your school? **72**
- Participant:** “. . . We do with the little money that we get from the norms and standard, we purchase Science equipments, chemicals for science subjects, and . . . we have converted one classroom to serve as a Science resource room, and learners benefit from these arrangements.” **73**
- Researcher:** How are parents of learners involved in the education of their children? **74**
- Participant:** “Parents of learners are not residing with their children, these children are left in the care of their grandparents, who cannot attend to their grandchildren’s challenges

- when called at school.” 75
- Researcher:** How do you overcome the challenges of Low morale and demotivated teachers and learners? 76
- Participant:** *We invite motivational speakers to encourage educators to always focus on executing their duties. Educators who perform well in their subjects are recognized, praised and given incentives. Ehh . . . I encourage team building among the staff in order to develop positive personal interaction. I invite social workers and psychologists who will deal with learners’ Psycho-social challenges, and further assist with study methods and on how to keep focused on their school work.”* 77
- Researcher:** How do you ensure that Learners’ performances improve? 78
- Participant:** “We organise workshops and educational seminars for educators to equip them with subject content knowledge and skills, when coming to other subjects such as Mathematics and the Sciences we outsource educators from other schools who produce good results.” 79
- Researcher:** Does your school have a vision and mission statement? If yes, how was it developed? 80
- Participant:** “*The school has a vision and mission . . . Ehhh . . . and . . . was formulated by all stakeholders.*” 81
- Researcher:** What measures do you have in place to monitor and support teaching and learning? 82

- Participant:** *“HODs are responsible for monitoring and controlling teaching and learning, The HODs prepare reports and submit to the deputy principal who will also further submit to the Principal.”* **83**
- Researcher:** How do you exercise your leadership role with regard to the professional development of staff? **84**
- Participant:** “Regular staff meetings, subject committee meetings and briefing sessions are held, and . . . teachers are encouraged to improve their professional and academic qualifications.” **85**
- Researcher:** How do you ensure that discipline is always maintained in the school? **86**
- Participant:** “There are codes of conduct for learners and educators and are adhered to with sanctions for misconducts . . . and . . . disciplinary committee with a policy to deal with disciplinary matters.” **87**
- Researcher:** How do you monitor and control daily attendance for learners and teachers? **88**
- Participant:** “Attendance is good . . . but for those who bunk classes, there is a period register which is controlled daily to monitor absenteeism.” **89**
- Researcher:** What opportunities exist for your teachers to participate meaningfully in decision-making at your school? **90**
- Participant:** *“Educators are allowed maximum participation in meetings and teachers’ contributions and input are*

	<i>recognized towards the development of the school. Ehh! . . . Teachers have maximum participation in decision making of the school . . . collectively to achieve school goals.”</i>	91
Researcher:	Describe any particular challenges which mainly impact on your chances to resuscitate and enhance the culture of teaching and learning?	92
Participant:	<i>“ . . . We do not get support from parents . . . learners’ parents are not committed in the education of their children, some lack knowledge about their rights to be involved in the education of their children, and when parents are called at school to attend to their children’s learning challenges they do not turn up . . . ”</i>	93
Researcher:	We have come to the end of this interview, thank you for participating.	
Participant:	“Your welcome, thank you. 	94
 PRINCIPAL OF SCHOOL D		
Researcher:	Good afternoon madam/sir?	95
Participant:	Afternoon sir /Madam.	96
Researcher:	How are you?	97
Participant:	Very well, thank you, and how are you?	98

- Researcher:** I am well, thank you, can we start now? **99**
- Participant:** Yes! I am ready we may start. **100**
- Researcher:** As principal how do you ensure that there is COTL in your school, considering challenges of crime and vandalism, lack of resources, learners' poor performances in rural public schools? **101**
- Participant:** Ehh . . . as a school we are victimsof crime . . . doors and windows are broken into over weekends and . . . eh . . . School assets are stolen; we usually call the police for assistance, but we end up not getting the assets back. **102**
- Researcher:** Do you have something in place to fight this crime within the school in the form of a policy? **103**
- Participant:** The policy is clear that we must not use corporal punishment and in that case we call the police to assist us sometimes these boys do carry weapons.
- Researcher:** Do you solicit resources for your school? **104**
- Participant:** "Eh . . . resources is a huge challenge as learners are without chairs and desks, learners are fighting for scarce resources, requisitions for furniture has been made to the Department and we are still waiting, there is a challenge of printers and laptops to do office work, we have only two at school, and as a school we need to have personal laptops." **105**
- Researcher:** Principal how do you involve parents in school matters?

- 106**
- Participant:** This is serious a problem . . . always when we call parents to meetings they do not form a quorum, most learners are without parents, as we have learners whose parents are in Johannesburg, we thought sometimes we need to buy food in order to attract parents to attend to their children' education. **107**
- Researcher:** How do you deal with learners' and teachers with low morale and are demotivated? **108**
- Participant:** I am not an expert in motivating teachers and learners, they need a motivational speaker to change them. **109**
- Researcher:** As principal, what are doing to ensure that learners' performance improve? **110**
- Participant:** We outsource teachers from other schools whom produce good results in their subjects, and we do have extra lessons in the morning and afternoon. **111**
- Researcher:** Does your school have a vision and mission statement? **112**
- Participant:** Yes . . . we have a vision and mission statement. **113**
- Researcher:** How was it formulated, can you read it to me or show it to me in the school? **114**
- Participant:** We held a meeting with teachers and we developed a vision and mission, but I do not remember but all stakeholders were there. **115**

- Researcher:** What challenges are there which impacts on your leadership as principal? **116**
- Participant:** Lack of support from parents. . . Majority of learners ‘parents are not committed in the education of their children. **117**
- Researcher:** What are you doing about this . . have you tried to engage them? **118**
- Participant:** I do speak to them sometimes ... but this community has a serious challenge of alcohol . . . **120**
- Researcher:** Thank you, we have come to the end of this interview. **121**
- Participant:** Thank *you*” **122**

... END OF TRANSCRIBED INTERVIEWS OF PRINCIPALS ...

TRANSCRIBED INTERVIEWS OF DEPUTY PRINCIPALS

DEPUTY PRINCIPAL OF SCHOOL A

Researcher:	Good afternoon madam/sir?	123
Participant	Afternoon sir /Madam.	124
Researcher:	How are you?	125
Participant	Very well, thank you, and how are you?	126
Researcher:	I am well, thank you, can we start now?	127
Participant	Yes! I am ready we may start.	128
Researcher:	How does your principal ensure that culture of teaching and learning is enhanced by overcoming crime and vandalism in the school?	129
Participant	“We experience serious problems as there are no security guards at the school entrances and the school properties and everyone else in the school is vulnerable, doors and windows are vandalised and the principal involve the . . . South African Police Services.”	130
Researcher:	How does your overcome challenges of lack of resources in the school?	131
Participant	“Science kits and other related resources are bought using the National Norms and Standards for School Fundings . . . though . . . there are enormous challenges of resources for teaching and learning.”	132

- Researcher:** How does your principal ensure that parents are involved in the education of their children? **133**
- Participant** “Out . . . of the 452 learners, when parents are called to attend a meeting they do not even form a quorum . . . parents do not support the school.” **134**
- Researcher:** How does your principal overcome the challenge of low morale and demotivated teachers and learners? **135**
- Participant** “The . . . principal . . . is trying to speak to both teachers and learners at morning devotion but is not doing enough to ensure that teachers are empowered and their efforts are recognised. . .” **136**
- Researcher:** How does your principal ensure that learners’ performances improve? **137**
- Participant:** “Learners’ who are not committed to their school work and who are not completing their given tasks for three consecutive incidences . . . ehh . . . are made to call their parents, this is only applicable to the Grade 12 learners only, who are made to attend extra morning and afternoon lessons” **138**
- Researcher:** Does the school have a vision and mission statement? If yes, how was it formulated? **139**
- Participant:** “We do not have a vision and mission statement, since I started working here . . . eh . . . in 1993.” **140**
- Researcher:** What measures does your principal have in place to monitor and support teaching and learning? **141**

- Participant:** “The principal is only using class time tables and period registers to monitor and control teaching and learning, and . . . ehh . . . those who do not tore the line are made to account. . . ” **142**
- Researcher:** How does your principal ensure that the staff is professionally developed? **143**
- Participant:** *“No . . . there are no school based staff development organised . . . as the principal just allow teachers to attend workshops organised by District . . . and the Department . . . the principal does not develop teachers at school level, . . . SDT is the one which develops teachers not the principal.”* **144**
- Researcher:** How does your principal ensure that discipline is always maintained in the school? **145**
- Participant:** “The principal heads the disciplinary committee and is ensuring that through the school’s disciplinary policy and the code of conduct learners are misconducts are controlled . . .” **146**
- Researcher:** How does your principal monitor and control daily attendances of learners and teachers? **147**
- Participant:** “This is controlled through class registers and time book . . . learners who bunk classes are identified by using period registers.” **148**
- Researcher:** What opportunities exists for teachers to participate meaningfully in decision-making at your school? **149**

Participant: “Teachers take part in staff meetings, committees . . . and their input are recognised. . .” **150**

Researcher: Describe any particular challenge which impact on your principal’s chances to enhance culture of teaching and learning? **151**

Participant: “. . . *We have overcrowded classrooms, and there are no enough classrooms, we are understaffed with regard to teachers for Mathematics and Physical Sciences in grade 12, we are without an administration block and the principal is doing admin work in a makeshift small room . . .*” **152**

Researcher: Thank you, we have come to the end of this interview.

Thank you”

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DEPUTY PRINCIPAL OF SCHOOL B

Researcher: Good morning madam/sir? **153**

Participant: Morning sir/Madam **154**

Researcher: How are you? **155**

Participant: Very well, thank you, and how are you? **156**

Researcher: I am well, thank you, can we start now? **157**

- Participant:** Yes I am ready we may start. **158**
- Researcher:** How does your principal ensure that culture of teaching and learning enhanced by overcoming the challenge of crime and vandalism? **159**
- Participant:** The principal call parents to discuss the matter and to repair the damages, we have gangsters in school and we involve the police to resolve challenges of crime and vandalism. **160**
- Researcher:** (Probing) . . . What measures are there in the school to deal with this challenge? **161**
- Participant:** Ehh . . . we have disciplinary policy, but the principal invite the police to assist. **162**
- Researcher:** How does the principal ensure that there is a COTL by overcoming the challenge of lack of resources? **163**
- Participant:** The school does not have a Laboratory to conduct Science experiments, we do not have a library for learners to refer, and we are improvising to take our learners to Limpopo University Laboratory . . . we make arrangements with lecturers to conduct experiments.” **164**
- Researcher:** How does the principal ensure that there is a COTL in overcoming the challenge of parental involvement? **165**
- Participant:** This is a very serious challenge . . . parents are not actually involved and they do not attend meetings . . . the previous meeting called on a weekend less than 25% of parents attended. **166**

- Researcher:** (Probing) . . . What you think could be the reason for parents not attending meetings? **167**
- Participant:** Parents seem not to be interested . . . though some are working far from their homes and only come back by Months ends. **168**
- Researcher:** How does the principal ensure the COTL in overcoming challenges of low morale and demotivated teachers and learners? **169**
- Participant:** The morale of teachers is very low . . . and teachers do not do their work, learners' are not committed to their school work, and are involved in a number of misconducts . . . Ehhh . . . there is no progress at all. **170**
- Researcher:** How does the principal overcome the challenge of learners' poor performances? **171**
- Participant:** "Ehh . . . We are doing something to improve learners' performances; . . . we organise morning and afternoon studies an Saturday lessons . . . and for the grade 12 learners we outsource educators from other schools who are good in the subjects, the outsourced teachers do come on Sundays for lessons, and the school improvise and give these teachers stipends for travelling expenses . . . and parents are made to sign commitment forms and pledge to ensure that they will make follow up on their children's attendance and in doing their school work. **172**
- Researcher:** (Probing) how is learners' attendance during extra lessons, Saturdays and Sundays? **173**

Participant:	They do attend though it is not hundred percent . . . as we also experience this problem even during week days.	174
Researcher:	Does your school have vision and mission statement If yes, how was it formulated?	175
Participant:	Ehh . . . yes . . . there is vision and mission statement . . .	176
Researcher:	(Probing) how was it formulated?	177
Participant:	The principal worked with other stakeholders to develop it.	178
Researcher:	(Probing) where is the vision and mission in the school is it displayed somewhere in the school?	179
Participant:	Yes . . . Ehhh . . . it is on learners' school T-shirts.	180
Researcher:	(Probing) Can you read out the school vision and mission statement to me now as written on learners' T-shirts?	181
Participant:	lesh! . . . I cannot recall what it says . . . I do not remember it.	182
Researcher:	Okay! . . . Thanks; let us go the next question.	183
Researcher:	What measures does your principal have in place to monitor and control teaching and learning?	184
Participant:	The principal uses a monitoring tool to control teachers and learners in class through period registers and	

- attendance registers to ensure that learners do not bunk classes and teachers attend their lesson periods. **185**
- Researcher:** (Probing) does the principal conducted class visits? **186**
- Participant:** No . . . the principal does not go to class, but only check the work of the deputy principal and HoDs. **187**
- Researcher:** Ok . . . the principal does not conduct class visits. **188**
- Participant:** Yes . . . thanks. **189**
- Researcher:** How does your principal exercise his/ her leadership role on staff development? **190**
- Participant:** Staff development is my responsibility as Deputy Principal, I have a curriculum management plan where HoDs are to do class visits and identify challenges experienced by teachers . . . and I advise them on how to improve learners' performances. **191**
- Researcher:** (Probing) Ok . . . but who develops the staff s it yourself or the Principal? **192**
- Participant:** I work with HoDs and teachers to improve learners' performance . . . and the principal does not develop staff. **193**
- Researcher:** Thank you . . . and next question, what about discipline? **194**
- Participant:** The principal ensured that there is a disciplinary committee with a policy . . . and makes it a point that learners are always in class, and those who fail to

	comply are referred to the code of conduct.	195
Researcher:	(Probing) is the disciplinary policy implemented?	196
Participant:	In case of very serious misconduct learner are suspended for seven days with the consent of their parents.	197
Researcher:	Now on daily attendance for learners and teachers.	198
Participant:	This is a serious challenge there is a high rate of absenteeism.	199
Researcher:	(Probing) how does the principal deal with high rate of absenteeism?	200
Participant:	We are doing something to deal with the challenge, teachers apply for leave and when one is unable to report is advised to communicate with the principal, and learners' parents are called . . . though most parents do not respond.	201
Researcher:	What opportunities exist for teachers to participate meaningfully in decision-making at your school?	202
Participant:	Teachers are afforded the opportunity to get involved in decision-making at meetings in various structures like the SGB and sports committees.	203
Researcher:	We have come to the end of the interviews, thank you for participating.	204
Participant:	Thank you.	205

DEPUTY PRINCIPAL OF SCHOOL C

- Researcher:** Good morning madam/sir? **206**
- Participant:** Morning sir/Madam. **207**
- Researcher:** How are you? **208**
- Participant:** Very well, thank you, and how are you? **209**
- Researcher:** I am well, thank you, can we start now? **210**
- Participant:** Yes I am ready we may start. **211**
- Researcher:** How does your principal ensure that culture of teaching and learning enhanced by overcoming the challenge of crime and vandalism? **212**
- Participant:** “In case of learners’ serious misconduct parents are called, and the matter is discussed with parents, parents are made to repair damages or the learners is given an appropriate sanction . . . where gangsters . . . ehh . . . if I may use the word . . . from within the community . . . ehh . . . the principal involve the police.” **213**
- Researcher:** How does your overcome challenges of lack of resources in the school? **214**
- Participant:** *“The school does not have a Laboratory to conduct Science experiments, we do not have a library for learners to refer, we are improvising to take our learners*

to Limpopo University to a Laboratory we make arrangements with lecturers to conduct experiments.” 215

Researcher: How does the principal ensure that parents of learners are involved in the education of their children? **216**

Participant: “The principal attend community meetings to talk to parents about the value of schooling and education . . . and when they are called to SGB meetings attendance is more or less 50%, the principal visits parents of learners who do not attend meetings. . .” **217**

Researcher: How does your principal overcome the challenge of low morale and demotivated teachers and learners? **218**

Participant: “The principal invites motivational speakers for the school . . . in our morning devotion and learners . . . are motivated to be committed to their school work. . .” **219**

Researcher: How does your principal ensure that learners’ performances improve? **220**

Participant: “In overcoming this challenge of poor performance, we organise workshops and educational seminars for educators to equip them with subject knowledge and skills. We outsource educators from other schools who produce good results in their subjects, to have extra morning, afternoon and Saturday lessons with learners.” **221**

Researcher: Does your school have a vision and mission statement? If yes, how was it formulated? **222**

- Participant:** “There is vision and mission, stakeholders were involved in the formulation, it is displayed and on learners’ T-shirts”. **223**
- Researcher:** What measures does your principal have in place to monitor and support teaching and learning? **224**
- Participant:** “The principal has a monitoring tool to control teachers’ attendances to classes . . . and these are period registers . . . and learners who bunk classes are reprimanded. . . .” **225**
- Researcher:** How does your principal exercise his or her leadership role in ensuring that the staff is professionally developed? **226**
- Participant:** “Since the issue of staff development is in my hands as DP, I have a curriculum management plan wherein I involve HODs to do class visit and identify challenges experienced by teachers with a view to improve learners’ and teachers’ performances. We also have subject committees and meet every three weeks to reflect on work done.” **227**
- Researcher:** How do you ensure that discipline is always maintained in the school? **228**
- Participant:** “There is a DC and has a disciplinary policy developed by the SGB and the staff to ensure that learners are always in school uniform, and are in class, those who do not comply are referred to the code of conduct, for serious misconduct learners are suspended from

- attending classes for seven days with the consent of parents.” 229
- Researcher:** How does your principal monitor and control daily attendances of learners and teachers? 230
- Participant:** “This is a serious challenge as learners’ absenteeism is very high, teachers do apply for leave of absence and report to the principal when unable to report for work.” 231
- Researcher:** What opportunities exists for teachers to participate meaningfully in decision-making at your school? 232
- Participant:** “We afford teachers their right to knowledge about whatever is taking place in the school and they are involved in decision-making in various structures of the school like in the SGB and Sports committees.” 233
- Researcher:** Describe any particular challenge which impact on your principal’s chances to enhance culture of teaching and learning? 234
- Participant:** “Lack of support from parents of learners, parents use to come and utter vulgar words to teachers, there is too much paper work beside teaching and learning, and the Department is giving us more paper work from the circuit office, the issue of monthly tests may affect the coverage of curriculum, the community is having more child-headed families as parents are away from home to work commitments in other Provinces like Gauteng and this . . . impact negatively on learners school work, some of these learners do house chores.” 235

Researcher: We have come to the end of the interviews, thank you for participating. **236**

Participant : Thank you. **237**

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DEPUTY PRINCIPAL OF SCHOOL D

Researcher: Good afternoon madam/sir? **238**

Participant: Afternoon sir /Madam. **239**

Researcher: How are you? **240**

Participant: Very well, thank you, and how are you? **241**

Researcher: I am well, thank you, can we start now? **242**

Participant: Yes! I am ready we may start. **243**

Researcher: How does your principal overcome challenges of crime and vandalism in the school? **244**

Participant: “The school has adopted a cop, and police are called to conduct a random search for weapons and drugs, and these are confiscated from learners, we sometimes involve parents in case their children are affected, but the police are always assisting us.” **245**

Researcher: How does your principal overcome challenges of lack of resources in the school? **246**

Participant: “The principal makes requisitions from the Department for books to be delivered, and the school uses the

- National Norms and Standards for school funding budget to purchase some of the resources, and request for donations from companies to buy teaching and learning materials.” **247**
- Researcher:** How does your principal ensure that parents are involved in the education of their children? **248**
- Participant:** “This is a serious problem, always when we call parents to meetings, but they do not form a quorum, most learners are without parents, as we have learners whose parents are in Johannesburg, we thought sometimes we need to buy food in order to attract parents to attend to their children education.” **249**
- Researcher:** How does your principal overcome the challenge of low morale and demotivated teachers and learners? **250**
- Participant:** “The principal invites motivational speakers to motivate both learners and teachers, learners who do not perform well are also motivated to improve on their performance.” **251**
- Researcher:** How does the principal ensure that learners’ performances improve? **252**
- Participant:** “The principal outsource teachers from other schools on weekends and these teachers are given stipends for transport . . . ehh . . . it was agreed with parents that learners are to attend these lessons without fail and show commitments.” **253**

- Researcher:** Does your school have a vision and mission statement? If yes, how was it formulated? **254**
- Participant:** “Yes the school has a vision and mission statement developed by all stakeholders . . . the vision is well displayed on both sides of the entrance walls of the school.” **255**
- Researcher:** What measures does your principal have in place to monitor and support teaching and learning? **256**
- Participant:** *“The principal does not conduct class visits, and HoDs monitor and control teaching and learning and conduct class visit and regularly audit learner’s written work monthly”.* **257**
- Researcher:** How does your principal exercise his or her leadership role on staff professional development? **258**
- Participant:** “The principal encourages the staff to register with institutions of higher learning in order to upgrade their qualifications, she promotes teamwork in various subjects’ topics . . . and teachers are also developed by their DSG’s from January to July.” **259**
- Researcher:** How does the principal ensure that discipline is maintained in the school? **260**
- Participant:** “There . . . is a disciplinary committee and a policy, there is compulsory morning study encourage learners to be punctual for school . . . ehh . . . as gates are kept locked from the first lesson periods in order to identify learners who come late and bunk classes. Parents are called to

- account on their children's late coming and absenteeism. . . ." **261**
- Researcher:** How does the principal monitor and control daily attendance for learners and teachers? **262**
- Participant:** "There is a . . . time book to record teacher's daily attendance, and for learners we use daily class registers and period registers, there is a study register to control learner's attendance during study time" **263**
- Researcher:** What opportunities exist for teachers to participate meaningfully in decision-making at your school? **264**
- Participant:** ". . . *teachers also have an opportunity to make decision during staff meetings*" *They are involved in different committees . . . sports, IQMS . . . and the . . . SGB.*" **265**
- Researcher:** Describe any particular challenge which impact on your principal's chances to enhance culture of teaching and learning? **266**
- Participant:** "Learners do bring drugs to school and they end up not paying attention to lessons . . . when under the influence of drugs they turn to harass teachers and other learners . . . some of the learners bring dangerous weapons to school, the lack of resources such as furniture or chairs, computers and photocopying machines, the problem of vandalism also inhibits the principal's chances to enhance COTL." **267**

Researcher: We have come to the end of the interviews, thank you for participating. **268**

Participant: Thank you. **269**

... END OF TRANSCRIBED INTERVIEWS OF DEPUTY PRINCIPALS

TRANSCRIBED INTERVIEW RESPONSES FOR HoDs

HoD NO. 1 FROM SCHOOL A

Researcher: Good afternoon madam/sir? **270**

Participant: Afternoon sir/madam **271**

Researcher: How are you? **272**

Participant: Very well, thank you, and how are you? **273**

Researcher: I am well, thank you, can we start now? **274**

Participant: Yes I am ready we may start. **275**

Researcher: How does your principal overcome the challenge of crime and vandalism? **276**

Participant: The police are involved in dealing with crime and vandalism. **277**

Researcher: How does the principal deal with a lack of resources? **278**

- Participant:** There are challenges of resources with no textbooks, and science apparatus for experiments. **279**
- Researcher:** Does the principal involve parents in the school? **280**
- Participant:** The principal is trying to involve parents, but it is still a problem at our school, as parents who attend meetings make only 5%, there is no support as parents do not attend meetings. **281**
- Researcher:** How does the principal overcome learners and teachers' low morale and demotivated teacher? **282**
- Participant:** "The principal need to be work-shopped on how to motivate teachers and with regard to learners the principals must ensure that they develop motivational measures and strategies, as principals are unable to do it." **283**
- Researcher:** What is the principal doing to improve learners' performances? **284**
- Participant:** There are extra lessons conducted to improve learners' performances through morning and afternoon lessons and Saturdays, HoDs monitor content coverage and the principal is not directly involved with teachers. **285**
- Researcher:** Does the school have a vision and mission statement? If yes how was it formulated? **286**
- Participant:** The vision and mission is . . . not there. **287**

- Researcher:** What measures does your principal have in place to monitor and control teaching and learning? **288**
- Participant:** The principal has measures in place to control and monitor teaching and learning, monitoring tools for class visits are there, but the principal does not conduct class visits. **289**
- Researcher:** How does your principal exercise his/her leadership role by ensuring that the staff is developed? **290**
- Participant:** The principal does not develop educators, educators develop themselves professionally and the principal is only concerned with development workshops organised by the Department and urges teachers to attend. **291**
- Researcher:** How does the principal ensure that there is discipline in the school?" **292**
- Participant:** Teachers have taken the initiatives to control of discipline, as the principal cannot handle it. **293**
- Researcher:** How does the principal monitor learners and teachers' attendance? **294**
- Participant:** Learners' absence are being monitored and controlled daily by class teachers and teachers in turn sign time-book and those who are late report to the deputy principal. **295**
- Researcher:** What opportunities are there for teachers to participate meaningfully in decision-making? **296**

- Participant:** Teachers do take part in decision making in the SGB meetings staff meetings and . . . the School Development Team. **297**
- Researcher:** Describe any particular challenge that impact negatively on your principal's chances to create COTL? **298**
- Participant:** The principal's lack of consultation with teachers to ensure that challenges are addressed, and lack of curriculum monitoring and support is a serious challenge and as results learners perform poor in subjects such as Mathematics, Physical Science as there are no teachers qualified to teach these subjects. **299**
- Researcher:** We have come to the end of this interview, thank you for participating. **300**
- Participant:** Thank you. **301**

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HoD NO. 2 FROM SCHOOL A

- Researcher:** Good afternoon madam/sir? **302**
- Participant:** Afternoon sir /Madam. **303**
- Researcher:** How are you? **304**
- Participant:** Very well, thank you, and how are you? **305**
- Researcher:** I am well, thank you, can we start now? **306**

- Participant:** Yes! I am ready we may start. **307**
- Researcher:** How does your principal overcome the challenge of crime and vandalism? **308**
- Participant:** “The principal together with the SMT have developed a safety policy and there is a committee to ensure that there is security . . . and . . .ehh . . . learners are not allowed to bring weapons at school, the DC is in charge and make learners aware of their rights and to report theft or bullying issues timeously.” **309**
- Researcher:** How does your principal overcome lack of resources? **310**
- Participant:** “There was no delivery of LTSM, Text books and stationeries and the principal outsourced these materials from other schools.” **311**
- Researcher:** How does the principal ensure that parents of learners are involved in school matters? **312**
- Participant:** “This is one of the major problem in our school, and the SGB is unable to have reporting meetings as the attendance is around less than 10% as most parents are out of their homes due to work related matters.” **313**
- Researcher:** How does the principal overcome the challenge of low morale and demotivated teachers and learners? **314**
- Participant:** “The principal invites pastors to motivate staff and learners spiritually . . . and the school is the process to award teachers and learners who perform well in various

- subjects so that they could go an extra mile in performance.” 315
- Researcher:** How does the principal ensure that learners’ performance improves? 316
- Participant:** “Parents are invited to school in order to attend to their children’s learning challenges for them to support learners to do their school homework and other related school work at home . . . parents’ response was poor. 317
- Researcher:** Does your school have a vision and mission statement? If yes, how was it formulated? 318
- Participant:** “Yes, our vision and mission statement was formulated by all stakeholder.” 319
- Researcher:** What measures does your principal have in place to monitor and control teaching and learning? 320
- Participant:** “The principal ensures that HoDs monitor, support and control teaching and learning in the classrooms.” 321
- Researcher:** How does your principal exercise his or her leadership role on staff professional development? 322
- Participant:** “The principal encourages educators to develop themselves professionally by improving their qualifications.” 323
- Researcher:** How does the principal maintain discipline? 324

- Participant:** “The school has a disciplinary committee to deal with learners’ misconduct . . . for very serious misconduct the principal involves the SGB.” **325**
- Researcher:** How does the principal monitor and control daily attendance for learners’ and teachers? **326**
- Participant:** “Ehh! . . . There is an attendance register for teachers and class registers for learners . . . period registers are reconciled with all attendance registers . . . learners’ absence are monitored and controlled by class register teachers who in turn report to the deputy principal . . . who liaises with the principal to call parents of affected learners . . . principal deal with teachers’ absence, and in case of teachers’ absence . . . they are made to fill in leave forms.” **327**
- Researcher:** What opportunities exists for teachers to participate meaningfully in decision-making at your school? **328**
- Participant:** “Staff meetings are meant for teachers to interact with the SMT and make their inputs democratically without any fear or favour . . .” **329**
- Researcher:** Describe any particular challenge which impact on your principal’s chances to enhance culture of teaching and learning? **330**
- Participant:** “The principal is hands-on in dealing with challenges . . . and with the support of staff members.” **331**
- Researcher:** We have come to the end of this interview, thank you for participating.

Participant: Thank you.

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HoD NO. 3 OF SCHOOL B

Researcher: Good afternoon madam/sir? **332**

Participant: Afternoon sir /Madam. **333**

Researcher: How are you? **334**

Participant: Very well, thank you, and how are you? **335**

Researcher: I am well, thank you, can we start now? **336**

Participant: Yes! I am ready we may start. **337**

Researcher: How does the principal overcome the challenge of crime and vandalism? **338**

Participant: “The principal is always the last person to leave the school premises . . . there is a security system or alarm which has been put in place to give a warning signal which alerts the security company or the principal that there is an intruder in the school premises . . . however, the alarm system had once made such a signal but only to discover the following morning that valuable school assets such as computers in the principal’s office were stolen the night the alarm signaled . . . the principals reported the matter to the police.”

339

- Researcher:** How does the principal ensure the availability of resources? **340**
- Participant:** “There is a challenge of textbooks and the principal outsources some from neighbouring schools.” **341**
- Researcher:** How does the principal ensure that parents are involved in the education of their children? **342**
- Participant:** “Parents are not responding when invited to attend meetings at school . . . principals find it difficult to enhance COTL.” **343**
- Researcher:** How does the principal overcome challenges of low morale and demotivated teachers and learners? **344**
- Participant:** “Teachers and learners are indeed demotivated, with poor resources and low quality of education prevailing.” **345**
- Researcher:** How does the principal ensure that learners’ performances improve? **346**
- Participant:** “The principal ensures that learners who under-perform are encouraged to attend extra lessons in order to improve their performances.” **347**
- Researcher:** Does your school have a vision and mission statement? If yes, how was it formulated? **348**
- Participant:** “Yes, there is a vision and mission statement, but I am not sure how it was formulated as I joined the staff after it has been developed.” **349**

- Researcher:** What measures does your principal have in place to monitor and control teaching and learning? **350**
- Participant:** “The principal only checks the HODs work on monitoring curriculum coverage by teachers, the principal does not personally monitor and control teaching and learning.” **351**
- Researcher:** How does your principal exercise his or her leadership role on staff professional develop? **352**
- Participant:** “The principal only encourages the staff to develop themselves professionally in furthering their studies.” **353**
- Researcher:** How does the principal maintain discipline in the school? **354**
- Participant:** “There is learners’ and teachers’ code of conduct to ensure that there is order and discipline in the school . . .” **355**
- Researcher:** How does the principal monitor and control daily attendance of learners and teachers? **356**
- Participant:** “Learners’ attendance is being controlled through class registers . . . teachers sign in and out on daily basis to ensure that their daily attendances are controlled.” **357**
- Researcher:** What opportunities exist for teachers to participate meaningfully in decision-making at your school? **358**
- Participant:** “There are subject committee, Departmental, staff and sports meetings wherein teachers’ input are made . . . and hence impact on decisions taken in the day to day running of the school.” **359**

Researcher: Describe any particular challenge which impact on your principal's chances to enhance culture of teaching and learning? **360**

Participant: "The challenge of taverns near schools and lead to some learners not coming to school being sober . . . these learners end up disrupting the smooth running of the school . . . the problem of parents not getting involved in school matters, and the impact of rationalization and redeployment of teachers . . ."

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Researcher: We have come to the end of this interview, thank you for participating. **362**

Participant: Thank you. **363**

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HoD NO.4 OF SCHOOL B

Researcher: Good afternoon madam/sir? **364**

Participant: Afternoon sir /Madam. **365**

Researcher: How are you? **366**

Participant: Very well, thank you, and how are you? **367**

Researcher: I am well, thank you, can we start now? **368**

Participant: Yes! I am ready we may start. **369**

- Researcher:** How does the principal overcome the challenge of crime and vandalism? **370**
- Participant:** “The principal is doing all he can to overcome challenges of crime and vandalism in the school, and when these incidences goes out of hand . . . eh . . . the principal report to the police.” **371**
- Researcher:** How does the principal ensure the availability of resources? **372**
- Participant:** “There are no enough resources to enhance COTL . . . libraries, laboratories, cooking area for learners’ food to mention a few.” **373**
- Researcher:** How does the principal ensure that parents of learners are involved in the education of their children? **374**
- Participant:** “Notices are issued out inviting parents to come and attend to learners’ challenges, and the responses remains negative . . . and the learners’ challenges that need the attention of parents remain unattended for some time . . . this impact negatively on the enhancement of the COTL.” **375**
- Researcher:** How does the principal overcome challenges of low morale and demotivated teachers and learners? **376**
- Participant:** “Teachers and learners are being motivated to go an extra mile in their work during staff meetings and at morning assembly.” **377**

- Researcher:** How does the principal ensure that learners' performances improve? **378**
- Participant:** "The principal outsources teachers from other schools in order to improve those subject in which our learners performed poorly in grade 12 . . . extra lessons are organised to improve learners' performance." **379**
- Researcher:** Does your school have a vision and mission statement? If yes, how was it formulated? **380**
- Participant:** "The vision and mission statement is just on paper . . . the school has never had a meeting to develop it." **381**
- Researcher:** What measures does your principal have in place to monitor and control teaching and learning? **382**
- Participant:** "HODs are the ones who monitors, support and control teaching and learning and report to the Deputy Principal and the Deputy Principal use the report and further report to the principal." **383**
- Researcher:** How does your principal exercise his or her leadership role on the following? **384**
- Participant:** "School based workshops are not there . . . hence, the principal does not have a staff professional development programme in place, but just encourages teachers to attend workshops and to develop themselves professionally." **385**
- Researcher:** How does the principal maintain discipline in the school? **386**

- Participant:** “Discipline is a challenge . . . as teachers still use corporal punishment which is abolished in schools; however, the principal ensures that alternatives for corporal punishment are used to deal with learners’ misconduct.” **387**
- Researcher:** How does the principal monitor and control daily attendance for learners and teachers? **388**
- Participant:** “There are systems and procedures followed in monitoring and controlling daily attendances for both learners and teachers.” **389**
- Researcher:** What opportunities exists for teachers to participate meaningfully in decision-making at your school? **390**
- Participant:** “Teachers do take decisions in committees they are involved in on a daily basis.” **391**
- Researcher:** Describe any particular challenge which impact on your principal’s chances to enhance culture of teaching and learning? **392**
- Participant:** “Lack of resources, poor infrastructures, ill-disciplined learners, and overcrowded classrooms . . . lack of parental involvement impact on the school’s COTL.” **393**
- Researcher:** We have come to the end of this interview, thank you for participating. **394**
- Participant:** Thank you. **395**

HoD NO. 5 OF SCHOOL C

Researcher:	Good afternoon madam/sir?	396
Participant:	Afternoon sir /Madam.	397
Researcher:	How are you?	398
Participant:	Very well, thank you, and how are you?	399
Researcher:	I am well, thank you, can we start now?	400
Participant:	Yes! I am ready we may start.	401
Researcher:	How does the principal overcome the challenge of crime and vandalism?	402
Participant:	“ . . . all crimes are referred to the police, and . . . We have meetings with the police discussing issues of crime and vandalism, . . . police conduct unannounced visit to search learners for drugs and weapons.”	403
Researcher:	How does the principal ensure the availability of resources?	404
Participant:	“There is a challenge of resources as learners are still without textbooks”	405
Researcher:	How does the principal ensure that parents are involved in their children’s education?	406

- Participant:** “Parents are not supporting the principal as they do not attend meetings”. **407**
- Researcher:** How does the principal overcome the challenge of low morale and demotivated learners and teachers? **408**
- Participant:** “The principal does not do anything about the low morale and demotivated teachers and learners”. **409**
- Researcher:** How does the principal ensure that learners’ performances improve? **410**
- Participant:** “There are extra lessons to improve learners’ performance”. **411**
- Researcher:** Does your school have a vision and mission statement? If yes, how was it formulated? **412**
- Participant:** “The school is without vision and mission statement”. **413**
- Researcher:** What measures does your principal have in place to monitor and support teaching and learning? **414**
- Participant:** “The principal does not conduct class visits . . . as HoDs are the ones who collect information regarding curriculum coverage and report to the principal”. **415**
- Researcher:** How does your principal exercise his or her leadership role on staff professional development? **416**
- Participant:** “The principal does not develop educators, educators develop themselves professionally and the principal is only concerned with development workshops organised by the Department and ensures that educators attend”. **417**

- Researcher:** How does the principal ensure that discipline is maintained in the school?
- Participant:** “Ehh discipline is handled by the disciplinary committee and the Principal is not involved”. **418**
- Researcher:** How does the principal monitor and control daily attendance of learners and teachers? **419**
- Participant:** “Learners attendance has improved as parents were made to sign pledges”. **420**
- Researcher:** What opportunities exist for teachers to participate meaningfully in decision-making at your school? **421**
- Participant:** “Teachers do take part in decision making in SGB meetings . . . staff and . . . SDT”. **422**
- Researcher:** Describe any particular challenge which impact on your principal’s chances to enhance culture of teaching and learning? **423**
- Participant:** “The community or/and the environment is not conducive to teaching and learning e.g. some members of the community sell cigarettes, liquor during school hours as some of the learners do come to school carrying bottles pretending to be water whereas is alcohol. . . . These learners disrupt lessons. Some community members claim that the school yard was their ancestral burial place . . . and they come in the yard for burial any day during school hours, and this impact negatively on teaching and learning. The SGB parents’

- component does not attend meetings and this structure is becoming dysfunctional”. **424**
- Researcher:** We have come to the end of this interview, thank you for participating. **425**
- Participant:** Thank you. **426**

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HoD NO. 6 OF SCHOOL C

- Researcher:** Good afternoon madam/sir? **427**
- Participant:** Afternoon sir /Madam. **428**
- Researcher:** How are you? **429**
- Participant:** Very well, thank you, and how are you? **430**
- Researcher:** I am well, thank you, can we start now? **431**
- Participant:** Yes! I am ready we may start. **432**
- Researcher:** How does your principal overcome challenges of crime and vandalism in the school? **433**
- Participant:** “The principal is unable to deal with crime and vandalism . . . he is too lenient and takes time to respond to challenges, and that policies are not implemented”. **434**
- Researcher:** How does the principal overcome the challenges of lack of resources in the school? **435**

- Participant:** “There is a challenge of shortage of textbooks in Grade 10 and 11, the principal requested some from schools with surpluses and the textbooks were not enough for all the learners . . . yet learners are still without textbooks”. **436**
- Researcher:** How does the principal involve parents of learners in the education of their children? **437**
- Participant:** “Ehh . . . The principal is trying to involve parents, but it is still a problem at our school, parents who attend meetings make only 5%, . . . and . . . there is no support as parents do not attend meetings and are not actually involved in their children’s education.” **438**
- Researcher:** How does the principal overcome challenges of low morale and demotivated teachers and learners? **439**
- Participant:** “Learners and teachers are not motivated at all to go an extra mile towards improving their performances”. **440**
- Researcher:** How does the principal ensure that learners’ performances improve? **441**
- Participant:** “The principal organises morning and afternoon extra lessons during the week, weekends and school holidays.” **442**
- Researcher:** Does your school have a vision and mission statement? If yes, how was it formulated? **443**
- Participant:** “There is no vision and mission statement”. **444**
- Researcher:** What measures does your principal have in place to monitor and control teaching and learning? **445**

- Participant:** “The principal shifts his leadership roles to the deputy principal . . . he does not conduct class visit, as this is done by HoDs, who report to the deputy principal”. **446**
- Researcher:** How does your principal exercise his or her leadership role by ensuring that the staff is professionally developed? **447**
- Participant:** “The principal does not develop teachers”. **448**
- Researcher:** How does the principal ensure that discipline is maintained in the school? **449**
- Participant:** “Teachers have taken the initiatives to take control of discipline, as the principal cannot handle it”. **450**
- Researcher:** How does the principal monitor and control daily attendance for learners and teachers? **451**
- Participant:** “Daily attendances are being monitored and controlled through time book for teachers and attendance registers for learners”. **452**
- Researcher:** What opportunities exist for teachers to participate meaningfully in decision-making at your school? **453**
- Participant:** “Teachers are not provided a chance to take decisions as they are excluded from crucial meetings with parents”. **454**
- Researcher:** Describe any particular challenge which impact on your principal’s chances to enhance culture of teaching and learning? **455**

Participant: “Curriculum implementation is a serious problem as it is reflected on learners’ poor performances in subjects like Mathematics and Physical Sciences”. **456**

Researcher: We have come to the end of this interview, thank you for participating. **457**

Participant: Thank you. **458**

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HoD NO. 7 OF SCHOOL D

Researcher: Good afternoon madam/sir? **459**

Participant: Afternoon sir /Madam. **460**

Researcher: How are you? **461**

Participant: Very well, thank you, and how are you? **462**

Researcher: I am well, thank you, can we start now? **463**

Participant: Yes! I am ready we may start. **464**

Researcher: How does your principal overcome challenges of crime and vandalism in the school? **465**

Participant: “The school has adopted a cop, this implies that for any crime related challenges the police are called to attend to it”. **466**

- Researcher:** How does the principal overcome the challenges of lack of resources in the school? **467**
- Participant:** “Resources is a serious challenge to the school . . . something is being done to overcome the challenge as the school is in a process to acquire funding from non-governmental organisation to purchase resources”. **468**
- Researcher:** How does the principal involve parents of learners in the education of their children? **469**
- Participant:** “Parents are not involved in school matters, and this impact negatively on the principal’s attempt of enhancing COTL”. **470**
- Researcher:** How does the principal overcome challenges of low morale and demotivated teachers and learners? **471**
- Participant:** “The principal organises lunch for the staff and learners who performed well in certain subjects on a monthly basis and learners are given incentives”. **472**
- Researcher:** How does the principal involve parents of learners in the education of their children? **473**
- Participant:** “The principal is trying her best to involve parents and there are extra lessons provided in the morning and afternoons even on weekends in an attempt to improve results”. **474**
- Researcher:** Does your school have a vision and mission statement? If yes, how was it formulated? **475**

- Participant:** “Yes, the school has a vision and mission statement and all stakeholders were involved in its formulation and learners were involved in developing the logo”. **476**
- Researcher:** What measures does your principal have in place to monitor and support teaching and learning? **477**
- Participant:** “The principal has measures in place to control and monitor teaching and learning, monitoring tools for class visits are there, but the principal does not conduct class visits”. **478**
- Researcher:** How does your principal exercise his or her leadership role in ensuring that the staff is professionally developed? **479**
- Participant:** “There are staff meetings held to deal with challenges of curriculum delivery and the staff is encouraged to improve their professional qualifications”. **480**
- Researcher:** How does the principal ensure that discipline is maintained in the school? **481**
- Participant:** “Policies are utilised to ensure that there is order in schools, and learners’ and teachers’ code of conduct are there . . . and . . . ehh . . . corporal punishment is not used and learners are given manual work to do instead, and discipline is maintained”. **482**
- Researcher:** How does the principal monitor and control daily attendance for learners and teachers? **483**

- Participant:** “Teachers attendance is monitored through a time book and learners’ period register and class registers are being controlled”. **484**
- Researcher:** What opportunities exist for teachers to participate meaningfully in decision-making at your school? **485**
- Participant:** “There are subject committee meetings, sports and departmental meetings, this provide teachers opportunities to be involved in decision-making”. **486**
- Researcher:** Describe any particular challenge which impact on your principal’s chances to enhance culture of teaching and learning? **487**
- Participant:** “The . . . parents are not involved in the education of their children, this is the main challenge, and if we can manage this one as a school we will have 100% pass rate in all the grades . . .”. **488**
- Researcher:** We have come to the end of this interview, thank you for participating. **489**
- Participant:** Thank you. **490**

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HoD NO. 8 OF SCHOOL D

Researcher:	Good afternoon madam/sir?	491
Participant:	Afternoon sir /Madam.	492
Researcher:	How are you?	493
Participant:	Very well, thank you, and how are you?	494
Researcher:	I am well, thank you, can we start now?	495
Participant:	Yes! I am ready we may start.	496
Researcher:	How does your principal overcome challenges of crime and vandalism in the school?	497
Participant:	“The police are involved in dealing with crime and vandalism, learners who violate school code and rule their parents are called to account or if there are damages incurred parents are made to pay or repair damages”.	498
Researcher:	How does the principal overcome the challenges of lack of resources in the school?	499
Participant:	“There was no delivery of LTSM and the principal outsourced from other schools”.	500
Researcher:	How does the principal involve parents of learners in the education of their children?	501

- Participant:** “The principal sent learners to call their parents and learners are not allowed to be in class until the parents show up in the principal’s office”. **502**
- Researcher:** How does the principal overcome challenges of low morale and demotivated teachers and learners? **503**
- Participant:** “Teachers are being motivated during staff meetings, and learners who performed well are motivated at the morning devotion and motivational speakers are invited for learners”. **504**
- Researcher:** How does the principal ensure that learners’ performances improve? **505**
- Participant:** “The school had identified the real cause of learners’ poor performances as language barrier which impact on teaching and learning . . . the school decided to buy learners English dictionaries, and that extra lessons are conducted over weekends”. **506**
- Researcher:** Does your school have a vision and mission statement? If yes, how was it formulated? **507**
- Participant:** “Yes, there is a vision and mission statement, formulated by all stakeholders, parents SGBs and Representative Council of Learners”. **508**
- Researcher:** What measures does your principal have in place to monitor and control teaching and learning? **509**

- Participant:** “There is a time table developed for class visit, and Monthly written work is audited, learners are given tests regularly”. 510
- Researcher:** How does your principal exercise his or her leadership role by ensuring that the staff is professionally developed? 511
- Participant:** “Professional development is not conducted, however, the principal is exemplary as she is always punctual and leaves the school after all have left, and encourages teachers to play their roles”. 512
- Researcher:** How does the principal maintain discipline in the school? 513
- Participant:** “There is a time keeping tool and gates are closed and locked by 7h00, this is to ensure that learners are punctual and ill-disciplined learners are reprimanded in the principal’s office in the presence of their parents”. 514
- Researcher:** How does the principal monitor and control daily attendance for teachers and learners? 515
- Participant:** “There is a time book for teachers to sign on arrival and knock-off time, the principal ensures that this is monitored and controlled, learners are controlled through registers and period registers”. 516
- Researcher:** What opportunities exist for teachers to participate meaningfully in decision-making at your school? 517

- Participant:** “The principal ensures that all teachers are involved in every activity at school, and they are allowed to share ideas during briefings and meetings”. **518**
- Researcher:** Describe any particular challenge which impact on your principal’s chances to enhance culture of teaching and learning? **519**
- Participant:** “The impact of Rationalization and Redeployment (R&R) of teachers, the school has lost four teachers, and their subjects are being shared by the remaining teachers who are also over loaded with work”. **520**
- Researcher:** We have come to the end of this interview, thank you for participating. **521**
- Participant:** Thank you. **522**

... END OF TRANSCRIBED INTERVIEWS FOR HODs

ANNEXURE O: TRANSCRIBED DATA OF THE PILOT STUDY
For purposes of testing the instruments of data collection only

PRINCIPAL: SCHOOL B

Researcher	Good morning madam/sir.
Participant	Morning madam/sir.
Researcher	How are you?
Participant	Very well, thank you, and how are you?
Researcher	I am well, thank you; can we start with the interviews?
Participant	Yes, we may start.
Researcher	How do you ensure that culture teaching and learning is enhanced by overcoming challenges of crime and vandalism?
Participant	I have on several occasions tried to involve community structures in the fight against crime and vandalism, but without any success . . . there . . . is no support from our local Satellite Police Station, police take long to respond after one had reported an incident . . .”
Researcher	How do you provide resources to ensure the enhancement of the culture of teaching and learning?
Participant	We use Norms and Standards funds to purchase resources which the Department cannot supply.
Researcher	How do you ensure that parents are involved in the education of their children?
Participant	Learners’ parents work outside the Province far from their homes, and leave their children behind with grandparents who are unable to contribute to their schooling, in assisting with school work and attendance to school meetings . . .”
Researcher	How do you overcome challenges of low morale and demotivated teachers and learners?
Participant	I outsource motivational speakers for both teachers and learners as I am not an expert in that field.
Researcher	How do you ensure that learners’ performances improve?
Participant	We organise morning and afternoon studies . . . outsource teachers from

	Other schools that produced good results . . . to teach our learners on weekends and school holidays”
Researcher	Do you have a vision and mission statement for the school?
Participant	Yes, we have a school vision and mission statement.
Researcher	Is it displayed somewhere in the school premises?
Participant	It is in the principal’s office.
Researcher	What measures do you have in place to monitor and support teaching and learning?
Participant	I ensure that the Deputy principal and HODs monitor and support teaching and learning.
Researcher	How do you exercise your leadership role in ensuring that the staff is professionally developed?
Participant	I encourage the staff to attend workshops and upgrade their qualifications
Researcher	How do you ensure that there is discipline within the school?
Participant	We have a disciplinary committee which implements the disciplinary policy, and we ensure that learners adhere to their code of conduct
Researcher	How do you monitor and control daily attendances for learners and teachers?
Participant	We have time control register for teachers and class registers and period registers for learners, all these are monitored and controlled daily
Researcher	What opportunities exist for teachers to participate meaningfully in decision-making in your school?
Participant	Teachers do take part in decision-making in various committees and structures in school such as in the SGB, staff meetings and subject committees.
Researcher	Describe any challenges which mainly impact on your chances as principal to resuscitate and enhance the culture of teaching and learning.
Participant	The Department of Education does not provide resources in time such as textbooks and stationery, this impact on teaching and

	learning, I am doing the best I can but the community and the parents do not support their children's education.
Researcher	We have come to the end of our interview. Thank you for participating.
Participant	Thank you.

DEPUTY PRINCIPAL OF SCHOOL A

Researcher	Good afternoon madam/sir.
Participant	Afternoon madam/sir.
Researcher	How are you?
Participant	Very well, thank you, and how are you?
Researcher	I am well, thank you; can we start with the interviews?
Participant	Yes, we may start.
Researcher	How does your principal ensure that culture of teaching and learning is enhanced by overcoming incidences of crime and vandalism?
Participant	The problem is from within the community and it will remain for as long as parents seem not to show any interest in the education of their children
Researcher	Does your principal provide resources to ensure the enhancement of the culture of teaching and learning?
Participant	There is a serious challenge of lack of resources, though schools are funded nothing seem to happen in soliciting much needed resources.
Researcher	How does your principal ensure that parents are involved in the education of their children?
Participant	The principal do invite parents of learners to attend meetings but attendances at these meetings remain poor.
Researcher	How does your principal overcome challenges of low morale and demotivated teachers and learners?
Participant	Teachers and learners are motivated at school assembly and meetings
Researcher	How does your principal ensure that learners' performances improve?

Participant	Extra lessons are conducted in the mornings and afternoons, and even during school holidays aimed at improving learners' performances.
Researcher	Is there a vision and mission statement?
Participant	No, the school is without a vision and mission statement
Researcher	What measures does the principal have in place to monitor and support teaching and learning?
Participant	The principal delegates members of the SMT to monitor and support teaching and learning.
Researcher	How does your principal exercise his/her leadership role in developing the staff professionally?
Participant	There are no school based workshop conducted for the staff.
Researcher	How does the principal deal with disciplinary challenges in the school?
Participant	There is a disciplinary committee to deal with disciplinary issues and serious misconducts are referred to the principal and the SGB
Researcher	How does your principal monitor and control daily attendances for learners and teachers?
Participant	There is a time book for teachers and class registers and period registers for learners, the principal monitors and control these documents
Researcher	What opportunities exist for teachers to participate meaningfully in decision-making in the school?
Participant	Teachers take part in decision-making in various structures at school.
Researcher	Describe any challenges which mainly impact on your principal's chances to resuscitate and enhance the culture of teaching and learning.
Participant	The principal is faced with the challenge of the involvement of parents of learners in school matters, crime and vandalism, lack of resources as results of non-delivery of learner-teacher support materials (LTSM)
Researcher	We have come to the end of the interview, thank you for participating.
Participant	Thank you.

HEAD OF DEPARTMENT: SCHOOL B	
Researcher	Good afternoon madam/sir.
Participant	Afternoon madam/sir.
Researcher	How are you?
Participant	Very well, thank you, and how are you?
Researcher	I am well, thank you; can we start with the interviews?
Participant	Yes, we may start.
Researcher	How does your principal ensure that culture of teaching and learning is enhancing by overcoming crime and vandalism?
Participant	The school is without a security guard, school property is exposed to any form of vandalism during the night and especially on weekends.
Researcher	Does your principal provide resources to ensure the enhancement of the culture of teaching and learning?
Participant	The principal does solicit resources, however, these is not enough
Researcher	How does your principal ensure that parents are involved in the education of their children?
Participant	The principal is doing the best he can to involve parents but ,most parents do not attend meetings.
Researcher	How does your principal overcome challenges of low morale and demotivated teachers and learners?
Participant	The principal invites motivational speakers to motivate both learners and teachers.
Researcher	How does your principal ensure that learners' performances improve?
Participant	The principal outsources teachers for Science subjects from other schools , extra lessons are conducted over weekends and after school
Researcher	Is there a vision and mission statement?
Participant	The school is without vision and mission statement.

Researcher	What measures does the principal have in place to monitor and support teaching and learning?
Participant	There are monitoring tools to support teaching and learning, but the principal does not carry out the monitoring processes as this is done by HoDs.
Researcher	How does your principal exercise his/her leadership role in developing the staff professionally?
Participant	The principal does not develop the staff, members of staff attend workshops organised by the Department.
Researcher	How does your principal ensure discipline within the school?
Participant	The principal belongs to the disciplinary committee which is responsible for learners' discipline.
Researcher	How does your principal monitor and control daily attendances for learners and teachers?
Participant	Teachers' attendance is monitored and controlled daily through time book and learners' attendances by class registers and period registers
Researcher	What opportunities exist for teachers to participate meaningfully in decision-making in the school?
Participant	Teachers do participate in decision-making in committees and structures.
Researcher	Describe any challenges which mainly impact on your principal's chances to resuscitate and enhance the culture of teaching and learning.
Participant	Lack of parental involvement, inadequate resources, crime and vandalism
Researcher	We have come to the end of the interviews, thank you for your time.
Participant	Thank you.

HEAD OF DEPARTMENT: SCHOOL A

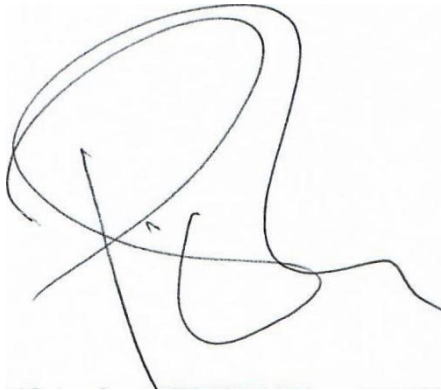
Researcher	Good afternoon madam/sir.
Participant	Afternoon madam/sir.
Researcher	How are you?
Participant	Very well, thank you, and how are you?
Researcher	I am well, thank you; can we start with the interviews?
Participant	Yes, we may start
Researcher	How does your principal ensure that culture of teaching and learning is enhancing by overcoming crime and vandalism?
Participant	There are a number of liquor outlets near the school premises and the school's surrounding is exposed to crime and vandalism
Researcher	Does your principal provide resources to ensure the enhancement of the culture of teaching and learning?
Participant	The implementation of the school budget is a challenge, and the school is allocated norms and standard funds as a quintile 1 school
Researcher	Ehh . . . the principal does not purchase resources as budgeted
Participant	Resources are not purchased at all . . . and . . . there is a need
Researcher	How does your principal ensure that parents are involved in the education of their children?
Participant	Most parents of learners work in nearby farms and only come back by month end that is the main reason attendances at meetings are poor
Researcher	How does your principal overcome challenges of low morale and demotivated teachers and learners?
Participant	The principal outsource motivational speakers to motivate them
Researcher	How does your principal ensure that learners' performances improve?
Participant	Extra lessons are conducted in the mornings, afternoons and weekends
Researcher	Is there a vision and mission statements? If yes, how was it developed?

Participant	Yes, there is a vision and mission statement developed by all stakeholders
Researcher	What measures does the principal have in place to monitor and support teaching and learning?
Participant	The principal only conduct class visits for IQMS lessons.
Researcher	How does your principal exercise his/her leadership role in developing the staff professionally?
Participant	The principal organizes staff meetings wherein the staff is workshopped on a number of subjects teaching and other related matters.
Researcher	How does your principal ensure discipline within the school?
Participant	Policies are developed on discipline and there is a committee to oversee disciplinary issues.
Researcher	How does your principal monitor and control daily attendances for learners and teachers?
Participant	The principal controls the time book every morning, and learners' class registers are controlled on a weekly basis.
Researcher	What opportunities exist for teachers to participate meaningfully in decision-making in the school?
Participant	Teachers are in the SGB committee and other structures at school.
Researcher	Describe any challenges which mainly impact on your principal's chances to resuscitate and enhance the culture of teaching and learning.
Participant	Inadequate resources, lack of parental involvement, crime and vandalism.
Researcher	We have come to the interviews and thank you for participating
Participant	Thank you.

ANNEXURE P: EDITOR'S LETTER

14 May 2018

This is to certify that I, **Dr P Kaburise**, have proofread the research entitled - **THE LEADERSHIP ROLE OF THE PRINCIPAL IN CREATING A CULTURE OF TEACHING AND LEARNING IN THE RURAL PUBLIC SCHOOLS OF MOPANI DISTRICT, LIMPOPO PROVINCE** - by Assan Bottomly Mohale (student no. 16023544). I have indicated some amendments which the student has undertaken to effect, before the final document is submitted.



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