

**AN INVESTIGATION INTO THE ROLES OF PRINCIPALS
AS INSTRUCTIONAL LEADERS IN THE SETLA-KGOBI
AREA PROJECT OFFICE OF THE CENTRAL REGION IN
THE NORTH-WEST PROVINCE**



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S.S. TONG

**MINI-DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF
EDUCATION AT THE MAFIKENG CAMPUS OF THE NORTH-
WEST UNIVERSITY**

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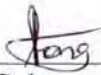
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DECLARATION

I, SEBUSANG SOPHIA TONG, declare that the research project for the degree of Master of Education in Educational Management at the North-West University hereby submitted, has not previously been submitted by me for a degree at this or any other university, that this is my own work in design and all material contained herein has been duly acknowledged.

Signature:  _____
Sebusang Sophia Tong

Date: _____ / _____ / _____

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A mini dissertation by its very nature makes the author indebted to several people who assisted through out this research study.

Firstly, I would like to thank our Almighty God. I honour and praise Him for making it possible for me to complete this research. Prayer is a weapon that makes the impossible to be possible.

I pay tribute to everyone who lent a hand in this project. Special thanks should be given to Mr N. N Maruma for statistical analysis.

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I wish to acknowledge the contributions of principals and teachers in the Setla-Kgobi Area Project Office of the Central Region in the North-West Province who offered some of their valuable time to complete the questionnaires that I used to conduct my research.

Finally, thanks to my honourable parents, Michael, Lord and Rebecca Motlagomang Tong who acted *in loco parentis* to my children, Gaopalelwe who ably assisted me by taking time to type my recommendations and my little daughter Onalenna Ditebogo Tong for understanding her mom's commitment during the period of my studies.

DEDICATION

I dedicate this treatise to my beautiful daughter Onalenna Ditebogo Tong.

ABSTRACT

The purpose of this research project is to determine empirically the roles of principals as instructional leaders. Ever since a new educational era started in the new South Africa, schools cannot afford to be led by ignorant school principals. For schools to be efficient, instructional leadership roles have to be defined and each role should be carried out diligently.

Success in schools can only be realised if school principals are capable of implementing the school curriculum according to instructional leadership principles. The tasks of instructional leadership have to be streamlined. The school principal must concentrate on the most important and key functions of his work. This approach would lead to the realisation of the school vision and mission.

Both quantitative and qualitative research paradigms and methodologies were used for gathering data from eighty-four public schools in the Setla-Kgobi Area Project Office of the Central Region in the North-West Province. Participating schools were randomly selected. The sample consisted of forty-two schools (thirty primary schools, six middle schools, six secondary schools) and eight randomly selected teachers from each school were used in the study to answer questionnaires. Nine school Principals or Deputy Principals from Setla-Kgobi Area Project Office (i.e:- three primary schools, three middle schools and three secondary schools Principals or Deputy Principals) were purposefully used in the study to answer interview questions.

A quantitative approach was used to quantitatively analyse derived data. The Statistical Package for Social Sciences (SPSS) was employed with the help of the statistical consultant of the North-West University. The computation of percentages, mean, standard deviation and Chi-square was conducted. Secondly, a qualitative descriptive approach was used to analyse data that was qualitatively gathered. A Textually Oriented Data Analysis (TODA) strategy was adopted in this regard.

The findings exposed that principals were not effectively fulfilling their roles of instructional leadership. The findings also revealed that principals were not monitoring and moderating the

quality of education that students were getting from teachers. Principals were found to be ineffective and they failed to plan their work adequately.

Recommendations given by the participants suggest that there is need for principals to be more focused. They also need to have a vision and mission statement for their schools. More energy should be directed at monitoring the quality of learning and teaching that takes place in schools. Participants reflected a poor picture of principals as instructional leaders. More effort should be put into the students' instructional achievement, teacher motivation, supervision of training and the use of external subject experts. Whole curriculum evaluation should be carried out regularly at every school, so as to provide feedback to students and teachers. Principals should have checklists that will guide them towards the realisation of their aims and objectives.

KEY WORDS

- The role of principals as instructional leaders;
- School principal;
- Instructional leaders;
- Effective instructional leaders;
- Activities of instructional leaders.

ABBREVIATIONS

APO	:	Area Project Office
B'S	:	Budget, books, bond and building
C'S	:	Communication, collaboration and community building
ELRC	:	Education Labour Relation Council
IQMS	:	Integrated Quality Management System
MLMMS	:	Mathematics Literacy, Mathematics and Mathematics Science
MSTP	:	Management of School Training Programme
NPDE	:	National Professional Diploma in Education
OBE	:	Outcomes-Based Education
PPBS	:	Planning Programming Budgeting System
PPM	:	Post-Provision Model
RNCS	:	Revised National Curriculum Statement
SASA	:	South African School Act
SGB	:	School Governing Body
SMT	:	School Management Team
SPSS	:	Statistical Package for Social Sciences
SWOT	:	Strength, Weakness, Opportunity and Threats
TODA	:	Textually Oriented Data Analysis
WSE	:	Whole School Evaluation

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CHAPTER 1: ORIENTATION

1.1 INTRODUCTION

The advent of independence in South Africa ushered in a new dispensation on the educational front. A different approach to school administration and management was adopted. School principals' roles had to evolve from being predominantly supervisory, crucial, dictatorial and office based. The new order required an alert principal who is a member of a team and, above all, an instructional leader. A vibrant leader, aware of his instructional leadership style would include the needs of the students, teachers and the community in decision-making. Attention would also be placed on the effectiveness of school principals who should have good listening skills, show interest in learning, and in leading curriculum design and implementation. Principals as instructional leaders should be ready to support all stakeholders in the institution (Hale and Moorman 2003:20).

Much has been revealed in the literature which shows that, in order for schools to operate efficiently and produce desirable results, principals have to be instructional leaders. The core of the matter is that schools as institutions of learning and teaching should strive to offer the best learning and teaching to the students. The principal who is an instructional leader can lead a school to realise the goal of the Department of Education, that of delivering a high standard of teaching and learning to students.

Current literature in instructional leadership from both developed and developing countries such as the United States of America and South Africa concur that instructional leaders spur change by taking risks themselves and encouraging people to challenge their mental models about how things work and what is feasible. Today leaders should shift their focus from Bs (budget, books, buses, bond and building) to the Cs (communication, collaboration and community building) (Houston, 2005:2).

According to Hale and Moorman (2003:6), leaders in the suburban district of Bellevue, Washington, are instructional leaders who have a deep understanding of teaching and learning, including new teaching methods that emphasise problem solving and students construction of knowledge. In the Setla-Kgobi Area Project Office suitable ways can be implemented to

motivate all principals to be instructional leaders who will run their schools effectively like in these districts in Washington.

This research project is aimed at unraveling the roles of principals as instructional leaders by highlighting what is perceived as the most essential roles, and effective ways of implementing the principles of instructional leadership. The research project contains the following aspects, the statement of the problem which is provided to facilitate an understanding of the problem under investigation, and an outline of the aim and method of the study.

1.2 PROBLEM STATEMENT AND RESEARCH QUESTIONS

The Department of Education (2005:10) envisions leaders who are qualified, competent, dedicated, caring and who will be able to fulfill roles such as instructional leadership, administrators, managers, lifelong leaders and community members (Department of Education 2005:10).

The trained leaders of the previous education system were unskilled in leading schools instructionally. Lezotte and Kee (2002:46) argue that sometimes these leaders are reluctant when they are tasked with added work because they lack skills. Therefore, leaders in the Setla-Kgobi Area Project Office should practise instructional leadership and be actively involved in the new curriculum. Given the above scenario, these same leaders, those that lack skill, are still required to oversee the implementation of the National Curriculum.

The North-West Department of Education (2006:38) reflects that out of five regions, the Setla-Kgobi Area Project Office was always the fourth placed, with students performing poorly in the Grade twelve final results. If the principal's instructional role has an effect on the final results of the school, the research would, to an extent, help to solve the problem of the high failure rate amongst the matriculants of Setla-Kgobi Area Project Office. Educationalists and Curricularists may also be able to derive a set of possible solutions to problems that are besetting schools in the Setla-Kgobi Area Project Office.

The Annual Survey provided in North-West Department of Education (2008:1) stated that redeployment of excess teachers in an institution had to be implemented. The instructional leader had to identify teacher to be redeployed. This caused serious challenges because the model favoured marketable teacher (those teachers who specialised in scarce disciplines such as Mathematics, Physical Science and Technology). As Setla-Kgobi falls under a rural area, redeployed teachers did not want to teach in the Setla-Kgobi Area Project Office stating that there is a lack of resources for these scarce disciplines, which might be one of the reasons why Setla-Kgobi Area Project Office of the Central Region in the North-West Province performed poorly in the Grade twelve results every year.

Hale and Moorman (2003:20) emphasised that the roles of an instructional leader are numerous as they entail activities and engagement with internal and external stakeholders. The interactions should result in a school that is efficient and produces good results. This research project was aimed at investigating the roles of instructional leaders at school level. The motivation for this research project was the high failure rate in schools in the Setla-Kgobi Area Project Office of the Central Region in the North-West Province.

This study is guided by the following questions:

- ❖ How does an instructional leader work with others in the school?
- ❖ What roles do principals play as instructional leaders? and
- ❖ What can be done to assist principals as instructional leaders?

1.3 AIM AND OBJECTIVES OF THE STUDY

The aim of this study is to investigate the roles of principals as instructional leaders. The following are the sub-goals and objectives of the study:

- ❖ To determine from the literature the nature and scope of instructional leadership;
- ❖ To determine empirically the views of principals and teachers on the role of the principals as instructional leaders; and
- ❖ To define and present guidelines that can be used by principals as instructional leaders.

1.4 SIGNIFICANCE OF THE STUDY

The significance of the study would be that all stakeholders (principals, teachers, parents and students) in developing countries such as South Africa to acclimatise themselves with changes regarding the roles of principals as instructional leaders.

Principals would know their roles of instructional leadership. They would also know that for their schools to be successful they should focus on where they want to position their school by having clear vision and mission statements for their schools. Best performing schools have effective instructional leader checklists and as instructional leaders school principals should fulfill the following roles: manager, supervisor, administrator, disciplinarian, and also be able to handle the three P's, (people, programmes and plant).

The study would help teachers to understand the educational needs of the children. They will be reflective practitioners who will be able to provide effective learning and teaching to students by applying the following strategies in the teaching fraternity: planning lessons, learning programmes and work-schedules before teaching.

The study would also help students to receive a quality education that will make them strong citizens of their country.

The study would also help parents to realise that they should be actively involved in the education of their children. A close partnership with parents will assist the school to know the background of children and where to assist when the need arises. It can also build and maintain positive relations between the school and the community.

1.5 RESEARCH DESIGN AND METHODOLOGY

1.5.1 Research design

Kumar (2005:84) defines research design as a plan, structure and strategy of investigation so conceived as to obtain answers to research questions or problems, while Flick (2006:135) supports this idea by saying that research design is a plan for collecting and analysing evidence

that will make it possible for the investigator to answer whatever questions he/she has posed. The design of an investigation touches all aspects of the research from the minute details of data collection to the techniques of the data analysis.

The researcher decided that for this project, a mixture of both qualitative and quantitative techniques of collecting data should be employed. The two research paradigms (approaches) were used because the weaknesses that are found in one approach could be strengthened by the strong points found in the other approach. One can say that these research paradigms are complementary to each other. These approaches are briefly discussed below:

1.5.1.1 Qualitative research approach / paradigm

Creswell (2009: 232) states that the qualitative research approach is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem while Blair (2007:46) states that the aim of qualitative research is to gain insight into the meaning that participants give to their reality. In the context of this study interview questions used in this study are found in Appendix C.

1.5.1.2 Quantitative research approach / paradigm

Creswell (2009:233) defines quantitative research as a means for testing theories by examining the relationship among variables. Blanche, Durrheim, and Painter (2006:34) state that quantitative research is a plan that specifies how the research is to be executed in such a way that it answers the research questions. In this study the researcher used a questionnaire to determine empirically the views of principals and teachers on the role of principals as instructional leaders. (cf. Appendix B, section A and B).

1.5.2 Research methods

According to Macmillan and Schumacher (2001:6) research methods are ways one collects and analyses data. Data collection may be done with measurement techniques, observation or a collection of documents. Research methods are purposeful procedures that are planned to yield data on a particular research problem. Burns and Bush (2003:4) define research method as a

means of identifying the data collection mode, questionnaire design, sample plan and other aspects of the anticipated research. In this study an adequate literature review was conducted using both primary and secondary sources, to gather information on roles of principals as instructional leaders. A dialogue search was done with the following key words:

- ❖ Instructional leadership;
- ❖ Principals as instructional leaders and
- ❖ Effective instructional leadership.

Questionnaires, interviews, observation sessions, literature review and document analysis also took place. Each one of the stated methods is discussed below:

1.5.2.1 (a) Questionnaires

According to Filmer and Seale (2004:130), a questionnaire is a device which enables participants to answer questions, while Bowling (2002:275) emphasises that questionnaires are very widely used in small scale evaluations and it is important that the questionnaire should be clear and professional and be easy to read and comprehend. A questionnaire was developed and pre-tested. The aim of the questionnaire is to gather information from school principals and teachers on the principal's role as instructional leader. The questionnaire enquired into the roles which are perceived as those of a principal as well as ways of achieving effective instructional leadership. The questionnaire used in this study is reflected in Appendix B.

1.5.2.1 (b) Forms of questions

Niger (2008:191) emphasises that there are two forms of questions that can be asked, that is, closed questions and open questions. He further explains that closed questions should be used to clarify something. Open questions can be used where the issue is complex or relevant dimensions are not known and where a process is being explored. Opie (2005:106) views closed questions as ones in which the participants are offered a choice of alternative replies and which are easy to answer whereas open questions allow free response rather than preconceived replies which are imposed by the researcher.

1.5.2.2. Interviews

According to Creswell (2009: 230) the interview is a form used by a qualitative researcher for recording and writing down information obtained during an interview. Coleman and Briggs (2003:72) state that the interview is a tool used to obtain information from the face-to-face situation. The interviews were conducted so as to gather information from the participants, as a way of acquiring clarity and confirmation of information supplied. The following questions were asked during the interview sessions (cf. Appendix C):

- ❖ How does an instructional leader work with and develop others in the school?
- ❖ What are the challenges facing instructional leaders?
- ❖ What must an instructional leader do to improve the Grade 12 results in Setla-Kgobi Area Project Office?

Data collected by means of interview were analysed from Question 22-24 in Appendix C. Out of eighty four schools in the Setla-Kgobi APO, the researcher administered interview questions to nine purposefully selected Principals or Deputy Principals of better performing schools in the Setla-Kgobi APO (three primary schools principals, three middle school and three high schools principals). From the total sample of nine, (100%) usable questionnaires were returned. This good response indicates the usefulness of follow up and the fact that the questionnaires were delivered and collected by the researcher.

1.5.2.3 Observation

Kumar (2005:119) defines observation as a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place, while Sarantakos (2005:466) defines observation as a method of data collection employing vision as the main medium of collection.

The researcher used the narrative method to record the description of the interaction in his/her own words. She made brief notes while observing the interaction and soon after the observation made detailed notes in narrative form. The biggest advantage of narrative recording is that it

provides a deeper insight into the interaction. (Cf.4.7 analysis of data collected through observation).

1.5.2.4 Literature review and document analysis

1.5.2.4 (a) Literature review

Hoftee (2006:91) defines literature review as a comprehensive, critical and contextualised study of books and journals that would provide the reader with a theoretical foundation, a review of work published that is valid to the investigation, and an analysis of that work. Literature review must therefore be regarded as secondary sources, because it is a critical overview based on the fact of what has gone before. Some resources, however, are original and authentic and would thus be considered as primary sources. In this study literature review is important because it enables the researcher to develop a thorough understanding of the current state of knowledge, local as well as international, on the topic under investigation. According to Takona (2002:284) and Wiersma (2000:527) if the researcher fails to build a solid foundation on what others have done in the field under investigation, he/she will fail to understand what still needs to be accomplished.

In this study the information was gathered from books, newspapers, the internet and journals. The gathered information was summarised in a suitable manner. In the final phase the researcher evaluated and made a critical analysis of the content.

1.5.2.4 (b) Documents

Documents can be defined as mute evidence that have to be interpreted without the benefit of indigenous commentary (Hodder, 2000:703). As secondary data, relevant documents have been used to further supplement the other data collected from books and journals. Scrutinising of relevant documents denotes the analysis of any written material that contains information about the phenomenon being researched (De Vos, Strydom, Fouche and Delpont, 2002:321).

In this research the researcher requested official documents from the principals of the schools that were sampled for research purposes, such as Government circulars containing policies

regarding the roles and functioning of school principals as instructional leaders and (Department of Education 2003a) of instructional leadership for effective schools.

These documents were used as evidence to be measured against theory on the functioning of school principals as instructional leaders in general. In this research these documents were valuable sources of information that mirrored the work and effectiveness or ineffectiveness of the school principals as instructional leaders.

1.5.3 Population and sampling

Burns and Bush (2003:66) state that the population and sampling is the collection of the members on which the investigation would be focused (researchable population), while Gorard (2004: 57) defines population as the group the researcher wishes to study.

1.5.3.1 Population

According to Burns and Bush (2003:66) population refers to the members of a group that are of interest to a researcher, while De Vos, Strydom, Fouche and Delport (2002:198) define population as setting boundaries with regards to the elements or subjects. The survey population was drawn from schools in the Setla-Kgobi Area Project Office in the North-West Province that has a total number of eighty-four schools (primary, middle and secondary schools). Out of those schools the total population for this project was three hundred and twenty four teachers. A sample consisting of thirty primary schools, six middle schools and six secondary schools was randomly selected and eight teachers if possible (because some schools have less than eight teachers) from each school were selected to answer questionnaires in Appendix B.

The main aim of this research is to check whether principals are performing their roles of instructional leadership in the Setla-Kgobi Area Project Office. Nine Principals or Deputy Principals were purposefully selected to answer interview questions in Appendix C because their schools performed better than others in Setla-Kgobi Area Project Office of the Central Region in the North-West Province.

1.5.3.2 Sampling

Burns and Bush (2003:147) define sampling as the process of selecting subjects to participate in a study, while Ary, Jacobs, Razavieh and Sorensen (2006:167) define sampling as selecting a portion of the population selected by the researcher to participate in the research study. Out of a total number of eighty-four schools in the Setla-Kgobi Area Project Office, a random sample of forty two schools was selected to participate in the study. Eight randomly selected teachers from each school were selected to answer the questionnaire in Appendix B. Nine Principals or Deputy Principals were purposefully selected to answer the interview questions shown in Appendix C.

1.5.4 Data analysis

Data analysis refers to the process whereby the researcher brings order, structure and meaning to a volume of collected information by using statistical techniques or Textually Oriented Data Analysis (TODA) strategy.

In this research the Statistical Package for Social Sciences (SPSS.15) is employed with the help of the statistical consultant of the North-West University to analyse quantitatively derived data. Firstly, the computation of frequencies (f) percentages, mean, standard deviation and chi-square is conducted. Secondly, a Textually Oriented Data Analysis (TODA) strategy is used to analyse data that is qualitatively derived. These processes of data analysis are further described in paragraph 4.2.1(c) on page 65.

1.6 THEORETICAL FRAMEWORK

According to De Vos et al. (2002:267) theoretical frameworks provide an explanation, a prediction and a generalisation about how the world operates. In this study the researcher used theory and literature review in an ethnographic study, to describe the nature of her study as it relates both to the research question and to one or more theoretical perspectives.



The researcher used this theory with the intention to understand people's perceptions, perspectives and understanding of the situation at Setla-Kgobi Area Project Office of the Central Region in the North-West Province.

1.6.1 Instructional Leadership theory

The theoretical framework underpinning this study is instructional leadership theory. Houston (2005:2) emphasises that for principals to be effective instructional leaders they should shift their focus from Bs (budget, books, buses, bond and building) to the Cs (communication, collaboration and community building) (cf. 1.1 page 1). They should not be viewed as ordinary principals. They are the custodians of values, knowledge and skills. They should have communication skills, people skills, supervisory skills, group decision-making skills, technical skills, goal setting and planning skills.

They should also be viewed as leaders who will be able to play the following roles; the role of principals as instructional leaders, who are responsible for the three P's (people, programme and plant), roles and responsibilities of an instructional leader towards various stakeholders, and who will be able to use different models of instructional development such as an effective instructional leader checklist (cf. Figure 2.1) to check whether all stakeholders are taking part in education, and SWOT analysis (cf. Figure 2.2). This is to ensure that students are provided with quality education that will enable them to face the challenges of the world in the 21st century. Through this theory South Africa will have successful schools that will produce quality results from students to make them strong citizens of South Africa.

1.7 DEFINITION OF TERMS

The following are definitions of concepts relevant to this study:

1.7.1 Instructional leadership

Quinn (2002:78) defines instructional leadership as the action of a leader which involves frequent monitoring of the teaching process, to assess the instructional capacity of the educational organisation, while Gupton (2003:15), defines instructional leadership as direct or

indirect behaviour that significantly affects teacher instruction and, as a result, students' learning. One could deduce that the focus of instructional leadership is primarily directed toward the learning and teaching processes in a school. Leadership should therefore promote meaningful and efficient instruction in the schools of Setla-Kgobi Area Project Office.

Based on the above definitions, the research focused on the role of the principal in the course of curriculum implementation. The project reflects a principal as an instructional leader who strives to shape and improve the school results. The results can only become better if the learning and teaching process is improved. The success of the school would therefore depend on the quality and capacity of the instructional leadership of the school principal.

1.7.2 Instructional leader

According to Acheson and Smith (2006:7) an instructional leader is an administrator who emphasises the process of instruction and facilitates the interaction of teachers, students and curriculum. The Department of Education (2003a:1) states that instructional leader simply means leadership that is about guiding and inspiring.

The project reflects a principal as a reflective practitioner who will be able to involve all stakeholders in curriculum implementation.

1.7.3 School principal

According to the Department of Education (2003b:47) school principals are the administrative leaders of schools. They fulfill the following roles; teacher, manager, supervisor, administrator and disciplinarian with a love for teaching and vision for the school's future. Duvall (2004:25) defines a school principal as a strong instructional leader who continues to attend professional development workshops, reads dozens of professional texts and learns to coach teachers so that he/she could understand what their feelings and frustrations are so as to validate their efforts, guide, and correct them when necessary.

The two definitions highlight common aspects in that the principal is viewed as an agent of curriculum and curriculum implementation. During the process the principal performs some

instructional leadership roles within the school. Above all, the school principal should keep abreast with current instructional trends and should be prepared to develop teachers.

1.8 LIMITATIONS OF THE STUDY

The limitations from the study result from the fact that it was not possible to include all teachers and principals from the primary schools, middle and secondary schools from the population because of the limited numbers of teachers and principals in the Setla-Kgobi Area Project Office in the North-West Province.

1.9 DELIMITATIONS OF THE STUDY

The study focuses on an investigation into the roles of principals as instructional leaders in the Setla-Kgobi Area Project Office of the Central Region in the North-West Province. Out of a total number of eighty four schools, forty two schools (i.e- thirty primary schools, six middle schools and six secondary schools) and eight teachers from each school were used in the study to answer questionnaires (i.e- three hundred and twenty four teachers).

1.10 TRUSTWORTHINESS OF THE STUDY

To establish the reliability and validity of the study the researcher used the concurrent triangulation approach. According to Creswell (2009:213) a concurrent triangulation approach means that the researcher collects both quantitative and qualitative data concurrently. De Vos et al. (2002:365) define triangulation as the use of multiple methods of data collection with a view to increase the reliability of observation, and not specifically to the combination of quantitative and qualitative approaches. The researcher therefore has combined the quantitative and qualitative methods as these allow the study to be reliable and valid.

1.11 RESEARCH ASSUMPTIONS

It is assumed that all principals need to be instructional leaders in order to be good leaders of tomorrow.

1.12 CHAPTER DIVISION

The research study includes the following chapters:

Chapter 1: Orientation

Chapter one outlines the statement of the problem, aim and objectives of the study, and terms relevant to the study were also defined.

Chapter 2: Literature review

Chapter two outlines the literature study using both primary and secondary sources to gather information on instructional leadership.

Chapter 3: Implementation of the research design

The third chapter outlines the research design of the study. It will give an in-depth breakdown on how the research was conducted in the field. The instruments and all modularities of the research shall be revealed in detail in this chapter. Issues of ethics and administrative procedures that should be followed are also covered in this chapter.

Chapter 4: Data analysis, interpretation and recording of findings

The fourth chapter outlines the presentation, analysis and interpretation of research data. In analysis of data, both quantitative and qualitative approaches are used. The Statistical Package for Social Science (SPSS) is employed with the help of the Statistical consultant of the North-West University. The computation of frequencies (f) percentages, mean, standard deviation and chi square are used. It is at this juncture that the research gives meaning to the data collected during the research. The data would point out whether the research question has been answered successfully or not.

Chapter 5: Summary, findings, recommendations and conclusion

This chapter presents the summary of previous chapters, major research findings from literature and empirical investigation and recommendations. It is in chapter five that the research is concluded.

1.13 SUMMARY

The introductory chapter outlined a brief orientation to the study. It consisted of the following subheadings; orientation, introduction, statement of the problem, aims and objectives of the study, research design, empirical investigation, questionnaire, forms of questions, follow-up, population, sampling, definition of terms and chapter headings. The next chapter deals with the nature and scope of the roles of instructional leaders at school level.

CHAPTER 2: LITERATURE REVIEW ON THE NATURE AND SCOPE OF INSTRUCTIONAL LEADERSHIP

2.1 INTRODUCTION

The main aim of this chapter is to illuminate the study and give a brief review of relevant literature on instructional leadership, the highlights being the essence of the roles of principals in the school situation. This chapter consists of the following subheadings; school principal, instructional leadership, role of instructional leader, effective instructional leader, activities of instructional leaders, and research findings from the United States of America, United Arab Emirates and Ghana.

The study of the literature on the above aspects justified the current concerns of the Department of Education and parents. Both parties desire effective schools. Effective schools would produce better Grade Twelve results in the Setla-Kgobi Area Project Office of the Central Region in the North-West Province.

2.2 THE BACKGROUND OF INSTRUCTIONAL LEADERSHIP

According to Hallinger, (2003:329) instructional leadership became the new educational standard for principals in the United States of America; although the paradigm of instructional leadership is currently falling from grace, its concepts and behaviours dominated North American schools throughout the 1980's. In concept, as instructional leadership took hold, there was a great change within the schools as principals continued to emphasise control and coordination of activities, with a top down orientation.

Reitzug et al. (2009:697) emphasised that instructional leadership renewed interest in classroom activities and students achievement. Thus, Principals were expected to become increasingly involved in hands-on monitoring and supervising curriculum, staff development, pedagogy and students progress. Principals were asked to define the school mission and promote a school climate focused on the instructional programme. Thus, while instructional leadership demanded a new focus and set of work activities from the principal, the role conceived for the principal was still inherently managerial in nature.

2.3 THEORETICAL FRAMEWORK

This section will focus on the following subheadings; effective instructional leaders, instructional leadership, the role of principals as instructional leaders, roles and responsibilities of an instructional leader towards various stakeholders, the critical and developmental role outcomes, activities of instructional leaders, models of instructional development and research findings from developed and developing countries.

2.3.1 Effective instructional leader

Chell (2005:15) has a strong belief that effective schools have principals who are viewed by their teachers as primary instructional leaders in the schools and he also believes that to be instructional leader principals should have the following:

- ❖ A vision for the organisation that is clearly focused upon desired outcomes to ensure academic excellence and communicate that vision to everyone connected with the organisation to obtain support for it, and provide or obtain the resources needed to accomplish the vision (materials, information or opportunity). Principals should also develop an operational definition of instructional leadership behaviour. These behaviours were found to be a set of strategic interactions.
- ❖ Resources that set expectations for continual improvement of instructional programmes, actively engage in staff development and encourage the use of different instructional strategies. Communication that models commitment to school goals and articulates a vision of instructional goals and the means of integrating instructional planning and goals attainment, and adheres to clear performance standards for instructional and teacher behaviour.

Leithwood, Begley and Cousin (2006:22) emphasise that effective instructional leaders promote dialogue that encourages teachers to reflect on their learning and practice and promote professional growth. They also include the research findings of others that comprise the following two major categories of effective instructional leaders:

❖ Knowledge base

According to Chell (2005:15) to have instructionally effective schools there should be a clear and focused mission so that by the end of each year, the schools should perform well. Principals as instructional leaders should motivate teachers to have a thorough knowledge of the vision and mission statement of the school and to expose that vision and mission to be seen by all stakeholders.

❖ Tasks

Glickman (1990:17) and Chell (2005:16) believe that to be an effective instructional leader, supervision, evaluation of instruction, teachers development activities, curriculum development knowledge, group development knowledge, and activities, action research, development of positive school climate and creation of links between school and community, should be in place.

The researcher also emphasised that it is the responsibility of the instructional leader to make sure that the Integrated Quality Management System takes place in school for development of all teachers. The leader should motivate teachers to supervise resources both in and out of school, such as learning material, sports equipment and finance books. The leader should monitor both students' and teachers' work to see whether learning takes place according to the new approach as stipulated by the Department of Education (2005:9). The principal has to make sure that the classroom situation is conducive for learning so that all students should feel free to learn.

2.3.2 Instructional leadership and principles of Outcomes- Based Education and the Revised National Curriculum Statement

According to the Department of Education (2000:11) and the Department of Education (2003a:78), a new revised curriculum has important principles for an instructional leader as discussed below:

Principle 1: Content teaching should promote values and skills

As instructional leader, one has to ensure that the content teaching promotes values and skills. Values reflect what we believe to be important. For an example, principals should be tolerant and have empathy for others. Skills are what students can do, think and understand.

Principle 2: Present knowledge in an integrated way

It is the responsibility of leaders to encourage teachers to integrate content, values and skills, both within and between the learning programmes. In fact they should motivate collaborative teaching (where teachers meet to share ideas with others) and come up with their opinions on how to improve the Grade Twelve results in the Setla-Kgobi APO).

Principle 3: Teaching and learning focuses on outcomes

According to Curriculum Guidelines on the Source of Evidence in Department of Education (2006:25), the instructional leader has to evaluate the quality of teaching, learning and teacher development. Outcomes-Based Education emphasises that effective teaching leads to effective learning by the achievement of outcomes. The school principal must be familiar with OBE outcomes so that he/she will be able to help teachers to understand them. The critical and developmental outcomes apply to all education and training and they represent the philosophy behind the revised curriculum. These outcomes should guide teachers.

Principle 4: The learner is at the centre

Everything that happens in a classroom should be to the benefit of learners. The role of instructional leader is to motivate teachers to understand that the content of learning areas should be related to students everyday lives, the classroom should be comfortable and conducive to learning, and they should stimulate students desire to learn. Learning activities and material should make learning fun and exciting.

Principle 5: Assessment is part of the learning process

In the new assessment approach, learners are continuously assessed in terms of their progress toward achieving the outcomes. Assessment is no longer only at the end of the learning experience. The instructional leader should motivate his staff to have an assessment policy for teachers and record students work, students' portfolios and display of students work.

Principle 6: Outcomes-Based Education

The critical and developmental outcomes are lists of outcomes that are derived from the constitution and are contained in the Education Labour Relation Council in the Department of Education (2003:48). They describe the kind of citizens the education and training system aims to create. The critical outcomes envisage leaders who will be able to do the following:

- Identify and solve problems and make decisions using critical and creative thinking;
- Work effectively with others as members of a team, group, organisation and community;
- Communicate effectively using visual, symbolic and language skills and various models; and
- Use science and technology effectively and critically showing responsibility towards the environment and the health of others.

An instructional leader has to motivate students to study scarce discipline learning areas such as mathematics, science and technology so that they will be the scientists of tomorrow.

Principle 7: Clarity and accessibility

The Department of Education (2003:10) aims to clarify accessibility both in its design and language. The two design features, learning outcomes and assessment standards, clearly define for all principals the goals and outcomes necessary to proceed to each successive level of the system.

What these authors (Department of Education, 2000:11; Department of Education, 2002: 10; Department of Education 2003:78; Supovitz and Poglinco, 2001:6) have in common is that these principles and tools include the following:

- ❖ High expectations for students' performance that specify what students should know and be able to do at certain educational junctures. These standards are explicitly expressed through the performance standards that provide a common set of expectations for principals.
- ❖ A common core curriculum that is aligned with the standards;
- ❖ Standard-based assessment, including the new standards-based reference examinations that are aligned with the standard and the core curriculum and provide detailed feedback to principals, teachers and students about skill levels in relation to standards;
- ❖ A distributed school leadership structure led by the school's principal, that coordinates implementation, analyses results and sets performance targets and implements safety net programmes to provide time for students to receive additional instruction;
- ❖ Safety nets that are structured into the school day and year and that provide learners with extensive support and multiple opportunities to achieve the standards; and
- ❖ A commitment to professionalism that enables teachers to function as full professionals by providing on-going, on-site professional development and support that is aligned with the standards and in which content and pedagogy are intimately connected
(Department of Education 2003: 78, Supovitz and Poglinco, 2001:16).

The researcher also emphasises that school principals should play their role as required. There is a need for them to be effective. It becomes imperative for the researcher to study the roles of principals in the context of what their functions require them to do. The research project also aimed to investigate the role of principals as instructional leaders.

2.3.3 The role of the principals as instructional leader

Much has been written in the literature (Chell, 2005:11 and Department of Education 2003: 64) concerning the roles or the importance of the instructional leadership's responsibility for three things, that is, the people, the programme and the plant. Vela (2005: 2) asserts that the role of

the principal has become dramatically more complex, overloaded, and unclear over the past decade. Indeed, the role of the principal has been in a state of transition, progressing from the principal as an instructional leader, to the principal as transactional leader and mostly recently to the role of transformational leader.

The Department of Education (2003:16) stated that for principals to be effective instructional leaders, they should play the following roles:

- ❖ Ensure that the task is completed;
- ❖ Ensure a high performing team;
- ❖ Create a vision and mission statement of the school; and
- ❖ Be an example.

The researcher emphasised that principals as instructional leaders have a multitude of roles to perform in the course of their duty. An instructional leader is responsible for the implementation of the curriculum and is accountable for its success. The principal has a duty to ensure that teachers are informed of what they must implement and how they should implement it. The instructional leader has a function of creating the vision and mission statement of the school. Therefore this research project sought to investigate whether the principals in schools of the Setla-Kgobi Area Project Office were capable of performing their instructional roles adequately.

Chell (2005:11) emphasises that the instructional leader is responsible for three P's in the school, that is, people, programme and plant, which are discussed below.

❖ **The people**

The principal as an instructional leader is responsible for the welfare of the students and the teachers. According to Chell (2005:11), the responsibility of the instructional leader is to make sure that teachers provide quality education to students. Monitoring should take place, for example, leaders should monitor teachers' and students' work to see whether teachers plan their lessons, learning programmes and work schedule according to the new approach and whether they assess or teach students according to Department of Education (2005:11). This will help

the instructional leader to identify the school's needs and know where to assist and when to invite experts to school (subject advisor or whole school evaluation team).

The instructional leader should also encourage teachers to teach and involve all stakeholders in decision-making whereby everybody will come up with his/her own views. This suggests everybody will adhere to the agreed policy as this will reinforce positive behaviour and motivate teachers to be disciplined and actively involved in the decision-making.

Chell (2005:10) emphasises that in order to meet the rapidly changing needs of our students, teachers should be given the authority to make instructional decisions. They are the instructional experts. Therefore, the principal should include all stakeholders in problem finding and problem solving. By so doing, the instructional leader will become the leader of leaders.

School goals should be based on problems identified by teachers and parents and not on a principal's personal vision. There should be a greater emphasis on problem finding and goal setting by teachers and the community. Problem solving should be a collaborative activity.

From the relevant literature the principal as an instructional leader is perceived as responsible for advancing the goals of all stakeholders through the curriculum. The principal's vision becomes part of the bigger vision that is shared amongst all stakeholders. Problem solving should be a collaborative activity. The principal is thus responsible for all the human resources involved in curriculum implementation and for the welfare of the students that are supposed to be recipients of the curriculum.

❖ **The programme**

According to Department of Education (2000:3) the programme means the core curriculum subjects that learners are subjected to. Asmal in the Department of Education (2000:3) emphasised that it is the responsibility of the instructional leader to make sure that the eight learning areas for General Education and Training have been organised into different learning programmes for different phases. He further explains that in the Foundation Phase (Grade R to Grade 3) these learning areas have been combined to form three and in the Intermediate Phase

(Grade 4 to Grade 6) six of the eight learning areas have been paired to form five learning programmes which are explained below:

- **Language, Literacy and communication**

According to Department of Education (2000:3) and Department of Education (2003:14) people interact with the world and each other through language. The more they are able to communicate; they will be able to understand each other. Improved communication can only lead to a South Africa which is free of intolerance, misunderstanding and prejudice, and this is the focus of the learning area.

- **Mathematical literacy, mathematics and mathematical sciences**

Mathematical literacy, mathematics and mathematical science (MLMMS) is a way of understanding the world. Mathematics encourages logical thinking and problem solving and teaches analytical skills that will allow students to make critical decisions.

- **Natural sciences**

Department of Education (2000:14) and Department of Education (2003:2) emphasise that, in order to manage resources of the world effectively, people need to understand the universe, both the natural and that created by people. This learning area will equip students with the ability to understand our natural resources and to manage them effectively.

- **Human and social sciences**

South Africa needs responsible citizens who are able to operate in a culturally diverse, democratic society. Human and social science is, therefore, an important area of the study where people will learn how to interact with each other and with their environment.

- **Arts and culture**

Arts and Culture are important areas of life. Through developing creativity and exploring the diverse cultures that exist, the spiritual, intellectual and emotional aspects of our personalities will be promoted (Department of Education 2003:14). It is the responsibility of all instructional leaders to see that all Setla-Kgobi APO students are provided with these learning areas so that they will obtain a quality education that will make them good leaders of tomorrow.

The researcher established that the principal as instructional leader is responsible for the implementation of the core curriculum in the school. The principal has a role of ensuring that teachers subject the students to the relevant content. Principals should ensure that this happens through day-to-day supervision of teachers. At given intervals the principal should engage his staff in staff development by running workshops and giving them literature. Thus the principal is accountable overall for the success of the school and principals of the Setla-Kgobi Area Project Office cannot be an exception. The research intended to find out whether the principals of the Setla-Kgobi Area Project Office were playing their roles adequately.

- ❖ **The plant**

The instructional leader is also responsible for activities inside and outside the school, for example, planting the trees, vegetable gardens and flowers. The instructional leader should instruct teachers to supervise students when using the resources for watering the gardens and planting to avoid wastage and misuse of resources. He/she should always remind teachers' about their school policy which states clearly that after using the resources, they must keep them in the storeroom and to make sure that the storeroom is always locked and the tap should always be closed after use.

From the literature the researcher established that the school principal as an instructional leader is responsible for the general appearance of the school and the school environment.

2.3.3.1 Roles and responsibilities of an instructional leader towards various stakeholders

Department of Education (2003:42) states that the SGB consists of both teachers and non-teacher representatives. The primary role is to assist with the governance of the school. The SGB should concentrate on the following aspects of instructional leadership.

- ❖ Adopt a constitution;
- ❖ Develop the mission of the school;
- ❖ Adopt a code of conduct for students; and
- ❖ Recommend to the Head of Department the appointment of teachers at the school, subject to the Department of Education (2003:42).

The Department of Education (2003:43) emphasises that it is the responsibility of the principal to make sure that students attend school regularly, and to develop a daily routine that includes play, leisure and homework, encourages a positive attitude to work and school and responds to information from school. She/he should also to make sure that parents visit school during open days to check the performance of their children.

According to Bertram, Harley and Mattson (1999:62) an effective instructional leader should show the research competencies and the skills required by his subordinates to provide quality education to students’.

According to Bertram et al. (1999:23) and Vela (2005:23) in order to carry out tasks, a principal should possess critical interpersonal and technical skills. Interpersonal skills include those of communication, motivation, decision-making and problem solving and conflict management. Bertram et al. (1999:23) discussed the following skills that will assist an instructional leader to lead his/her school effectively:

❖ **Communication skills**

Meaningful relationships require clear, reciprocal communication that is the product of understanding. This occurs through a sharing of thoughts so that both parties agree to common reality.

❖ **People skills**

As a principal one's position entails interrelating with all people at all levels. These include members of the School Governing Body, the teachers and the students. As the leader who sets the direction of the school, the principal's people skills are crucial to the success of his/her position. To develop positive relations, there are essentially four areas of interpersonal skills the instructional leader needs and these are trust, motivation, empowerment and collegiality.

Vela (2005:28) emphasises that in a working situation, it is very important to trust one another; without this, relationships cannot be built. An instructional leader should motivate his/her subordinates to provide quality education to students, and this is achieved through a process of sharing the decision-making. Because teachers are the players most affected by change, empowerment enables them to identify obstacles and design strategies for dealing with change. Collegiality promotes idea sharing, project cooperation and assistance in professional growth, all of which benefit the students.

❖ **Interpersonal/supervisory skills**

Glickman (1990:24) outlines four interpersonal approaches that are based on the theory of situational leadership. When working with individuals or groups of teachers, it will require decisive thinking to determine which approach is most suitable for each situation. These approaches range in nature from non-directive, to collaborative, to directive informational to the strongest, directive control.

❖ **Group decision-making guidelines**

Bertram et al. (1999:24) emphasise that there are skills and guidelines that can be helpful when dealing with group decision-making. Decisions can be concluded unilaterally, consultatively or collectively as a group decision. A unilateral decision is one that is made without consultation, a consultative decision is one made in consultation with others but ultimately it is made by the leader, and the group decision involves participation by all members of the group in the decision making process and the decision reached. Depending on the quality of the decision required, sufficient time and commitment are necessary.

Leaders should have good communication skills so that they will communicate well with their subordinates in decision-making and solving problems so that everybody in an institution will feel safe and comfortable in the learning situation. They should also motivate teachers to apply different skills when teaching and intervene with learners who encounter barriers to learning.

❖ **Technical skills**

An instructional leader will require additional technical skills that relate to actual practice; these skills include goal setting, assessing and planning, researching and evaluation.

➤ **Goal setting / envisioning**

Glickman (1990:12) explains that visioning is that capacity to conceptualise and communicate a desired situation, which includes commitment and enthusiasm in others with vision; goals are set and direction becomes established.

➤ **Assessing and planning**

Glickman (1990:25) argues that once needs have been assessed, planning can proceed in an orderly manner, guided by the objectives that have been set and the activities that have been outlined. Following these, timelines can be set, resources can be determined, and evaluation can take place. Some well established planning techniques deserve mention. They include Management By Objectives (MBO), a method which describes explicitly how the goals are to

be accomplished, Gant charts that provide a timeline of activities, Programme Evaluation and Review Techniques (PAERT) which show interrelationships of activities that are needed in a large project, and planning, programming, budgeting system (PPBS) which is a financial accounting system. Instructional improvement plans help one get organised, however plans cannot materialise without action (Glickman, 1990:25).

➤ **Research and evaluation**

According to Glickman (1990:253) as a principal one should critically question the success of the instructional programme and determine what changes need to occur. Decisions about instructional changes should be made from a base of comprehensive and credible data about students, and that those affected most directly by instructional change, that is, teachers, should contribute to defining, implementing and interpreting the research and evaluation agenda.

❖ **Staff development**

Chell (2005:25) and the Department of Education (2003:26) emphasise that all principals need to develop teachers in an institution so that they will provide quality education to students. Ways in which principals can receive an ongoing education are through in-service days, workshops, university classes, staff meetings, school visitations, conferences and professional reading.

Principals as instructional leaders should apply the following methods to improve the instructional programme at their institution:

- Share key articles/ information with individual teachers and parents to address their specific instructional needs;
- Gather background information for school and programme planning from these resources;
- Use data and research for teacher professional development and community newsletter and communication;

- Search through these materials for ideas and solutions to instructional problems facing their school; and
- Review these materials on a regular basis to remain current and knowledgeable in the field for their own professional development and enhancement (Oronzco, 2005:4).

Oronzco (2005:4) has placed the focus on instructional leadership skills by stating that mentoring should be viewed as a pro-active instructional process. He emphasises that lack of a clear vision of the ideal administrator is one of the greatest shortcomings of mentoring. He further explains that a mentoring programme should do the following:

- Examine and relate the programme to effective educational organizations;
- Consider the importance of a personal philosophy or individual educational platform as a way to guide personal behaviour and make choices that are consistent with effective educational leadership; and
- Discuss, using structured forms of inquiry, how to develop a validated knowledge base, which, in turn, may guide the actions of successful or effective school leaders (Oronzco 2005:4).

In a nutshell the school principal is the driver of the principles of the National Curriculum Statement. The principal is the custodian of values and skills that are supposed to be imparted to students in schools.

2.3.3.2 The critical and developmental outcomes

Department of Education (2003a:71) and Department of Education (2003b:4) state that the critical and developmental outcomes are a list of outcomes that are derived from the Constitution and are contained in the South African Qualifications Act 1995. They describe the kind of citizen the education and training system should aim to create, the envisaged leader who will be able to do the following:

Demonstrate understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation. An instructional leader's role is to motivate learners to

be broad minded, not to be stereotyped; they must be researchers, organisers, lifelong learners and analysts and know what is happening in the world.

The Department of Education (2003:31) and Department of Education (2005:8) also state that developmental outcomes envisage leaders who will be able to do the following:

- Reflect on and explore a variety of strategies to learn more effectively;
- Participate as responsible citizens in the life of local, national and global communities;
- Be culturally and aesthetically sensitive across a range of social contexts;
- Explore education and career opportunities; and
- Develop entrepreneurial opportunities.

The principal's role is to motivate students to study the EMS learning area and communication skills, because in the near future, they can be entrepreneurs who need to be responsible enough to manage their own businesses.

Hart and Bredenson (1996:1) and Department of Education (2003:71) emphasise that instructional leadership remains key to school success. It is vital to successful restructuring. In these key arenas, leaders are doing the following:

❖ **They shape the vision and mission**

Hart and Bredeson (1996:1) and Department of Education (2003:71) emphasise that the school principal with the staff, parents and others, provide the motivation and input to articulate a vision and mission for the school based on deep values about education and quality learning. Without vision there is no school.

❖ **They provide instructional leadership**

Instructional leadership comes from teachers and others. But without the principal caring about and working with teachers on curriculum, instruction, staffing and assessment, well- designed instructional system are unlikely to exist.

❖ **They manage and administer complex organisational processes**

Hart and Bredeson (1996:1) and Department of Education (2003:10) also state that schools like other organisations are a combination of complex processes. Budgets need to be designed and tracked, policies and procedures must be written and refined, and personnel must be hired, evaluated and encouraged. Instructional leaders should ensure that working relationships with central offices, maintenance units, transportation units, and food services are productive and efficient.

❖ **They shape the school culture and climate**

Vela (2005:28) emphasise that instructional leaders are central to shaping a positive and professional school culture and climate. Their daily work and value driven behaviours shape a positive set of underlying norms, values and beliefs that foster learning. Without leadership in these areas, cultures can become stagnant and toxic (Vela 2005:28).

❖ **They build and maintain positive relations with parents and the community**

There is no question that schools should work closely with parents and the community. Without deep ties, the institution is adrift. Therefore, instructional leaders are crucial in establishing, cementing and enhancing the involvement of parents and the connection with the community.

❖ **They lead and support school improvement and change**

According to Deal and Peterson (1998:2) an instructional leader, no matter how successful a school is, should continuously seek ideas and change practices or else the schools spirit will die. Research on successful schools shows that instructional leadership need to improve and change. Without the instructional leader providing support for risk taking, encouraging teachers' leadership, and working on the myriad of processes necessary to implementing improvements, change will never succeed (Deal and Peterson 1998:2).

Houston (2005:2) states that the principal is the most important leader in the school but is not the only person who is responsible for school improvement. An efficient team of teachers and

the parent community should support him/her. These days, the instructional leader's roles are more varied and complex. They even include non-traditional roles, such as public relations and marketing. Some of the roles are briefly discussed below.

❖ **Teacher**

An instructional leader should be a good leader so that he/she understands the educational needs of the child, and is able to develop and manage a sound instructional programme. The instructional leader should be in a position to develop the staff; by so doing, he will be able to identify the contextual factors that hamper the school progress.

❖ **Manager**

The instructional leader should be ready to interact with all stakeholders, he/she should have clear understanding that to deal with different characters is not easy, As a manager of the school, she/he is also responsible for the financial control of the school, to make sure that she/he budgets in advance and keeps records (invoices and finance books) and to make sure that these finance books are audited in a proper manner.

❖ **Communicator**

An instructional leader should bear in mind that good communication skills are essential for effective school practice. The principal should make sure that he/she communicates well with his/her subordinates in decision-making and motivates educators to communicate well with parents. For example, he/she can arrange open days where parents should come to see the progress of their children.

❖ **Evaluator**

According to Guidelines of Areas for Evaluation in Department of Education (2006:18) it is the responsibility of the instructional leader to make sure that monitoring and evaluation takes place in his/her school. She/he should make sure that teachers write lesson plans, learning

programmes and work schedules before teaching students, and promoting them according to the expected standards and records.

❖ **Counsellor**

Bertram, Harley and Mattson (1999:14) emphasise that the instructional leader should provide a system for professional development of teachers. He/she is expected to be able to counsel everybody in his/her institution where necessary. He/she should act *in loco parentis* so that the environment should be conducive for learning.

❖ **Public relations officer**

According to Houston (2005:20) public relations and marketing are becoming important features in a leader's job. Instructional leaders have to be able to communicate the school policy and the educational aims to the community as a whole. With competition among schools on the increase, principals have to be able to actively market their schools.

2.3.4 Activities of instructional leaders

Researchers such as South worth (2002:22) and Duvall (2006:25) suggest that instructional leadership activities could be grouped together in the following categories:

- Goal emphasis. The instructional leader should set instructional goals, high expectations and focus on learner achievement;
- Coordination and organisation. She/he should work effectively and efficiently, exercise power and discretionary decision-making, secure resources, assist and facilitate to improve the instructional programmes; and
- Human relations. She/he should deal effectively with teachers, parents, School Governing Body, students and the community.

Department of Education (2003:67) also emphasises that a useful way to encourage quality teaching is to encourage collaboration where teachers have to plan together and work in teams.

The School Manager/Principal needs to organise time for teachers to meet regularly to share ideas with others concerning the Revised National Curriculum Statement in the Department of Education (2003:1) to demonstrate lessons to others, and to assist others where necessary. The Principal has to monitor whether the teacher assesses students according to the new approach and provides feedback after monitoring so that teachers will know areas of development, for example in the case where there is no improvement with some students, intervention should take place.

Vela (2005:28) states that principals as instructional leaders should perform the following roles:

- ❖ Communicator,
- ❖ Decision-maker,
- ❖ Conflict manager

The instructional activities that a school principal performs go a long way towards realising the school objectives. At the same time those activities of the school principal should always be in tandem with the aims and objectives of the Department of Education insofar as instructional leadership is concerned. If the school principal is performing the above activities, the school examination results should be reflective of that effort.

2.3.4.1 Specific duties in schools

Department of Education (2003a: 67) and Department of Education (2003b:102) emphasise that another instructional leadership role is to help teachers find ways to record and report assessment in the following:

- **At hand booklet**

An instructional leader has to ensure that every class teacher should have 'At hand booklet' to keep records of marks of each learner in his/her class and the symbols and comments he/she gives to students.

Chell (2005:12) emphasises that the main aim of using an 'At Hand booklet' is to promote growth in students learning. The booklet was developed to provide some concrete guidance of the tasks to be undertaken, the skills of effective instructional leadership and the underlying knowledge base. This base includes knowledge of the research on effective schools of instructional practices and administration, of assessing the strengths and the weaknesses in one's personal educational philosophy and beliefs, and of the process of change. Tasks to be accomplished encompass those of supervision and evaluation of instruction, of staff development activities, action research development of a positive school climate and of the creation of links between the school and the community. This handbook will provide ready resources for those principals committed to delivering quality education within their schools (Chell, 2006:12).

- **Portfolios**

The instructional leader has to ensure that teachers keep portfolios of each student work. This is a file, for example, of different tasks and assignments learners have done. All the tasks in the portfolio can be used to measure the learner's progress towards achieving outcomes (Department of Education, 2005:102).

- **Report cards**

The school regularly communicates each student's progress to parents with report cards. In the past, report cards were mainly about students marks. These marks were usually shown as percentages or symbols which the student obtained in examinations and tests.

The old report cards sometimes showed comparison between the student's marks and the class average. But today's report card focuses on each student's progress towards meeting specific outcomes. Marks given in the report card are reached through many continuous assessment activities. Remarks are aimed to be informative and helpful to guide parents to help the students; they are less judgmental because they concentrate on the student's strength, rather than his/her weaknesses (Department of Education 2003:67 and Department of Education 2005:102).

Department of Education (2003:64) separates managerial functions into three areas of planning, namely, organising, motivating and controlling. Instructional leadership functions involve all the beliefs, decisions, strategies and tactics that principals use to generate instructional effectiveness in classrooms. Instructional leaders focus on learning and instruction. Although the role of the principal as instructional leader is pivotal in developing an effective school, principals cannot be effective instructional leaders if they are not good managers (Department of Education, 2003:64).

2.4 MODELS OF INSTRUCTIONAL DEVELOPMENT

This section gives an overview of effective instructional leadership models as outlined by different authors.

2.4.1 Effective instructional leader checklists

According to the North-West Department of Education (2003:44) in Figure 2.1 below, as an instructional leader, it is very important to do these checklists, to check whether all stakeholders are taking part in education, so that learners will be provided with quality education that will enable them to face the challenges of the world.

Figure 2.1 Effective instructional leader checklists

Aspect of focus for the SMT instructional leader	What instructional leaders do in this area as instructional leader?	Challenges for an instructional leader in his/her school
1.Policies a. Ensuring that school has policies; procedures; and b. Code of conduct	a. Read policies to school governing body; b. Motivating teachers to understand these policies	a. Government not supplying him/her with these policies; b. Teachers negative to read policies.
2.Meetings a. Meeting with all stakeholders in his / her institution.	a. As an instructional leader meet with others e.g. SMT, teachers, parents and learners to sort out some issues.	Parents fail to honour meetings unless promised food.
3. Planning Thinking where the school is, where you'd like it to be and ensuring that the school is running in an organised fashion.	Monitoring whether teachers are planning their lesson plan, learning programme and work schedule accordingly.	Teachers failing to plan according to the new approach, believing that an old paradigm method is the best.
4. Discipline Talking to and guiding students who have misbehaved.	Code of Conduct for students.	Most students are addicted to drugs and they misuse their rights.
5. Human resource management Dealing with teachers issues, trade unions, and disciplinary hearings, hiring new teachers.	Have a disciplinary committee. Be fair and firm when solving conflicts.	Teachers are unionized High rate of absenteeism.

Source: North-West Department of Education (2003a:44)

Department of Education (2003:44) emphasises that the Committee on Teacher Education Policy Norms and Standards for Teachers defined roles and competencies of an effective instructional leader as a self directed professional with practical, foundational and reflective competencies. As shown in Figure 2.1, it is the responsibility of the principal to motivate all

teachers in his/her institution to have a thorough knowledge of policies, which includes planning their work on time (lesson plan, learning programme and work schedule). An instructional leader monitors, guides, supervises and ensures that students are taught, assessed and promoted according to the new approach.

Department of Education (2003: 44) further emphasises that an instructional leader should hold meetings with all stakeholders in his/her institution, for example SMT, School Governing Body, teachers and parents, when necessary, to address some issues that can make a school successful.

According to the Department of Education (2000:16), an instructional leader should have a disciplinary committee in school. The main aim of it is to discipline teachers and learners and these will be guided by the code of conduct for students and teachers, to alleviate problems encountered in an institution. In some instances, some teachers fail to perform their duties so they need to know the disciplinary procedures and functions of the disciplinary process. Some students attend school with guns or dangerous weapons. Those students cannot be protected by the school because the schools have a code of conduct which states boldly that no students are allowed to enter the school with dangerous weapons.

According to the Education Labour Relations Act in Department of Education (2003:44), an instructional leader is very important in an institution for dealing with educator's issues, trade union and disciplinary hearings. Department of Education (2003:44) states that all teachers have the right to join the union of their choice but they should not be allowed to take advantage of union membership. For example, some teachers absent themselves from school for no apparent reason with the intention of being protected by their unions. It is the responsibility of an instructional leader to guide teachers that taking leave is not a right, it is a privilege. Teachers should make sure that they make a responsible request for their leave days and use them effectively. They should bear in mind that the union works hand- in- glove with the government to assist teachers to be treated fairly.

In summary, Figure 2.1 highlights the effective instructional leader checklist. The principal should function using certain specific guidelines in order for him/her to become an efficient instructional leader. A school should have a code of conduct for teachers and students. The

principal is responsible for all staff welfare, professional and trade union needs. Promotion of good labour relations at work should be amongst the principal's priorities.

2.4.2 SWOT analysis model

The North-West Department of Education (2003:107) states that an instructional leader should conduct a SWOT analysis of his school, that is, strengths, weaknesses, opportunities and threats, taking into account what the analysis implies for them as instructional leaders. A SWOT analysis is described briefly in Figure 2.2.

Figure 2.2 SWOT Analysis model

<p>Strengths e.g.</p> <ul style="list-style-type: none"> a. Teachers balance according to the Post-Provision Model. b. Good roll. 	<p>Weakness e.g.</p> <ul style="list-style-type: none"> a. Infrastructure: i.e. dilapidated schools
<p>Opportunity, e.g.</p> <ul style="list-style-type: none"> a. Government support b. Local businessman 	<p>Threats, e.g.</p> <ul style="list-style-type: none"> a. Under qualified teachers in her institution. b. Re-deployment of teachers c. Retrenchment d. Marketable teachers quitting the system (science and mathematics teachers) e. HIV and AIDS affecting teachers and students. (National Policy Act 27:1996). f. Strike

Source: The North-West Department of Education (2003:107).

In Figure 2.2, under Strengths, the North-West Department of Education (2003:107) has tried to supply schools with qualified teachers to adjust the imbalances of the past. It also emphasises that the teacher learner ratio is 1:32 which means that each teacher has to teach thirty two students in a class. Also the Department of Education has tried to assist teachers who were under-qualified to register with universities to study for a National Professional Diploma in

Education (NPDE), so that all schools can have qualified teachers. Some are extremely well qualified and have a lot of experience in the teaching profession.

The Department of Education (2003:42) in Figure 2.2 under Weaknesses shows that some teachers are teaching in dilapidated schools, unresourced schools, under the trees and some in farm schools where there are only two teachers. According to Resolution 2 in the Department of Education (2006:1), when allocating work to those teachers, each teacher has to teach from Grade one to Grade three, another one to teach from Grade four to six and between these two teachers, one should be the principal of the school. That is where multigrade classes take place. How can effective teaching take place if teachers have to teach from Grade one to Grade three in the same class and another one teach from Grade four to six in same class and also be the principal of that school?

In terms of opportunity, Department of Education (2003:43) argues that the government is trying to supply schools with resources and to workshop teachers. An instructional leader should motivate his/her teachers to attend workshops and to give feedback to other teachers to develop them.

The Department of Education (2003:44) also indicates that Resolution (2:3) threatens principals, for example, when the schools roll drops, teachers should be re-deployed from one school to another. Sometimes redeployment affects a teacher who is the pillar of the school. Marketable teachers or those in scarce discipline learning areas (Mathematics and Science) quit the system and search for a better life or some refuse to teach in rural areas like Setla-Kgobi. As shown in Figure 2.2, it is threatening because in some high schools in the Setla-Kgobi APO of the North-West Province, Grade twelve students stay more than three months without mathematics and science teachers. This may be the reason why the Setla-Kgobi APO performs very poorly in the Grade twelve results.

According to the Department of Education (2003:32), it was estimated in 2002 that sixteen million people in South Africa would be infected with HIV/AIDS. This means that every school will be affected by HIV/AIDS. This is also a threat. It also emphasised that by the year 2010 there would be at least two million children orphaned by AIDS (Department of Education 2003:32).

The researcher found that there is a need to complement the efforts of principals in instructional leadership by improving the school infrastructure and resource base. Critically needed learning area staff should be incentivised for them to remain the rural schools. Government should prioritise poor schools especially in the rural areas.

2.4.3 Instructional leaders need to focus

O' Neill (2002:2) in Figure 2.3 below (cf. page 45) emphasises that principals, as instructional leaders, should focus on where they want their schools to be. They should be reflective practitioners who know where they are now, and they should know the different strategies to apply that will assist them to reach their objectives.

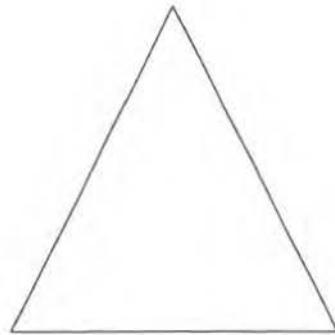
Figure 2.3 Instructional leaders need to focus on where they want their schools to be

Focus

Where do we want to be?

Reflection

Where are we now?
What are we learning?



Collaboration

How will we get there?

Source: O' Neill (2002:2)

Figure 2.3 Instructional leaders need to focus

Figure 2.3 indicates that collaboration is essential, as people learn better from colleagues. An instructional leader needs to focus and reflect on what he is doing. For example, after attending workshops, mini workshops should be held at schools. The instructional leaders should motivate teachers to expose their talent and not demoralise them. That should be done for the benefit of the students. By so doing, the school can be one of the top schools in the Setla-Kgobi APO.

2.5 RESEARCH FINDINGS FROM DEVELOPED AND DEVELOPING COUNTRIES

This section gives research findings from literature in developed and developing countries. The researcher included this country because according to Hallinger (2003:329) instructional leadership started in the United States of America and its concepts and behaviours dominated North American schools throughout the 1980's. The researcher wants to compare and see whether the instructional leadership is implemented accordingly to dominate South Africa also.

In a developed country like the United States of America, South worth (2002:22) promotes the concept of instructional leadership and the need to create learning and teaching by drawing the organisational conditions in which instructional leadership flourishes. He further emphasises the following:

- ❖ That interaction should be at the heart of effective leadership with good instructional leaders realising that most teachers expand their teaching range only with carefully designed support and assistance;
- ❖ For interaction to be effective, leaders need a range of expertise, from classroom observation and data gathering, to awareness of the teacher's stage of development and reflective communication skills;
- ❖ Effective instructional leaders learn most by doing the job and understanding the curriculum, pedagogy, student and adult learning; and
- ❖ Effective organisational conditions for instructional leadership include teachers' culture of collaboration, enquiry into students' perspective on their own learning and provision of multiple opportunities for teachers' monitoring, coaching and school based professional development (South worth, 2002:22).

Most recent models of educational leadership emphasised the importance of school leaders being heavily involved in the school instructional programmes. In developing countries like South Africa, principals also need to become curriculum and instructional leaders to improve the standard of education.

Literature on instructional leadership, particularly in developed countries like the United States of America, emphasised that the concept of instructional leadership provides much needed recognition of the importance of teachers and learning in schools (Lashway, 2002:98; National Association of Elementary School Principal, 2002:12; Gupton, 2003:15).

2.5.1 The United States of America

Supovitz and Poglinco (2001:1) argues that the instructional leader should see collaboration and communication not as ends in themselves, but as important processes for spreading a culture of instructional improvement throughout their schools. Collaboration and constant community involvement can become an opportunity for staff members with different levels of understanding of the design to learn from each other (Supovitz and Poglinco, 2001:6).

Supovitz and Poglinco (2001:6) also stated that the Southern and Eastern Consortium for Policy Research in Education and the National Center on Education and the Economy argue that instructional leadership is not only carried out by the principal but by a wider cast of individuals in both formal and informal leadership roles and it can play a central role in shifting the emphasis of school activity more directly onto instructional improvements that lead to enhanced students learning and performance. The following tend to occur:

- The instructional culture of the school tends to splinter, as there is no overriding instructional guidance and no coherent glue to tie instruction to a larger whole;
- The quality of instruction varies widely as teachers bring different experiences and have different notions of what good teaching is; and
- The content that students receive, even in the same grade, differs from classroom to classroom, as principals prioritise what the students ought to know.

The research team members of the Consortium for Policy Research in Education by Supovitz and Poglinco (2006:1) analysed the data using appropriate qualitative and quantitative research techniques, in order to identify patterns of intended and unintended consequences and to detect effects of the design on instructional leaders. The results were reported in a series of thematic evaluation reports that are released each year.

❖ **Developing a community of instructional practice**

Developing meaningful communities around instructional practice is not an easy task. Groups may have a relatively easy time developing comfortable social interactions, but it is difficult for them to develop sustained communities of practice around instruction. Supovitz, (2001:7) emphasises that several barriers may impede the development of communities in instructional practice.

Conflict may arise around traditional roles and responsibilities, between authority and autonomy, philosophical disagreements about educational content and method may arise; the language of instructional refinements may not be held in common, leading to miscommunication, and incompatible incentive systems may send conflicting signals.

❖ **Becoming a supporter and service provider to teachers**

According to Supovitz and Poglinco, (2001:16) instructional leaders should take every opportunity to support teachers in their work and enhance teachers' skills, to improve student learning. Principals support for teachers manifests itself in a variety of ways including encouragement, counseling, motivating them to attend workshops and providing them with relevant resources they need, inviting experts e.g. Subject advisors and Whole School Evaluation teams (WSE), to assist teachers in their schools where necessary and encourage them to use teamwork as some teachers learn better from their peers.

Supovitz and Poglinco (2001:18) further emphasise that instructional leadership is a guiding principle, a compass, to help direct principals and other leaders in their decision-making. The ideas provide insight into the way that a small group of instructionally effective school leaders organised their schools and personal priorities, to pursue improved student performance, by

developing an organisational emphasis on instructional improvement, promoting a distinct and unifying vision of instructional quality, creating a community in support of their vision, and restructuring their own priorities. These principals demonstrate how schools can attain the instructional emphasis that lead to notable improvement in student learning.

❖ **Rearranging priorities as a principal**

Supovitz and Poglinco (2001:12) state that principals have choices to make about their time and priorities. Considering the conflicting demands of daily events, it is understandably difficult for school leaders to be proactive, rather than reactive, to the constant crisis situations that seemingly arise on an hourly basis. The following four themes show how principals rearrange their priorities, to reinforce their emphasis on academic performance and instructional improvement:

- Instructional leaders spend more time in classrooms looking at instruction and the product of instruction;
- They manage their time around instruction more effectively;
- Even as they develop their own content knowledge, they recognise their own content knowledge and their primary role as facilitators; and
- They recognise that instruction is the primary means for improved achievement; they re-conceptualise their roles as service providers to teachers.

The role of instructional leadership in a school situation is highlighted as crucial for the success of schools. Lashway (2002:98), National Association of Elementary School Principals (2002:12) and Gupton (2003:15) concur that the concept of instructional leadership provides much needed recognition of the importance of teachers and learning in schools. Meaning that communication, collaboration, teachers, community and students have a crucial role to play in the course of school improvement. The main responsibility lies with the principal who is the school instructional leader.

The Principal should therefore co-ordinate his role with all other stakeholders for successful instructional leadership to occur. Everything that constitutes professional instructional

leadership should be put into practice. It is the prerogative of the principal to prioritise and to select what has to be done in a school. Principals who are instructional leaders spend more time observing what occurs in the classrooms. The learning and teaching that occurs in the classroom occupies them most. An instructional leader manages time effectively and ensures that meaningful instruction takes place in the classroom.

The researcher will now view the concept of instructional leadership from the United Arab Emirates experience.

2.5.2 United Arab Emirates

Dhabi (2004:334) and Cotton (2004:334) assert that effective communication is one critical characteristic of an effective and successful school principal. Research on effective schools and instructional leadership emphasises the impact of principal leadership on creating a safe and secure learning environment and a positive, nurturing school climate. A good climate in schools was expected in schools where effective communication between school principals and their teachers exist. In addition, these schools were found to be different in their principals effectiveness and in their climate, especially with regard to security and maintenance and instructional management. Significant differences were also observed between males and females in those female schools had the advantage in security and maintenance, students' behavioural values, student peer relationship and instructional management.

Brewer and Blasé (2001:336) outline the role of the principal as an instructional leader, as that of focusing on instruction, building a community of learners, sharing decision-making, and supporting ongoing professional development for all teachers. The principal's performance influences students' achievement, including cognitive behaviours, through the mediating influence of the school climate.

The literature reviewed shows that for schools to be effective there should be a high level of satisfaction among all the players of the school. Faculty and staff should have roles in the decision-making process of the school. Students should believe in the faculty and feel good about what the school is doing. The principal who creates an exciting and reinforcing learning environment will find that students and teachers will want to do what needs to be done.

Dukess (2001:341) asserts that principals should have sound records of success. They need very strong interpersonal skills, they should be good listeners and effective communicators who can speak the truth, and they need a variety of support to help them on their way to success (Dukess, 2001:341).

The school is as good as its head. The research found out that schools in the United Arab Emirates that did well had principals who made a deliberate effort to implement the principles of instructional leadership thoroughly. It became pertinent for the research to find out whether principals in Setla-Kgobi Area Project Office were performing as principals elsewhere performed. Apart from encouraging learning, the principal has an obligation to make sure that schools are safe environments for teachers and students.

The researcher will now view the concept of instructional leadership from the Ghanaian experience.

2.5.3 Ghana

The literature review continues with the following information concerning instructional leaders in the Ghanaian education system.

Ministry of education

According to Binka (2007:1), the Ghanaian education policy is to ensure education for all as enshrined in the country's 1992 constitution. More importantly, education for all has a direct positive impact on the country's socio economic situation. The Ghana Institute Planner (GIP) has called on government to resource schools and it is the responsibility of each school principal, as an instructional leader, to make sure that his school receives resources on time. The main aim is to increase enrolment for basic education and to achieve universal basic education.

The research found out that the role of principal as instructional leader is much broader and complex than expected. A diligent, qualified and duty conscious leader can do well as an instructional leader.

Finally the researcher will now view the concept of instructional leadership from South Africa.

2.5.4 The position in South Africa as a developing country

According to the Department of Education (2006:3) South African principals should be instructional leaders. They should follow the National Guidelines, if the schools are to function efficiently and effectively or realise educational and social goals. Whole School Evaluation Guidelines in the Department of Education (2003:25) emphasises that leaders should make sure that they provide quality education to learners. They should have policies and plans that show them how they intend to achieve good results. The following recommendations that inform the School Improvement Plan are discussed briefly:

- **Basic functionality of the school**

According to the Department of Education (2005:11) the instructional leader should know that the aim is to evaluate whether the school can function efficiently and effectively and realise its educational and social goals. All schools should be guided by the National Policy to formulate their school policies, for example, language policy, admission policy and attendance records of the teachers and the students.

- **Leadership, management and communication**

According to the Department of Education (2005:20) an instructional leader should bear in mind that the main aim is to evaluate the effectiveness of leadership and management of the school. He/she should have a vision and mission statement of the school and communicate effectively with all stakeholders in decision-making.

- **Government and relationship**

According to Department of Education (2003:25) all schools should officially elect the School Governing Body that will be in operation for three consecutive years. The instructional leader should evaluate the effectiveness of the SGB. He/she should read, explain policies to the SGB on how to govern, on the quality of teaching and learning and teacher development.

- **Quality of teaching, learning and educator development**

The Department of Education (2005:25) emphasises that leaders should make sure that they provide quality education to learners. They should have policies and plans that show them how they intend to teach knowledge, skills and values to achieve good results. The leader should motivate teachers to have progression schedules, where they have to assess students continuously every term and 'at hand booklet' that will record the performance of each child in the school, and send these to the Provincial Department of Education as exhibits that all learners are being assessed accordingly. IQMS should take place in schools for teacher development.

- **The school infrastructure**

According to the Department of Education (2005:35), the instructional leaders should make sure that the schools have sufficient and appropriate teachers, resources and accommodation. The principal should make sure that he/she has sufficient and qualified teaching staff and that the teachers teach in an environment that is conducive for learning and not in dilapidated schools. Toilets should be up to the expected standards. The schools should have a library and library books should be supplied to students for them to read extensively and improve their reading skills.

- **School safety, security and discipline**

The Department of Education (2005:34) states that an instructional leader should have school policies for welfare and safety of students, for example, an HIV policy. The policy will help all stakeholders to assist those students who are victims of the disease. He/she should motivate parents to establish food gardens in schools that will assist the School Nutrition Programme in Education to provide healthy vegetables to students. A code of conduct for students and teachers should be implemented to motivate discipline in the schools.

Finally, the Minister of Education in the North-West Province, Tselapedi, (2005:10) annually calls an IMBIZO for all stakeholders, for example, principals, teachers, School Governing Body and parents to feel free to come up with their views, comments and complaints concerning the

education of their children. That is where the M.E.C's downline (Institutional Support Committee, Area Project Office Manager and Directors of Education) are facing a serious challenge because they have to account in public where the tape recorder and cameras are used to capture everything.

2.6 SUMMARY

Chapter two dealt with literature that covers issues that have been identified as essential for this research project, that is, the school principal, instructional leadership, role of instructional leader, effective instructional leader and activities of an instructional leader. This chapter also reviewed literature from the United States of America, United Arab Emirates, Ghana and South Africa. The third chapter deals with the research design that was used to implement the project as well as ethical considerations and issues of validity and reliability of the study.

CHAPTER 3: RESEARCH DESIGN

IMPLEMENTATION OF THE RESEARCH DESIGN, METHODOLOGY AND RECORDING OF RAW DATA

3.1 INTRODUCTION

This chapter outlines the research design that was employed in the research study. It broadly explains the rationale behind the methodology, methods and procedures that were actually followed to ensure the validity and reliability of the study. The research problem as stated in Chapter one was the guiding force in this investigation. This chapter consists of the following subheadings; research methods, research instruments, population and sampling, reliability and validity of data, ethical considerations, administrative procedures, follow ups, response rate, statistical techniques and summary.

3.2 RESEARCH DESIGN

The research design is discussed below as follows:

3.2.1 Research design

Durrheim (in Blanche, Durrheim and Painter 2006:34) defines a research design as a strategic framework for action that serves as a bridge between research questions and the execution or implementation of the research. On the same subject, Flick (2006:146) says research design is a plan for collecting and analysing evidence that will make it possible for the investigator to answer whatever question he or she has posed. The design of an investigation touches all aspects of the research from the minute details of data collection to the techniques of the data analysis.

The research design for this project is a mixture of both qualitative and quantitative techniques of collecting data. They are discussed below as follows:

3.2.1 (a) Quantitative Approach

Payne and Payne (2004:180) state that quantitative methods (normally using deductive logic) seek regularities in human lives, by separating the social world into empirical components called variables which can be represented numerically as frequencies or rate, whose associations with each other can be explored by statistical techniques and accessed through researcher-introduced stimuli and systemic measurement.

Macmillan and Schumacher (2001:19) contend that the quantitative approach emphasises prior categories to collect data in the form of numbers. The goal is to provide statistical descriptions, relationship and explanations. For this reason, the study will use the quantitative approach because it deals with numerical data. Quantitative approach is used with experimental, descriptive and correctional designs as a way to summarise a large number of observations and to indicate numerically the amount of error in collecting and reporting data.

3.2.1 (b) Qualitative approach

Burns (2002: 388) states that the qualitative approach involves observing and asking open-ended questions, usually with a small number of informants. Qualitative approach involves collecting, analysing and interpreting data by observing what people do and say. Observations and statements are in a qualitative or non-standardised form. Because of this, qualitative data can be collected but only after a translation process has taken place.

According to Macmillan and Schumacher (2001:19) qualitative approach collects data primarily in the form of words rather than numbers. It provides a detailed narrative description, analysis and interpretation of phenomena. Qualitative approach provides verbal descriptions to portray the richness and the complexity of events that occur in natural settings from the participants perspectives. Once collected, the data are analysed inductively to generate findings.

The two models would also be used to analyse the data collected. Therefore, figures representing responses from participants were given statistical values, during the data analysis and interpretation stages. Qualitative data was collected during telephonic interviews, follow-up calls and a questionnaire.

3.2.2 Research methodology

The research methods are discussed below as follows:

3.2.2.1 Research methods

According to Macmillan and Schumacher (2001:6), research methods are ways one collects and analyses data. These methods have been developed for acquiring knowledge by reliable and valid procedures. Data collection may be done with measurement techniques, observations or a collection of documents. Research methods are systematic and purposeful. Procedures are not haphazard activities, they are planned to yield data about a particular research problem. Burns and Bush (2003:4) see research methods as a means of identifying the data collection mode, questionnaire design, sample plan and other aspects of the anticipated research. In this study, research methods used to collect data are literature study, questionnaires, interviews, observation and document analysis. They are discussed below as follows:

3.2.2.1(a) Literature study

According to Macmillan and Schumacher (2001:19) literature study summarises and analyses previous research and shows how the present study is related to this literature. The length of the view can vary, but it should be selective and concentrate on the way the present study will contribute to existing knowledge. Hoftee (2006:91) defines literature review as a comprehensive, critical and contextualized study of books, journals, the internet etc that would provide the reader with a theoretical foundation, a review of work published that is valid to the investigation and an analysis of that work.

In review of literature, a thorough study of primary and secondary sources were made with the aim of gathering information on roles of principals as instructional leaders in the Setla-kgobi Area Project Office .

3.2.2.1(b) Questionnaire

According to Filmer and Seale (2004:130) a questionnaire is an instrument used for data collection or to distinguish a set of questions, including perhaps some open-ended ones. It can also contain check lists, attitudes, scales, projective techniques and rating scales. Opie (2005:106) emphasises that the questions and answers should address all the major areas of research.

In this study, questionnaires were used as methods for collecting data with both closed and open-ended questions. A questionnaire was developed and pre tested. Questionnaires were given to teachers, Heads of Department, Deputy Principals and Principals in randomly selected schools. The aim of the questionnaire is to gather information from the participants on the principals' roles as instructional leaders.

3.2.2.1(c) Interview

The interview is a particular useful tool for managers engaged in research and study, allowing the investigator to inquire into such matters as the development and support of teaching competence, relationship between insider and outsider groups and individuals, the impact of decisions on members of institutions and factors influencing the outcomes of teaching and learning (Creswell 2009:230).

Coleman and Briggs (2003:72) state that an interview is a tool used to obtain information from the face-to-face situation. It is prepared where the investigation concerns matters of a personal nature. The interviewer insures that the participants understand what is required; in this way the interviewer is able to stimulate and encourage the participants.

3.2.2.1(d) Observation

As it is described in paragraph (1.5.2.4) observation is one way to collect primary data. The participant observation was used to observe nine teachers from Setla-Kgobi Area Project office (three primary schools teachers, three middle school teachers and three secondary school teachers.) All participants were asked the same questions in as far as possible under the same circumstances. Careful piloting is necessary to ensure that all questions mean the same to all participants (Kumar 2005:119).

Observation is used to learn about people's attitudes, beliefs, values, demographics, opinion, ideas and behaviour. The investigator administers a questionnaire to collect information on variables of interest. The data that are gathered are used to describe characteristics of a certain population. The observer is expected to be understanding and tolerant and also familiar with the life conditions of the observed.

The researcher used the narrative method of recording the description of the interaction in his/her own words. From a total sample of nine teachers, 100% managed to answer the questions and they were free to expose the challenges that they face in their institutions (cf 4.7).

3.2.2.1(e) Sampling

Ary et al. (2006:167) define sampling as a portion of population selected by the researcher to participate in a research study. They further assert that sampling refers to the researchers' process of selecting the sample from a population, in order to gain information on a phenomenon in a way that represents the population of interest.

❖ Random sampling

The researcher used random sampling because she wanted the sample, or individuals actually involved in the research to be representative of the larger population.

Out of a total number of eighty-four schools in the Setla-Kgobi Area Project Office of the Central region in the North-West Province, forty two schools (thirty primary schools, six middle

schools, six secondary schools) and eight teachers from each school were selected to complete questionnaires and indicate their views on the problems. From a total number of three hundred and twenty four questionnaires, one hundred and ninety eight (198) usable questionnaires were returned and 126 were not returned, due to school roll, i.e:- some schools have less than five teachers in the Setla-Kgobi Area Project Office and some teachers were not ready to answer questionnaires. This response indicates the usefulness of follow-ups and the fact that questionnaires were delivered and collected by the researcher.

❖ Purposeful sampling

According to Kumar (2005:179) and Mac Millan and Shumacher (2001:401) purposeful sampling is a result of the judgment of the researcher as to who can provide the best information to achieve the objectives of the study. A purposeful sampling method was used to collect data. Nine Principals or Deputy Principals of both high and under performing schools in the Setla-Kgobi Area Project office were used in the study. The main aim was to compare whether they manage to implement instructional leadership according to the expected outcomes.

3.2.3 Data Analysis

Quantitative and qualitative research approach methods were used.

3.2.3.1 Quantitative research paradigm

Payne et al. (2004:180) state that quantitative research methods seek regularities in human lives by separating the social world into empirical components called variables which can be represented numerically as frequencies or rate, whose associations with each other can be explored by statistical techniques and accessed through researcher-introduced stimuli and systematic measurement. Blanche, Durrheim and Painter (2006:132) state that generalisability and objectivity are ideals towards which they strive in the quantitative research method. A quantitative method will be used to analyse a quantitatively derived data.

3.2.3.2 Qualitative research paradigm

According to Daft (2000:103) qualitative data is a search for general statements about relationships among categories of data and it builds grounded theory. Creswell (2009:232) states that the qualitative research method is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. A qualitative research method will be used to collect data that is qualitatively derived.

3.2.4 Research instruments

Filmer and Seale (2004:130) view research instruments as tools that a researcher uses to collect data from the participants in the field. This research study employed a questionnaire with both closed and open-ended questions, and a semi-structured interview. It was the main method of data collection from the selected participants. Data collected had both qualitative and quantitative value. The research instruments used were commensurate with empirical research.

3.2.4.1 Empirical investigation

Niger (2008:191) emphasise that there are two forms of questions that can be asked, that is closed questions and open questions. He further explains that closed questions should be used to clear out something. Open questions to be used where the issue is complex or relevant dimensions are not known and where a process is being explore while Bowling (2002:275) emphasise that it is important that the questionnaire should be professional and be easy to read and comprehend. In this study, questionnaires and interview to gather information from the participants were used.

(a) Strengths of questionnaires

According to Binka (2006:147) a questionnaire is one of the instruments the researcher uses, and it serves as facilitated access to vital information for several reasons. Through a questionnaire one may focus on a particular subject and provide more general ideas, which may be of great value to the community as a whole. Binka (2006:147) suggested the following as the strengths of using questionnaires:

- Questionnaires are a quick way of obtaining data from a large group of people;
- Questionnaires are less expensive in terms of time and money;
- Questionnaires are one of the easiest research instruments to test for reliability and validity; and
- Subjects feel a greater sense of anonymity and are more likely to provide honest answers. In this study, a questionnaire was used because a well designed questionnaire boosts the chances of procuring valid and reliable data from the participants. The results have a high chance of being accepted in academic circles.

(b) Division of questions

The questionnaire is divided into two sections (section A and B in appendix B) and interview questions in Appendix C as dictated by the intention of this research study.

Section A: (Questions 1-13)

The purpose of section A was to gather biographical and demographical data of the participants. It is essential to understand the background information of the participants.

Section B: (Questions 14-18)

Section B was aimed at gathering data on what principals should do as instructional leaders for schools to be effective. The participants were asked to indicate using any of the four keys how each statement expresses their feelings about instructional leadership skills. The key is as follows:

- BA Below Achieved
- NA Not Achieved
- A Achieved
- AB Achieved Beyond

(c) Final Questionnaire

The final questionnaire was administered to some eighty four schools, which are primary schools, middle schools and secondary schools in the Setla-Kgobi APO of the Central Region in the North-West Province.

APPENDIX C: INTERVIEW (Questions 22-24)

The participants representing primary schools, middle schools and secondary schools in the Setla-Kgobi Area Project Office of the Central Region in the North-West Province were requested to comment or express their views on how instructional leadership should be done.

3.2.4.2 Interview

Creswell (2009:230) states that interview is a particular useful tool for managers engaged in research and study, allowing the investigator to inquire into such matters as the development and support of teaching competence, relationship between insider and outsider groups and individuals, the impact of decisions on members of institutions, factors influencing the outcomes of teaching and learning.

According to Coleman and Briggs (2003:72) interview is a tool used to obtain information from the face to face situation. It is prepared where the investigation concerns matter of personal nature. The interviewer insures that the participants understand what is required; in this way the interview is able to stimulate and encourage the participants.

3.3 PILOT STUDY

Coleman and Briggs (2003:78) argue that a pilot study is a small scale investigation of the comprehensive research conducted with a small sample from the same population from which the sample for research was taken. In other words, all data gathering instruments should be tried out on a group similar to the one that will form the population of the study. They also emphasise that it is pertinent that newly designed or constructed questionnaires in their semi-final forms, should be intensively pilot tested before being applied in the main investigation.

After the pilot study was completed, the final questionnaire was designed and administered to forty two schools (i.e:- thirty primary schools, six middle schools, six secondary schools) and eight teachers from each school in the Setla-Kgobi Area Project Office of the Central Region in the North-West Province. Some schools do not have more than eight teachers and some teachers did not answer questionnaires.

3.4 RELIABILITY AND VALIDITY

Hollway and Jefferson (2006:20) emphasise that reliability and validity, with regards to research findings, are of great importance in all studies. They state that reliability is concerned with the consistency, stability and repeatability of the information. The procedure is also used when using observational methods in order to ascertain at least a minimum degree of confidence in the data. Reliability refers to the extent to which a test or technique functions consistently and accurately, by yielding the same results. The computation of frequencies (f), percentages, mean, standard deviation and Chi-squared was conducted to compute the results of the study.

According to Sarantakos (2005:83) validity is the property of a research instrument that measures its relevance, precision and accuracy. While Hollway and Jefferson (2006:20) state that validity is concerned with the accuracy and truthfulness of scientific findings, validity has different connotation for various kinds of test and different kinds of validity, for example, content, concurrent, predictive and construct.

Filmer and Seale (2004:72) state the following as components of validity:

- Measurement validity is the degree to which measures, for example, questions on questionnaires successfully indicate concepts;
- Internal validity: the extent to which causal statements are supported by the study, and
- External validity: the extent to which findings can be generalised to the population or to other settings. For this study to be valid, the computation of frequencies (f) percentages, mean, standard deviation and Chi-squared was conducted to compute the results of the study.

3.5 ETHICAL CONSIDERATION

This research project bore in mind the rights of the prospective participants and those who participated in the research study. All precautions to keep the participants informed and anonymous were observed. The participants were informed that their responses were to be kept in strict confidence. The researcher also informed them that they could withdraw from the project anytime, should they find it necessary to do so. In support of the above steps the researcher found it relatively easy to achieve participant consent, thus achieving informed consent from the participants.

Blanche, Durrheim, and Painter (2006: 34) suggest that the researcher should make certain that no one has access to the data except the researcher and possibly a few co-investigators. Wherever possible, names of subject should be removed from data collecting instruments, the confidentiality of research data should be carefully guarded so that no one, including the researcher, can link the research to an individual.

3.6 ADMINISTRATIVE PROCEDURE

Permission for access to schools was secured from the Setla-Kgobi APO. A list of primary, middle and secondary schools in the Setla-Kgobi APO was obtained from manager. From the information provided about the location of the schools, the researcher delivered the questionnaires to the schools.

The researcher requested the School Management Team to help with the distribution of the questionnaires to the participants. The arrangement for the collection of the completed questionnaires was made with the Principals of the schools.

3.6.1 Follow-ups

Hollway and Jefferson (2004:36) stated that follow-up involves attentive listening and possibly, some note-taking during the initial narration, in order to be able to follow-up themes in their narrated order. Follow-ups were made personally and telephonically with the Principals to determine whether the completed questionnaires were ready for collection.



3.6.2 Response rate

From a total of three hundred and twenty four distributed, one hundred and ninety eight usable questionnaires were returned; one hundred and twenty six were not returned. Some schools have less than eight teachers and some teachers failed to answer the questionnaires. This response indicates the usefulness of follow-ups and the fact that questionnaires were delivered and collected by the researcher.

3.7 STATISTICAL TECHNIQUES

A computer based statistical analysis was employed. The Statistical Package for Social Sciences (SPSS) programme was used to compute the results of the study. They included statistics such as mean, standard deviation, frequencies and percentages.

3.8 SUMMARY

The chapter covered the research design, research methods, instruments, empirical investigation and recording of raw data, strengths of questionnaires, division of questionnaires, interview, population and sampling, reliability and validity of data, ethical consideration, administrative procedures, follow-ups, response rate and statistical techniques. The fourth chapter deals with the presentation, analysis and interpretation of data as well as recording of findings from the empirical research.

CHAPTER 4: DATA ANALYSIS, INTERPRETATION OF DATA AND RECORDING OF FINDINGS

4.1 INTRODUCTION

This chapter deals with the analysis and interpretation of data as collected from the participants. The main aim of this chapter is to present the results of the empirical investigation which was conducted through written questionnaires and follow-up interviews with the aim of investigating the roles of principals as instructional leaders. The results presented in this chapter are based on the questionnaires administered to teachers, Heads of Departments, Deputy Principals and Principals. For ease of interpretation, the responses to the questionnaires are displayed in frequency tables. Secondly, the data based on the interviews are qualitatively analysed using Textually Oriented Data Analysis (TODA) strategy (refer to paragraph 4.2.1 a-c below).

4.2 METHODS OF DATA ANALYSIS

The main method of data analysis in this study comprised the process of bringing order, structure and meaning to the mass of collected information. Both quantitative and qualitative research methods were used.

4.2.1 (a) Quantitative data analysis method

Blanche, Durrheim and Painter (2006:132) state that quantitative research has two primary strengths, that is, generalisability and objectivity while Payne et al. (2004:180) stated that quantitative research method seeks regularities in human lives, by separating the social world into empirical components called variables which can be represented numerically as frequencies or rate. Quantitative research methods were used to analyse quantitatively derived data.

4.2.1 (b) Qualitative data analysis method

Qualitative data analysis is a search for general statements about relationships among categories of data and it builds grounded theory (Daft 2000:103). In qualitative research data analysis is conducted simultaneously with data collection, data interpretation and the narrative report. The main purpose is to describe, explore and analyse the experience of the individual participants' life. This is done through condensation of data into a brief summary and through the establishment of clearly defined relationships between the research problem, research objectives and the findings derived from raw data and literature review.

4.2.1 (c) Categorisation

Chubbucks et al. (2001:381) identified three core steps, namely: developing an organising system, segmenting the data and making data collection. These help the researcher to categorise the themes of the data for interpretation and analysis. In this research, data collected quantitatively were analysed by means of statistical methods (i.e SPSS.15). Data collected qualitatively were analysed by using Textually Oriented Data Analysis Method (TODA). This enables the researcher to place emphasis on the participants' perspectives and description of events, beliefs and behaviour.

4.2.2 Data verification and validation

Verification has to do with the researcher's interpretation, drawing meanings and conclusions from the given data. It addresses issues of comparison, contrast, noting of patterns and themes, clustering of themes and the use of metaphors, to confirmatory tactics, which are triangulation, looking for negative cases, follow up and checking results with participants (Department of National Education 2001:79).

Validation includes checking, questioning and interpretation of research findings which in turn verifies the reliability of the precision of the research process (Henning 2004: 148). If there are biases these are controlled. All procedures in the research process were evaluated, reviewed and referred to the aims and the research questions of this study.

4.3 BIOGRAPHICAL DATA AND DEMOGRAPHICAL DATA OF THE PARTICIPANTS

Concerning this data, the researcher wants to know and understand the background of the respondents involved in the study. A summary of this information is provided in Figure 4.1, frequencies (f) and percentages (%) as shown in the frequency Table 4.1 and figure 4.1 below, followed by a brief discussion of their items.

Table 4.1 Age of the participants

The participants indicated their ages by selecting one of the six age groups. From Table 4.1 and figure 4.1, it is noted that 19.7% of the participants were between 31-35, 22.7% of the participants were between 41-50, 13.1% of the participants were between 51-55 and 2.5 of the participants were between 56 and over. That implied that the majority of the participants were still far from the retiring age of sixty five years. Therefore, it is important for all teachers irrespective of age to be instructional leaders in their institutions, even the old teachers need to be ready for changes.

Table 4.1 Age of the participants

Age(yrs)	Frequency	Percent
26 - 30	5	2.5
31 - 35	39	19.7
36 - 40	45	22.7
41 - 50	78	39.4
51 - 55	26	13.1
56 and over	5	2.5
Total	198	100

Figure 4 .1 Age of the participants

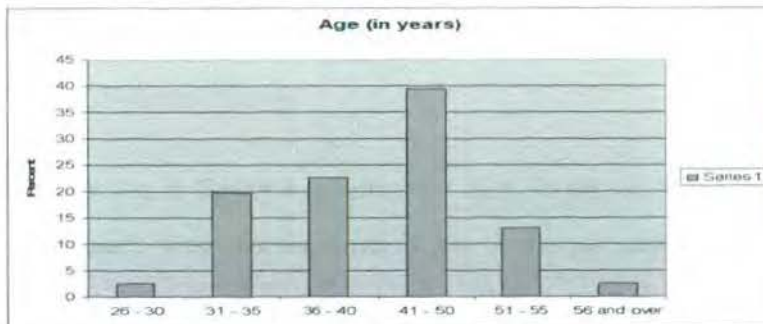


Table 4.2 Gender of participants

Table 4.2 and figure 4.2 below indicated the gender of the participants in the Setla-Kgobi Area Project Office of the Central region in the North-West Province.

Table 4.2 and figure 4.2 showed that, 32.8 % of the participants were males and 67.2% of the participants were females. That implied that the Setla-Kgobi APO had many female teachers. Therefore all teachers either male or female should implement instructional leadership skills effectively in an institution.

Table 4.2 Gender of participants

Gender	Frequency	Percent
Male	65	32.8
Female	133	67.2
Total	198	

Figure 4.2 Gender of participants

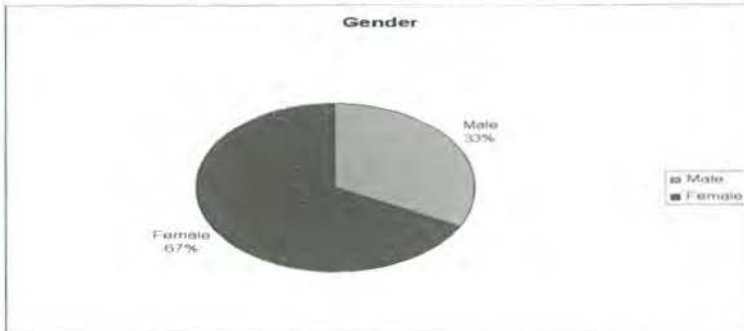


Table 4.3 Marital Status

Table 4.3 and figure 4.3 indicated that, 36.4% of the participants were single, 52.4% of the participants were married and 11.1% of the participants were divorced. That suggested that all teachers should be fully inducted, attend workshops concerning Mathematics and Science subjects, positive re-inforcement should be done to all of them, for an example they should be

praised for good work irrespective of their title as this will motivate them to produce quality results to students.

Table 4.3 Marital Status

Marital Status	Frequency	Percent
Single	72	36.4
Married	104	52.5
Divorced	22	11.1
Total	198	100

Figure 4.3 Marital Status

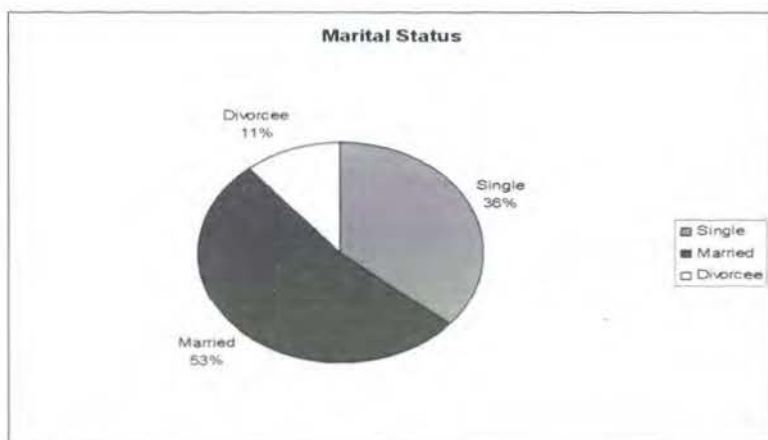


Table 4.4 Position Held

Table 4.4 and Figure 4.4 below indicated the position held by teachers in schools.

Table 4.4 and figure 4.4 reflected that 3% of the participants were Principals, 8.1% of the participants were Deputy Principals and 13.1% of the participants were Heads of Department. 1.5% of the participants were senior teachers and 74.2% of the participants were post level one teachers. That implied that these teachers were employed by the Department of Education according to their position in the Setla-Kgobi Area Project Office of the Central Region in

North-West Province. It also suggested that principals as instructional leaders should be ready to deal with different levels of teachers because a post level one teacher can be better than Deputy Principals, Heads of Department and senior teachers.

Table 4.4 Position Held

What position do you hold?	Frequency	Percent
Principal	6	3
Deputy Principal	16	8.1
HOD	26	13.1
Senior teacher	3	1.5
Teacher	147	74.2
Total	198	100

Figure 4.4 Position Held

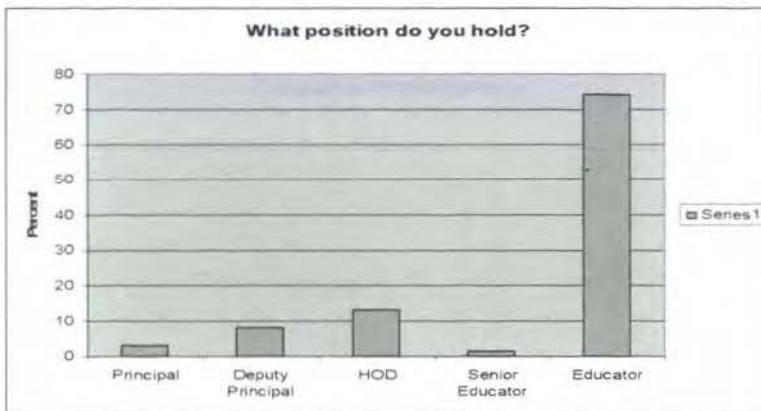


Table 4.5 Educational Qualifications

Table 4.5 and figure 4.5 below indicated the educational qualifications of the participants.

Table 4.5 and figure 4.5 below reflected that 46% of the participants had a University Diploma in Education, 17.2% of the participants had a Higher Diploma in Education, 13.1% of the participants had a Degree, 21.2% of the participants had an Honours degree and 2.5% of the

participants had a Masters degree. That implied that the majority of teachers have the required qualifications which were University Diploma in Education, Higher Diploma in Education, Honours and Masters, and it would be easy for them to be developed with instructional leadership skills.

Table 4.5 Educational Qualifications

Educational Qualifications	Frequency	Percent
UDE	91	46
HDE	34	17.2
Degree	26	13.1
Honours	42	21.2
Masters	5	2.5
Total	198	100

Figure 4.5 Educational Qualifications

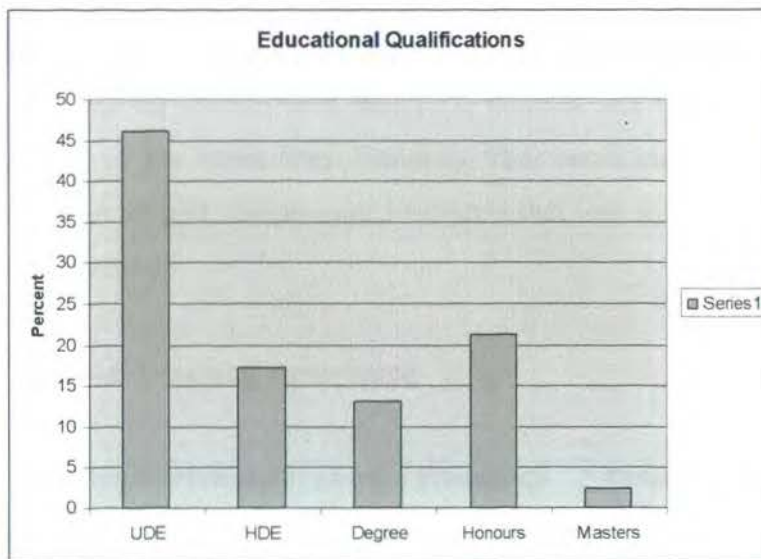


Table 4.6 Teaching Experience

Table 4.6 and figure 4.6 below, indicated the teaching experience of the participants in the Setla-Kgobi APO of the Central Region in the North-West Province.

Table 4.6 and figure 4.6 below reflected that 8.6% of the participants had less than 6 years of teaching experience; 2% of the participants had between 6-10 years of teaching experience; 35.9% of the participants had between 11-15 years of teaching experience and 36.4 % of the participants had more than 16 years of teaching experience. That suggested that 8.6 percent were inexperienced teachers. Inexperienced teachers were likely to produce bad results. These teachers should be fully inducted in Mathematics and Science to produce better results. The data also suggested that teachers have teaching experience from six to over sixteen years. That suggested that teachers have relevant methodology, techniques, deeper insight about the subject in Mathematics and Science.

According to Provincial report from the Department of Education (2006:38) Table 3.38 indicated clearly that the availability of teaching resources across all three subjects (Mathematics, Science and Language) were reported as very low. The average teaching resources for Mathematics was 1.81; Science was 1.65 and Language was 2.80 in the Central Region of the North-West Province. That result indicated that the majority of teacher's both experienced and inexperienced reported that they had limited resources to support the learning and teaching.

Table 4.6 Teaching Experience

Teaching Experience in years	Frequency	Percent
Less than 6yrs	17	8.6
6 - 10yrs	38	19.2
11 - 15yrs	71	35.9
16 and over	72	36.4
Total	198	100

Figure 4.6 Teaching Experience

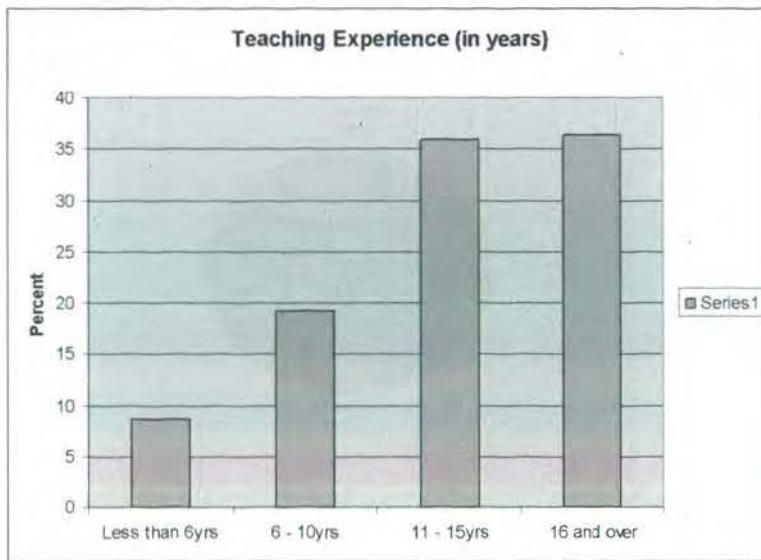


Table 4.7 School Type

Table 4.7 and figure 4.7 below indicated the school types. Private schools were high performing schools because they have both physical and human resources (remedial teachers and psychologists) and public schools were poor performing schools due to lack of resources.

Table 4.7 and figure 4.7 reflected that only 1% of schools were private. The remaining 99% were public schools. That suggested that Setla-Kgobi Area Project Office had many public schools. Most schools lack resources, for an example, no libraries and laboratories. Most teachers were travelling +-70 kilometres to school. There were no teachers' cottages or transport.

Table 4.7 school Type

School Type	Frequency	Percent
Private	2	1
Public	196	99
Total	198	100

Figure 4.7 School Type

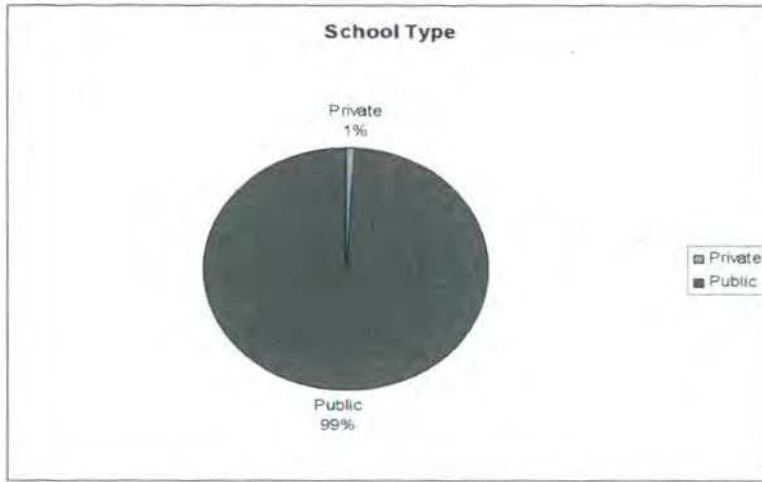


Table 4.8 School Category

Table 4.8 and figure 4.8 below, indicated school categories. Primary schools were schools for the Foundation Phase (i.e. Grade R-6), middle schools for Intermediate Phase (Grade 7-9) and secondary schools for Further Education and Training (Grade 10-12).

Table 4.8 and figure 4.8 below indicated that 64.1% of the participants were from primary schools, 13.6% of the participants were from middle schools and 22.2% of the participants were from secondary schools. That implied that primary schools had large number of students and teachers are the ones to lay a solid foundation of education to students. According to the Department of Education (2006:107), Table 3:18 indicated that schools resources in Mathematics were 5.00, Science 4.93 and Language 5.08. That indicated clearly that there are lack of resources and teachers were likely to produce bad results. That might be the reason why the Setla-Kgobi APO performs very badly in Mathematics and Science in Secondary Schools.

Table 4.8 School category

School category	Frequency	Percent
Primary	127	64.1
Middle	27	13.6
Secondary	44	22.2
Total	198	100

Figure 4.8 School Category

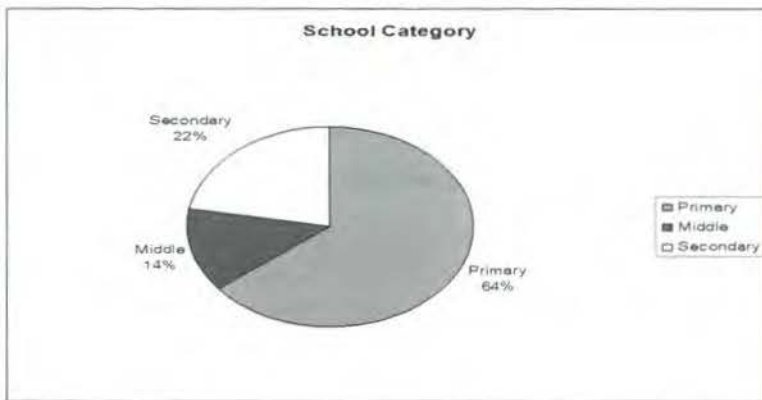


Table 4.9 Settlement Type of School

Table 4.9 and figure 4.9 below indicated that rural schools are in poor areas, rich schools are in urban areas and farm schools are in a very small areas and very poor schools.

Table 4.9 and figure 4.9 below showed that 93% of the schools were located in rural areas. 2% were in urban areas and 5% were in the farms. That implied that most schools in the Setla-Kgobi APO were in disadvantaged. They lack both physical and human resources. Most teachers did not want to stay in those areas. They travelled more than seventy kilometres from home to schools; most students perform badly due to lack of resources. Urban schools have both physical and human resources (Qualified teachers, remedial teachers and psychologists). They are better performing schools.

Farm schools are not stable; they can be relocated at any time. When the owner of the farm relocates to another area the school is closed automatically. These types of schools cause multigrade classes which cause overload of work. The experienced and inexperienced teachers fail to perform well.

Table 4.9 Settlement Type of School

Settlement type of your school	Frequency	Percent
Rural	184	92.9
Urban	4	2
Farm	10	5.1
Total	198	100

Figure 4.9 Settlement Type of School

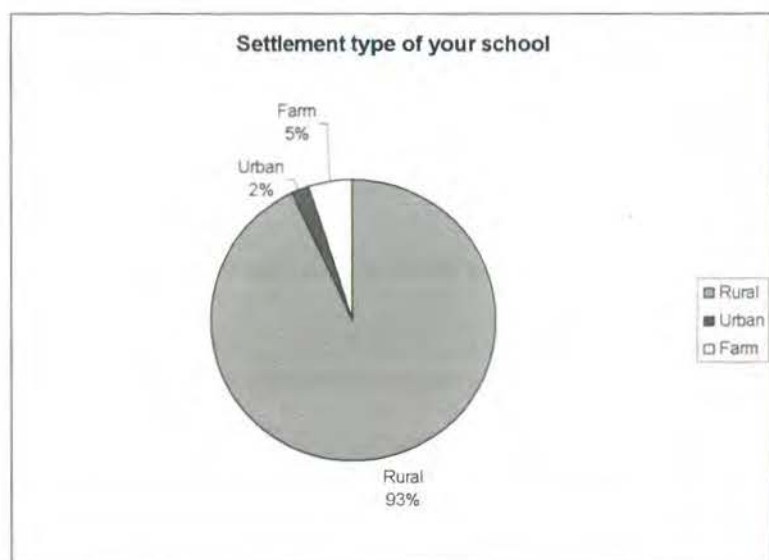


Table 4.10 Under which post level does the school fall?

Table 4.10 and figure 4.10 below shows the post level of the school. Schools falling under post level 1 and 2 are poor schools which lack resources; schools falling under post level 3 and 4 are rich schools which have resources.

Table 4.10 and figure 4.10 below indicated that 32.2% of the schools fall under post level 1; 32.1% of the schools fall under level 2; 19.2% of the schools fall under post level 3 and 15.5% of the schools fall under level 4. That suggested that schools falling under post levels one and two could have ineffective instructional leadership due to lack of resources such as human and physical resources. They receive money from government and sometimes government delays to deposit money into their account in time. Post levels three and four are schools that did not receive money from government even some of them did not have enough resources. They need money to conduct workshops and to develop learning and teaching.

Table 4.10 School falls under which post level

Your school falls under which post level?	Frequency	Percent
Level 1	62	33.2
Level 2	60	32.1
Level 3	36	19.2
Level 4	29	15.5
Total	187	100

Figure 4.10 School falls under which post level?

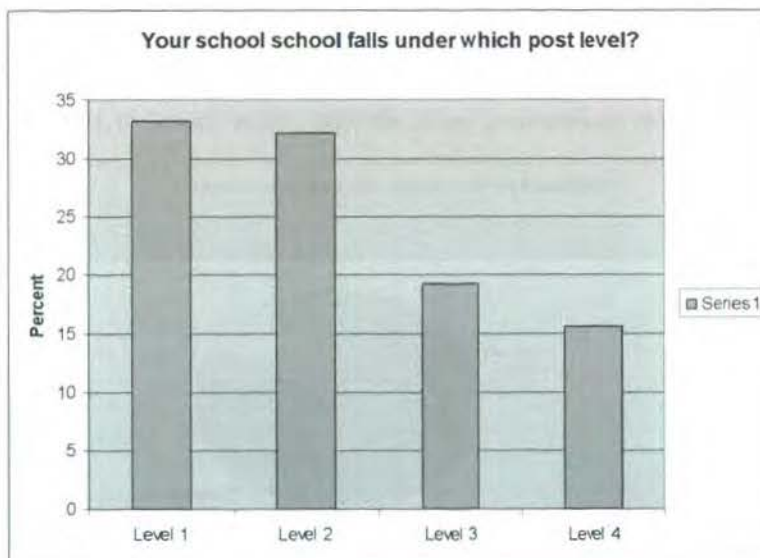


Table 4.11 Under which quintile does your school fall?

Table 4.11 and figure 4.11 below indicated the quintile numbers of the schools. Schools in Setla-Kgobi APO classified under quintile one and two are very poor, and schools under quintile 3 and 4 are rich schools.

Table 4.11 and figure 4.11 showed that 40.6% of the schools fall under quintile 1, 42.6% of the schools fall under quintile 2 and 16.8% of the schools fall under quintile 3. That suggested that most schools in Setla-Kgobi APO fell under quintile one and two. They receive money from Department. Principals as instructional leaders should make sure that they receive section 21 (money supplied by Department of Education to assist poor schools) every year for the smooth running of the school. It is not all quintile three schools which have enough resources, some schools also need money from government to improve the learning and teaching for better results.

Table 4.11 Under which quintile does your school fall?

Under which quintile does your school fall?	Frequency	Percent
Quintile 1	80	40.6
Quintile 2	84	42.6
Quintile 3	33	16.8
Total	197	100

Figure 4.11 Under which quintile does your school fall?

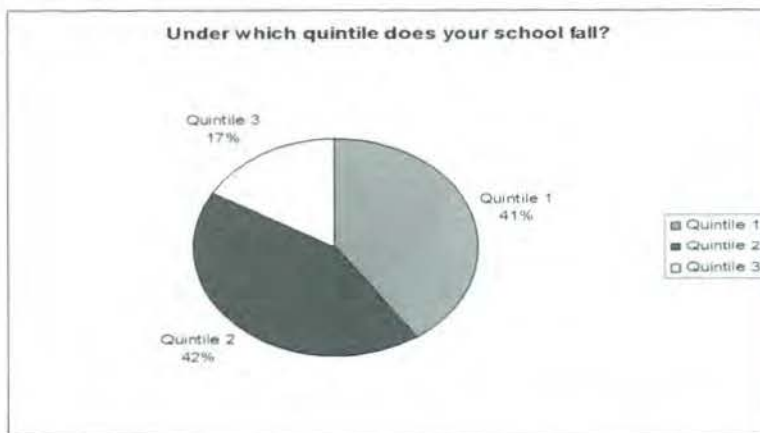


Table 4.12 Under which section does your school fall?

Table 4.12 and figure 4.12 below indicated the sections of the schools in the Setla-Kgobi APO. Section 21 is the money supplied by government to assist poor schools and section 20 is used to assist rich schools. Schools rely on this government money to run effectively.

Table 4.12 and figure 4.12 showed that 7.1% of the schools were classified under section 20 and 92.9% of the schools were classified under section 21. That suggested that most schools in the Setla-Kgobi Area Project Office fall under section 21. That can cause instructional leaders to fail to perform their work effectively; sometimes the Department of Education delays in depositing the money (section 20 and 21) into the school account on time. Principals as instructional leaders should make sure that they apply for and collect the money in good time for the smooth running of the school.

Table 4.12 Under which section does your school fall?

Under which section does your school fall?	Frequency	Percent
Section 20	14	7.1
Section 21	184	92.9
Total	198	100

Figure 4.12 Under which section does your school fall?

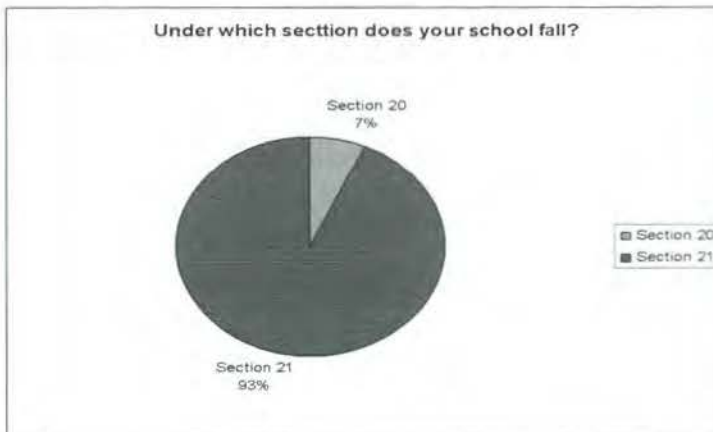


Table 4.13 School roll

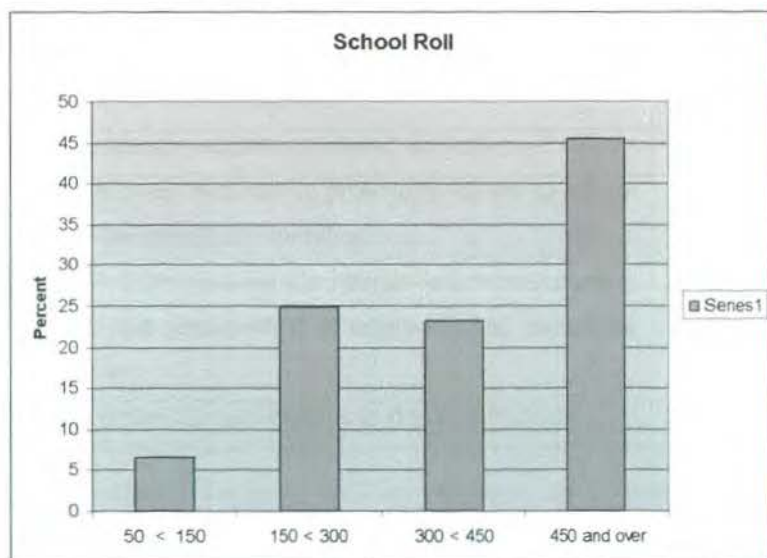
According to Annual Survey (2008:1) school roll is the total number of students in the school.

Table 4.13 and figure 4.13 indicated that 6.6% of the schools had a roll between 50-150, 24.8% of the schools had a roll between 150- 300, 23.2% of the schools had a roll between 300- 450 and 45.4% of the schools had a roll between 450 and over. That suggested that some classes in the Setla-Kgobi APO were overcrowded. Overcrowding causes barriers to learning both experienced and inexperienced teachers would not produce good results.

Table 4.13 school roll

School roll	Frequency	Percent
50 - 150	13	6.6
150 -300	49	24.8
300 - 450	46	23.2
450 and over	90	45.4
Total	198	100

Figure 4.13 School roll



4.4 VIEWS OF TEACHERS ON PRINCIPALS' ROLES AS INSTRUCTIONAL LEADERS

The purpose of this section is to determine empirically teachers' perspectives on principals' roles as instructional leaders.

Table 4.14 Participants' views on qualities of principals as instructional leaders.

Table 4.14 gave an overview of the participants view on the qualities of the principals as instructional leaders. Table 4.14 had eight items. Items 14.1-14.8 on the participants, responses are discussed below. The key was used to gather teachers' responses about their principals as instructional leaders.

Key: BA= Below Achieved, NA = Not Achieved, A = Achieved, AB = Achieved Beyond, f = frequency. % = Percentage

Table 4.14: Activities of principals as instructional leaders

No.	Does the principal in your school do the following as instructional leader:	BA		NA		A		AB	
		f	%	f	%	f	%	f	%
14.1	Set instructional goals	33	16.7	99	50	58	29.3	8	4
14.2	Have high expectations of student achievement	97	49	51	25.7	40	20.2	10	5.1
14.3	Focus on learners' achievement	44	22.2	95	48	44	22.2	15	7.6
14.4	Work for effectiveness	45	22.7	86	43.4	49	24.8	18	9.1
14.5	Motivate teachers to attend workshops	15	7.6	39	19.7	116	58.6	28	14.1
14.6	Motivate teachers to provide feedback to school after attending workshop.	47	23.7	85	42.9	50	25.2	16	8.1
14.7	Motivate teachers to assess learners according to the new method of approach and remediate them.	26	13.1	105	53	52	26.3	15	7.6
14.8	Involve all stakeholders in decision-making	57	28.8	93	47	37	18.7	11	5.6

Item 14.1 Does the principal as instructional leader set goals?

Item 14.1 indicated that, in terms of the principal setting instructional goals, 16.7% of the participants indicated that their principals achieved below, 50% have not achieved, 29.3% achieved while 4% achieved beyond. That implied that the majority 67% of the principals do not have a vision about their schools since they were unable to set instructional goals for their schools. Principals should have vision for their schools because vision would help them to reach their goals.

Item 14.2 Principal as instructional leader has high expectations of students' achievement

Item 14.2 showed that, concerning high expectations of student achievement, 49% of the participants said their principals achieved below, 25.7% not achieved, 20.2% achieved while 5.1% achieved beyond. Total number of the respondents 74% suggested that principals in this study did not have high expectations of student achievement. Principals should have high expectations on student achievement because high student achievement markets schools. Parents want their children to attend high performing schools.

Item 14.3 Focus on student achievement

Item 14.3 indicated that, in terms of focus on student achievement, 22.2% of the participants said that their principals in this study achieved below, 48% not achieved, and 22.2% achieved and 7.6% achieved beyond. That implied that the majority 70% of the principals in this study do not focus on students' achievement. Principals should bear in mind that student achievement is crucial in learning and teaching.

Item 14.4 Work for effectiveness

Item 14.4 indicated that, in terms of work for effectiveness, 22.2% of the participants indicated that principals as instructional leaders achieved below, 43.4% not achieved, 24.8% achieved and 9.1% achieved beyond. The data showed that 65.6% of the principals in this study do not work for effectiveness to promote initiative and creativity in their schools.

Item 14.5 Motivate teachers to attend workshop

Item 14.5, showed that in terms of motivating teachers to attend workshop, 7.6% of the participants indicated that their principals achieved below, 19.7% not achieved, while 58.6% achieved and 14.1% achieved beyond. The data suggested that 72.7% of the principals in this study do not motivate teachers to attend workshops. These workshops developed principals to run schools effectively.

Item 14.6 To provide feedback

Item 14.6 showed that, concerning provision of feedback, 23.7% of the participants said that their principals achieved below, 42.9% not achieved, 25.2% achieved and 8.1% achieved beyond. The data suggested that 66.6% of the principals in this study do not provide feedback after workshops. The Principal as instructional leader should bear in mind that feedback is crucial because it develops teachers to align themselves with the new curriculum.

Item 14.7 To assess and remediate learners according to new methods approach.

Item 14.7 illustrated that, in terms of assessing learners according to new method of approach 13.1% said that their principals achieved below, 53% not achieved, 26.3% achieved and 7.6% achieved beyond. 66.1% suggested that principals as instructional leaders motivate teachers to assess and remediate students. Assessment and remediation plays a major role, to give each learner an opportunity to learn according to his/her level.

Item 14.8 Involves all stakeholders in decision-making

Item 14.8 illustrated that, in terms of involving all stakeholders in decision-making, 28.8% of the participants said that their principal achieved below, 47% not achieved, 18.7% achieved and 5.6 % achieved beyond. The majority 70.8% of the principals in this study do not involve all stakeholders in the decision-making. Principals should know that teachers are the ones who implement the curriculum therefore they should be involved in decision-making process.

In summary, Table 4.14 items 14.1-14.8, principals were indicated as encouraging teachers to attend staff development workshops. The table reflected that principals in the Setla-Kgobi Area Project Office lack vision and cannot set clear goals for their schools. They have low learner achievement expectations and they do not focus their effort on learner achievement. Therefore, principals do not work effectively to promote effectiveness. Above all principals are viewed as making decisions that exclude the relevant school stakeholders.

Table 4.15 Participants views of principals as effective leaders

The purpose of this Table is to check whether principals in the Setla-Kgobi APO are leading schools effectively. Table 4.15 had nine items. The following are the responses from the participants on each of the nine items. The key used to gather their responses is indicated on page 84, just above Table 4.15.

Key: BA= Below Achieved, NA = Not Achieved, A = Achieved, AB = Achieved Beyond, f = frequency, % = percentage.

Table 4.15: Effective instructional leader

No.	My principal as an effective instructional leader:	BA		NA		A		AB	
		f	%	f	%	f	%	f	%
15.1	Shapes the vision and mission statement of the school.	46	23.2	92	46.5	50	25.3	10	5.1
15.2	Motivates effective communication that models commitment to school goals.	62	31.3	83	41.9	46	23.2	7	3.5
15.3	Encourages the use of different instructional strategies	109	55.1	36	18.2	44	22.2	9	4.5
15.4	Has thorough knowledge about curriculum and instruction.	122	61.2	30	15.2	37	18.7	9	4.5
15.5	Motivates teachers to plan their work in time	39	19.7	74	37.4	71	35.9	14	7.1
15.6	Invites experts (e.g. psychologist and health department) to assist learners who have barriers in learning.	134	67.7	36	18.2	26	13.1	2	1
15.7	Monitors and moderates whether teachers provide quality education to students.	67	33.8	71	35.9	53	26.8	7	3.5
15.8	Motivates teachers to remediate students	126	63.6	29	14.7	39	19.7	4	2
15.9	Invites Whole School Evaluation or subject advisors to assist the school where necessary	125	63.1	28	14.1	43	21.7	2	1

Item 15.1 Shapes the vision and mission statement of the school

Item 15.1 showed that, in terms of shaping the vision and mission statement of the school, 23.2% of the participants said that their principal as instructional leader achieved below, 46.5% not achieved, 25.3% achieved and 5.1% achieved beyond. That suggested that 69.7% of the principals in this study do not shape the vision and mission statement of the school. Each school should have a vision and mission statement. Schools with vision and mission statements perform well.



Item 15.2 Motivates effective communication that models commitment to school goals.

Item 15.2 showed that, in terms of motivating effective communication that models commitment to school goals by the principals, 31.3% of the respondents said that their principals as instructional leader achieved below, 41.9% not achieved, 23.2% achieved and 3.5% achieved beyond. The data suggests that 73.2% of the principals in this study did not communicate effectively with their subordinates. Communication plays an important role when working with others.

Item 15.3 Encourages the use of different instructional strategies

Item 15.3 indicated that, with regard to principals encouraging the use of different instructional strategies, 55.1% of the participants said that their principals as instructional leaders achieved below, 8.2% not achieved, 22.2 % achieved and 4.5% achieved beyond. That suggested that 63.3% of the principals in this study did not encourage teachers to apply different strategies when teaching students because students differ according to their abilities.

Item 15.4 Has thorough knowledge about curriculum and instruction

Item 15.4 showed whether the principals have thorough knowledge about curriculum and instruction, 61.2% said that their principal as instructional leader achieved below, 15.2% not achieved, 18.7% achieved while 4.5% achieved beyond. That implied that 76.4% of the principals did not have thorough knowledge about curriculum and instruction to widen their professional experience.

Item 15.5 Motivates teachers to plan their work in time

Item 15.5 showed that, in terms of principals motivating teachers in planning their work in time, 19.7% of the participants said that their principals as instructional leader achieved below, 37.4% not achieved, while 35.9% achieved and 7.1% achieved beyond. That suggested that 74 % of the principals do not motivate teachers to plan their work in time. Principals should bear in mind that planning is crucial and therefore all stakeholders should plan their work thoroughly (lesson plan, year plan and assessment plan).

Item 15.6 Invites experts to school

Item 15.6 showed that, in terms of principals inviting experts to school, 67.7% of the participants said that their principals achieved below, 8.2% not achieved, 13.1% achieved and 1% achieved beyond. The data suggested that 75.9% of the principals in this study do not invite experts to schools (Subject Advisor, WSE – Whole School Evaluation) to assist teachers where necessary. These officials should be invited to schools to assist the school where necessary.

Item 15.7 Monitors whether teachers are providing quality education to students.

Item 15.7 showed that, concerning principals monitoring whether teachers were providing quality education to students, 33.8% of the participants indicated that their principals achieved below, 35.9% not achieved, 26.8% achieved and 3.5% achieved beyond. That suggested that 69.7% of the principals in this study do not monitor and moderate whether teachers are providing quality education to students. Monitoring and moderation should be done to assist the principal to know where needs arise.

Item 15.8 Motivates teachers to remediate learners

Item 15.8 showed that, concerning principals motivating teachers to remediate students, 63.6% of the participants said that their principals as instructional leader achieved below, 14.7% not achieved while 19.7% achieved and 2% achieved beyond. That suggested that 78.3% of the principals do not motivate teachers to remediate students who experience barriers to learning. Remediation helps to identify learners who experience barriers to learning, so that all students' will learn according to their level or to be placed at relevant schools that suit their level.

Item 15.9 Invites Whole School Evaluation or subject advisors to assist the school where necessary

Item 15.9 concerning principals inviting WSE or subject advisor to assist the school where necessary, 63.1% of participants said that their principals achieved below, 14.1% not achieved, while 21.7% achieved and only 1% achieved beyond. The data suggested that 77.2% of the

principals do not invite experts to school. Indeed experts widen the teachers' professional experience.

In summary from Table 4.15 items 15.1-15.9, principals hold high level of knowledge in curriculum issues, they also encourage teachers to use different teaching strategies and it was also suggested that principals are communicators. However the same principals to a large extent fail to shape the vision and mission statement of their schools. Principals also fail to plan in advance although they are conscious of the essence of advanced planning.

Table 4.16 Responses on the role of the principals as instructional leaders

The purpose of Table 4.16 below is to check whether principals as instructional leaders, play the roles of instructional leadership. Responses of the participants on item 16.1-16.10 are discussed below the table. The key was used to gather their responses discussed below the table.

Key: BA = Achieved below, NA = Not Achieved, A = Achieved, AB = Achieved beyond, f = frequency, % = percentage

Table 4.16 the role of instructional leaders

No.	My principal as instructional leader	BA		NA		A		AB	
		f	%	f	%	f	%	f	%
16.1	Handles the three P's (people, programmer and plant).	59	30	94	47.7	39	20	5	2.5
16.2	Manages assessment strategies.	53	26.9	94	47.7	42	21.3	8	4.1
16.3	Manages his/her time so as to focus on instructional leadership.	52	26.3	94	47.5	48	24.2	4	2
16.4	Motivates teachers to participate in IQMS for development.	7	3.5	37	18.7	123	62.1	30	15.2
16.5	Assists colleagues to keep students records.	67	33.8	73	36.9	50	25.3	8	4
16.6	Visits classes.	138	69.7	23	11.6	29	14.7	8	4
16.7	Conducts follow ups.	138	69.7	24	12.1	34	17.2	2	1
16.8	Monitors, Moderates tests and examinations.	42	21.3	101	51.3	46	23.4	8	4.1
16.9	Discusses educational policy with other teachers.	105	53	39	19.7	44	22.2	10	5.1
16.10	Keeps contact with officials from the Department of Education.	15	7.6	25	12.6	131	66.2	27	13.6

Item 16.1 Handles the three P's

According to item 16.1 concerning the principals handling of the three P's, 30% of the participants indicated that their principals achieved below, 47.7% not achieved, while 20% achieved and 2.5% achieved beyond. That suggested that 77.7% of the principals in this study do not achieve in handling the three P's (People, Program and Plant). The Department of Education should, therefore, appoint instructional leaders who are ready to handle the three P's because every year the Whole School Evaluation Team evaluated the whole school (the programme, people and plant).

Item 16.2 Manages assessment strategies

Item 16.2 showed that, in terms of how principals manage assessment strategies. 26.9% of the participants said that their principals achieved below in managing assessment strategies, 47.7% not achieved 21.3% achieved but 4.1% achieved beyond. That suggested that 74.6% of the participants felt that principals do not manage assessment strategies. It is the responsibility of principals to check whether students and teachers are assessed according to the expected standards.

Item 16.3 Manages time so as to focus on instructional leadership.

Item 16.3 with regard to the principal's management of time so as to focus on instructional leadership, 26.3% of the participants indicated that their principals achieved below in managing time, 47.5% not achieved, 24.2% achieved and 2% achieved beyond. That suggested that 73.8% of the principals in this study do not manage time effectively in their institutions. Principals should manage time effectively, they should know that time wasted is never regained.

Item 16.4 Motivates teachers to participate in IQMS

Item 16.4 showed that, concerning the principals motivating teachers to participate in IQMS, 3.5% of the participants said that their principals achieved below, 18.7% not achieved, while 62.1% achieved and 15.2% achieved beyond. The data suggested that 77.3% of the participants

believe that principals as instructional leaders motivate their subordinates to participate in IQMS. Principals know that IQMS develops teachers to provide quality education to students.

Item 16.5 Assists colleagues to keep students records

Item 16.5 indicated that, in terms of the principals assisting colleagues to keep students records, 33.8% of the participants said that their principal achieved below, 36.9% not achieved, while 25.3% achieved and 4% achieved beyond. That suggested that 70.7% of the principals do not achieve to assist their subordinates to keep students records. Students records should be kept at all times because they serve as proof that principals did their work and students were promoted according to the expected standards.

Item 16.6 Visits classes

Item 16.6 showed that, in terms of principals visiting classes, 69.7% of the participants said that their principals achieved below, 11.6% not achieved, while 14.7% achieved and 4% achieved beyond. That suggested that 81.3% of the principals in this study do not visit classrooms to assist teachers where necessary. Class visits assist the instructional leader to see whether teachers are in line with the new curriculum, and as a result, visits are necessary, and have to be done by the principals.

Item 16.7 Conducts follow-ups

According to Item 16.7 concerning the principal conducting follow-ups, 69.7% of the participants said that their principals achieved below, 11.6% not achieved, 14.7% achieved and 4% achieved beyond. That suggested that 81.3% of the principals in this study do not conduct follow-ups. Follow-ups are needed to check whether the mistakes are corrected and, if not, redevelopment of teachers should take place.

Item 16.8 Moderates tests and examinations

Item 16.8 illustrated that in terms of the principals moderating test and examination, 21.3% of the participants said that their principals achieved below, 51.3% not achieved, while 23.4%

achieved and 4.1% achieved beyond. That suggested that 72.6% of the principals in this study do not achieve in moderating tests and examinations. Moderation should take place before writing to check whether teachers have tested students according to the expected learning outcomes and to correct mistakes where necessary.

Item 16.9 Discussing educational policy with other teachers

Item 16.9 showed that, in terms of principals discussing educational policy with other teachers, 53% of the participants said their principals achieved below, 19.7% not achieved, 22.2% achieved and 5.1% achieved beyond. That suggested that 72.7% of the principals in this study do not discuss educational policy with other teachers. Discussion of the policies will assist and protect everybody in an institution.

Item 16.10 Keeping contact with officials from the Department of Education

Item 16.10 illustrated that concerning the principals keeping contact with officials from the Department, 7.6% of the participants said that their principals achieved below, 12.6% not achieved, 66.2% achieved, 13.6% achieved beyond. That suggested that 79.8% of the principals in this study keep contact with officials from the Department. These officials can assist the principals with necessary resources (human and physical resources).

In summary from Table 4.16, items 16.1-16.10, principals were observed to be encouraging their subordinates to attend Integrated Quality Management System for development. On the other hand principals were to a large extent poor handlers of three Ps, poor at assessment management, did little to encourage teachers to keep learners records. They were also observed as not visiting classes and assisting teachers in problems areas. A lot of time was wasted by the principals. Teachers also decried the failure by principals to discuss policy with them.

Table 4.17 Responses on the principals' emphasis on the principles of OBE and RNCS

The purpose of Table 4:17 is to check whether principals as instructional leaders emphasised the principles of OBE and RNCS. Table 4:17 had three items. Items 17.1-17.3 on the participants

responses are discussed below the table. The key was used to gather their responses discussed below the table.

Key: BA = Below Achieved, NA = Not Achieved, A = Achieved, AB = Achieved Beyond, f = frequency, % = percentage

Table 4.17 Emphasis of principles of OBE and RNCS

No.	Principal as instructional leader ensures:	BA		NA		A		AB	
		f	%	f	%	f	%	f	%
17.1	Content of teaching promotes values and skills.	27	13.6	73	36.9	86	43.4	12	6.1
17.2	The teaching and learning focus on outcomes.	39	19.7	66	33.3	81	40.9	12	6.1
17.3	Decisions are made by using critical thinking.	107	54	46	23.2	38	19.2	7	3.5

Item 17.1 The content of teaching promotes values and skills

Item 17.1 illustrated that, concerning the principals ensuring the promotion of values and skills by teaching content, 13.6% of the participants said that their principals achieved below, 36.9% not achieved, 43.4% achieved, 6.1% achieve beyond. The data suggested that 50.5% of the principals in this study do not promote values and skills through teaching content. RNCS (2005:10) emphasised that principals as instructional leaders should motivate teachers to imbue learners with values and skills.

Item 17.2 The teaching and learning focus on the outcomes

Item 17.2 showed that concerning the principals ensuring focus of teaching and learning on the outcomes, 19.7% of the participants said that their principals achieved below, 33.3% not achieved, and 40.9% achieved and 6.1% achieved beyond. That suggested that 53% of the principals in this study do not focus on the learning and teaching of the outcomes, therefore principals should motivate teachers to provide quality learning and teaching.

Item 17.3 The principal makes decisions by using critical thinking

Item 17.3 showed that, concerning the principals taking decisions through critical thinking, 54% of the participants showed that their principals as instructional leaders achieved below, 23.2% not achieved and 19.2% achieved and 3.5% achieved beyond. The data suggested that 77.2% of the principals in this study do not take decisions by using critical thinking. To deal with different characters he/she must be a critical thinker.

In summary from Table 4.17 items 17.1-17.3, principals to an average extent worked towards the realisation of teaching and learning outcomes. Principals do not promote values and skills through content teaching and they do not engage themselves in critical thinking exercises to come up with solutions to problems.

Table 4.18 Responses on instructional leadership skills of principals

The purpose of Table 4.18 was to check whether principals as instructional leaders provided instructional leadership skills. The following are the participants responses in Table 4.18 item 18.1-18.4.

Key: BA = Below Achieved, NA = Not Achieved, A = Achieved, AB = Achieved Beyond, f = frequency, % = percentage

Table 4.18 Responses on instructional leadership skills of principals

No.	My principal as instructional leader:	BA		NA		A		AB	
		f	%	f	%	f	%	f	%
18.1	Provides teachers with resources to provide quality education to students.	102	51.5	40	20.2	48	24.2	8	4
18.2	Assists his/her staff in professional development.	83	41.9	62	31.3	45	22.7	8	4
18.3	Works democratically with teachers to achieve the vision and mission statement of their school.	20	10.1	91	46	82	41.4	5	2.5
18.4	Have good listening skills.	81	40.9	64	32.3	41	20.7	12	6.1

Item 18.1 Provides teachers with resources to provide quality education to students

Item 18.1 illustrated that, concerning the principals provision of resources to provide quality education to learners, 51.5% of the participants said that their principals achieved below, 20.2% not achieved, 24.2% achieved and 4% achieved beyond. That suggested that 71.7% of the principals in this study do not provide teachers with resources to provide quality education to students. Principals should provide teachers with resources for the benefit of the students.

Item 18.2 Assists his/her staff in professional development (IQMS)

Item 18.2 showed that, in terms of the principals assisting staff in professional development, 41.9% of the participants stated that their principals achieved below, 31.3% do not achieved; 22.7% achieved and 4% achieved beyond. That suggested that 73.2% of the principals in this study do not assist their staff in professional development. It is the responsibility of all principals to make sure that IQMS takes place to develop all staff members in an institution.

Item 18.3 Works democratically with teachers

Item 18.3 illustrated that concerning the principal working democratically with teachers, 10.1% of the participants said that their principals achieved below, 46% not achieved; 41.4% achieved and 2.5% achieved beyond. That suggested that 56.1% of the principals in this study do not achieve to work democratically with teachers. The Department of Education should make sure that it employs principals who will be ready to acclimatise themselves with changes (work democratically with others).

Item 18.4 The instructional leader has good listening skills

Item 18.4 showed that, in terms of the instructional leader having good listening skills, 40.9% of the participants indicated that their principals achieved below, 32.3% not achieved, 20.7% achieved and 6.1% achieved beyond. That suggested that 73.2% of the principals in this study do not have good listening skills. Listening is a crucial skill that is needed by all stakeholders for understanding each other in an institution.

In summary from Table 4.18 items 18.1-81.4, principals do not assist their staff in professional development. Principals were viewed to a large extent as failing to provide teachers with resources for the benefit of the students and it was also observed that principals are not leading schools in a democratic way. Above all principals were perceived as poor listeners, hence the poor relations with staff.

4.5 CHI-SQUARE TEST OF INDEPENDENCE

The Chi-square test of independence is concerned with the relationship between two different categories in a population under study.

Table 4.19 The principal as instructional leader has high expectations of students achievement

School Category	The principal as instructional leader has high expectations of students achievement				Total
	Below Achieved	Not Achieved	Achieved	Achieved Beyond	
Primary	66	24	30	7	127
Middle	15	7	3	2	27
Secondary	16	20	7	1	44
Total	97	51	40	10	198

Chi-square=14,11 p-value=0,028 degrees of freedom = 6

Excel software package was used to perform a Chi-square test for the data in Table 4.19. The Chi-square statistic and the p-Value with six degrees of freedom were 14, 11 and 0,028, respectively. Since the p-Value was less than 5% of the level of significance, then the opinion of teachers about the principal having high expectations of students' achievement was significantly dependent on the category of their schools. It meant that the majority ($66 / 127 = 52\%$) of the teachers from the primary schools tended to think that the Principal did not have qualities of an instructional leader who has high expectations of students' achievement, whereas the majority ($20 / 44 = 45\%$) of the teachers from the secondary schools tended to think that the principals did not have those qualities of an instructional leader.

Figure 4.19 below justified this research finding, 97% of the participants said that their principals do not have high expectations on student achievement. Principals should bear in mind that high expectations lead the school to have good results in the Department of Education examinations, and these market the schools in the Setla-Kgobi APO in the Central Region in the North-West Province.

Figure 4.19 The principal as instructional leader has high expectations on student's achievement

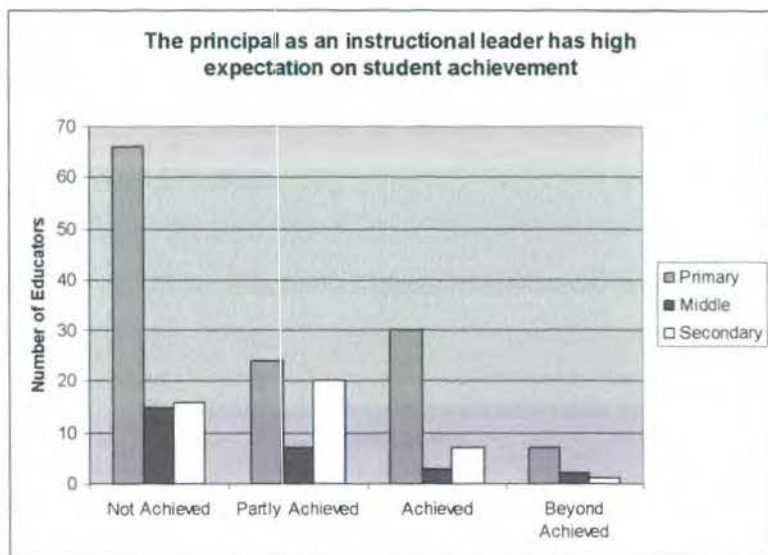


Table 4.20 The principal as instructional leader works for effectiveness

The Chi-square test of independence is concerned with the relationship between two different categories in a population under study.

Teaching Experience(yrs)	The principal as instructional leader works for effectiveness				Total
	Below Achieved	Not Achieved	Achieved	Achieved Beyond	
Less than 6yrs	1	8	3	5	17
6 – 10yrs	10	21	6	1	38
11 - 15yrs	13	30	22	6	71
16 and over	21	27	18	6	72
Total	45	86	49	18	198

Chi-square=18,38 p-value=0,031 degrees of freedom = 9

In table 4.20 the Chi-square statistic and the p-Value with 9 degrees of freedom in Table 4.20 were 14,11 and 0,028 respectively. Since the p-Value was less than 5% of the level of significance, then the opinion of educators about the principal working for effectiveness was significantly dependent on their teaching experience. It meant that the majority (30 / 86 = 35%) of the teachers who tended to think that the principal did not achieve had a teaching experience of between 11 and 15 years, whereas the majority (21 / 45 = 47%) of the teachers who tended to think that the principal had achieved had a teaching experience of 16 years and above.

Figure 4.20 below justifies this research finding, 82% of the teachers said that their principals do not work for effectiveness. Principals as instructional leaders should work for effectiveness to promote the standard of education in the Setla-Kgobi APO of the Central Region in the North-West Province.

Figure 4.20 The principal as instructional leader works for effectiveness

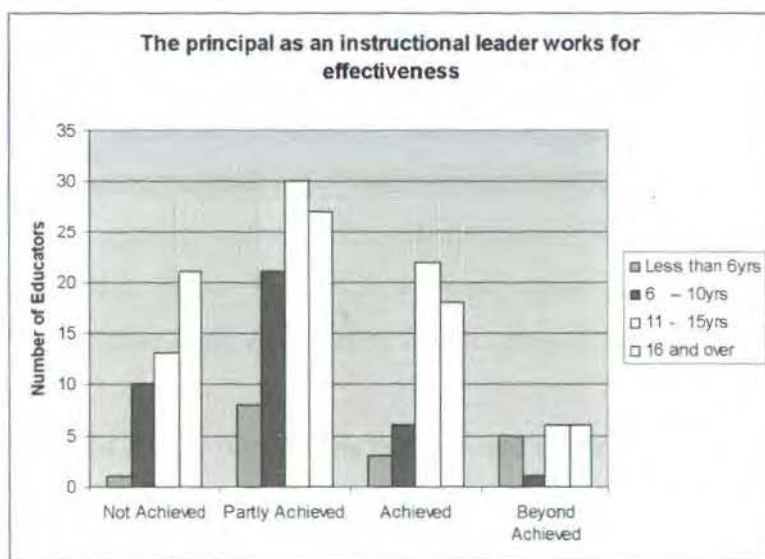


Table 4.21 The principal as instructional leader works for effectiveness

The Chi-square test of independence is concerned with the relationship between two different categories in a population under study.

Table 4.21 The principal as instructional leader works for effectiveness

The principal as instructional leader works for effectiveness					
Gender	Below Achieved	Not Achieved	Achieved	Achieved Beyond	Total
Male	1	8	3	5	17
Female	10	21	6	1	38
Total	13	30	22	6	71

Chi-square=6,35 p-Value=0,096 degrees of freedom = 3

In Table 4.21 the Chi-square statistic and the p-Value with 9 degrees of freedom in Table 4.21 were 6,35 and 0,096, respectively. Since the p-Value is less than 10% of the level of significance, then the opinion of teachers about the principal working for effectiveness was slightly significantly dependent on their gender. It meant that the majority (21 / 30 = 70%) of the teachers who tend to think that the principal has not achieved were female teachers, whereas the majority (5 / 6 = 83%) of the teachers who tended to think that the principal has achieved excessively were male teachers.

Figure 4.21 below justifies this research finding, 70% of the teachers who tended to think that the principals did not work for effectiveness were female teachers and 83% were male teachers. Principals as instructional leaders should motivate male teachers to assist or share ideas with female teachers to work for effectiveness. They should support the curriculum by seeking appropriate resources such as students support materials, teachers guide and teaching aids i.e. overhead projector etc, to carry out the goals and objectives.

Figure 4.21 The principal as instructional leader works for effectiveness



4.6 ANALYSIS OF DATA COLLECTED THROUGH INTERVIEW

Data collected by means of the interview were analysed from question 22–24 in Appendix C. Out of eighty-four Principals or Deputy Principals in Setla-Kgobi Area Project Office the researcher interviewed few principals to gather information from them as a way of acquiring clarity and confirmation of the information supplied. Nine purposefully selected Principals or Deputy Principals (i.e:- three principals from primary schools, three principals from middle schools and three principals from secondary schools) were selected to answer the following interview questions (cf.4.6).

Question 22: How does an instructional leader work with and develop others in the school?

Responses by participants

School A Principal: I motivate teachers to work as a team and invite the Whole School Evaluation Team and Subject Advisor for developing teachers.

That implied that Whole School Evaluation and Subject Advisors assist the school to provide quality education.

School B Principal: I involve all stakeholders to take part in the education of their children and motivate teachers to do IQMS.

That implied that the principal is acclimatising himself with the new curriculum. It is stated clearly in the Department of Education (2003:17) in Labour Relation Council that the school should recognise parents as partners in education and promote a harmonious relationship with them and inform them about the well being and progress of the students (South African School Act 84 of 1996).

School C Principal: I manage time effectively and plan my work accordingly. No teachers left students unattended and attend their meetings during school hours. All teachers submit their

work (i.e:- lesson plan, work-schedules and learning programmes) according to the suggested due dates.

That implied that time is crucial; Principals should motivate teachers to manage their time effectively, to plan their work accordingly, not to hold meetings during school hours, to submit their plan and all activities in time.

Question 23: What are the challenges facing instructional leaders?

Responses by participants

School A, Principal: "Howww!.....At the moment I don't have Maths teachers at Grade twelve classes'. Maths, Science and Afrikaans teachers do not stay for a long time in our school. Anytime they serve me with twenty four hour's notice and quit the system with immediate effect.

That implied that in some schools in the Setla-Kgobi Area Project Office students managed to stay without Maths and science teachers and that affects learning and teaching. Maths and Science are very important learning areas that can help students to be marketable in the workplace.

School B Principal: This Department of Education fails to supply us with resources in time (both physical and human resources).

That implied that learning and teaching cannot be effective without resources. The Department of Education should supply resources for the smooth running of the school.

School C Principal: 'Hey'... I'm.....stressed up about these Department of Education, You know,.....these Department can frustrate you.....it fail to deposit section twenty-one in time but expects me to run school effectively.

That implied that a school without money cannot function well. The following activities that can develop a school will suffer (attending workshops and seminars). The researcher suggested

that the Department of Education should provide resources and deposit section twenty-one money in time for the smooth running of the school

Question 24: What must an instructional leader do to improve the Grade twelve results in Setla-Kgobi Area Project Office?

Responses by participants

School A Principal: The Department of Education should provide us with resources (both students and teachers resources).

That showed that there are no resources in Setla-Kgobi Area Project Office. Effective learning and teaching cannot exist without resources. Students cannot learn without learning material and they cannot learn without teachers.

School B Principal: Monitoring and moderating of students and teachers work is crucial.

That implied that effective monitoring and moderation will motivate students to work hard and teachers to provide quality education to students.

School C Principal: Mascom classes should not exist in urban areas only; we also need those experts to assist our Grade twelve students in our area here.

That implied that the Department of Education should treat rural and urban schools equally. The students who are at rural areas are the same as the students who are in urban areas. Mascom classes should also be implemented in rural schools to assist Grade 12 students in the Setla-Kgobi APO of the Central Region in the North West Province.

From the total of nine Principals or Deputy Principals, 100% usable questionnaires were returned. Those good responses indicated the usefulness of follow up and the fact that questionnaires were delivered and collected by the researcher.

4.7 ANALYSIS OF DATA COLLECTED THROUGH OBSERVATION AND FIELD NOTES

The researcher observed the following from primary schools in the Setla-Kgobi APO

Step 1: According to the researchers observation the primary school principals have tools for planning of lesson plan, work-schedule, monitoring and moderation of both teachers and students.

Step 2: According to the school time log book the primary school principals motivate both students and teachers to attend school regularly.

Step 3: In some schools in the Setla-Kgobi Area Project Office of Central in the North-West Province, some students experience unhuman challenge of getting out some papers, bones, needles what ever instruments from parts of their bodies (i.e:- papers getting out from students eyes and their feet). This leads teachers and some learners to fear going to school. Principals must motivate teachers and learners to attend school.

Interpretation of data in step 1

According to the researchers observation it is clear that the primary school principals are trying their level best to provide good instructional leadership qualities. They are trying to acclimatise themselves with curriculum implementation by motivating teachers to plan lesson plans and work-schedule and they are trying to monitor and moderate the teachers and students work.

Interpretation of data in step 2

According to the data collected, it is clearly observed that the primary school principals are trying their level best to align themselves with National policies. Ninety percent of teachers, Heads of Department and Principals or Deputy Principals attend school regularly.

Interpretation of data in step 3

The Department of Education should intervene with immediate effect by sending psychologists and counselors to counsel those schools and motivational speakers to assist where necessary because these affect and frustrate all stakeholders in an institution, (i.e:- students, teachers, parents and principals). Some parents removed their children from those schools and no teachers want to teach in those schools. That implied that the students' roll will drop down in those schools.

The researcher further observed the following in middle schools in the Setla-Kgobi Area Project Office

Step 1: There is chaos at some middle schools; the school principals show lack of good instructional leadership qualities. There is high rate of absenteeism of students and teachers. There is no planning of lesson plans, work-schedule and records of students and teachers work. Monitoring and moderation of students and teachers work is not of good quality.

Step 2: According to the researchers observation most students are in adolescence and they can fall into the trap of teenage pregnancy.

Interpretation of data in step 1

Principals as instructional leaders should motivate teachers to honour the National policies as stipulated clearly in the Education Labour Relation Council (2003) in Employment of Educators Act 76 (1998:70) that teachers need to serve the Department of Education seven hours per day on daily basis. Leave is not a right, it is a privilege. They must also emphasise that planning, monitoring and moderation is crucial in learning and teaching.

Interpretation of data in step 2

Principals as instructional leaders should liaise with Department of Health, to request Social workers, Nurses or Doctors to address these learners about the danger of being young parents and the danger of diseases such as HIV and the Department of Education should employ

guidance teachers in some schools in the Setla-Kgobi APO to alleviate problems encountered in schools.

The researcher further observed the following from secondary schools in the Setla-Kgobi Area Project Office of the Central Region in the North-West Province

Step 1: The principals in secondary schools in the Setla-Kgobi APO did not have a code of conduct for students and teachers, students' portfolios or the year plan.

Step 2: Most Principals closed the school gate for late comers until short break. (10:00)

Step 3: Some secondary schools in Setla-Kgobi Area Project Office did not have Maths, Science and Afrikaans teachers. Students were left unattended during those periods.

Interpretation of data in step 1

The observer observed clearly that the secondary school principals failed to acclimatise themselves with policies as stipulated in the Department of Education (2003:17) in Education Labour Relation Council (2003) and Employment of Educators Act 76 of (1998:70). Indeed there is no man above the law, all teachers, Heads of Department, Principals or Deputy Principals should honour the National policies.

Interpretation of data in step 2

The observer observed that on most secondary schools time tables, mathematics is the first period and to close gates for late comers excludes some students. Those school Principals should use other strategies to reduce late-coming because this one can worsen the problem by excluding students from vital classes.

Principals should know that to leave students unattended is misconduct (section 18a) as stated in Department of Education (2003), in Education Labour Relation Act (2003:9) and they will be charged with misconduct for doing that.

4.8 FIELD NOTES

Payne and Payne (2004:94) stated that field notes can mean the data collection stage of a project (particularly in the qualitative tradition) or how researchers go about collecting data or more narrowly, data collection in a social setting that tries to reflect the naturally occurring order of events and subjective meanings of those being studied. In this study field notes are primarily undertaken to encounter life as it happens in the place or organisation where it usually occurs to identify its patterns and to reduce understanding of these. These field notes were taken during observation sessions.

- ❖ High rate of absenteeism of teachers and students;
- ❖ Closing school gates for students;
- ❖ Lack of planning, monitoring and moderation of both students and teachers work; and
- ❖ No Mathematics, Science and Afrikaans teachers in some schools in the Setla-Kgobi Area Project Office of the Central Region in the North-West Province.

4.9 SUMMARY

According to the data collected, most principals in the Setla-Kgobi Area Project Office of the Central Region in the North-West Province failed to shape the vision and mission statement of their schools, monitor and moderate students and teachers work, invite experts into schools to assist teachers where necessary, focus on scarce disciplines such as Mathematics and Science in schools and provide effective instructional leadership skills to teachers.

Some Principals stated that the Department of Education fails to supply them with resources and section twenty-one funds in time. According to the data collected teachers blame Principals and Principals blame the Department of Education. The researcher suggested that if the

Department of Education did not provide resources, schools should improvise resources for effective learning and teaching.

That might be the reason why the Setla-Kgobi APO performed very poorly in the Grade twelve results because once the principal does not perform well in an institution, it means there can not be a good academic performance. The last chapter deals with synthesis, discussion of findings, recommendations and concluding remarks.

OVERVIEW OF THE STUDY, FINDINGS, RECOMMENDATIONS AND CONCLUSION**5.1 INTRODUCTION**

Chapter five presents a brief summary of the study. A reflection on the major research findings of the study is provided, as well as the recommendations on the role of principals as instructional leaders.

5.2 SUMMARY OF PREVIOUS CHAPTERS

Chapter one outlined the statement of the problem (cf.1.2), the aim and objectives of the study (cf.1.3). A concern is expressed about the roles of principals as instructional leaders. The skill of instructing teachers is crucial for all institutions to produce quality education to learners. The research design (cf.1.5.1) is also stated in this chapter.

Chapter two outlined the nature and scope of instructional leaders (cf.2.1). From the literature consulted, the school principal (cf 2.2.1), instructional leadership (cf 2.2.2) and effective instructional leader (cf 2.2.3) were defined. Furthermore, chapter 2 dealt with the role of principals as instructional leaders (cf.2.3.3) and activities of instructional leaders (cf.2.3.4). Chapter 2 also outlined models of instructional development, effective instructional leaders' checklist (cf. Model 2.4.1, Figure 2.1) and gave an example of a SWOT analysis of institution (cf Model 2.4.2 Figure 2.2).The chapter pointed out that principals should be instructional leaders in order for their schools to produce quality results.

Chapter three outlined the research design (cf.3.2) of the study. This included strengths of questionnaires (cf.3.2.4.2.a) and division of questions (cf. 3.2.4.2.b) and interviews. Chapter 3 also outlined reliability and validity (cf.3.4), it explained the rationale behind the methodology employed, how the research was conducted and what steps were taken to ensure the reliability and validity of the study. Ethical consideration (cf.3.5), administrative procedure (cf.3.6), follow-ups (cf.3.6.1), response rate (cf. 3.6.2), statistical techniques (cf.3.7) and summary (cf 3.8).

In chapter four, the results of the empirical investigation were outlined. The data collected through the investigation were summarised and discussed. From the empirical investigation, it became clear that all the principals should be instructional leaders; they should be ready to involve all stakeholders (i.e:- teachers, parents and students) in decision-making, and align themselves with the National Policies.

5.3 MAJOR RESEARCH FINDINGS

In this study the following major research findings are outlined:

Findings on objective 1

Concerning objective 1, namely to determine from the literature the nature and scope of instructional leadership (cf.1.3), the following findings were made:

- ❖ Principals as instructional leaders should be responsible for three P's (people, programme and plant) in the school;
- ❖ Principals should create a vision and mission statements of the schools;
- ❖ School Principals as instructional leaders should have effective instructional checklists (cf. Figure 2.1), and
- ❖ Principals as instructional leaders should analyse SWOT/ know the strength, weakness, opportunity and threats of the school.

Findings on objective Two 2

Objective 2 of the study was to determine empirically the views of principals and teachers on the role of principals as instructional leaders. The following findings were made:

- ❖ Principals should motivate teachers to attend workshops (cf. Table 4.14 item 14.5).
- ❖ Principals should motivate teachers to plan their work in time (cf. Table 4.15 item 15.5).
- ❖ Principals should monitor and moderate tests and examination (cf. Table 4.16 item 16.8).

In summary, according to the above mentioned findings, it seems that principals in the Setla-Kgobi Area Project Office do not fulfill their roles of instructional leadership. The South African Schools Act (84 of 1996:67) suggests that parents should take part in the education of their children and if the principal fails to be responsible for three P's or to motivate parents to take part in the education of their children, there would be chaos in schools. The researcher also found that principals do not shape the vision and mission statement of the schools; they do not have an effective instructional leaders' check list and perform SWOT analysis. That might be one of the reasons why schools in the Setla-Kgobi Area Project Office performed very poorly in the Grade 12 results.

5.4 RECOMMENDATIONS

Recommendations are provided in line with what the researcher found in both literature and empirical investigation.

5.4.1 RECOMMENDATION 1

Principals as instructional leaders should have effective instructional checklist (cf. Figure 2.1).

MOTIVATION

Effective instructional checklist will assist principals to arrange their work accordingly. (i.e.: planning and meeting with all stakeholders in an institution.

5.4.2 RECOMMENDATION 2

Principals as instructional leaders should analyse strengths, weaknesses, opportunities and threats (SWOT) in the institutions/schools and involve community in school infrastructural development; conduct staff development workshops at school level using experts and human resources and construct resource centre at the school such as libraries and science laboratory.

MOTIVATION

By analysing SWOT, it would help the principals to know whether their schools have a good roll, distribution of teachers' workload can be done with relative ease and allocation of resources to students and teachers can be done smoothly to meet the needs of everyone in the school.

5.4.3 RECOMMENDATION 3

The instructional leaders should motivate teachers to attend workshops, seminars and conferences concerning educational issues and they should be ready for IQMS and provide feedback immediately after attending workshops.

MOTIVATION

Principals and teachers need to be familiar with the principles of instructional leadership. This can be achieved through workshops, seminars, conferences and IQMS. By so doing principals as instructional leaders will work/teach with developed teachers who will be confident in what they are doing.

5.4.4 RECOMMENDATION 4

Principals as instructional leaders should plan their work accordingly. They should set goals for themselves and their staff and evaluate progress continuously and provide feedback based on the result of their observations and findings.

MOTIVATION

Planning will help principals to budget their time effectively. For example, they will know when to conduct meetings with all stakeholders in their institution, when to control both teachers and students work, and when to meet with Departmental officials for the smooth running of the school. Feedback would also assist everyone in an institution to reflect on the Quality of their teaching.

5.4.5 RECOMMENDATION 5

Principals as instructional leaders should monitor and moderate both students and teachers work. Constant and systematic evaluation of progress should be done at school level. Principals should work towards high learner achievement. This includes the following sub-sections:

- ❖ Students' academic performance (students' written work, mark schedule, checking whether all students' marks were recorded accurately);

- ❖ Teachers planning of lesson plans and work-schedule (checking whether are they planned accordingly); and
- ❖ Checking whether student books were marked accurately, assignment task, re-assessment task, homework, test and examination, teachers planning of lesson plan and work schedule accordingly.

MOTIVATION

According to the Department of Education (2003b:4) in the National Curriculum Statement (2006:4), all learning areas have assessment guidelines, monitoring and moderation tools. It is the responsibility of the instructional leaders to use these tools to monitor and moderate whether teachers teach according to the new method of approach. This includes the following recommendations:

- ❖ Monitoring plan;
- ❖ Monthly monitoring tool;
- ❖ School assessment policy; and
- ❖ Programme of assessment (assessing formal task).

5.5 PROBLEMS ENCOUNTERED

The following are the problems encountered in the study:

- ❖ Most Principals, Deputy Principals, Heads of Department and teachers are travelling distance of about +- eighty kilometres away from home on daily basis. To assist students during Saturdays and holidays is a serious challenge.
- ❖ Post-Provision Model affects some schools in the Setla-Kgobi Area Project Office due to overcrowding of students.
- ❖ Farm schools cause multigrade classes which causes teachers' work overload.
- ❖ Curriculum implementation focuses on a lot of paper work instead of academic performance.

❖ Lack of resources: both human and physical

Human resources: There are no Mathematics, Science and Afrikaans teachers in some schools in Setla-Kgobi APO.

Physical resources: No laboratories for science and teachers accommodation to attract them to stay at Setla-Kgobi Area Project Office in the Central Region of the North-West Province.

5.6 RECOMMENDATIONS FOR FUTURE RESEARCH

The following suggestions are recommended for future studies: - This study was limited to Setla-Kgobi Area Project Office of the Central Region in the North-West Province. Future research can be conducted in other areas of South Africa to find out whether there is any correlation between the findings of this study and the findings in other areas of South Africa.

5.7 CONCLUSION

The research study indicated that all principals in the Setla-Kgobi Area Project Office need to be effective instructional leaders. They should motivate parents or community to take part in the education of their children and involve all stakeholders (SGB, community, teachers and students) in decision-making and also bear in mind that planning and analysing SWOT is crucial.

Principals should execute their roles with high levels of knowledge and diligence. Focus should be on the quality of learning and teaching that transpires in the classroom. Distribution of resources should be planned to meet the needs of the end user. Constant evaluation should be done.

Principals as instructional leaders should also monitor and moderate both teachers and students work, and by so doing they would know whether teachers provide quality education to students. They should motivate all teachers to attend workshops and to provide feedback immediately after attending workshops for developing teachers in the schools.

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TO WHOM IT MAY CONCERN

REQUEST FOR PERMISSION TO ADMINISTER QUESTIONNAIRE FOR
M.ED IN EDUCATION (EDUCATIONAL MANAGEMENT) IN THE SETLA-
KGOBI APO

I wish to confirm that Ms SS Tong Student No: 17057043 is currently registered for M.ED in Education Management at the North West University; (Mafikeng Campus.)

Ms Tong needs to collect data for her research from various primary and secondary schools in the Setla-kgobi. I therefore request that she be given the necessary assistance in this regard.

Thank you in anticipation of your cooperation and assistance.

A handwritten signature in black ink, appearing to read 'M. W. Lumadi', written over a dotted line.

Dr MW Lumadi

Director: School of Postgraduate Studies

APPENDIX B

QUESTIONNAIRES DIRECTED TO TEACHERS, HEADS OF DEPARTMENT, DEPUTY PRINCIPALS AND PRINCIPALS

The purpose of the questionnaire is to gather information from teachers, Heads of Department, Deputy Principals and Principals on the roles of principals as instructional leaders.

SECTION: A

BIOGRAPHICAL AND DEMOGRAPHIC DATA

Please answer the following questions by making X in the appropriate box.

1. Your age categories in years.

1.1	21-25	1
1.2	26-30	2
1.3	31-35	3
1.4	36-40	4
1.5	41-50	5
1.6	51-55	6
1.7	56 and over	7

2. Gender

2.1	Male	1
2.1	Female	2

3. Marital status

3.1	Single	1
3.2	Married	2
3.3	Divorced	3

4. What position do you hold?

4.1	Principal	1
4.2	Deputy Principal	2
4.3	H.O.D	3
4.4	Teacher	4
4.5	Senior teacher	5

5. What qualifications do you have?

5.1	U.D.E.	1
5.2	H.E.D	2
5.3	A Degree	3
5.4	B. ED Honours	4
5.5	Masters Degree	5
5.6	Doctorate	6

6. Teaching experience in years

6.1	0 –5 years	1
6.2	5-10 years	2
6.3	11-16 years	3
6.4	16 and over	4

7. Type of school

7.1	Private	1
7.2	Public	2

8. School category

8.1	Preparatory	1
8.2	Primary	2
8.3	Middle	3
8.4	Secondary	4

9. Settlement type of your school

9.1	Rural	1
9.2	Urban	2
9.3	Farm	3

10. Your school falls under which level?

10.1	Post level one	1
10.2	Post level two	2
10.3	Post level three	3
10.4	Post level four	4

11. Your school falls under which quintile?

11.1	Quintile one	1
11.2	Quintile two	2
11.3	Quintile three	3
11.4	Quintile four	4

12. Under which section does your school fall?

12.1	Section twenty	1
12.2	Section twenty-one	2

13. School roll – number of learners at your school

13.1	50-150	1
13.2	150-300	2
13.3	300-450	3
13.4	450 and over	4

SECTION: B

Principals as instructional leader must do the following for the school to be effective:

Please circle the appropriate number by using the following keys: Below Achieved (BA),

Not Achieved (NA) Achieved (A), Achieved Beyond (AB)

14. Activities of the principals as instructional leaders

		BA	NA	A	AB
14.1	Instructional leaders set instructional goals.	1	2	3	4
14.2	Have high expectations on student achievement.	1	2	3	4
14.3	Focus on student achievement.	1	2	3	4
14.4	Work for effectiveness.	1	2	3	4
14.5	Motivate teacher to attend workshops.	1	2	3	4
14.6	Motivate teacher to provide feedback to school after attending workshop.	1	2	3	4
14.7	Motivate teacher to assess students according to the new method or approach.	1	2	3	4
14.8	Involve all stakeholders in decision making.	1	2	3	4

15. Effective instructional leaders

KEY: Below Achieved (BA), Not Achieved (NA), Achieved (A), Achieved Beyond (AB)

		BA	NA	A	AB
15.1	Shape the vision and mission statement of the school.	1	2	3	4
15.2	Motivate effective communication that models commitment to the goal.	1	2	3	4
15.3	Encourage the use of different instructional strategies.	1	2	3	4
15.4	Have thorough knowledge about curriculum and instructional leadership.	1	2	3	4
15.5	Motivate teachers to plan their work in time (lesson plan, learning programme and work schedule).	1	2	3	4
15.6	Invite experts, for example, psychologists, and health department to assist students who have barriers to learning.	1	2	3	4
15.7	Monitor whether teachers are providing quality education to students.	1	2	3	4
15.8	Motivate teachers to remediate to students.	1	2	3	4
15.9	Invite whole school evaluation or subject advisors to assist the school where necessary.	1	2	3	4

16. The role of an instructional leader is to:

		BA	NA	A	A B
16.1	Handle the three 'P's (people, programme and plant).	1	2	3	4
16.2	Manage assessment strategies.	1	2	3	4
16.3	Manage their time so as to focus on instructional leadership.	1	2	3	4
16.4	Motivate teacher to participate in IQMS for development.	1	2	3	4
16.5	Assist colleagues to keep students records.	1	2	3	4
16.6	Visit classes.	1	2	3	4
16.7	Conduct follows up.	1	2	3	4
16.8	Monitor, moderate test and examination.	1	2	3	4
16.9	Discuss educational policy with other teachers.	1	2	3	4
16.10	Keep contact with official from the Department.	1	2	3	4

17. Principles of OBE and RNCS

		BA	NA	A	AB
17.1	The content teaching promotes values and skills.	1	2	3	4
17.2	The teaching and learning focuses on outcomes.	1	2	3	4
17.3	The principal makes decisions by using critical thinking.	1	2	3	4

18. Instructional leadership skills.

		BA	NA	A	AB
18.1	Instructional leader provides teachers with resources to provide education to students.	1	2	3	4
18.2	The instructional leader assists his staff in professional development.	1	2	3	4
18.3	Works democratically with teachers to achieve ends helpful to everyone.	1	2	3	4
18.4	The instructional leader has good listening skills.	1	2	3	4

APPENDIX C: INTERVIEW QUESTIONS

Interview questions directed to Principals or Deputy Principals. In questions 22 – 24 below the participants were requested to voice out their opinion on how instructional leadership should be done.

22. How does an instructional leader work with and develop others in the school?

23. What are the challenges facing instructional leaders?

24. What must an instructional leader do to improve the Grade 12 results in Setla-Kgobi Area Project Office?

APPENDIX D: SUMMARY OF PARTICIPANTS

1.	Frequency	Percent
26 - 30	5	2.5
31 - 35	39	19.7
36 - 40	45	22.7
41 - 50	78	39.4
51 - 55	26	13.1
56 and over	5	2.5
Total	198	100

2.	Frequency	Percent
Male	65	32.8
Female	133	67.2
Total	198	100

3.	Frequency	Percent
Single	72	36.4
Married	104	52.5
Divorcee	22	11.1
Total	198	100

4.	Frequency	Percent
Principal	6	3
Deputy Principal	16	8.1
HOD	26	13.1
Senior Educator	3	1.5
Educator	147	74.2
Total	198	100

5.	Frequency	Percent
UDE	91	46
HDE	34	17.2
Degree	26	13.1
Honours	42	21.2
Masters	5	2.5
Total	198	100

6.	Frequency	Percent
Less than 6yrs	17	8.6
6 - 10yrs	38	19.2
11 - 15yrs	71	35.9
16 and over	72	36.4
Total	198	100

7.	Frequency	Percent
Private	2	1
Public	196	99
Total	198	100

8.	Frequency	Percent
Primary	127	64.1
Middle	27	13.6
Secondary	44	22.2
Total	198	100

9.	Frequency	Percent
Rural	184	92.9
Urban	4	2
Farm	10	5.1
Total	198	100

10.	Frequency	Percent
Level 1	62	33.2
Level 2	60	32.1
Level 3	36	19.2
Level 4	29	15.5
Total	187	100

11.	Frequency	Percent
Quintile 1	80	40.6
Quintile 2	84	42.6
Quintile 3	33	16.8
Total	197	100

12.	Frequency	Percent
Section 20	14	7.1
Section 21	184	92.9
Total	198	100

13.	Frequency	Percent
50 - 150	13	6.6
150 -300	49	24.8
300 - 450	46	23.2
450 and over	90	45.4
Total	198	100

No.	f	%	f	%	f	%	f	%
14.								
14.1	33	16.7	99	50	58	29.3	8	4
14.2	97	49	51	25.7	40	20.2	10	5.1
14.3	44	22.2	95	48	44	22.2	15	7.6
14.4	45	22.7	86	43.4	49	24.8	18	9.1
14.5	15	7.6	39	19.7	116	58.6	28	14.1
14.6	47	23.7	85	42.9	50	25.2	16	8.1
14.7	26	13.1	105	53	52	26.3	15	7.6
14.8	57	28.8	93	47	37	18.7	11	5.6

No.	f	%	f	%	f	%	f	%
15.								
15.1	46	23.2	92	46.5	50	25.3	10	5.1
15.2	62	31.3	83	41.9	46	23.2	7	3.5
15.3	109	55.1	36	18.2	44	22.2	9	4.5
15.4	122	61.2	30	15.2	37	18.7	9	4.5
15.5	39	19.7	74	37.4	71	35.9	14	7.1
15.6	134	67.7	36	18.2	26	13.1	2	1
15.7	67	33.8	71	35.9	53	26.8	7	3.5
15.8	126	63.6	29	14.7	39	19.7	4	2
15.9	125	63.1	28	14.1	43	21.7	2	1

16.	f	%	f	%	f	%	f	%
16.1	59	30	94	47.7	39	20	5	2.5
16.2	53	26.9	94	47.7	42	21.3	8	4.1
16.3	52	26.3	94	47.5	48	24.2	4	2
16.4	7	3.5	37	18.7	123	62.1	30	15.2
16.5	67	33.8	73	36.9	50	25.3	8	4
16.6	138	69.7	23	11.6	29	14.7	8	4
16.7	138	69.7	24	12.1	34	17.2	2	1
16.8	42	21.3	101	51.3	46	23.4	8	4.1
16.9	105	53	39	19.7	44	22.2	10	5.1
16.10	15	7.6	25	12.6	131	66.2	27	13.6

17.	f	%	f	%	f	%	f	%
17.1	27	13.6	73	36.9	86	43.4	12	6.1
17.2	39	19.7	66	33.3	81	40.9	12	6.1
17.3	107	54	46	23.2	38	19.2	7	3.5

18.	f	%	f	%	f	%	f	%
18.1	102	51.5	40	20.2	48	24.2	8	4
18.2	83	41.9	62	31.3	45	22.7	8	4
18.3	20	10.1	91	46	82	41.4	5	2.5
18.4	81	40.9	64	32.3	41	20.7	12	6.1

19.

The Chi-square test of independence is concerned with the relationship between two different categories in a population under study.

Primary	66	24	30	7	127
Middle	15	7	3	2	27
Secondary	16	20	7	1	44
Total	97	51	40	10	198

Chi-square=14.11 p-value=0.028 degrees of freedom = 6

20.

Less than 6yrs	1	8	3	5	17
6 - 10yrs	10	21	6	1	38
11 - 15yrs	13	30	22	6	71
16 and over	21	27	18	6	72
Total	45	86	49	18	198

Chi-square=18.38 p-value=0.031 degrees of freedom = 9

- 2i. The Chi-square test of independence is concerned with the relationship between two different categories in a population under study.

Male	1	8	3	5	Total
Female	10	21	6	1	38
Total	13	30	22	6	71

Chi-square=6.35 p-Value=0.096 degrees of freedom = 3

THANK YOU