



**SECONDARY SCHOOL TEACHERS' PERCEPTIONS OF PRINCIPALS'
ROLES AS INSTRUCTIONAL LEADERS**

by

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DECLARATION

I, **Melitta Adams**, declare that the contents of this dissertation represent my own unaided work, and that the dissertation has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.



Signature

23 January 2023

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ABSTRACT

This is a study of how teachers perceive the role of principals as instructional leaders and the support provided by them in managing teaching and learning and in the provision of Continuing Teacher Professional development (CPTD). The role of the principal in this study is that of an instructional leader regarded as key to school academic improvement and the overall success of the school. The principal as an instructional leader is to ensure that a school maintains its focus on student learning. In the South African contexts, several studies point to the low academic performance of the learners which arguably is linked to the lack of effective instructional leadership. This study attempts to answer the following main research question: How do teachers perceive the role of principals as instructional leaders? The sub-questions of this study are: 1. What are teachers' perceptions of the principals' roles as instructional leaders managing teaching and learning? 2. What are teachers' perceptions about the principals' roles as instructional leaders in supporting their professional learning and development? The objectives of the study are as follows: 1. To better understand teachers' perceptions of the role of principals as instructional leaders managing teaching and learning. 2. To better understand teachers' perceptions of the role of principals as instructional leaders in supporting their professional development. A qualitative approach case study research design is used in this study. For the purpose of this study, the researcher will purposefully select two schools in the Metropole Central district in the Western Cape. The study used purposive sampling by selecting the most appropriate research participants for the study. As a qualitative research project, interviews will be the main tool used for the data collection.

The findings indicate that across both schools, the principals do support the teachers in their teaching and learning activities which characterises them as instructional leaders. However, due to teachers' perceptions of the principal as being less involved, the support offered by one of the principals is limited. This suggests that perhaps principals are not yet able to provide the level of support that teachers expect and in some instances principals are not directly involved in the support offered due to their administrative functions on school management and administration as oppose to the theory of leadership as transformative and supporting as instructional leaders.

This study contributes to knowledge about instructional leadership in South Africa in two ways: It gives insight on teachers' perceptions about the role of the principal as an instructional leader. Specifically, it gives us an understanding of the perceptions of teachers about the principal's role as an instructional leader in both a rich and poor school in South Africa.

KEYWORDS: leadership, instructional leadership, giving direction, providing resources, curriculum delivery, PCK, Lesson planning, CPTD

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LIST OF ABBREVIATIONS

SASA: South African Schools Act

DBE: Department of Basic Education

SASP: South African Standard for Principalship

OBE: Outcomes Based Education

RNCS: Revised National Curriculum Statements

NCS: National Curriculum Statements

CAPS: Curriculum Assessment Policy Statements

CPTD: Continuous Professional Teacher Development

SGB: School Governing Body

PCK: Pedagogical Content Knowledge

ACESLM: Advanced Certificate in Education; School Leadership Management

SMT: Senior Management Team

HOD: Head of Department

NEEDU: The National Education, Evaluation and Development Unit

IQMS: Integrated Quality Management System

WCED: Western Cape Education Department

CPUT: Cape Peninsula University of Technology

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Chapter 1: Introduction

1.1 Background

According to Mafora (2013:1) one of the important educational reforms introduced after the 1994 political changes in South Africa was the shift to inclusive and democratic governance. This shift affected school governance and management. The preamble to the South African Schools Act (SASA), Act No. 84 of 1996, Section 16(3) indicates that the professional management of a public school must be assumed by the principal. To achieve academic performance, principals attempt to improve teacher performance through good communication, motivation, confidence building and the provision of adequate resources (Munir and Khalil, 2016:41). Munir and Khalil (2016:41) also state that teachers' perceptions of their principals' management influence their performance at school and their classroom practices. Therefore, to enhance teacher performance and classroom practices, it is vital for principals to equip themselves with appropriate leadership practices.

The Department of Basic Education (DBE) has put strategies in place to guide principals in managing schools. According to the DBE, the core purpose of principals in South African schools is served in eight key areas as outlined in the Policy on the South African Standard for Principalship (SASP) (2015:10).

- a) "Leading teaching and learning in the school – five main kinds of leadership.
- b) Shaping the direction and development of the school.
- c) Managing the quality of teaching and learning and securing accountability.
- d) Developing and empowering self and others.
- e) Managing the school as an organisation.
- f) Working with and for the community.
- g) Managing human resources (staff) in the school.
- h) Managing and advocating extramural activities."

This policy indicates key duties for principals and what is perceived as good management practices. However, if the teachers perceive leadership differently to that of the principal, principals will find it challenging to perform their duties. Teachers will behave based on their perception of their principal, and what they perceive the principal's duties to be. Petros and Stelios (1999:241) argue that people's perceptions determine their reality because perception influences their actions.

Sun (2004:28) contends that the nature of management influence is determined by the relationship between the follower's value system with those of the leader. Sun (2004:29) found, in fact, that principals do not have a huge influence on teachers' commitment to their duties. This suggests that it is important for principals to be aware of how they are perceived by teachers, and to consider teachers' well-being in the provision of appropriate support for teachers.

Scholars such as Brown and Matthew (2016:703) suggest that principals play an important role in teachers' professional development which also impacts learner achievement. As principals have knowledge of their teachers' subject matter and pedagogical needs (Brown and Matthew, 2016:703) the responsibility for encouraging professional development of teachers rests with the principal to ultimately influence teachers' teaching practices.

Bush (2013:6) states that leadership is one of the key variables determining the quality of education, according to the global research on school reform. Wieczorek and Manard (2018:1) describe instructional leadership as leadership for learning. Similarly, Ismail, Don, Husin and Khalid (2018:1) describe instructional leadership as a leadership approach used by principals to support teachers in performing their duties, which impacts the learners' academic achievements. Where an instructional leader is directly involved, the impact on learner outcomes is likely to be successful. Instructional leadership is significant because it is becoming more widely acknowledged as one of the most crucial activities for principals, (Bush, 2013:5).

1.2 Context

In this section a short historical overview of South Africa is discussed in order to contextualise the basis of this study.

1.2.1 Socio economic contextualization of South Africa (1948-1990s)

South Africa is located at the southernmost point of Africa, and it shares borders with Mozambique, Namibia, Botswana, Zimbabwe, and the Atlantic and Indian seas. It has a vast land area covering approximately 1, 219,080 square kilometres. Its economy is strong within Africa, and its infrastructure is well-developed. South Africa has eleven official languages spoken across nine provinces (Mhlauli, Salani and Mokotedi, 2015:204), and it has a population size of 60.04 million.

South Africa comes from a long history of segregation and disadvantage. The social and economic struggles most people of colour endured during the Apartheid era, in the country were well-known on a global scale, (Clark and Worger, 2013:5). Clark and Worger (2013:4)

describe apartheid as a practice that divided people based on their race in terms of where they resided, attended school, worked, and died in South Africa. This strategy was first implemented in South Africa in 1948 by the National Party administration, and it was upheld as official policy until that party's overthrow in 1994.

However, the Nationalist Party's coup in 1948 did not mark the start of systematic racial discrimination in South Africa. It has several causes and can be traced back to when the Dutch first arrived at the Cape in 1652 (Clark and Worger, 2013:3). During Apartheid the aim was to divide the whites from the non-whites who were further divided into smaller ethnic groups (Henrard, 2003:37). These smaller groups could not pose a threat to the minority white group. This may be characterized as a plan to weaken the non-white population, particularly the white Afrikaner community (Henrard, 2003:37).

Intensive talks between the National Party (NP) and the African National Congress (ANC), as well as other resistance movement parties, began in the 1980s in an effort to mitigate the Apartheid government (Henrard, 2003:39). Finally, as a result of this, president F. W. De Klerk announced the first democratic constitution for South Africa and the first multiracial elections in April 1994 during the annual opening of parliament on February 2, 1990. (Henrard, 2003:37). This historic moment in the lives of all South Africans took place on 10 May 1994 and marked the beginning of the transition from an oppressive system of government to a democratically elected government (Mhlauli, et al., 2015:204).

1.2.2 An overview of South African Education

South Africa has a history in which apartheid education was used as a weapon for dividing society by fostering particular types of identity among learners (Msila, 2007:146). In 1953, the minister of Native Affairs, Hendrick Verwoerd, said: "I would rather see South Africa White and Poor than to see it Rich and Mixed." (Seepe and McLean 1999 cited in Thobejane, 2013:1). This statement caused a shift in the socio political landscape of South Africa. Three levels of citizenship were birthed in South Africa, namely: Whites who had first-class citizenship rights, while "Coloureds" and "Indians" held second-class status. Native Africans were treated as third-class citizens in their own country (Thobejane, 2013:1). The Bantu Education Act, created in 1953 as a result of Verwoerd's policies established an inferior educational system designed particularly for the country's predominately black people (Thobejane, 2013:2). Black South Africans were only permitted to work as unskilled labourers, and they were denied access to a system of education that would have allowed them to compete with White people in the labour market. (Thobejane, 2013:2). According to Mhlauli et al, (2015:206) it was thought that empowering black people with skills would have a detrimental effect on white persons in the labour market. During this time there were separate departments of education for each of

the four racial groupings (Black, Indian, Coloured, and White South Africans), which served as the institutional foundation for the segregated educational system (Thobejane, 2013:2).

The Bantu education approach reformed after the 1994 elections and saw a restructuring of the educational system, replacing the previous apartheid system (Msila, 2007:147). A new curriculum was created as a result of a meeting that the Department of National Education held in July 1994 in order to promote the development of a national identity (Thobejane, 2013:9). This was implemented to replace the racist curricula that promoted apartheid's values with a non-racist curriculum for the basic school system (Molapo and Pillay, 2018:1). The shift from the apartheid-era educational system to the current one has not been without challenges (Msila, 2007:146). According to Molapo and Pillay (2018:1) the process was politicised because the government wanted to change the apartheid legacy and implement changes. These changes included minimising rote learning, textbook learning with a focus on a learner-centred pedagogy that would promote active and critical thinking learners.

1.2.3 Education Policy reforms post 1994

The Constitution of the Republic of South Africa, 1996 (Act No 108 of 1996) provides the basis for curriculum development and transformation. One of the objectives of the Constitution, according to its preamble, is to put past divisions behind us and build a society based on democratic values, social justice, and basic human rights. According to Nkambule and Amsterdam (2018:1) educator support is of paramount importance across the world as educators aim to adapt to reform initiatives so as to successfully implement policies at the school level. Educators cannot face the host of challenges that the fundamental changes within the education sector brings without support.

Educational change has been a point of discussion for many years (Molapo and Pillay, 2018:1). In the aftermath of apartheid, educators were faced with confusion and implementation difficulties trying to make sense of a new curriculum, with the result that educator support became apparent (Nkambule and Amsterdam, 2018:1). Gumede and Biyase (2016:69) posits that the injustices of apartheid colonialism caused an unfair and broken education system. Msila (2007:146) states that during apartheid education was used as a means of division in society and to establish a particular form of identity among learners. Schools were divided according to race during the apartheid regime which enhanced the division in society and therefore many people regarded the curriculum as irrelevant because it only benefited citizens of one race over the others. Msila (2007:146) further argues that those who develop policies have goals which can be social, cultural or political. However, it this may imply that education is political.

According to Gumede and Biyase (2016:70) the main purpose of the numerous educational reforms and curriculum policy transformation processes since 1994 was to ensure that those who were previously disadvantaged by the education system gain access to education. Gumede and Biyase (2016:69) further argue that the quality of education in post-apartheid South Africa is one policy issue that has not been adequately addressed. One new educational policy after another has been thrust upon educators. Between 1997 and 2012, the DBE introduced four curriculum reviews: The Curriculum 2005 (C2005), also known as outcomes-based education (OBE), which was introduced in 1997; the Revised National Curriculum Statements (RNCS), which was introduced in 2002; the National Curriculum Statements (NCS), which was introduced in 2011; and the Curriculum Assessment Policy Statements (CAPS), which was introduced in 2012 (Nkambule and Amsterdam, 2018:1).

The Curriculum 2005 (C2005)

Then Minister of Education, Professor Bengu, announced on 24 March 1997 that the government intends to adopt a policy called C2005 to address the school curriculum (Moodley, 2013:15). The aim of this policy was to change the curriculum in all schools from content-based education to outcomes-based education and was called C2005 because it was to be fully implemented by the year 2005 (Moodley, 2013:15). According to DBE the C2005 was to equip learners with knowledge, competencies and orientations needed when they complete their schooling career (1997:1). Moodley (2013:15) further defined C2005 “as a planned process and strategy of curriculum change underpinned by elements of redress, access, equity and development”. To ensure the success of this process, C2005 contained methodologies such as learner centredness, recognition of teachers as facilitators, relevance of content, as well as knowledge and cooperative learning (Moodley, 2013:15)

Revised National Curriculum Statements (RNCS)

Molapo and Pillay (2018:2) highlight that the implementation of C2005 faced some challenges. Therefore, after the DBE reviewed C2005, a RNCS for Grades R-9 was drafted to simplify C2005 and made available for public comment on 30 July 2001. The RNCS kept the principles and purposes of C2005 and was not a new curriculum, but regarded a strengthening of C2005. In order to address the particular educational, social, emotional, and physical requirements of students, the RNCS established an inclusive approach, identifying the needs for all learners. The Council of Education Ministers approved the RNCS as three separate policy documents for the Foundation Phase, the Intermediate Phase, and the Senior Phase at its meeting on September 29, 1997.

National Curriculum Statement (NCS)

The two National Curriculum Statements from 2012 for Grades R–9 and Grades 10–12 were merged into one document by the DBE. This document was called, The National Curriculum Statement Grades R–12. To provide a clearer outline of what is to be taught and learned in each term, the National Curriculum Statement for Grades R–12 builds upon and updates preceding curricula. The National Curriculum Statement Grades R–12 represents the policy statement for teaching and learning in South African schools, and it is summarized as follows:

- “Curriculum and Assessment Policy Statements (CAPS) for all approved subjects listed in this document;
- National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12; and
- National Protocol for Assessment Grades R – 12.”

Curriculum Assessment Policy Statement (CAPS)

CAPS is the new curriculum that was introduced by the government in response to the implementation challenges of previous curriculum revisions and is currently in use in South African schools (Molapo and Pillay, 2018:2). According to Du Plessis (2005: 1) CAPS is an adaptation to the curriculum (what we teach) and not teaching methods (how we teach). Matsepe and Maluleke (2019:177) agree with her view and similarly state that “CAPS in South Africa was introduced to develop, maintain and support a South African school education system. This curriculum policy was envisioned to give more detailed guidance on what teachers need to teach and how they should assess.” This means that teachers now have a clear outline of the curriculum.

1.3 Problem statement

Lunenburg (2010:5) asserts that an important component of a school's academic growth and overall success is the principal's instructional leadership. In addition to this, Lunenburg (2010:1) states that the instructional leader helps the school to maintain focus on its primary purpose: helping all learners to learn. Specifically, “shifting the focus of instruction from teaching to learning; forming collaborative structures and processes for faculty to work together to improve instruction; and ensuring that professional development is ongoing and focused toward school goals are among the key tasks that principals must perform to be effective instructional leaders in a professional learning community” (Lunenburg, 2010:1).

School principals as instructional leaders shape the quality of teaching at their schools by providing opportunities for teacher development.

Seobi and Wood (2016:1) states that several learners in South African schools perform inadequately in benchmark tests. This poor performance according to Seobi and Wood (2016:1) is linked to poor quality teaching which is partly caused by a lack of instructional leadership at schools. Poor lesson planning, a lack of CPTD, and a lack of resources are all factors that play a part in underperforming teachers. This highlights the necessity for strong instructional leadership to continuously support and grow teachers (Seobi and Wood, 2016:1).

A study by Diko and Letseka (2009:233) highlights one of the main concerns of teachers as their longing for recognition and support in staff development initiatives in which many of them participated. It can be argued that this recognition should come from the principal as an instructional leader. In addition, Kariuki, Ndirangu, Sang and Okao (2014:1595) found that teachers regard support from principals as a positive factor in bolstering their teaching and learning in the classroom. According to Kariuki et al., (2014:1595), teachers perceive feedback from their leaders as an important factor in maintaining motivation. Principals as instructional leaders of schools must constantly do their best to provide support to teachers to ensure teachers perform their tasks effectively.

1.4 Research Questions

This research will explore how teachers perceive the role of the principal as an instructional leader in ensuring that teachers are well equipped to perform their duties effectively and engagingly.

The main research question of this study is:

How do teachers perceive the role of principals as instructional leaders?

The sub-questions of this study, drawing from the framework above are as follows:

1. *What are teachers' perceptions of principals' roles as instructional leaders managing teaching and learning?*

In answering the question about the principal's role as an instructional leader managing teaching and learning, the researcher explored three dimensions: (1) giving direction, (2) monitoring curriculum delivery, and (3) providing resources to support classroom instruction.

2. *What are teachers' perceptions about principals' roles as instructional leaders in supporting their professional learning and development?*

In answering the question about the principal's role as an instructional leader in supporting Continuous Professional Teacher Development (CPTD) the researcher explored how teachers are supported in pedagogical content knowledge, teaching skills, classroom management and lesson planning.

1.5 Aim and objectives of the study

In order to answer the research questions, the main aim of this study was to identify how teachers perceive the role of principals as instructional leaders.

The objectives of the study were as follows:

1. To better understand teachers' perceptions of the role of principals as instructional leaders in charge of managing teaching and learning.
2. To better understand teachers' perceptions of the role of principals as instructional leaders tasked with supporting their professional development.

1.6 Thesis structure

Chapter 1 introduced the study by highlighting the political shift from apartheid to inclusive democratic governance post-1994 in South Africa. It highlighted the important role played by principals in schools (the teaching and learning environment). The chapter also set the context for the basis of the study. Moreover, it provided a brief overview of South Africa's educational reforms by highlighting curriculum changes which were adopted after apartheid.

Chapter 2 presents the literature reviewed for this study about the principals' roles as school managers and leaders, leadership styles, the principal as instructional leader supporting teaching and learning and the principal as an instructional leader supporting Continuous Professional Teacher Development (CPTD). This chapter is synthesised by the conceptual framework of this study.

Chapter 3 explains the methods and procedures used to collect and analyse the data, as well as the rationale for their use. It also provides the ethical considerations, explains the positionality of the researcher, and discusses factors linked to the trustworthiness and the limitations to the study.

Chapter 4 reports on the findings of the study in relation to the research questions that guided the research.

Chapter 5 presents the analysis and discussion of the findings. It also highlights and discusses emerging themes based on the conceptual framework model that underpins this study.

Chapter 6 concludes the thesis by providing a summary and synthesis of the study, providing recommendations and reflecting on implications for future research, the contribution of this study and reflections on my research journey.

Chapter 2: Literature review

2.1 Introduction

The principal, along with the School Governing Body (SGB), is acknowledged in the governance system of a South African school as the primary governing agent of the institution. The managers and key delivery agents in the educational system are, in the opinion of the DBE principals, the most significant stakeholders in education because they are responsible for determining educational outcomes. Academic achievement at a school is strongly correlated with the principal's skills and dedication.

Scholars such as Ndlovu (2017:44) state that "school leadership has become a priority in education policy agendas across the world because it plays a key role in improving classroom practice, school policies, and connections between individual schools and the outside world." This confirms that the principal as the key governing agent of the school is an important variable in effective school function and management. According to Nasreen (2019:162) The role of school principals in creating a positive learning environment is crucial. Nasreen (2019:162) reported that to improve schools, teachers and principals must work together. Therefore, principals are important in ensuring collaboration of teachers and the principal for school improvement. The principal as an active school leader with a clear vision is fundamental to achieve goals. Similarly, the Wallace foundation reported that when school variables work separately, they do not have great effects on teaching and learning. A great impact on teaching and learning is when individual variables work together to reach common goals. It is the job of the principal to create the space for this to happen. In addition, Farah (2013:1) states that the principal serves as the institution's cornerstone and is crucial to the creation of its educational policies and to students' academic achievement. Consequently, education institutions need principals to plan, organise, direct, control and evaluate daily activities. To achieve education goals the principal must coordinate the education staff (Farah, 2013:2).

Many studies have been conducted about the important role the principals play in managing schools and improving teaching and learning. According to Huber (2010:58), empirical research has demonstrated that leadership is a key factor in school quality not only in the United States, Great Britain, Australia, and New Zealand, but also in the Netherlands and Scandinavian nations. The research results show that when a school is recognised as successful, the school possess a competent and sound principal (Huber, 2010:58). Principals are considered important in all aspects of the school development process and they are responsible for adequately coordinating the activities during the processes (Huber, 2010:58).

While this study is about governance, the specific focus is on the role of the principal as an instructional leader. Four components will inform the structure of this literature review. The first body of knowledge discusses the definitions of the concepts that the researcher used, critiques and unpacks the definitions, developing the conceptual framework adopted for the study. Secondly the researcher reviewed literature on two specific aspects of principal support: the role of a principal as an instructional leader supporting teaching and learning, and their role as an instructional leader supporting continuous professional teacher development.

Within each aspect the researcher reviews the sub categories, namely: the principal as instructional leader giving direction, providing resources, monitoring curriculum, and the principal as instructional leader supporting professional development in pedagogical content knowledge (PCK), teaching skills, classroom management and lesson planning. This chapter concludes with a conceptual framework.

2.2 Principals' roles as school managers and leaders

Much research has been conducted around principal management and leadership in education because, as Bush (2016:10) states, it is a popular belief around the world that the quality of leadership makes an important difference to a school, its staff, and learner achievement.

An organisation such as a business cannot exist without management (Ugurlu 2013:97). In other words, management is the process that keeps a business operational. Scholars such as Everard, Morris and Wilson (2004:4) state that confined definitions of *school management* narrow in on managers who must direct the work of others. Similarly, Hutasuhut (2019:144) states that all resources that exist within the school must be managed by school management, and management must direct the activities of the school in relation to the duties of the teacher. The principal of the school is regarded as the 'manager' and therefore must ensure that all duties are completed by the teachers.

According to Everard et al., (2004:4) principals have a variety of tasks, including giving direction, setting aims and objectives, planning, organising (people, time and materials), controlling processes and setting and improving organisational standards. The management ability of the school principal is a key factor to improving the work motivation of teachers (Hutasuhut, 2019:143). The school structure depends on the ability of the principal to manage the processes and lead the school to success, specifically, according to managerial capabilities such as the principal's ability to plan, organise, motivate and control (Hutasuhut, 2019:143).

For the purposes of this study, the researcher asserts that *management* must direct the activities of the school in relation to the duties of the teachers. Bush (2007:392) contends that although management and leadership have different roles in schools, both are equally crucial to the efficient operation of schools and the accomplishment of their goals. Therefore, the principal as a manager is also a leader and needs to adopt a certain leadership style.

Amtu, Ambon, Siahaya and Taliak (2019:13) suggest that the leadership of a school principal shows that a principal's leadership skills have a favourable impact on the effectiveness of teachers and the success of a school. A principal must be driven in accordance with the role as the leader of the school to enhance the quality of education. Other researchers such as Aşer (2013:225) express a general definition of *leadership* as a person's ability to direct the abilities of stakeholders within an organisation in order to achieve goals, highlighting related terms such as power, influence and authority.

Bush (2016:10) explains that while it has been accepted that leadership makes a difference, there is still an ongoing debate about the requirements for developing leadership behaviours. Bush (2016:10) further suggests that school leadership plays a different function from teaching and necessitates a unique set of skills. This means there should be a specific guide for developing principals as school leaders.

The policy on the SASP (2015) holds the principal accountable for giving direction and assessing the curriculum to guarantee successful teaching and learning. The policy sets out the five main kinds of leadership as follows:

1. "Strategic leadership
2. Executive leadership
3. Instructional leadership
4. Cultural leadership
5. Organisational leadership"

Moreover, every leader is expected to adopt a leadership style. Uleangu, Khumalo, Momah and Ndlovu (2019:216) explain several types of leadership styles as determined by a person's ability to make decisions. Principals may be unaware of the leadership style they are enforcing or whether they are leading or managing for example (Parson, Hunter and Kallio, 2016:64). As leadership styles are important it is imperative to be aware of the differences in styles. There are three basic styles of leadership for decision-making: autocratic, laissez-faire and democratic.

2.2.1 Autocratic leadership style

According to Uleangu et al., (2019:216), autocratic leadership entails the use of force to accomplish tasks. Rahbi, Khalid and Khan (2017:14) explain that this leadership style is enforced through demands, punishments, regulations, rules, and orders. The decision-making powers lie with the leaders and they do not entertain any suggestions or initiatives from subordinates. Because there is only one decision-maker under this leadership style, swift decision-making is possible (Sitati, Ngaira, Mwita, Amolo, Akala and Ngaira 2012:109). Rahbi et al., (2017:14) believe that the autocratic leadership style can be harmful because it squelches creativity and individuality: leaders consider themselves to always be right.

2.2.2 Laissez-faire leadership style

The laissez-faire leader does not really lead, but grants subordinates the maximum freedom to make decisions. They are given a free reign in developing their own policies and methods (Sitati et al., 2012: 109). According to Uleangu et al., (2019:216), this leadership style hinders the morale of people, and may be destructive because this leadership style espouses an 'I don't care attitude' for getting tasks done. The disadvantage as stated by Rahbi et al., (2017:15), is that this style creates a lack of awareness as subordinates are not clear on their work role. On the other hand, this leadership style can be successful in particular cases when followers are self-directed and need little instruction from the leader (Rahbi et al., 2017:15).

2.2.3 Democratic leadership style

Mutual respect is the basis of the democratic leadership style (Uleangu et al., 2019:217). In other words, members of a group tend to respect each other's opinions. As the leader of the group does not act superior to other members, according to Sitati et al., (2012:109), each team member feels elevated and experiences a level of empowerment which energises subordinates and enhance the cycle of success. Furthermore, Rahbi et al., (2017:15) describe this leadership style, unlike the autocratic style, as characterised by cooperation, participation, accountability and task distribution. Democratic leadership functions by empowering of subordinates.

Research studies on leadership have been conducted globally by countless scholars. A quantitative study by Hutasuhut (2019:148) in senior high schools in Medan, Indonesia, determined a meaningful relationship between the ability of management and the motivation of teachers. Findings from the qualitative study conducted by Mehdinezhad and Sardarzahi (2016:14) including all principals and teachers of middle and high schools in Dashtiari District, Iran, demonstrated a considerable distinction between the evaluations and views of principals

and teachers on all aspects of the leadership behaviours of principals. In a qualitative study conducted by Amtu et al. (2019:11) in Ambon City, Indonesia, discovered a favourable relationship between principal leadership, employee engagement, school culture, and teacher performance. These findings support the literature of Amtu et al. (2019:13), which contends that school principals are crucial to the academic achievement of the ischool.

Aşer (2013:223) clarifies that “some authors speak of moral leadership, ethical leadership, leadership based on values, leadership based on principles or stewardship”. A qualitative study conducted in secondary schools across England in London, Birmingham, Leicester, Northampton, and Bradford by Dimmock (2005) specifically included five successful secondary principals. Dimmock (2005:93) found that the leaders were strongly motivated by their personal convictions and values which inspired others and ensured high levels of commitment from the school community.

A study in two high schools in South Africa and Nigeria with twelve participants: two principals, two vice principals and eight educators was conducted by Uleanya, Khumalo and Momah (2019). Findings showed that the leadership style adopted by principals in the two selected rural high schools was determined by the situation the principal was experiencing at the time (Uleanya et al., 2019:225). The leadership style adopted by principals in the selected high schools affected the learning abilities of the learners and their academic performance (Uleanya et al., 2019:228).

Principals sometimes adopt a laissez-faire leadership style to satisfy teachers, and as a result, they are unsuccessful as teachers use these opportunities to their own advantage (Uleanya et al., 2019:232). Teachers may be dishonest at times, regardless of the type of leadership adopted by the principal. However, for effective leadership, principals may have to adopt the use of two or more leadership styles (Uleanya et al., 2019:233) simultaneously.

Leadership is the driving force that spurs teacher direction towards achieving certain goals; *management* uses resources and processes to implement plans and requires effective evaluation, planning, performance management and staff development (Bush, 2007:20). Many studies have been conducted on how principals manage a school and the effect of the three basic leadership styles on the relationship with teachers. The researcher will therefore not investigate theories of leadership. Few studies, on the other hand, have examined teachers' perceptions on the traits of instructional leadership, how those traits affect teachers and the continuous professional development of teachers. Therefore, this study focused on this gap in the literature on instructional leadership. In the next section, the literature on instructional leadership will be discussed.

2.2 Meaning of instructional leadership

There are different models of how principals support teaching and learning. Researchers refer to this as *instructional leadership*. The various definitions and frameworks of instructional leadership will be discussed below.

Learner outcomes have been proven to be significantly impacted by the coordination of the core operations of schools through instructional leadership. (Urlick, 2015:154). In the context of schooling, Thabo-Nkadimemne et al., (2019:246) maintains that the principal is in a position of authority and is in charge of providing instructional leadership to guarantee the most effective execution of teaching and learning. According to Bredeson and Johansson (2000:393), instructional leadership is a key responsibility for school principals and it influences teachers' professional development. Principals must implement numerous initiatives and training opportunities as instructional leaders in order to meet the needs of the school and the learning objectives of the learners Bredeson and Johansson, 2000:393).

Lee, Walker and Chui (2012:588) believe that there are many facets to the concept of instructional leadership. Instructional leadership as a role, defined by Lewis (2019:17) and Urlick (2015:154) is involved in the three features at the school: establishing the educational programme, defining the school's objective, and creating a supportive learning environment. Instructional leadership paves the way for principals to create positive teaching environments.

Hao (2016:2) defines *instructional leadership* as principals' behaviours that influences classroom activities and programmes in their schools to enhance student achievement. Hao (2016:2) also states that there are two viewpoints of instructional leadership: "narrow" and "broad". The narrow viewpoint of instructional leadership shows the actions that affect teaching and learning such as curriculum supervision, teacher practices, and assessment. The broad viewpoint of instructional leadership is identified as everything that has an influence on learners and learning (Hao 2016:2).

According to Kruger (2003:207), principals as instructional leaders supporting teachers can be characterised through the following functions:

- Creating, disseminating, and putting into practice a clear mission, aims, and objectives in partnership with the teachers to accomplish effective teaching and learning.
- Support the teaching programme and ensuring that teachers have the appropriate resources to carry out their tasks.
- Evaluating teaching to support staff development, implementing programmes that may improve the quality of the teaching experience of educators or motivating them to attend developmental programmes.

- Monitoring and assessing learners' performance on tests and exams, then using the results to help learners and teachers improve their results.
- Fostering a supportive learning environment where teachers and students can collaborate with the principal to achieve shared goals. Then, there would be efficient teaching and learning.

According to Kruger (2003:206), principals must allocate a portion of their time and resources to concerns relating to curriculum and instruction as well as other aspects of education. A favourable educational environment will be established if the principal performs these duties well, which will improve the efficacy of the school. More clarification is provided by Kruger (2003:206), who states that instructional leadership happens when the principal provides guidance, resources, and support to teachers with the intention of enhancing teaching and learning at a school.

Similar to this, Sisman (2016:1762) claims that instructional leadership of school principals has been acknowledged as the abilities that principals demonstrate or enable others to demonstrate to promote learner accomplishment in schools. These abilities include the following five elements: defining and communicating school objectives, managing instructional programmes and the teaching process, assessing the teaching process, teacher support and development and fostering a secure learning and working environment. The literature as discussed confirms the belief of Lee, Walker and Chui (2012) that instructional leadership is a multi-faceted construct that focuses on giving support to teachers to ensure effective teaching and learning.

Using a Blumer (1969) - Mead (1934) approach to symbolic interaction theory, Joseph and Jo (2000:137) found that principals who are regarded as instructional leaders frequently use a variety of tactics that complement one another. The study involved 809 teachers enrolled in courses at three major universities in the South-Eastern, Midwestern, and North-Eastern USA. According to their research, effective instructional leadership promotes professional communication among teachers by using a holistic technique that incorporates peer mentoring, inquiry, study groups for colleagues, and reflective discussion.

As a part of a bigger investigation of the effectiveness of leadership development programmes, Naidoo and Petersen (2016) conducted a qualitative study among five primary school principals in South Africa. The programme focused on the sustainability of leadership practices in primary schools among school principals and was known as the Advanced Certificate in Education: School Leadership and Management (ACESLM). Naidoo and Petersen (2016:4) found that not all of the principals who took part in the study were completely aware of their responsibilities as instructional leaders, which prevented them from implementing effective

methods for instructional leadership that will enhance teaching and learning. Leading teachers to work with the curriculum was not important in the discussion. Thus, it can be concluded that for principals as instructional leaders to adequately execute their role in ensuring effective support to teachers, they must equip themselves with the necessary knowledge and competencies to perform their tasks.

In a study by Lee et al., (2012) in 52 schools across Hong Kong, which included 180 key staff members who worked in schools for at least three years prior to data collection, Lee et al., (2012:599) found that by raising students' perceptions of feeling a sense of belonging to a school, it is more likely to be that key staff members will have a favourable perception of their principals' instructional leadership and that this will affect learner achievement. Teachers and other key employees are inspired to re-evaluate their teaching techniques and look for new pedagogical approaches when they see principal instructional leadership activities, such as enhancing professional growth.

Therefore, principal support is an important part of a successful school. For the purposes of this study, the researcher will adopt the broad definition by Sisman (2016:1762); however, the researcher will narrow down to focus only on two aspects of support: managing the teaching process and developing teachers, as discussed below.

2.3 Principal as instructional leader: supporting teaching and learning

Amtu et al. (2019:11) explained that the principal has a functional role as a teacher who lead a school, where the process of teaching and learning happens or where there is interaction between the teacher and the learners. According to Heck and Hallinger (2014:671), education reforms implemented globally over the past decade have highlighted the expectation that principals should have the ability to improve teaching and learning in schools. In other words, to guarantee that a successful teaching and learning process takes place in the classrooms, the principal, in his or her capacity as an instructional leader, must provide the necessary support to the teachers.

According to Bush (2007:391), "this requires trained and committed teachers but they, in turn, need the leadership of highly effective principals and the support of other senior and middle managers". Principals often work closely with the SGB and middle managers such as the senior management team (SMT) which includes subject heads and departmental heads. Dinham (2006:63) supports Bush's recommendation that principals hold the responsibility for giving direction and teachers hold the responsibility for implementing it. Therefore, the Head of Department's (HOD) responsibilities exert within and beyond the department in facilitating teaching and learning and school improvement alongside the principal (Dinham 2006:64).

Similarly, Bellibaş (2015:1480) states that for the purpose of improving classroom instruction, principals should work closely with teachers.

In addition to this, Kruger (2003:207) posits that providing resources that support instruction can enhance commitment among teachers and assure them that instructional priorities are important. According to Arar, Abramowitz, Daod, Awad and Khalil (2016:134), teachers' perceptions of their school leaders influence their motivation and by extension influence learners' academic achievements.

Mestry (2017:258) contends that the principal plays a critical role in ensuring that academic standards are upheld, including the information and skills that learners should master in each topic and grade. In other words, monitoring curriculum delivery is a responsibility of the principal as an instructional leader. In order to address learner needs and improve learner accomplishment, Mestry (2017:258) emphasizes the necessity for school principals to emphasize effective teaching techniques and maintain their school's focus on curriculum delivery.

A study conducted by Heck and Hallinger (2014:653) used a multilevel longitudinal data set obtained from 60 elementary schools in one US state. Heck and Hallinger (2014:672) found that both the learning environment in the classroom and the effectiveness of the teacher were associated with learner achievement. Leadership, according to Heck and Hallinger (2014:673), is important in determining the instructional environment and coordinating teachers' instructional strategies. Thus, the conclusion is that teachers in schools with a stable environment and strong instructional leadership create a positive effect on learner achievement (Heck and Hallinger, 2014:674).

2.3.1 Principal as instructional leader: supporting teaching and learning by giving direction

This dimension is about creating a positive work environment which is necessary to guarantee effective teaching and learning. Naidoo (2019:4) states that this is only possible when the leadership gives purpose and value to the people they lead. Leadership should be established in a professional value system, creating an environment that promotes favourable participation of staff. Kirori and Dickinson (2020:3) agree that effective leadership sets direction and creates a favourable environment that supports teaching and learning.

Naidoo (2019:4) argues that leaders are only efficient when they give direction to their staff. As the leader of the school, the principal must provide clear communication to the staff by giving goal-oriented direction of the school's vision that is supported by timeous decisions taken to support teaching and learning (Naidoo, 2019:4). Similarly, Maponya (2020:183)

states that principals must set clear goals, visions and missions, guiding their schools and providing guidelines to achieve those visions. Mestry (2017: 264) concurs, stating that it is apparent that principals, as instructional leaders, are goal-oriented and take the initiative in setting a clear direction for their schools

Maponya (2020:184) further states that it is required of instructional leaders to set a positive instructional tone that teachers need to follow.

In order to set this tone, principals are expected to create a climate that encourages excellent interpersonal interactions and promotes academic success. Thus, principals must establish effective communication channels with teachers, providing guidance intended to address issues with teachers' effectiveness in their teaching practice (Maponya, 2020:184). This means that principals as instructional leaders have to set expectations in academic goals, by ensuring effective communication in order to achieve set visions by giving clear direction to teachers (Sibomama, 2020:3).

2.3.2 Principal as instructional leader: supporting teaching and learning by providing resources

The principal, as an instructional leader, is crucial in ensuring that sufficient resources are allocated to the instructional activities. (Sibomama, 2020:5). This dimension highlights that the principal must provide teachers with access to educational and teaching resources and distribute these materials timeously to aid teachers in preparing well for curriculum delivery. Sibomama (2020:5) argues that teachers function more effectively in the classroom when they have all the necessary resources required to assist teaching and learning. The most significant educational activity that influences how teachers conduct their teaching activities is the supply of resources by principals. Similarly, Mestry (2017:258) argues that principals are in charge of fostering a supportive learning environment, motivating staff and learners and efficiently allocating resources to advance optimal instructional methods. Sibomama (2020:5) suggests that when principals are able to give the resources necessary for effective teaching and learning to occur, teachers perceive them as effective instructional leaders. Lessons become more engaging and participatory when there are sufficient and appropriate learning resources available. Mestry (2017:258) agrees that part of the principal's activities is to ensure the availability of appropriate resources to teachers to facilitate teaching and learning.

2.3.3 Principal as instructional leader: supporting teaching and learning by monitoring the curriculum

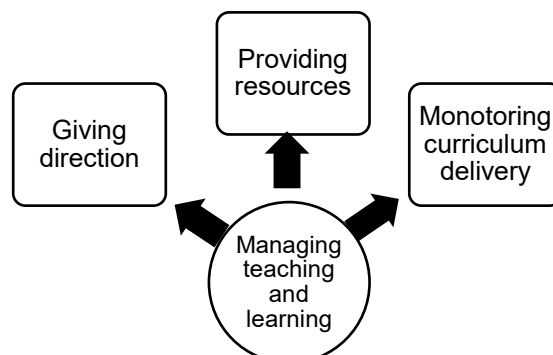
The Curriculum Assessment Policy Statement (CAPS), created by the DBE, specifies what should be included in the curriculum of South African schools for each grade as well as how

it would be tested or assessed. The CAPS also stipulate the requirements and annual plans that are divided into terms and weeks. The aim of CAPS is to make sure that learners acquire and use information and skills in meaningful ways. Teachers have the responsibility to implement and deliver the curriculum set out in the CAPS. According to Mestry (2017:258), school principals are obligated to oversee the curriculum at school. Mestry (2017:258) further states that education specialists firmly believe that principals can enhance teaching and learning by monitoring the curriculum and establishing settings that support better curriculum management.

The coordination and management of instruction and curriculum are the main concerns when monitoring curriculum delivery (Mestry, 2017:263). This component necessitates the principal's involvement in the educational programme of the school, thus promoting learner performance (Mestry, 2017:263). Principals must monitor teachers' work through inspection of their work schedules and portfolios, assess learner performance through school-based tests and evaluations, arrange class visits and provide meaningful feedback to teachers to improve learners' academic results (Mestry, 2017:258).

Maponya (2020:187) conducted a qualitative study in the Capricorn District of the Limpopo Province in South Africa. Five secondary school principals, five of their deputies, and five department heads from the listed schools comprised the population from which data was gathered. The participants in this study suggested that a well-managed curriculum within the school has the potential to enable quality teaching and learning. With good monitoring, teachers were more likely to guarantee that the entire curriculum was covered with the learners, including high-quality assessment activities. Monitoring helped principals to monitor learner progress and ensure that the assessment activities they gave to learners were well planned, marked, and learners received timeous feedback in order to focus on their areas of development (Maponya, 2020:187).

Figure 1: A figure summarising the three dimensions of managing teaching and learning as reviewed is presented below:



The literature reviewed for this study notes that the role of the principal as an instructional leader is to improve the quality of teaching and learning at the school by working closely with teachers. The literature also suggests that a principal's strong instructional leadership has a positive effect on learner achievement. The principal should give clear direction and provide adequate resources to ensure positive learner achievement.

2.4 Principal as an instructional leader: supporting Continuous Professional Teacher Development (CPTD)

It is important for a principal to provide opportunities for teachers to enhance their effectiveness in teaching and learning. Teacher training and development is vital to enable teachers to ensure effective teaching and learning takes place. In this section, the literature on the support principals provide to teachers in their continuous professional teacher development will be reviewed.

The professional growth of teachers is an important aspect of improving teachers' attitudes towards improving teaching and learning in the classroom (Ajani, 2019:176). According to Shah, Khan and Ahmed (2015:98), teacher training is vital because teachers fulfil a wide range of duties: developing the potential of their learners, role modelling learners and encouraging self-confidence and creativity among learners. In a similar vein, Ajani (2019:177) concurs that teachers' professional development programmes should give the teachers the knowledge, approaches, and abilities they need to employ those skills in the classroom. Ajani (2019:174) states that "education is the wheel of national development of any nation; the quality of teachers determines the quality of education found in any country". Therefore, enhancing teaching skills will bring about positive changes and improve learner achievements (Ajani, 2019:177).

Brown and Matthew (2016:704) define continuous professional teacher development (CPTD) as an all-encompassing, ongoing, and complete method to enhancing the effectiveness of teachers and principals to guarantee learner achievement. Brown and Matthew (2016:704) further present CPTD descriptors as: employee training, ongoing education, staff development, and self-improvement. According to Ngema and Lekheto (2019:760), CPTD is important to educational achievement and learning, which is a key instrument of educational quality. CPTD is crucial for raising educational standards and the caliber of instruction (Ngema and Lekheto. 2019:760).

To adapt to changing learning dynamics and to better prepare learners for modern society, the CPTD process for teachers necessitates consistent development. (Ajani, 2019:175).

Brown and Matthew (2016:704) explain that as an instructional leader, the school principal is positioned to control CPTD in schools and therefore, the responsibility for promoting CPTD for teachers lies directly with the principal.

The National Education, Evaluation, and Development Unit (NEEDU) states that effective CPTD programmes in schools prepare a structured professional learning which brings improvements in learning outcomes at schools. However, it is a pointless endeavour if teachers are trained in subjects that do not meet their professional or educational requirements. Therefore, the DBE in South Africa addresses the teacher's CPTD needs through different processes. One such process, the Integrated Quality Management System (IQMS), was introduced "to develop teachers' competencies, to monitor and evaluate their performance, and to provide support and opportunities for development" (Ngema and Lekheto, 2019:760). This process is managed by the principal and could be used to determine the effectiveness of the school and evaluate the strengths and weaknesses of the teachers. Gumus and Kemal (2013:378) confirmed the principal of the school, who also serves as an instructional leader, is crucial to the development of teachers' pedagogical skills.

Ajani (2019:175) states that when teachers participate in development activities, they are considered learners, while the facilitators facilitate learning. According to Knowles (1980, cited in Ajani 2019:175) this is referred to as adult learning. Knowles' andragogical theory of adult learning, published in 1980 (cited in Ajani 2019:175), emphasises the difference between adult and child learners. Unlike child learning, which is referred to as pedagogy (teacher and learner), adult learning (andragogy) is the education of equals (facilitator and learner). Knowles (1980, cited in Ajani 2019:176) emphasises that as adults are self-directed, it is expected of them to take responsibility for their own decisions. These principles support the IQMS process that principals use to evaluate teacher needs to determine the kind of development each teacher should focus on.

A qualitative study data was conducted by Shah et al., (2015:98) in Pakistan to evaluate the impact of a CPTD Programme on teachers' professional development. The participants of the study comprised 3158 government primary schools for boys in the districts, Faisalabad, Okara, Sargodha, and Sheikhpura, Pakistan. Shah et al., (2015:102) showed that the teachers' skill of lesson planning and preparation, classroom management, monitoring and evaluation and pedagogical skills were improved as a result of the CPTD programme offered at the school. Shah et al., (2015:103) concluded that there were no major differences among the opinions of principals, peer teachers and learners: the majority responded positively about improving teachers' performance through the CPTD programme.

A qualitative research was conducted by Ngema and Lekheto (2019:764) in the Imfolozi Circuit of KwaZulu-Natal, South Africa, using a sample of five principals who were purposefully chosen from a population of 45 primary school principals. The study demonstrated that teachers' weak subject knowledge, notably in mathematics and science, is related to South African primary school learners' low level of accomplishment (Ngema and Lekheto, 2019:769). In order to improve student accomplishment, this necessitates that school principals support teachers by helping them develop their pedagogical and subject-matter expertise. The findings of the study by Ngema and Lekheto (2019:770) indicate that as teachers highlight their needs during IQMS post-evaluation meetings with the principal, the principal should provide support according to the needs highlighted during this evaluation.

A Q-methodology approach was used by Brown and Matthew (2016:704) to conduct a study of 34 participants from four districts in North Carolina. The findings of this study showed that previous experiences of principals influence their decision making about the content and context of CPTD (Brown and Matthew, 2016:723). Participants identified that the level of empowerment given to principals has an impact on their CPTD decisions suggesting that the power principals possess to support teachers should be used effectively to ensure that the process of teaching and learning is successful (Brown and Matthew, 2016:721).

Even though CPTD offered to teachers at schools may vary, the literature reveals certain common characteristics such as, acknowledging the principal as instructional leader as the head promoter of CPTD at the school, to enhance teaching skills. From the review of the literature above the notion of CPTD that principals as instructional leaders control CPTD is confirmed by Bredeson and Johansson (2000:386) who states that the principal is in a significant position to affect the implementation of the overall quality of teacher professional development. The literature also shows that teachers who participated in CPTD improved their classroom skills, lesson planning and pedagogical content knowledge. Principals should also provide support and development to teachers according to their professional pedagogical needs.

2.4.1 Principal as an instructional leader supporting CPTD in pedagogical content knowledge

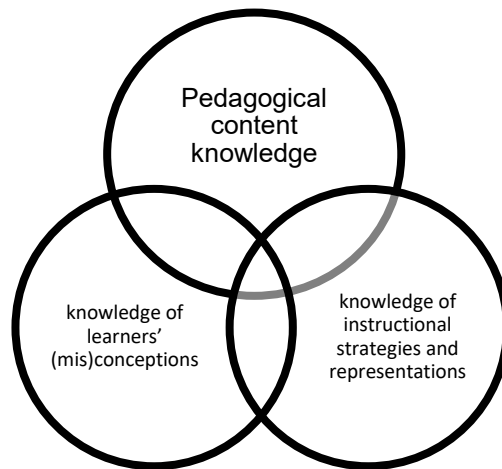
Nkambule and Amsterdam (2018:1) pointed out that teachers in South Africa have been inundated with educational reform. Within a space of 15 years, 4 curriculum reviews were introduced by the DBE between 1997 and 2012. The Curriculum 2005 (C2005) was introduced in 1997, the Revised National Curriculum Statements (RNCS) in 2002, the National Curriculum Statements (NCS) in 2011, and the Curriculum Assessment Policy Statements (CAPS) in

2012. Therefore, teachers need continuous support in their pedagogical content knowledge for successful teaching and learning to take place.

According to Park and Chen (2012:922), teaching is a complicated activity that requires teachers to apply their expertise from a variety of fields in order to facilitate teaching and learning. Teachers must build a body of knowledge beyond content knowledge in order to incorporate learners' different interests, understandings, talents, and experiences. This makes it possible for teachers to apply their content knowledge to create engaging lesson plans that cater to the unique learning requirements of each learner. Pedagogical content knowledge (PCK), which combines the teaching and learning processes, is the middle point of this type of knowledge (Park and Chen, 2012:922).

The term "pedagogical content knowledge" (PCK) was first used by Shulman (1986) to address what he called a "missing paradigm" in teaching and teacher preparation. In both the process of teaching and assessing pre-service teachers and teacher training methods, Shulman criticized the disregard for subject matter. In order to eliminate the barrier between content and pedagogy, Shulman (1986) sought to stress the crucial role that subject matter plays in teaching and teacher preparation. Two essential elements of PCK have been recognized by Shulman (1986): knowledge of instructional strategies and representations and understanding of learners' (mis)conceptions. This means, the methods of presenting and developing the subject that enable others to understand it. This involves having a knowledge of what makes learning various subjects simple or complex. According to Depaepe, Verschaffel, and Kelchtermans (2013:13), teachers need to be aware of the strategies for reshaping learners' understanding because they are unlikely to walk into the classroom with a blank slate. If the conceptions and preconceptions that learners bring with them are misconceptions, which they so frequently are, teachers must therefore participate in CTPD in PCK in order to correct any potential misconceptions.

Figure 2: The relationship between the two components of PCK by Shulman (1986)



2.4.2 Principal as an instructional leader supporting CPTD in classroom management

Bozkuş (2021:433) argues that classroom management is an important skill for teachers to possess in order to ensure an effective classroom environment conducive to teaching and learning. Bozkuş (2021:433) further states that classroom management includes the presentation of subject material, the duration of the lesson, lesson preparation, ensuring learner involvement and setting classroom rules. Bozkuş (2021:434) defines classroom management as the teaching practices a teacher puts in place to create a space for academic and behavioural education to take place. To maintain order within the classroom, implementing efficient use of learning materials, and ensuring active learner participation requires classroom management knowledge and skills (Bozkuş, 2021:434). Similarly, Berger, Girardet, Vaudroz and Crahay (2018:1) state that the manner in which teachers manage their classrooms has a strong influence on learners' cognitive and behavioural participation. This suggests that the teachers go beyond maintaining silence in the classroom.

Bozkuş, (2021:434) highlights that there will be no active learner participation if there is no effective classroom management which will result in no effective learning in the classroom. In order to help teachers, manage their classrooms effectively, the principal must support them in their professional development.

2.4.3 Principal as an instructional leader supporting CPTD in lesson planning

Lesson planning is one of the main tasks of a teacher and it is an important part of the educational sphere (Rodríguez-Gallego, 2014:2). Planning is explained by Rodríguez-Gallego (2014:2) as the organisation of the teaching and learning process which teachers represent and lesson is referred to as the organisation of the pedagogic practice. The Lesson Planning is a part of the Annual Teaching plan and each teacher has the responsibility to plan their lessons accordingly (Rodríguez-Gallego, 2014:3). However, it can also be done within the specific subject department to establish a more coherent planning. Rodríguez-Gallego (2014:3) states that lesson planning brings structure to the teaching and learning processes and therefore it is advantageous to the teachers because it aids in eliminating uncontrolled improvisation.

Professional development for teachers is regarded as an important aspect of the teaching and learning processes because of educational reform (Shen, Poppink, Cui and Fan, 2007:248). According to Shen et al., (2007:248) despite the fact that lesson preparation is an essential component of the teaching and learning process., the professional development in lesson planning is often overlooked. Rio and Newman (2022:137) highlighted five professional development models as identified by Sparks and Loucks-Horsley (1989), namely: Individually guided professional development, observation/assessment, involvement in a development/improved process, training and enquiry. Through the observation model, Rio and Newman (2022:138) note that the principal, head of department, or another teacher, serve as developmental providers and they observe teachers while presenting their lesson. The goal of this strategy is to draw attention to the advantages, disadvantages, and potential improvements. Thereafter, feedback is offered (Rio and Newman, 2022:138). This model suggests that it is important for the principal to support this process in order to reinforce strong practices and help teachers to improve their lesson delivery.

Conceptual framework

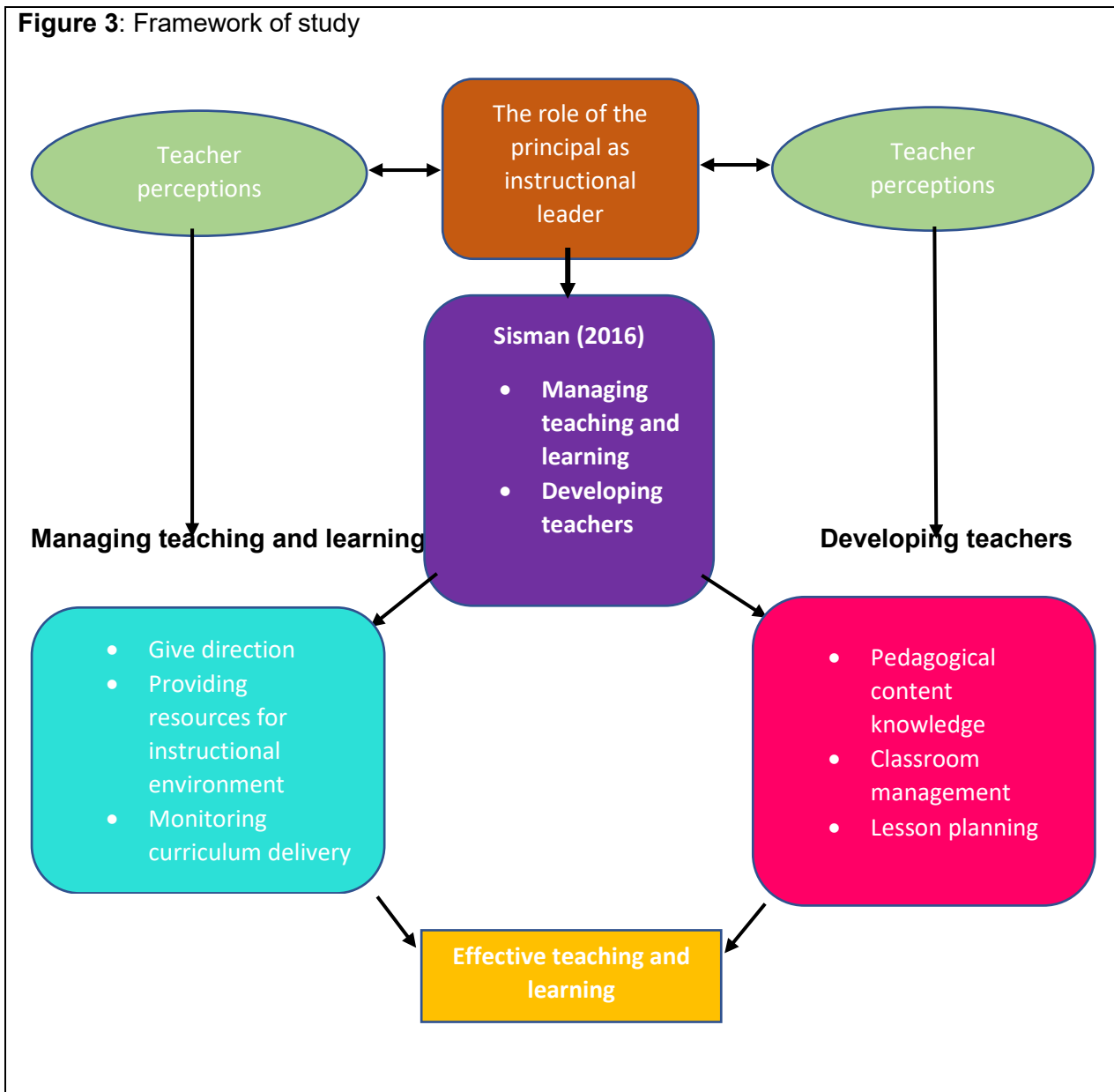
Drawing on the literature review above, the key foci in this study are instructional leadership and the role of the principal as an instructional leader in supporting teachers to manage teaching and learning, and the role of the principal as an instructional leader in supporting continuing teacher professional development.

The key emerging ideas and findings from the literature review above are that the principal plays a crucial role as a leader in schools, but in particular the recent literature and theories

point to his/her role as an instructional leader as shown in the framework below. Further the literature noted multiple factors about the roles played by instructional leaders, based on different definitions. In this study the role of an instructional leader is to support the teaching and learning process. Key roles derived from the literature reviewed for the study include: giving direction, providing resources for instructional environment, monitoring curriculum delivery, pedagogical content knowledge, teaching skills, classroom management and lesson planning. These elements are important in the teaching and learning process because they provide the teacher with the necessary tools for successful curriculum delivery.

The principal as the instructional leader must equip teachers to ensure adequate support in managing the teaching and learning process. They are also regarded as the head proponent of CPTD and must provide teachers with developmental opportunities to improve their professional competencies. The principal as an instructional leader's support is necessary for a school to be successful. Few studies have discussed this as the main focus of research. This study aims to address this gap.

Figure 3: Framework of study



In defining instructional leadership for this study, the definition of Sisman (2016:1762) is used which describes instructional leadership of school principals as the qualities that principals demonstrate to increase successful teaching and learning as indicated in 2.2 above.

This study is interested in how teachers perceive the role of principals as instructional leaders, supporting them in managing teaching and learning and supporting them through CPTD. The role of the principal is conceptualised as a construct of an instructional leader, the key governing agent of the school, supporting teachers in managing the teaching and learning process and supporting teachers through CPTD.

Figure 3 depicts teachers' perceptions of the principal's role as an instructional leader, supporting them in managing teaching and learning. As Kruger (2003:207) posits, providing

resources that support instruction can enhance commitment among teachers and assure that instructional priorities are important.

In the same way the diagram depicts teachers' perceptions of the principal's role as an instructional leader, giving support to teacher CPTD which is conceived as directly related to effective teaching and learning. Participating in CPTD means that teachers are always up to date with various relevant practices and content knowledge and skills for presenting lessons to learners. This framework as discussed above ties the literature reviewed for the study together. It helped the researcher to analyse the two aspects of the study, which are (1) the principal's role as an instructional leader in leading teaching and learning, and (2) the principal as an instructional leader in supporting professional development of teachers. When this process results in effective teaching and learning where learners achieve academic success, the principal as the head of the school will be regarded as successful in instruction and support as an instructional leader.

Chapter summary

The chapter discussed relevant literature on school principals as managers and leaders. Although it was necessary to review literature around basic leadership styles, principals can adopt for context. Moreover, the chapter discussed the role of the principal as an instructional leader supporting teachers in teaching and learning and the role of the principal in supporting teachers in their CPTD. Drawing from the body of knowledge available, Chapter 2 was synthesized by a conceptual framework in 2.5.

The next chapter discusses the methodology adopted for this study, including how the data collection process was planned and conducted. The chapter then details ethical considerations, positionality of the researcher and the limitations pertaining to this study.

Chapter 3: Research Design and Methodology

This chapter discusses the methodology adopted for the study under the following headings: research philosophy and approach, research design, sampling, research technique used in this study, the process of data collection, data analysis, trustworthiness, the researcher's positionality, ethical considerations and the limitations of this study.

3.1 Research philosophy and approach

According to Alharahsheh and Puis (2020:39) a paradigm is made up of different aspects, namely: ontology, epistemology, methodology and methods.

Table 3.1 below provides the definitions of these aspects described by Alharahsheh and Puis (2020:39).

| Ontology | Epistemology | Methodology | Methods |
|--|---|--|---|
| Nature of reality. The aim is to answer or determine the reality to a research question. | How reality is being known by the researcher. The aim is to uncover knowledge to reach reality. | The general research strategy followed to conduct research. It is the process designed for conducting research and not about the methods for doing things. | Analysis techniques used for the data collection process to produce and develop knowledge. There are three types: quantitative, qualitative research and mixed methods. |

Understanding the key underpinning ontological and epistemological assumptions is important for researchers. These assumptions influence the researcher's selection of an appropriate methodology and methods. The presumptions outlined above also permit the improvement of research quality in terms of the presentation of key findings and results (Alharahsheh and Puis, 2020:40). Moreover, Mohajan (2018:1) states that positivist, interpretive, and critical paradigms are the main paradigms within the qualitative research. Alharahsheh and Puis (2020:41) further differentiate between the positivism research paradigm and the interpretive research paradigm. The positivism research paradigm world is not always transferable to the social world in order to further understand the natural. Kim (2003:11) asserts that positivism states that the truth is in reality. This means that if a statement agrees with an independent existing reality, it can be regarded as true and if it does not agree with the specific reality - it can be regarded as false (Kim, 2003:11). Therefore, positivism has some limitations (Alharahsheh and Puis, 2020:41). One such limitation is that the generalisation in the research

can result in the intention of individuals and their actions not being taken into account and therefore it may not be understood and fully acknowledged.

Researchers would be able to treat the context of the research as unique under the interpretivist paradigm, which would help them keep the research more narrowly focused on a single issue rather than allowing it to generalise as the positivist paradigm does. (Alharahsheh and Puis,2020:42). The researcher’s philosophy is interpretivism which is suited in a qualitative research approach. Therefore, the researcher adopted an interpretive paradigm, because the researcher is interested in the participants’ experiences to interpret their perceptions. The researcher is also interested in “how” and “why”, not the “what” which any other method would not do.

The table below summarises the difference between positivism and interpretivism as discussed above, (Alharahsheh and Puis,2020)

Table 3.2

| Positivism | Interpretivism |
|--|---|
| The positivist paradigm means that if a statement agrees with an independent existing reality, it can be regarded as true and if it does not agree with the specific reality, it can be regarded as false. | The interpretive paradigm, enables the researcher to consider various factors allowing researchers to view the world through the participants’ experiences to interpret their perceptions in order to answer the research question. |

With the use of the interpretive paradigm, researchers can take into account a variety of variables depending on participant experiences that are influenced by behavioural aspects. Ontology is the study of existence or reality and it includes the conclusions drawn about certain phenomena (Alharahsheh and Puis, 2020:39). The researcher’s ontological position is that people make choices that can shape their reality. Principals have agency and this means that they have the ability to act by themselves and carry out actions based on their knowledge and intentions. In this study the researcher believes that teachers make choices about their views regarding how principals represent structure to teachers. Therefore, the ontological position of this study is rooted into an interpretive paradigm.

According to Alharahsheh and Pui (2020:40) epistemology is interested in a researcher’s position to establish theory of knowledge to reach reality. As an interpretivist, the researcher’s epistemological position is that you cannot know what people think without knowing their

views, beliefs and ideas. Therefore, you need to talk to them. The researcher conducted interviews, in order to comprehend the meanings teachers, give to their opinions on the principal. For the purposes of this study, the interviews with teachers sought to understand the choices they make which establishes the multiple realities, descriptions, experiences and perceptions of teachers, and more specifically, their perceptions of the support the principal gives as an instructional leader. The researcher also aimed to identify how it will contribute to improving support given by the principal as an instructional leader.

3.1.1 Qualitative research

To find the most appropriate results in research, a study must contain a disciplined systematic approach (Mohajan, 2018:1). The main objective of qualitative researchers, according to Yazan (2015:137), is to comprehend the meaning or knowledge that individuals in order to interpret their experiences and the environment they live in. Similarly, Kozleski (2017:10) states that it is based on experience and/or observation which develops knowledge about people's viewpoints, settings and techniques. According to Creswell (2014:32), research is a process with evolving questions and techniques. Data are often collected at the participant's location, and data analysis builds inductively from specifics to broad themes. The researcher then interprets the meaning of the data. It makes use of methods such as interviews, journals, classroom observations, and diary entries, to obtain, analyse, and interpret the data (Mohajan, 2018:1). According to Kozleski (2017:8) qualitative research creates opportunities to understand problems from a usage-based theoretical perspective. The aim is to understand the participants' perceptions and attitudes (Mc Cusker and Gunaydin, 2015:1). In parallel, Moore (2017:4) states that the result of qualitative research describes, rather than quantifies relationships.

The researcher adopted a qualitative approach because it is well-suited for a study aimed at understanding phenomena based on engagement with stakeholders who are affected by education policy changes. Such an approach is vital for studies that seek to promote continuous improvements (Kozleski, 2017:8).

Using the interpretative paradigm as discussed above, researchers might consider a variety of behaviours based on participant experiences, which would help depict reality (Alharahsheh and Puis, 2020:42). This indicates that qualitative research employs an interpretivist methodology due to the fact that qualitative researchers observe individuals in their natural settings in an effort to clarify their understanding.

3.2 Research Design: Case study

The qualitative approach supports the conceptual framework adopted by the researcher. The nature of qualitative research is inductive, and the meanings and perceptions in a given situation are usually explored by the researcher (Mohajan, 2018:1). Therefore, a qualitative approach was employed through the adoption of a case study research design to establish how teachers perceive the principal's position as an instructional leader.

Montes-Rodríguez, Martínez-Rodríguez and Ocaña-Fernández (2019:59) posit that researchers often use case studies as a research approach when applying an interpretive approach in educational research. According to Cohen, Manion and Morrison (2007:353), a case study “provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles”. Answering the “how” and “why” questions pertaining to the phenomenon of interest are addressed in a case study, which is an empirical investigation into the topic (Yazan, 2015:138). Merriam 1998 cited in Yazan (2015:139) defines a qualitative case study as “an intensive, holistic description and analysis of a bounded phenomenon such as a program, an institution, a person, a process, or a social unit”. Starman (2013:31) asserts that a case study is the representation of a specific case and its analysis of the discovery process of the research. In other words, it's describing an individual case and its analysis in order to find the interaction between participants in the situation. Yin (2018:60) describes the research design as a design that logically links the empirical data to the research objectives and findings of the study. The variation of a case study design includes, multiple case studies, exploratory case studies, intrinsic case studies and experimental case studies.

Multiple case study

Yin (2010:226) defines a multiple-case study, “where two or more cases are selected because they are believed to be similar”. Yin (2010:226) further posits that if findings are more similar, more replication might be claimed and that this may only exist when doing a multiple case study. A research study on multiple cases is to understand the general conclusion of each case over several units (Yin, 2018:229). Using a multiple case study approach compares different cases with each other, leading to further revisions (Yin, 2018:230). The conclusions of a study should be drawn from the data collected for the study. In other words, the researcher would have the ability to analyse the data within each case and across cases to strengthen the findings by seeking contrary cases (Yin, 2010:20).

Exploratory case study

The basic form of the questions asked in the exploratory case study includes: “who,” “what,” “where,” “how,” and “why” questions. Some types of “what” questions are exploratory as they may justify the rationale for conducting specific studies with the aim to develop hypotheses and propositions for further inquiry (Yin, 2018:40). When undertaking an exploratory study, the researcher may use various relevant research methods to collect data. However, every exploration should have some purpose and it should state the criteria by which the exploration will be measured, whether it is successful or not (Yin, 2018:43).

Intrinsic case study

Yin (2010:310) defines an intrinsic case study as “A case study of a particular situation selected because of its uniqueness and inherent interest, importance, or likely insights, without regard to its applicability to other situations.” In other words, the researcher can defend the rationale of the study and even though it only covers a particular situation, it may still provide insights, warranting its study (Yin 2010:18). Researchers make their own decisions about the data collection process. Many researchers depend on written notes and audio recording interviews. However, in other situations processes such as the videotaping of classroom behaviour is regarded as an intrinsic data collection process (Yin, 2010:171). During the reassembling of the data, regardless of whether the researcher uses the coding or noncoding process or not, the researcher should constantly be querying themselves as well as the data. This querying process is intrinsic to conducting analysis (Yin, 2010:191).

Experimental case study

According to Yin (2010:144) an experimental study resembles statistical studies, often referred to as observational studies. In an experimental study the subject of the study cannot be manipulated. The underlying presumption is that an experiment's results can be generalised since they can be repeated under similar circumstances (Yin, 2010:226). Collecting data in an experimental study tests the subjects or administers questionnaires. During this type of data collection, the process is highly routinised and the researcher must exercise minimal discretionary behaviour while completing a certain amount of fieldwork (Yin 2018:121).

The case study design is suited to this study because it is an effective approach for the study of complex issues in the real-world environment (Harrison, Birks, Franklin and Mills, 2017:1). In this study, there were six participants and each participant represented a case that was interviewed by the researcher. The data collected from the multiple cases was analysed individually and also across each unit to establish the findings and draw the conclusions. As

discussed in chapter 1, Kariuki et al., (2014:1595) found that teachers regard support from principals as a positive factor in bolstering their teaching and learning in the classroom. principals' role as instructional leaders and the support provided. The aim of this study was to examine how teachers at the two selected schools perceive the assistance given by the principals and their position as instructional leaders. The criteria for each case were that they should have 3 years teaching experience in order to participate in the study, as discussed in 4.3.

3.3 Sampling

In addition to methodology and instrumentation, the adequacy of the sample strategy adopted by the researcher also affects the quality of the research (Cohen et al., 2007:100). According to Etikan, Musa and Alkassim, (2015:1) a part of a population or universe is called a sample. Etikan et al. (2016:1) further states that the population does not always refer to just a certain number of people but may also relate to the quantity of items and cases. Alvi (2016:11) defines a sample as a smaller group of individuals chosen for study from a larger population for research purposes. The members of the sample selected are referred to as participants. The rationale behind using sampling techniques according to Etikan et al., (2016:2) is because in most cases it is not possible to use the entire population.

The two basic methods of sampling techniques are probability sampling and non-probability sampling. Non-probability sampling is dependent on a researcher's judgment and participant availability, while probability sampling is based on random events like drawing numbers or flipping a coin (Setia, 2016:505). Both of these sampling methods have advantages and disadvantages as described by Alvi, (2016:13). The advantages of the probability sampling technique are that: it has a lower chance of systematic errors, minimises sampling biases, produces a better representative sample and conclusions from the sample are generalisable. Alvi, (2016:13) describes the disadvantages of the probability sampling technique as a technique that needs a lot of effort and time, and they are expensive.

Etikan et al., (2016:1) defines non-probability sampling as the unique quality that each unit in the population possesses. Moreover, every participant has the same probability to be selected through the use of a random selection procedure (Etikan et al., 2016:1). According to Etikan et al., (2016:1) subjective methods are used to determine which elements are included in the sample. This sampling technique does not give all participants or units the same probability to be selected or included in the study. The advantages of non-probability sampling described by Alvi, (2016:14) are that the technique requires less effort and time, and it is not expensive.

The disadvantages according to Alvi, (2016:14) include the fact that a researcher is likely to encounter systematic errors, and sampling biases. As a result, it is not an accurate representation of the population, and conclusions drawn from the sample cannot be applied to the entire population. Convenience sampling, quota sampling, and purposive sampling are a few non-probability sampling strategies.

Convenience sampling

This sampling technique is a non-random technique and is also known as “Haphazard sampling” or “accidental sampling”. The participants of the population included are those who meet a specific criterion, such as geographical proximity, availability, or willingness to participate (Etikan et al., 2016:2)

Quota sampling

Keming and Ahmad, (2014:4) defines quota sampling as the technique which uses the entire population divided into applicable homogeneous groups called strata. The strata are also known as “quota controls” and they are divided into gender, age, class, etc. A calculated number of units are selected from the population in each stratum, provided the participant meets the requirements (Keming and Ahmad, 2014:4).

Purposive sampling

Purposive sampling is also known as “Heterogenous sampling”. With this method of sampling, volunteers related to the study's subject are chosen. (Etikan et al., 2016:3). Tongco (2007:147) defines “the purposive sampling technique, also called judgment sampling, as the deliberate choice of an informant due to the qualities the informant possesses.” Instead of using a predetermined number of participants, this technique employs a non-random procedure. The researcher decides how many participants are needed and then finds the people who are willing and able to participate and share their experiences.

The researcher used purposive sampling by selecting the most appropriate research participants for the study. For the purpose of this study, the researcher selected two schools in the Metropole Northern district in the Western Cape. The two sites out of 60 schools were selected based on accessibility. One school is in Quintile 1, there is 1 in Quintile 2, 5 schools are Quintile 3, 26 schools are Quintile 4 and 26 schools are in Quintile 5. For the purposes of this study the researcher identified and selected one school in Quintile 1 and one in Quintile 5. The site selection criteria was based on the assumption that instructional leadership will differ between a rich school and a poor school.

The quintile five school is a result of an amalgamation between two schools in this urban area. The two schools amalgamated in 1992 to form one strong school but also to preserve the traditions of the two schools. The researcher chose to conduct the case study at this school because the school's vision is to be an institution of excellence that parents, learners and educators can be proud of. The school also has a reputation for achieving a 100% pass rate in Grade 12. This school is recognised as a rich school. The Quintile 1 school was officially opened in 2012. The researcher chose to conduct research at this school because it is a no fee-paying school in a rural area. It is recognised as a poor school.

The assumption is that there are 30 teachers on average per school. A sample was selected using purposive criteria. The main purposive criteria for this study was that each participant should have a minimum 3 years' teaching experience. The researcher asked three teachers per school to volunteer. From the volunteer sample, where possible, the researcher applied criteria such as sex, different subjects and position held. This was not possible because the volunteers at the Quintile 1 school were all male teachers. The table below captures the demographics of the participants.

Table 3.3: Teacher participants' demographics

| | Years in service | Race | Sex | Subject | Position |
|-------------------|-------------------------|-------------|------------|--------------------------------|---------------------|
| Quintile 1 | | | | | |
| Teacher A | 6 years | Coloured | Male | Physics | HOD |
| Teacher B | 4 years | Coloured | Male | Mathematics / Math Literacy | Teacher |
| Teacher C | | Coloured | Male | Mathematics / Math Literacy | Teacher |
| | | | | | |
| Quintile 5 | | | | | |
| Teacher A | 36 years | White | Male | Life Sciences | HOD |
| Teacher B | 21 years | White | Female | Tourism / Business Studies | Deputy principal |
| Teacher C | 20 years | White | Female | EMS / Math Literacy | Teacher |

3.4 Research technique: Semi-structured interviews

In line with qualitative research principles, the researcher adopted interviews as the main tool for data collection. An interview is useful in qualitative research because it is, as defined by Cohen et al., (2007:351), an exchange between two people that is initiated by the interviewer with the express purpose of gathering information for study.

The interview has the ability to give insight into people's life experiences, attitudes, opinions and goals (Stavnes, 2014:26). It is for this reason that the researcher chose to conduct interviews, more specifically semi-structured interviews.

According to Stavnes (2014:26), a semi-structured interview, uses a set of predetermined interview questions but allows the freedom of asking further questions to clarify and elaborate responses. As the interviewer identifies things mentioned by participants, the interviewer may reword and rearrange questions and participants can be asked questions that are not in the interview guide with additional explanation (Kobori, Maeda, Kubota, Seki, Takada, Kuramoto, Hiraide, Morimoto, 2008:9). Moreover, Kobori et al (2008:10) state that the goal is to determine the participants' own understanding of meanings and frameworks of perception.

The researcher conducted semi-structured interviews comprised of open-ended questions. Open-ended questions have several advantages as highlighted by Cohen et al., (2007:357): they are flexible; allowing the interviewer to probe; allowing the interviewer to go into more depth; allowing the interviewer to gauge the extent of the respondent's knowledge; promoting collaboration; allowing the opportunity to clarify any misconceptions and aid in establishing relationship between the participant and the researcher; as well as enabling the interviewer to examine the respondent's beliefs more precisely.

Semi-structured interviews are not without their differences. Adams (2015:492) describes the disadvantages of a semi-structured interview as time-consuming, labour intensive, and requiring interviewer sophistication. The interviewers need to be smart and knowledgeable about relevant issues and capable of analysing a large number of notes and sometimes many hours of transcripts. A researcher can overcome these disadvantages by preparing well and timeously before interviews are conducted.

The semi-structured interview data collection method adopted for this study was based on a set of questions directly linked to the research questions in Chapter 1. Furthermore, the questions were also based on four topics with a series of questions pertaining to each. These included: the ways in which participants define or interpret leadership and instructional

leadership, how the principal gives direction, how resources are provided and curriculum delivery monitored, how the principal supports the CPTD in terms of pedagogical content knowledge, teaching skills, classroom management lesson planning and whether the support given is sufficient and effective.

The same interview schedule (Appendix 1) was used with all participants. The interviews were recorded on the researcher's personal mobile phone device which was solely accessible by the researcher. This ensured that the information remained confidential. The researcher transcribed the interviews verbatim (Appendix 2).

According to Janghorban et al. (2014:1) boundaries of research populations such as time, geographical reach and physical mobility, have presented some challenges for standard face-to-face interviews. Changes in internet growth over the last few decades have resulted in successful online interviewing which in turn reduced the challenges related to face-to-face interviews. One of the online services communication programmes developed, is Skype. Skype creates a space and opportunity for free communication for calling, seeing, messaging and sharing with people, irrespective of where they are (Janghorban et al., 2014:1). Skype offers researchers a method to conduct interviews to collect qualitative data (Janghorban et al., 2014:2). Online interviews are subject to the same ethical considerations as in-person interviews. (Janghorban et al., 2014:3).

In the midst of the Covid-19 pandemic, the researcher also opened up the option of conducting the interviews via Skype because it is a viable means of conducting semi-structured interviews to address social distancing and adherence to Covid-19 lockdown regulations. The interviews were conducted during school hours to ensure participant availability and access to the Western Cape Education Department (WCED) Wi-Fi.

Skype provides some clear advantages to both researchers and research participants. According to Oates (2015:17) some of the advantages of using Skype interviews are listed as follows: Researchers will be able to reach people across a wider geographical area, it serves as a good option for personal safety as interviewees are able to stay home without interruptions of other settings. Mirick and Wladkowski (2019:3062) highlights some advantages of conducting a Skype interview as the ability to overcome the challenges of busy schedules for both, the researcher and participant, while creating flexibility to conduct follow-up interviews if necessary.

In the same way, Skype provides some disadvantages to both researchers and research participants. According to Janghorban et al. (2014:1) a disadvantage of conducting a Skype

interview is that the participant's body language will not easily be observed if the webcam only provides a "head shot" which could create obstacles during the interview process. Mirick and Wladkowski (2019:3062) states that one disadvantage of a skype interview is that the researcher misses the opportunity to build rapport with the participant during online interviews, which can negatively influence the interviewers' opportunity to develop a sense of trust.

In this study the use of Skype interviews addressed the barriers the researcher experienced in getting participants to conduct face-to-face interviews. It created the opportunity for more flexibility, availability and comfortability of the participants' setting.

3.5 Process of Data collection

According to Rimando, Brace, Namageyo-Funa, Parr, Seally, Davis, Martinez and Christiana (2015:2025), when data collection is implemented correctly, it improves the quality of the study and is vital to the research process. The gathering of data and data analysis typically go hand in hand in qualitative research. Rimando, et al., (2015:2026) defines data collection as "the systematic gathering of data for a particular purpose from various sources, including, interviews, focus groups, observation, existing records, and electronic devices".

The researcher started her data collection in April 2021. The first approach to the Quintile 5 school was in March 2021. The researcher conducted the first round of interviews with the participants in May 2021. During this time the researcher realised the challenges she confronted whilst analysing the data collected. The researcher in consultation with her supervisor realised the need to go back to the school. Subsequently, the researcher went back to the school to add more information and to develop more ideas. The entire data collection process at the Quintile 5 school stretched from April 2021 to September 2021. The researcher approached the Quintile 1 school in May 2021.

The researcher conducted two of the interviews in June 2021 and the third interview was conducted in August 2021. The entire data collection process at the Quintile 1 school stretched from June 2021 to September 2021.

The table below demonstrates the time period over which data was collected in 2021.

Table 3: Time period for data collection

| Teacher participants | April | May | June | July | August | September |
|-----------------------------------|-------|-----|------|------|--------|-----------|
| | | | | | | |
| Semi-structured interviews | | | | | | |
| Quintile 5 | | | | | | |
| Quintile 1 | | | | | | |

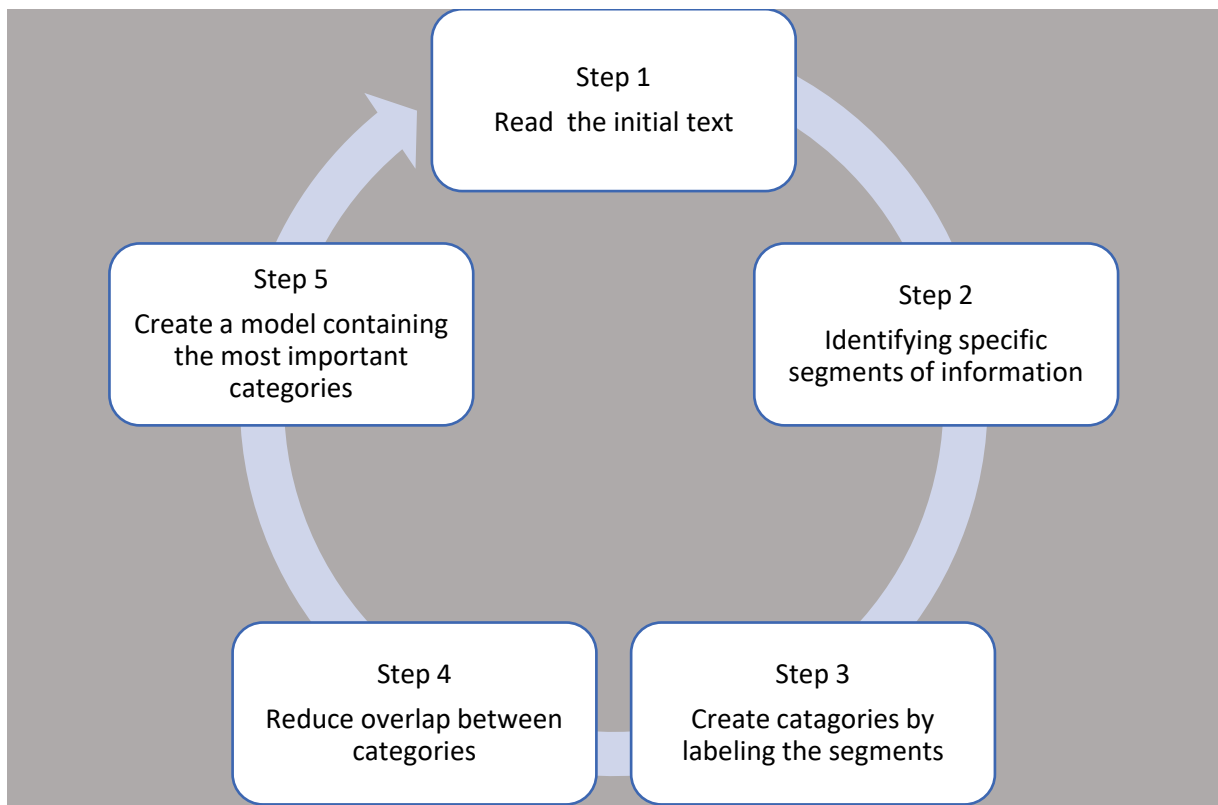
3.6 Data analysis

There are various methods for conducting data analysis. The use of inductive, deductive, or a combination of the two methodologies in data analysis, according to Cho and Lee (2014:4), is one distinguishing feature of qualitative data analysis. The researcher's primary method in this study was an inductive one. An inductive technique offers a series of systematic steps for qualitative data analysis that can yield reliable results. The goals of using an inductive approach, according to Thomas (2003:237), are to make a framework of events or actions that are perceptible in the raw data, connect the evaluation to the results summary obtained from the raw data in a clear and concise manner and summarise condense raw textual data.

According to Thomas (2003:237), the objectives of employing an inductive method are to build clear linkages between the assessment and the summary of conclusions generated from the raw data, and to develop a framework of experiences or processes that are evident in the raw data., and condense raw textual data into a summary format.

The inductive method offers a clear, uncomplicated method for drawing conclusions from coding the raw data. The goal of the inductive coding procedure is to identify the main characteristics of the themes in the raw data (Thomas, 2003:5). Kohlbacher (2006:1) argues that coding enables the researcher to make meaningful judgements about related data and coding is the core of text analysis. An overview of the coding process in inductive analysis is shown in the figure below.

Figure 4: Coding process in inductive analysis



The researcher chose content analysis in this study because it offers a methodical and impartial way to describe and measure phenomena (Elo, Kääriäinen, Kanste, Pölkki, Utriainen and Kyngäs, 2014:1). Elo et al., (2014:1) states that conceptualisation and characterisation of the study phenomena are done through content analysis. There are eleven possible phases in the content analysis process as suggested by Cohen et al, (2007:476).

Step 1 is to extract the written comments from the raw data. Step 2 establishes the population from which text sample units will be drawn. Step 3 specifies the sample that will be used, Step 4 identifies the setting in which the document was created, Step 5 specifies the unit of analysis, Step 6 establishes the codes to be used, Step 7 creates the categories for analysis, Step 8 codes and classifies the data, Step 9 analyses the data, Step 10 is summarising and Step 11 entails making speculative inferences. Elo et al (2014:2) compiled a checklist consisting of three phases, namely: preparation phase, organisation phase and reporting phase, to aid in the trustworthiness of the content data analysis process which the researcher used in this study.

The table below gives an overview of the checklist.

Table 3.4: Checklist for content data analysis process

| Phase of the content analysis study | Checklist | Implementation of checklist |
|--|---|---|
| Preparation phase | <p>During this phase the researcher collects data for content analysis, testing the method to make sense of the data, and selecting the unit of analysis (Elo et al, 2014:2).</p> <ul style="list-style-type: none"> • Data collection method • Sampling strategy • Selecting unit of analysis | <p>The researcher collected data through semi-structured interviews as it was the best method to answer the research questions. The researcher tested the data collection skills by doing a pilot interview with a teacher who is not part of the sample for this study. The researcher looked at the best suitable criteria for the study. The unit of analysis is teachers teaching for 3 years or more because this is a teacher perception study as the objective of the study is to perceive the experience of the teacher about the role of the principal as an instructional leader.</p> |
| Organisation phase | <p>During this phase the researcher applies open coding, creating categories, and abstraction (Elo et al, 2014:2)</p> <ul style="list-style-type: none"> • Categorisation and abstraction • Interpretation • Representativeness | <p>Emerging themes were created by studying the transcripts. The researcher created categories by familiarising herself with the data by reading and re-reading the data. This enables the researcher to check for an overlap between categories. The researcher tabulated the transcribed data into smaller segments ensuring the data represented is what the participants provided.</p> |
| Reporting phase | <p>During the reporting phase, results are described by the content of the categories describing the</p> | <p>The researcher reported the results systematically and reported the data logically. The researcher identified</p> |

| | | |
|--|---|---|
| | <p>phenomenon using a selected approach (Elo et al, 2014:2)</p> <ul style="list-style-type: none"> • Reporting results • Reporting analysis process | <p>the similarities between the categories and highlighted these similarities. The researcher presented the data in an understandable way by describing the data, sampling method and participant selection in a detailed manner in order for the reader to be able to evaluate the transferability of the results.</p> |
|--|---|---|

This study uses content analysis as a method of data compression. This will highlight particular data points that are applicable to the study's research questions (Cho and Lee, 2014:7). A coding process was used to sift data by relevance and to build concepts and categories from raw data. Data was sifted by relevance; the researcher interpreted the information and categorised the themes based on participants' responses about their perceptions of the principal as an instructional leader. In order to establish the findings and draw conclusions, the researcher categorised commonalities and analysed the data using colour codes.

3.7 Trustworthiness

In a qualitative study, validity and reliability are referred to as trustworthiness. Connelly (2016:435) defines the *trustworthiness* of a study "as the degree of confidence in data, interpretation, and methods used to ensure the quality of a study". In order to convince the reader that the results are interesting and important, trustworthiness is crucial in qualitative research (Elo et al., 2014:2). Trustworthiness can be established through four aspects: "credibility, transferability, dependability and conformability" (Lincoln and Guba 1985 cited in Connelly, 2016:435).

Credibility

Credibility asks the subjective question whether the findings are in agreement with reality (Stahl and King, 2020:26). This question relies on individual judgements, seeking to understand how the ideas reported in the findings share commonalities with each other. On the part of the researcher and the subsequent reader, credibility is a construction process (Stahl and King, 2020:26). Credibility establishes confidence in the 'truth' of the study. Building trustworthiness involves interacting with participants over an extended period of time, keeping

a close eye on them, consulting with one or more peers, participant validation, and keeping reflective journals (Connelly 2016:435). As part of peer debriefing, supervisory staff may also review research (Stahl and King, 2020:27). Supervisory personnel may also check on research as part of peer debriefing (Stahl and King, 2020:27). The researcher ensured credibility by debriefing the study objectives in conversations with supervisors and peers through seminar programmes, as well as by sending transcripts to participants to member-check data for accuracy.

Transferability

The element of applicability is referred to as transferability. To enable the reader to decide if the conclusions are appropriate to their own circumstances, the researcher should give a "rich description" of the participants and the research procedure. Similarly, Stahl and King (2020:28) explain that transfer happens when the researcher provides a thick description which gives a rich enough portrayal of conditions to others' situations. This is known as the transferability judgement (Korstjensa and Moser, 2018:122). The researcher's thick descriptions include contextual factors about the site. The entire duration of the field study, methods and time frames must be described completely (Stahl and King, (2020:28). Instead than assuming that all informants' stories are the same, researchers concentrate on individual informants and their stories (Connelly, 2016:435). In order to support the data and ensure transferability, the researcher included rich, detailed verbatim descriptions of participant narratives. The researcher also took note of contextual information to provide a deep, comprehensive understanding.

Dependability

Dependability is defined as the consistency, longevity, and study conditions of the data (Connelly, 2016:435). The interpretation must be supported by the evidence and not by the researcher's personal beliefs. An audit trail is the technique needed to assure dependability (Korstjensa and Moser, 2018:122). This entails reading and interpreting field notes with the help of another researcher. (Stahl and King, (2020:28). This perspective of trustworthiness creates an act of trust before the study goes public because it gives the researcher an analysis and feedback (Stahl and King, (2020:28). All interviews were electronically recorded to ensure accurate reports of events and information provided, and the researcher demonstrated a clear audit trail to demonstrate ensure dependability. The researcher also made sure data interpretations are consistent and transparent.

Confirmability

Confirmability measures how easily the results may be confirmed or validated by additional sources. According to Stahl and King (2020:28), confirmability is approaching objective reality. As their study develops, researchers take thorough notes. In some research, a co-worker examines these notes. These might be discussed during consultation with one or more peers who have no personal interest in the study to strengthen the validity of your research. These exchanges shield the research from being tainted by the viewpoint of just one person (Connelly 2016:435). The researcher ensure conformability by taking thorough notes and collaborating with other researchers to lessen study bias.

3.8 Researcher positionality

Bourke (2014:5) states that “positionality is determined by where one stands in relation to ‘the other’”. In other words, it refers to the researcher’s position in relation to the participants. Greene (2014:1) asserts that the information that is shared with researchers by participants is influenced by our position and experience as researchers in relation to the participants. The position of the researcher can be that of an insider or an outsider. Dwyer and Buckle (2009:55) describes the researcher as an insider when the researcher shares characteristics or experiences under study with the participants. Dwyer and Buckle (2009:55) further describes an outsider researcher as one who does not form part of the commonality of the participants in the study. In this study the position of the researcher was that of an insider.

The researcher is also a teacher at a school and formed part of the area of study being researched. Greene (2014:3) highlights the advantages of insider research as having a very good understanding of the research environment. It may become more natural because the researcher is familiar with the research environment and participants and it may provide easy access. On the other hand, the disadvantage of an insider researcher as described by Greene (2014:3) is that researcher might be regarded as too objective and inherently biased.

3.9 Ethical considerations

In this study the researcher obtained ethical clearance from the Cape Peninsula University of Technology (CPUT) and the Western Cape Education Department (WCED) (Appendix 3) in order to conduct this research. The researcher, further issued consent forms (Appendix 4) to the principal and the teachers noting the participants’ anonymity, participation and confidentiality of identity. The researcher explained to the participants that participating in this research study would be voluntary and that withdrawal is acceptable at any time before the thesis has been submitted for examination. The researcher gave each participant a consent

letter (Annexure 4) to sign, confirming their willingness to participate and also ensuring that all information is private and confidential.

Cavan (1977, cited in Cohen et al., (2007:58) defines *ethics* as a sensitive matter to the rights of others and respect for human dignity. Fouka and Mantzorou (2011:4) states that informed consent, beneficence (do no harm), respect the right to be anonymous, and respect for privacy are the four main ethical concerns in conducting research.

Informed consent

Informed consent means that the participant voluntarily and knowingly consents to take part in the study. (Fouka and Mantzorou, 2011:4). The rights of autonomous individuals are also included in this ethical principle of acquiring consent from participants. According to Fouka and Mantzorou (2011:4) the goal of informed consent is to safeguard people's integrity and right to privacy.

Moreover, Fouka and Mantzorou (2011:5) state that participants can only decide whether they want to participate if they have information about the possible risks and benefits of the study. In this study the researcher organised an information session during which they shared the information sheet (Annexure 5) to inform the participants about the nature of the study, the process that would be used to guarantee anonymity, that participation is voluntary and they may withdraw at any time before the thesis has been submitted for examination

Beneficence – (do not harm)

Fouka and Mantzorou (2011:5) state that “the ethical principle of beneficence refers to the Hippocratic (be of benefit, do not harm)”. Fouka and Mantzorou (2011:5) highlight that it relates to the benefit of the research. Therefore, to ensure this ethical principle is adhered to, the researcher must take into account all possible outcomes of the research and find equilibrium between the risks and benefits (Fouka and Mantzorou, 2011:5). The degree of potential risks must be assessed by the researcher and if the risk is greater than the benefits, the researcher should revise the study. For this study the researcher ensured that there was no risk involved. In order to not risk any harm to the participants and their identities, the researcher used pseudonyms to preserve the privacy of the schools and participants.

Respect for anonymity and confidentiality

The ethical principle of anonymity and confidentiality is closely related to the ethical principle of beneficence. Fouka and Mantzorou (2011:6) assert that in order to ensure anonymity the participant's identity cannot be linked with personal responses. In the event that this right

cannot be upheld, the researcher must handle confidentiality by handling the participant's private information to safeguard the participant's identity (Fouka and Mantzorou, 2011:6). According to Chapter 3, condition 3, subsection, 14(2) of the Protection of personal information Act 4 of 2013, retention and restriction of records states that records of personal information may be kept for periods in excess for research purposes if the researcher has put measures in place to safeguard the records. In this study the researcher used a coding system. The researcher made sure that all notes were stored in a locked secured office. The researcher shredded all hard copies of information after the thesis was submitted for examination. All recordings were stored on a password protected device. Only the researcher and her supervisors have access to the participants' information which will be destroyed after three years after the completion of this study.

Respect for privacy

According to Fouka and Mantzorou (2011:6), privacy refers to the freedom of the participants to choose the precise terms and procedures for disclosing or preserving their personal information. Furthermore, Fouka and Mantzorou (2011:6) posit that the right to privacy is violated when private information is shared without the consent of the participants. The researcher ensured that the participants know that they have the right and the capacity to make their own decisions during the interview process. The researcher also assured them that the knowledge and insights they shared were valuable.

3.10 Limitations

The sample size was one limitation to this study. It could be argued that the sample size of this study was too small. The sample was limited to one province and schools in one district in South Africa. It could be challenging to ascertain whether an outcome is a true finding if the sample size is small. Nonetheless, rich data was provided.

Another limitation was getting access to participants to conduct interviews. Some who initially volunteered to participate ended up not doing so. At the Quintile 1 school two participants withdrew from taking part in this research. To mitigate this challenge, the researcher approached other potential participants who were willing to participate in this study. In the midst of the pandemic, it was difficult to get to schools to conduct face-to-face interviews. The researcher conducted Skype interviews in order to ensure a safe environment for both the researcher and participants.

Chapter summary

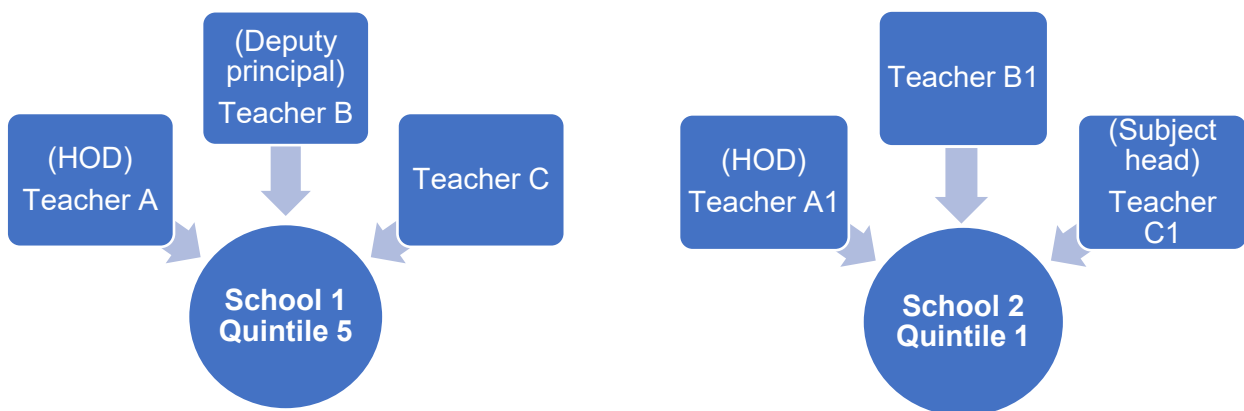
This chapter outlined the research paradigm, research methodology, strategies and design, as well as procedures, participants, data collection tools, data collection and analysis methods, trustworthiness, and ethical considerations. The research design for the study was a qualitative interpretive case study and interview data was analysed by means of data coding. The next chapter presents the findings based on the methodology detailed in Chapter 3

Chapter 4: Presentation and discussion of Findings

4. Introduction

This chapter presents the findings of the study. Seven main themes emerged from the data collected from six participants at the two schools involved in this study. These served to answer the research questions which guided the study. Chapter 4 presents comments on the key themes emerging from the findings. Instead of participants' real names, pseudonyms were used to refer to the participants and their sharings.

Figure 5: Participants' pseudonyms



The main research question of the study was aimed at elucidating findings on teachers' perceptions of principals' roles as instructional leaders and their respective understandings of leadership. Sub-question one was linked to findings relating to how teachers perceive principals' roles as instructional leaders managing teaching and learning. Sub-question two sought to establish findings in relation to how teachers perceive principals' roles as instructional leaders in supporting their professional learning and development.

4.1 Research question 1

The research question 1: **What are teachers' perceptions of the principals' roles as instructional leaders managing teaching and learning?** looks at the teachers' understanding of leadership, effective leadership and instructional leadership. It also explores three dimensions of the teachers' perceptions regarding: (1) principals giving direction in daily activities, (2) shared responsibility in monitoring curriculum delivery, and (3) principal support in providing resources to support classroom instruction.

4.1.1 Leadership

According to Bush (2016:10) as stated in the literature, quality leadership makes an important difference in the school environment and learner achievement. In this section I will look at the teachers' understandings of leadership and instructional leadership through the following sub-themes: teachers' understanding of leadership, teachers' perceptions of the notion of effective leadership, and teachers conceptualisation of instructional leadership.

4.1.1.1 Teachers' understanding of leadership

Teachers who held leadership positions at both schools generally had similar views on their understanding of leadership. They expressed that the purpose of leadership is to empower others. They feel that leadership is to identify the abilities of others and to implement ways to develop those abilities in order to reach set goals. Teacher B and Teacher A1 expressed their views in the following ways:

"It is important to be a leader, for me as a leader you need to be able to see what people's abilities is and then to adapt it to get to your goals that you need. Because there's certain things, and if you go to the building blocks of the WCED and those documents, they ask you, they want you to work on your people and to ensure that they get better and that they will reach their goals and then you can reach your goals as well, yeah." (Teacher B)

"...if you notice that people have abilities and that is their strong point, you need to then steer it, also nurture it...It comes back to being able to see people and their different personalities and the skill sets that they have and being able to manage it. (Teacher A1)

The above quotes imply that leaders have a duty to identify the teachers' strengths and then develop these strengths as set out by WCED. This suggests that when you develop the abilities in others, not only will they reach their goals, but you as the leader will also reach your own set goals. Therefore, it can be explained that leaders have the responsibility to mentor and develop the abilities of others.

Moreover, Teacher A1 defined leadership as the ability to identify the different personalities and skill sets of subordinates and being able to manage them. This finding agrees with Aşer (2013:225) as stated in the literature that a general definition of *leadership* is a person's ability to direct the abilities of stakeholders within an organisation in order to achieve goals.

Another teacher who is also in a leadership position had a slightly different view. Teacher A highlighted that it is important to delegate tasks to achieve set goals and not to do all tasks alone to minimise failure. He responded in the following way:

"It's possible for and I am guilty of that sometimes I want to do many things on my own and then I don't get it done 'cause it's the process, is just too heavy, but I, see, I find the word delegation coming in here. One needs to delegate when one needs to empower others to do. And I believe that it's true leadership, is to empower others to do what they need to do to help them to mentor them, to do what they need to do, and so that all the tasks can be done." (Teacher A)

The above quote implies that leaders often make the mistake of wanting to do all tasks themselves. However, Teacher A suggests that leaders should be able to entrust their staff with tasks. Therefore, it can be understood that leadership is not about doing everything yourself, but it should be about the willingness to delegate tasks in order to empower those you are mentoring. It also suggests that delegating tasks will minimise the chances of failure to complete all tasks because the tasks are assigned to different people and it is not one person's responsibility. Teacher A pointed out that when he as a leader tries to do too many things by himself, it often results in tasks not being completed. This resonates with literature by Buthelezi (2021:18052) who posits that if duties are not delegated by the principal to relevant staff, it might have an adverse effect on achieving the school's goals.

A post level 1 teacher had a slightly different response. The teacher is of the opinion that true leaders can work with those that are inferior to them and not just with their equals. Teacher C responded in the following way:

"a true leader is someone that you can watch when they work with the inferior and not the ones that on the same level as they are." (Teacher C)

The above quote suggests that leaders should have the ability to work with their subordinates and not only with those who are on the same rank as they are. It can be understood that if you can work with those lower in rank, you could be considered a true leader.

Another teacher had a different view on leadership. The teacher was of the opinion that every situation is different and a leader has to assess the situation before making a decision as a leader. The teacher responded in the following way:

You know that's every situation and every circumstance is different...but there are sometimes situations that maybe need somebody to you know to put their foot down and become a dictator for maybe you know a few hours or so... and in the school itself, when it makes the decisions, and then you can't consider other people's, you know, nitty gritty attitudes and things like that so when it comes to leadership, for me, you lead based on the circumstances and the situation that you are in. (Teacher C1)

The above quote implies that a leader should manage a situation based on the facts of the particular situation at hand. Teacher C1 pointed out that every circumstance needs a different approach, suggesting that a leader adopts a leadership style based on what the situation requires. This view echoes research done by Uleanya, et al (2019:225) in two high schools in South Africa and Nigeria, who found that the leadership style adopted by principals in the two selected rural high schools was determined by the situation the principal was experiencing at the time.

Based on the data gathered, teachers had a different view to the teachers who were in leadership positions. This could be because teachers in leadership have experience in mentoring others through identifying their strengths and utilising those strengths to achieve their goals. Whereas teachers are the ones regarded as subordinates and lower in rank. This could explain why Teacher C feels that it is more important for leaders to have the ability to work with those lower in rank than those who are also in leadership.

4.1.1.2 Effective leadership

Teachers from both schools had different views on what an effective leader looks like. Two teachers who are in leadership positions perceived a leader to be effective if the leader has a clear vision and mission. They feel that the people the leader manages must be able to understand what is expected and be able to approach a leader at any time. The following quote represents their views:

“You have to prioritise your responsibilities and your tasks that you need to do...You need to be organised. You need to be firm, but friendly, not friendly in the sense, but people needs to be able to feel that they can come to you to speak to you, and you need to set an example and on the other hand. You need to be able, you need to put out your goals. Put out your mission and visions and things that you need to be able to do.” (Teacher B)

The above quote highlights that an effective leader is one who has a clear vision and mission communicated to their subordinates. This view supports the literature by Naidoo (2019:4) who argues that leaders are efficient when there is clear communication to the staff by giving a goal-orientated direction of the school’s vision to support the teaching and learning at the school. Teacher B also mentioned that effective leaders should be able to prioritise their responsibilities and be firm, yet friendly. It can be understood that an effective leader is well organised which could show confidence in the leader, suggesting that subordinates are able to approach them to talk about any issue that may arise because they have things in place.

Teacher B1 feels that an effective leader depends on the context of the school. He feels that an effective leader at his school would be based on the leaders’ values according to the context of the school. He feels there is a need to teach the learners about values. This supports the literature by Kirori and Dickinson (2020:3) who state that leadership should be established in a professional value system. This means that leaders should draw upon their own values system including the values established by the institution.

Teacher B1 responded in the following way:

“I feel that it needs to be placed into context of a specific school but if I think about my school and an effective leader at my school, would be based on values. You need values in order to lead at the school because the type of kids that we work with, you need to instil a sense of values in them.” (Teacher B1)

The above quote implies that perceptions about effective leadership will differ based on the context of the school. However, the teacher points out that at his school which is in a rural area, learners require a leader to instil values within them. Instilling values within the learners suggest that leaders would have the opportunity to influence the way learners think and behave. It can be explained that learners come to school and lack the knowledge of what it means to have values as an individual which could have an effect on the teaching and learning process. Suggesting that by instilling values within these learners might result in a positive work ethic and commitment among learners. This view echoes research done by Dimmock (2005:93) in England who found that the leaders who were strongly motivated by their personal

convictions and values influenced others and ensured high levels of commitment from the school community.

One teacher pointed out that people must be able to trust their leader. Teacher C1 feels that an effective leader should treat everyone the same. This teacher suggested that by being consistent when people feel safe in the working environment, a lot of tasks will get done. The following quote represents his view:

“People need to trust you...as a leader. You need to treat every single person exactly the same... to be consistent in everything that they do... The minute you feel safe in the environment that you're working in and you can trust your leader, you get a lot of things done.” (Teacher C1)

Teacher C1 described an effective leader as one who creates a safe environment for positive teaching and learning to take place, thereby resulting in positive learner achievement. This echoes the sentiments of Heck and Hallinger (2014:674) who argue as stated in the literature, that teachers in schools with healthy relationships and school environments create a positive effect on learner achievement.

From the data gathered it became apparent that teachers have different views on what effective leadership is. Teachers have highlighted some of the characteristics as: having a vision and a mission, having the ability to instil values within the learners and being trustworthy. Suggesting that there is no clear indication of what an effective leader is because people perceive effective leadership based on how it influences their performance as teachers. This resonates with the literature by Pardosi and Utari (2022:3) who contend that there are not clear cut characteristics of an effective leader and how they would motivate teachers to perform. This could be based on the fact that people are different and we perceive things differently according to their experiences. However, all participants reflected on elements of leadership and what constitutes an effective leader. Their responses corresponded with Pardosi and Utari's (2022:3) sentiments that a principal as a leader must portray certain behaviours taking into account the teaching and learning environment.

4.1.1.3 Teachers conceptualising instructional leadership

When I asked the teachers the following question: Hao (2016:2) *defines instructional leadership as principals' behaviours that influence classroom activities and programmes in their schools to enhance student achievement. What do you think of this definition?* Two teachers at school 1, who are in leadership positions, responded that the principal as an instructional leader must involve the rest of the leadership to address teaching and learning at the school. The teachers noted that even though the principal is the manager of the school,

the principal cannot do all the tasks alone. Therefore, the principal should communicate the support to the leadership in order for it to be communicated to the rest of the staff and then to the learners within the classroom setting to achieve their goals. This view is supported by Cho and Kim (2014) and Schrum and Levin (2014) cited in Buthelezi (2021:18053) who asserts that in order to achieve goals, school principals delegate to their subordinates. following quotes represents their views:

“At the end of the day, the principal is responsible for everything in the school. Now the principal needs to put us or needs to ensure with the deputy principals that all the code of conduct, all the acts and all those administrations is in place 'cause there need to be, you've got to have your organogram, you've got to have all your things in place to be able to sort out the next step underneath you so that it goes down into your classrooms into the activities that you will do in your classes” (Teacher B)

“I think that principals are setting the scene and the pace in the school as well. But I, I would like to differ from that a little bit and say...we need to empower people to do the job, correct. And instructional leadership is to meet that so that I don't have to always check up and always make sure that it is done.” (Teacher A)

The above quotes suggest that although an instructional leader supports the activities at the school, the instructional leader is not able to perform these duties alone, implying that fulfilling duties echoes delegating tasks to those in leadership positions. This resonates with the literature by Buthelezi (2021:18053) who highlighted that school leaders such as principals delegate managerial authority and responsibility to the SMT and other senior staff through participative management. It could be understood that principals do not find themselves in the classroom all the time, therefore it is pivotal to support the rest of the school by including the rest of the leadership through the delegation of tasks. Suggesting this method would ensure that the support will reach the learners in the classroom environment which in turn could enhance learner achievement. This confirms the literature according to Bush (2007:391), that principals' guidance and the support of other senior leaders at the school are essential for teachers.

Teacher B1 feels that teaching and learning is the most important aspect of a school and leadership come second to it. Teacher B1 opined that instructional leadership is about achieving goals as teachers and learners which will filter back into to the country. They responded in the following way:

“I think that is with the forefront of what a principal should have. Doesn't matter what type of leader you are. First and foremost, you have to be an instructional leader, because the goal, any goal in the school is teaching and learning. And what I've seen is if you take leadership out of the out of the equation...leadership is second to teaching and learning, so leadership comes after the fact that teaching and learning is at the forefront of everything. So I think it's a good definition because it defines exactly what instructional leadership is, you know, attaining the goal of the learners and their teachers and the country as a whole. Ensuring that the academic success of learners within the country.” (Teacher B1)

The above quote implies that teaching and learning is at the forefront of what happens at the school. Leadership comes second to that, suggesting that the teaching and learning process paves the way for leadership to give the necessary support the teachers and learners need to achieve academic results. Teacher B1 suggested that it does not matter what leadership style you adopt as a leader. Ultimately, a principal should be an instructional leader, giving the required support to all stakeholders. This resonates with the policy on the SASP (2015), which identifies five primary leadership styles for the principal, who is in charge of overseeing the curriculum to guarantee quality teaching and learning. Instructional leadership forms part of these five leadership styles which indicates that it is a style suggested by the SASP for principals.

Two teachers could not identify with the definition of what an instructional leader is. Although I gave teachers an information sheet (See Annexure 5) prior to the interview explaining what the study is about, they were not able to conceptualise what instructional leadership entails. However, it was clear that they are aware that teaching and learning need to happen and that the principal supports these processes.

From the data gathered it became apparent that those in leadership positions feel that it is impossible for the principal as an instructional leader to perform tasks alone and that the principal provides supports through delegating tasks to the rest of the senior team. This view is supported by Buthelezi (2021:18052) who argues that leaders may not be able to solve all challenges that arise because they cannot be specialists in everything they do. It can be explained that the rest of the senior team reports back to the principal. However, they are responsible for ensuring that tasks are completed. Teachers feel that teaching and learning is the most important aspect of the school. It can be understood that instructional leadership can only happen if teaching and learning take place.

The differences in responses between the teachers and teachers in leadership positions could be because teachers in leadership positions work closely with the principal and they are more aware of the processes the principal follows as the leader of the school. On the other hand, teachers are the ones working in the classrooms and for them teaching and learning come first before the support from principals.

4.1.2 Principal giving direction in daily activities

The principal giving direction in daily activities, refers to, as outlined in my literature review, the principal who plans, organises, directs, controls and evaluates daily activities of teachers. Therefore, to achieve education goals, the principal must coordinate the work of teachers (Farah, 2013:2). In this section I will argue, as the following sub sections will show that broadly the principal did not directly talk to teachers except in the case of Covid-19 related issues, and the principal uses the SMT to provide instruction to teachers. Looking at the data in relation to the principal giving direction on the daily activities to teachers, two sub themes emerged, which are: The principal providing instruction through the SMT, and Principal providing guidance – Covid 19.

4.1.2.1 *The principal providing instruction through the SMT*

Two of the three teachers I interviewed from school 1 formed part of the SMT and both highlighted that much of the planning is done by the SMT and then filtered down to the relevant stakeholders. Members of the different departments at the school form part of the SMT and they contribute to the planning. In this way all departments know what is expected and information is filtered to the rest of the teachers. Bush (2007:391) supports this method by stating that principals work closely with middle managers such as the senior management team (SMT) which includes subject heads and departmental heads. The following quotes represents teachers' views:

“The school management team... we sit down and through her leadership we decide what to do for the next few weeks...” (Teacher A)

“There's a representative from all the facets of the school in our SMT now, so that everybody has an input...so she ensures that all the subject heads, the SMT, well from her to us the SMT and then the departmental heads. Everybody knows what to do...” (Teacher B)

The above quotes infer that there is efficient communication at the school, since there is a representative from each department at the school who forms part of the SMT. This shows

that all departments are represented and are part of the decision making process in the effectiveness of teaching and learning through the daily activities implemented at the school.

At School 2 the principal used a different approach in giving instruction to teachers via the SMT. Two teachers pointed out that only the principal and the deputies have administrative rights on the WhatsApp group that was created to relay information to the rest of the staff. The following quotes shows their perception:

“There is a WhatsApp group, the principal and the deputy principal sort of gives instructions on what needs to happen where.” (Teacher A1)

“but only the principal and the two deputies are allowed to give instructions on that group. Nobody can respond or ask questions on that group... They are the only admin that can post on the group.so it’s even moved to that to be able to widen the gap where you as an educator doesn’t even have a voice”. (Teacher C1)

It is evident that teachers at school 2 have very little say in how communication is structured in the school. This suggests that the principal takes the lead role with the teachers’ voice being absent.

However, Teacher C1 at school 2 also had a different perspective about the principal giving direction to the teachers regarding their daily activities. The teacher claimed that the principal is more focussed on compliance and teachers are responsible for their own daily activities. The teacher emphasised that teachers have the liberty to do as they please and that there is no accountability. Teacher C1 expressed the following view:

“As an educator, you need to have a lesson plan every day to make sure that teaching itself is effective and but there's no follow up on that, so if I don't have a lesson plan today or I don't have a lesson plan tomorrow, it's irrelevant. Educators at our school have carte blanche to do whatever they want, whenever they want.” (Teacher C1)

Teacher C1’s revelation suggests that there is no effective communication from the principal to the teachers. It further implies that the principal is not involved in the functioning of the daily activities at school and how teachers facilitate the teaching and learning process. This is contradictory to the literature by Maponya (2020:184) who states that principals must create effective communication channels with teachers, giving direction meant to confront matters of teachers’ performance in their teaching practice. This means that principals as instructional leaders have to set expectations to achieve set visions by giving clear direction to teachers. The differences in the views of the

teachers could be suggestive of the fact that Teacher C1 felt disaffected by the school leadership and therefore expressed an oppositional attitude to the principal's role in giving direction.

Based on the data gathered it seems that principals do not give support directly, but through the SMT, except during the time of Covid-19 where it was slightly different. This resonates with the literature by Dinham (2006:64) who stated that HOD's exert within and beyond the department in facilitating teaching and learning and school improvement alongside the principal.

From the data gathered it became apparent that a clearer and structured direction is given to teachers at school 1 whereas the teachers at school 2 felt that there is no clear direction and support from the principal. This is perhaps due to the fact that at school 1 members of the different facets of the school are involved in the planning of what needs to happen and supports the idea of Bellibaş (2015:1480) who argues that principals should work closely with teachers to improve classroom instruction. However, at school 2 the teachers do not have a platform to contribute to the planning and instructions given by the principal.

4.1.2.2 Principal providing guidance – Covid 19

At the time of this research schools faced several challenges linked to the Covid-19 pandemic. Due to the pandemic the manner in which direction was given by the principal to the teachers changed. The schools make use of a WhatsApp group if information needs to be sent out immediately or via email notifications by the principal to the teachers. Both schools had a morning brief before the pandemic, but this method was changed to an afternoon brief. In relation to this, teachers at school 1 said that:

“We usually had the meetings in the beginning of a day now due to sanitising and screening and everything, we need to have our meetings at the end of the day. But we also have the staff group on WhatsApp to communicate issues”. (Teacher A)

The above quote shows that even through the pandemic, teachers felt that the principal at school 1 made sure that communication channels remained open and that effective communication could still take place between the principal and the teachers via WhatsApp. This echoes the literature by Naidoo (2019:4) who states that the principal as the leader of the school must yield clear communication to the staff by giving goal-orientated direction to support the teaching and learning process at the school.

However, teachers at school 2 had a slightly different view. Two teachers highlighted that there is a WhatsApp group where information is sent through, but the programme that is sent via the group is not adhered to and teachers have no administrative rights in the WhatsApp group.

The following quote represents their views:

“There is absolutely no direction we get on that specific group. They send a programme for the day or on a Monday...on that programme that is being sent shows that we have staff briefings... but it doesn't happen.” (Teacher B)

The above quote indicates that communication is limited and implies that teachers get no direction from the principal. This suggests that the information being sent is not implemented. This is contradictory to the literature by Mestry (2017: 264) who argues that the principal as the leader of the school must take the lead in giving a clear direction to the teachers.

4.1.3 Shared responsibility in monitoring curriculum delivery

As stated by Mestry, (2017:263) the monitoring of the curriculum focuses on the coordination and control of instruction of the curriculum and this requires the principal to be involved in the school's instructional programme, promoting learner performance. In this section I argue that the principal shares the responsibility of monitoring the curriculum with the subject advisors and a hierarchical monitoring method through the SMT. Looking at the data in relation to the principal monitoring the curriculum delivery, two sub themes emerged, which are: The principal and curriculum advisors share the responsibility of monitoring the curriculum delivery and hierarchical monitoring of curriculum delivery – SMT.

4.1.3.1 *The principal and curriculum advisors share the responsibility of monitoring the curriculum delivery.*

The teachers who were not in managerial roles at both schools expressed their opinions on curriculum delivery by stating that the principal is not directly involved in monitoring the curriculum. The subject advisors alongside the subject heads are responsible for monitoring this process in their particular subject field. The following quotes support this view:

“Our curriculum stuff actually comes from our curriculum advisors...it's not really the headmaster that does anything there. (Teacher C)

“...the principal is not directly involved in the whole teaching and learning process...There is a subject head that run the department. And they usually write reports on what is happening within the department and how far we

come and it gets sent to the deputy head. Who is responsible for academics of the schools so the principal doesn't support us in that regard at all."

(Teacher B1)

The above quotes imply that the responsibility of monitoring the curriculum lies with the Subject heads who have a closer relationship with the teachers. Since the principal is the head of the school, he provides the space for the curriculum advisors to communicate and provide curriculum support to the teachers and therefore this suggest that they have a shared responsibility in the monitoring and implementation of the curriculum to ensure effective teaching and learning at the school. This echoes the literature according to Mestry (2017:258) who states that principals are responsible for the management of the curriculum across the school. Mestry (2017:258) confirms that even though the principal is not directly involved in the monitoring process, the principal manages the curriculum and the monitoring of the curriculum forms part of this process.

4.1.3.2 Hierarchical monitoring of curriculum delivery – SMT

One of the teachers who is a grade head and HOD at School 1 stated that the principal must make sure that there is an open and clear communication channel between the subject teacher and the subject advisor, in order to ensure curriculum delivery takes place. In other words, the principal is regarded as the one who manages the communication process between the curriculum advisors, subject heads and the teachers, ensuring that information is given to the relevant parties. Mestry (2017:258) supports this type of monitoring by stating that there is a strong belief among educationists that principals can improve the teaching and learning by monitoring the curriculum through creating conditions conducive to improved curriculum management. The teacher's view is highlighted in the following quote:

"...I think that is also important to note that a lot of the subject issues are also covered by subject advisors, so from the department side. So, when it comes to leadership in specific subjects, I would say that she needs to support in that sense that there's an open channel between the subject advisor and the subject head, and the subject team." (Teacher A)

Another teacher who is the deputy principal at School 1 highlighted that all teachers have to do curriculum planning and it must be handed in for monitoring. The principal then looks at it and discusses the contents with the subject heads. The subject heads need to report to the principal about the goal, implementation, what was not covered and how the delivery of the curriculum can be improved. The following quote highlights his view:

“... everybody’s got to hand in their plan... she looks at all of the simple distributions and she will discuss it with the subject heads... they need to come back after each term and report back what was done, what did they not do, how are they going to implement it? How are they going to improve? What is the goal?” (Teacher B)

One teacher at School 2 who is an HOD stated that the principal does provide support. However, there is also a hierarchical structure of monitoring taking place at the school. The teacher stated that:

“Yes, in general, so I think he does give that support in terms. Also, curriculum coverage is not happening... They check your file, if you have the current ATP’S and all those things. And then from there. But you know, there’s like a flow chart. Basically, it starts with the principal, HOD, the executive, then HOD’S then grade heads then class teachers.” (Teacher A1)

According to the teachers in leadership positions, there is a hierarchical monitoring process at both schools. This suggests that the monitoring happens in order of rank with the principal being indirectly involved in this process.

Based on the data gathered, teachers at both schools were of the opinion that the principal is not directly involved in monitoring the curriculum, but the support comes from the subject advisors and the principal manages this process. However, teachers in leadership positions at both schools have a slightly different view and there were claims that the monitoring process is hierarchical in nature, suggesting that monitoring happens from Curriculum advisors to Departmental heads to Subject heads and Deputy principal who reports to the principal. Even though there were disparities in the responses from the teachers in terms of the way in which the principal gives support in monitoring the curriculum, there is a common ground in that all teachers are of the opinion that the principal is not directly involved, but manages the process for effective monitoring to happen. This resonates with the study conducted by Maponya (2020:187) who found that a well-managed curriculum within the school has the potential to enable quality teaching and learning. The difference in responses could be because teachers who are in managerial positions form part of the SMT and has a clearer insight to the processes and planning done around the monitoring system at the school.

4.1.4 Principal support in providing resources to support classroom instruction.

According to Sibomama (2020:5) the principal as an instructional leader plays a key role in the allocation of adequate resources to the instructional activities. In this section I argue that the resources available at School 1 are limited, whereas there is no lack of resources at School

2. Looking at the data in relation to the principal's support in providing resources to support classroom instruction, two sub themes emerged, namely: external factors hampering the use of resources, and adequate access to resources.

4.1.4.1 External factors hampering the use of resources

Two teachers at School 2 mentioned that the socio-economic issues affecting the school detect the availability of resources at the school because there are many break-ins and the infrastructure at the school is not conducive. The following quotes represent their views:

“we are also a quintile one school, so the infrastructure might be part of the problem...I mentioned to him that we need a lab for natural science and physics and life science. So he's like, where? there isn't space, like we have so many teachers. The teachers don't even have classrooms.” (Teacher A1)

“But where the school is and the socio-economic circumstances and the break-ins and all those stuff is hampering all those issues.” (Teacher C1)

The above quotes indicate that socio economic-factors at School 2 play a role in the fact there are limited resources at the school. This implies that because it is in a rural area, they have become accustomed to the fact that resources are stolen or broken and teachers have to work around these contextual factors and still make sure teaching and learning happens. This resonates with the literature by Sibomama (2020:5) who argues that teachers are more effective in classrooms when they have all necessary resources to help facilitate teaching and learning.

One teacher had a different view and stated that because School 2 is classified under Quintile 1, the department provides all the resources they need to facilitate the teaching and learning process in the classroom. The teacher responded with:

“we are a Quintile one school, so we get a lot of funding for these resources that we need... so that there is a generous amount of resources that is that is made available to us.” (Teacher B1)

The above quote implies that the school has enough resources to facilitate the teaching and learning process which is contradictory to the previous claims by the teachers that the socio-economic factors around the school hinder the teaching and learning process. The different responses from the teachers could be because the infrastructure of the school is more important for Teacher A1. Teacher A1 needs lab space to present Physical science lessons and therefore he is more aware of the lack of resources, whereas Teacher B1 is a Mathematics

teacher and he does not need a lab. For the Mathematics teacher a calculator is more important, and it is provided by the department. The differences could be explained by the fact that the teachers' perceptions of the principal's support in providing resources, are based on their individual vocational needs to ensure effective lesson presentation in their specific subject field.

Two teachers highlighted that printing is a big challenge at the school and they feel that they face constraints when it comes to making copies of worksheets and question papers which in turn hampers daily teaching and learning process at the school. The following quote represents their views:

"I do feel that uhm printing is an issue. So if I need to make copies of, because I'm teaching math and I need to give and if we are busy with shape and space for example and I need to give a learner a copy of a house that we need to work out the area of a circle of a silo, for example, to calculate the volume. I am unable to make that specific copy for that learner because of the lack of print and the lack of ink as well as the lack of paper." (Teacher B1)

The literature states that the availability of sufficient and adequate learning resources helps teachers to make lessons to interesting and interactive. The above quote highlights that teachers are not able to present lessons as they would have wanted to due to limited printing resources. This confirms the literature by Sibomama (2020:5) who argues that the provision of resources by principals is important as it affects the way teachers engage in their teaching.

4.1.4.2 Adequate access to resources

The teachers at School 1 expressed that the principal provides all the resources they need to complete their instructional activities within the classroom. The principal makes sure that the resources are adequately available. The teachers are satisfied with the support they get from the principal in this regard. The following quote is an example of such a response:

"We've got an IT system that I think a lot of other schools really doesn't have... we have Wi-Fi; we've installed the Wi-Fi. We've got the WCED's Wi-Fi, which is not always working, but we've got our own Wi-Fi hotspots... We've got readers we've got a whiteboard at the back, uhm Interactive board at the IT centre. We've got two IT centres so everything has been set up and she is ensuring that everything is up and running." (Teacher B)

The above quote represents the views of the teachers at School 1 and suggests that there is no lack of resources at School 1. The literature by Kruger (2003:207) posits that providing resources that support instruction can enhance commitment among teachers and assure them that instructional priorities are important. Their responses confirm the literature that the principal as an instructional leader plays a key role in the allocation of adequate resources to the instructional activities (Sibomama, 2020:5). Mestry (2017:258) agrees that part of the principal's activities is to ensure the availability of appropriate resources to teachers to facilitate teaching and learning.

Based on the data gathered, School 1 has no lack of adequate resources and the teachers are happy with the support the principal provides in making sure they have what they need to present effective lessons. Whereas at School 2 teachers are unhappy with the support of the principal in providing adequate resources, but has become complacent with the poor circumstances around the school and use what they have to facilitate the teaching and learning activities at the school.

Summary of Research Question 1

Overall, teachers' understanding of leadership is that an effective leader should delegate tasks in order to make sure all tasks are completed. Teachers are of the opinion that leaders should manage a situation based on the context and circumstance of the situation. Teachers had different views on what characterises an effective leader.

The teachers highlighted that the principal does not directly give direction to them except in the case of Covid-19. The principal makes use of the SMT to communicate with teachers on the daily teaching activities. Likewise, teachers have also highlighted that the principal is not directly involved in monitoring the curriculum, but only manages this process.

Furthermore, teachers had different views on the support the principal provides in providing resources. Teachers at School 2 expressed that socio-economic factors hinder the use of resources at the school. They use whatever resources are available to them to teach. Whereas, School 1 participants voiced that the principal provides adequate resources to ensure effective teaching and learning takes place.

4.2 Research question 2

The research question 2: **What are teachers' perceptions about the principals' roles as instructional leaders in supporting their professional learning and development?** looks at the principals' role as an instructional leader in supporting Continuous Professional Teacher Development (CPTD). This question explores how teachers are provided with support in pedagogical content knowledge, classroom management, and lesson planning. Looking at the data in relation to the support the teachers receive from the principal regarding their professional development, four main themes emerged: The Importance of professional development, the support of the principal in the development of pedagogical content knowledge and principal support in providing professional development in lesson planning.

4.2.1 The Importance of professional development

The literature by Brown and Matthew (2016:704) defines Continuous professional teacher development (CPTD) as an inclusive, sustained, and thorough approach to improve the effectiveness of teachers and principals, with the ultimate aim being to ensure learner achievement. Therefore, as described in the literature (Ajani, 2019:176) the professional development of teachers is an important aspect of improving teaching and learning in the classroom. In other words, it is important for teachers to go for CPTD to further improve their knowledge in order to achieve success within the classroom.

When the teachers were asked about the importance of CPTD, their overall perception of teachers regarding CPTD was consistent in that they feel it is important for teachers to continuously develop themselves in all facets of education. The academic world changes with time and so does the perception of ideas among individuals. CPTD is also important for growth within the education sector and the following responses represent similar views:

"Yes, absolutely otherwise, you can't be a teacher, a deputy, an HOD, on the SMT and don't know what's happening..." (Teacher B)

"Yes, I think professional development is very necessary. I mean we are teachers and as we are lifelong learners, as you know, so we constantly need to adapt and we need to change because the learners of five years ago is not the same learners that we are teaching now." (Teacher B1)

The above quotes posit that as education evolves over the years, it is important for teachers to continually take part in professional developmental programmes to extend their knowledge and keep up to date with curriculum changes. Teacher B1's response suggest that teachers wear the hat of lifelong learners who need to keep up to date with the changes within education

in order to enhance learning. It suggests that CPTD is also important for personal growth within the education sector. This confirms a study conducted by Sha et al., (2015:102) who found that teacher skills such as lesson planning and preparation, classroom management, monitoring and evaluation and pedagogical skills, improved as a result of the CPTD programme offered at the school.

One teacher at School 1 had a slightly different response. Teacher A is close to retirement and feels that he has gone through enough developmental programmes which he feels is mostly necessary for novice teachers. Teacher A just wants to be in the classroom to share his experiences with the learners. He is of the opinion that developmental programmes have too many administrative duties tied to them. Therefore, this teacher feels overwhelmed and would rather just be in the classroom teaching. Teacher A responded in the following way:

“I’m at the age of retirement... And because it’s always more administration, more things to do, and that takes me out of my classroom...With the experience that I have that’s where I want to be. I want to be in the classroom and I want to educate. I want to use this and hand over what I have... but I must be honest to be able to do that. I had to go through a lot of the developmental programmes myself through the years.” (Teacher A)

The above quote suggests that even though the teacher feels that teaching at this point is more important than professional development, the teacher admits that professional development was necessary in order to gain experience. This suggests that because Teacher A is close to retirement the need for professional development is considered to not be very useful as the teacher feels he has gained enough experience over the years.

Based on the data gathered, teachers generally feel that professional development is important for teachers because they are lifelong learners. It became apparent that teachers are aware that the type of children they work with changes over time and so does the curriculum. It can be understood that teachers should always develop their body of knowledge to ensure successful teaching and learning takes place. Teacher A is close to retirement and had a different opinion. The difference in responses could be because Teacher A is close to retirement age at this point and the other teachers are still building their careers and therefore feel that professional development is important, especially for growth purposes within the education sector.

4.2.2 The support of the principal in the development of pedagogical content knowledge

Looking at the data in relation to the principals' support in the development of pedagogical content knowledge, two sub themes emerged: The indirect support of the principal in the development of pedagogical content knowledge and the IQMS determines developmental areas.

4.2.2.1 The indirect support of the principal in the development of pedagogical content knowledge

As referred to in the literature by Park and Chen (2012:922) pedagogical content knowledge is an integration of teaching and learning processes. Park and Chen (2012:922) noted that teachers need to develop a body of knowledge that surpasses content knowledge which will enable them to translate content knowledge into effective teaching strategies to meet the learners' individual learning needs.

The teachers at School 1 feel that the principal is not directly involved in the professional development of their pedagogical content knowledge, but rather supports this through the education department via subject advisors and departmental heads who arrange developmental programmes. The principal makes sure that teachers attend these programmes. The following two quotes are examples of their views:

"I believe that the subject involvement and help is separated from the tasks of the principal itself. Our subject advisors, and our heads of departments...helping us a lot with development within our own field. They are opening more resources for us. They are giving us more opportunity... so I think from the headmaster side she must just or he or she must just make it possible." (Teacher A)

"Development in the subject area comes from the department... I think that actually comes from our subject advisor because they organise roadshows and they organise things like that. I don't really think that comes from the headmaster." (Teacher C)

The above quotes suggest that the professional development of teachers mainly comes from the subject advisors and departmental heads. The principal supports this development by making sure that the teachers have the opportunity to attend these training workshops or roadshows.

However, teachers at School 2 had a slightly different view as they felt that their principal does not arrange developmental programmes by himself, nor through the departmental heads. They attend developmental sessions arranged by the WCED. The teachers are of the opinion that the principal does not support their professional development in pedagogical content knowledge at all. Their views were that all developmental programmes comes from the department. The teachers responded with the following:

“CPTD It's about you complying with what WCED wants or the Metro wants...So how you transform to perform..., I do not feel that he personally is able or he is doing or his creating the professional development sessions by himself or finding people to do it for us on his own. It's just if the WCED doesn't send it, we will not do.” (Teacher B1)

“There is no development or support in anything that has got to do with subject, teaching strategies, methodologies, guidance, nothing, zero and not only from the principals, but the deputies and the HOD's.” (Teacher C1)

The above quotes suggest that if there was no professional developmental training from the education department they would not have an opportunity to enhance their knowledge because the principal does not arrange any developmental training.

Based on the data, teachers at School 1 feel that the principal is not directly involved the professional development of their pedagogical content knowledge, but rather supports the idea and makes sure that these programmes happen. Whereas the teachers at School 2 felt that the principal does not support this at all hence all developmental programmes come from the WCED. This could possibly be because School 2 is completely supported in all areas by the WCED in terms of the functionality of the schools in Quintile 1. This could suggest that the principal relies on WCED to make these developmental training workshops available because the school is recognised as Quintile 1 and the onus is on WCED to supply all the resources necessary to achieve academic success at the school.

4.2.2.2 The IQMS determines developmental areas.

When teachers receive training in areas that do not address their professional or pedagogical needs, it is regarded as a fruitless activity. The literature indicates that one of the processes that DBE uses to address the professional development needs of teachers, is the IQMS that was introduced “to develop teachers’ competencies, to monitor and evaluate their performance, and to provide support and opportunities for development” (Ngema and Lekheto, 2019:760). This process is managed by the principal and could be used to determine the effectiveness of the school and evaluate the strengths and weaknesses of the teachers.

Gumus and Kemal (2013:378) show that the principal as an instructional leader plays an important role in the professional growth of teachers. Teachers at School 1 were consistent in stressing that the principal has a firm hand on the IQMS programme and the principal supports their development in this process. The principal also monitors the progress and implementation of the development areas. The following quote represents their views:

“So, in the IQMS system we get to a point where the weaknesses are identified and once that the weaknesses are identified the school management team can look at the needs of the teachers and then set up a school improvement plan and then they are planning courses. They're looking what is available to help the teachers to empower them, to help them to do their job, what that specific thing that they must do well enough... This is coming from the principal, so principal is looking at the needs of the people and where those needs are real, she can organise the training in that direction.” (Teacher A)

“...with the IQMS, she's got a firm hand on the IQMS and the subject heads needs to report back to every term of how is it going in the classes, what are the people doing? Are they preparing? How are they teaching and then we pull them in and we discuss it.” (Teacher B)

The above quotes imply that the principal has a strong hold over the IQMS programme and that strict monitoring of this process happens. Once needs are identified it is discussed and the necessary training is organised to address the gaps. This resonates with the work of Ngema and Lekheto, (2019:760) who indicate that the IQMS process was introduced to develop competencies through monitoring and evaluating teachers' performance, and to provide support and opportunities for development. This process is managed by the principal and could be used to determine the effectiveness of the school and evaluate the strengths and weaknesses of the teachers.

On the other hand, two of the three teachers at School 2 said that the principal does not get involved in their development of their subject area, especially if it is not within the principal's area of expertise. Rather, the subject department will determine the needs of teachers and arrange for the necessary in order to address the gaps. The following quote represents their views:

“No no, I will say he, kind of depends on my subject knowledge and expertise to be able to manage my classroom. It's a concept of I've employed you to manage the Maths up to Grade 12, I am not knowledgeable on your subject,

so because I am not knowledgeable on your subject, I don't get involved in your subject.” (Teacher C1)

The above quote suggests that the principal is not involved in the development of teachers' pedagogical content knowledge at all. This means that teachers are left to their own devices when it comes to determining how or if they should improve their content knowledge.

One teacher at School 2 had a different view about the support the principal provides in the development of subject knowledge. Teacher B1 feels that the principal supports the development in their subject area, but only after he approached the principal. He responded in the following way:

“A few months back and I said...I would like to develop myself further and is there any sessions available... and he actually went to go look for professional development sessions that we as math teachers can take and he got back to me and gave me a list of things... knowing that he supports the idea, made it much easier” (Teacher B1)

The above quote implies that the principal does support teachers in their pedagogical content knowledge. However, it seems that he will not arrange these sessions unless teachers ask for available developmental training. This suggests that the principal does not provide proactive support to teachers.

Based on the data, at School 1 the principal makes use of the IQMS process to determine developmental areas for teachers, in their pedagogical content knowledge and monitors this process. At School 2 the principal leaves the subject development up to the specific subject department. The teachers at School 2 did not mention the IQMS process. This could suggest that the principal does not have a firm hand on the IQMS programme. Therefore, teachers may not have regarded this process as an important aspect to determine the gaps in the content knowledge of teachers. The difference in responses from teachers at School 2 could be because Teacher B1 approached the principal to assist in their professional growth and the principal responded accordingly. This suggest that the principal might be willing to support if teachers show interest in professional development in their specific subject field.

4.2.3 Principal support in providing professional development in classroom management.

Classroom management as referred to in the literature (Bozkuş, 2021:433) includes the presentation of subject material, the duration of the lesson, lesson preparation, ensuring learner involvement and setting classroom rules. Therefore, it is an important aspect of ensuring an effective teaching and learning environment.

Looking at the data in relation to the principal support in providing professional development in classroom management, two subthemes emerged: No professional development support from the principal in classroom management and Principal support in classroom management via discipline policies.

4.2.3.1 No professional development support from the principal in classroom management – discipline

Teachers at School 2 generally felt that the principal does not provide developmental programmes to mitigate disruptive behaviour in the classroom. Teachers at School 2 mentioned that the school has a discipline committee which assists in discipline issues at the school. This contradicts with some of the literature. Nasreen (2019:162) that states that school principals are crucial for a conducive learning environment in schools. Principals have an obligation to support teachers in their professional development to create a conducive classroom environment and minimise disruption. However, this is not the case and teachers responded with the following:

“Discipline committee members who is more, who supports the disruptive behaviours of learners within the quad. So if there's an issue you go to that specific member within the quad because they are very close to you, but there's nothing else that I can think of where I can say that he is really attempted to assist us in mitigating these disruptive behaviours at school.”

(Teacher B1)

The above quote implies that there is a discipline committee which the teachers can approach for support with regards to disruptive behaviour. This suggests that the principal is not involved in mitigating transgression. This could be the reason why the teachers feel that he offers no support when discipline-related issues arise.

One teacher had a different view and mentioned that if the teacher is not able to manage the disruptiveness of learners within the classroom, that specific teacher's contract will not be renewed. The teacher responded with the following:

“There are no workshops created for that, there is no people brought to train the educator, nothing. What’s actually happening by the end of the year, next year that educator will not get a post at the school.” (Teacher C1)

From the above quote it can be understood that the principal does not support the teachers with classroom management and no workshops or developmental programmes are organised by the principal. The quote suggests that teachers who are not able to manage their classes will not have a post the following year.

Based on the data gathered there is a difference in the responses of teachers at School 2. Two of the three teachers mentioned the discipline committee support them in managing the disruptiveness in the classroom and there is no support from the principal. However, it can be explained that the principal does give indirect support by making sure there is a discipline committee that teachers may approach to deal with transgressions. One teacher mentioned that no training or support is given at all and if you as a teacher are unable to manage your class, it simply means that you will lose your job. The difference in responses could be because Teacher C1 may feel that the discipline committee does not play a significant role in supporting the teachers who are struggling hence the opinion that failure to manage discipline issues could lead to contracts not being renewed.

4.2.3.2 Principal support in classroom management via discipline policies

Teachers at School 1 all agreed that the principal supports them in establishing a setting that is favourable for both teaching and learning. If there are workshops or trainings available, the principal will make the necessary arrangements in order for teachers to attend. The principal is also very strict when it comes to discipline at the school and follows due process according to the code of conduct of the school. Learners received a copy of the code of conduct and they are aware of the consequences if they should misbehave. Teachers were all happy with the support they received from the principal in relation to classroom management. The following quote represents their views:

“We have a code of conduct guiding us clearly, learners of having have those code of conduct in their hands and in their diaries. So they are deeply reminded of that quite a lot. If there's any transgression go and read that number paragraph, that rule shows you exactly what you should do. So we are very focused on discipline. Then if there's transgressions, there's also a firm strategy how to deal with that. And the learners are also informed about

that so they know if they are wrong, what is the consequences of that.”
(Teacher A)

“There’s a quietness. They know, they know very well where the boundaries are. From the moment they enter this school and that is coming down from the top because they know that something you’ve got to be in your boundaries. Otherwise there will be consequences and you need to take responsibility for your consequences.” (Teacher B)

The above quotes suggest that the principal provides satisfactory support for discipline and classroom management. The teachers noted that the principal follows due processes and that the learners are aware of the consequences when they are disruptive. Moreover, the quote by Teacher A suggests that the principal creates an environment focussed on discipline and the principal provides firm strategies on how to deal with transgression. Teacher B describes the support of the principal based on the notion of quietness in the school. It can be understood that as soon as they enter the school, things are quiet and this quietness is a result of the principal creating a culture of quietness. It can be further explained that because of the principal’s support of discipline the teachers receive, relate to the idea of quietness in order to undertake the teaching and learning process.

Based on the data gathered it can be understood that learners, parents and teachers are well informed of the discipline policy at the school and that strict adherence to the code of conduct is followed. This suggests that the principal has a strong hold on the discipline at the school and supports teachers in this regard. Teachers are generally happy with the support they receive from the principal in mitigating disruptive behaviour at the school.

4.2.4 Principal support in providing professional development in lesson planning

An essential component of the teaching and learning process is lesson preparation and according the literature reviewed Rodríguez-Gallego (2014:3) it is advantageous to the teachers and it aids in eliminating uncontrolled improvisation because it brings structure to the presentation of the lesson.

Looking at the data in relation to the principal support in providing professional development in lesson planning, two subthemes emerged: The subject advisors and subject heads provide professional development in lesson planning, and teachers are responsible for their own development in lesson planning.

4.2.4.1 Shared responsibility with subject advisors and subject heads to provide professional development in lesson planning

Teachers at School 1 said that the principal is not involved in their professional development in the area of lesson planning. One teacher was of the opinion that it is impossible for the principal to be involved in all subject areas because it is not the principal's field of expertise. However, all the information and training comes from the curriculum advisors via the subject heads. The curriculum advisor provides lesson plans and training via road shows and webinars. The following quote represents the views of the teachers:

“Well, I don't think she's very much involved with that. I don't think she's got any objection against it either, but I believe she would encourage it, but she's not playing that main role in supporting that curriculum development that I see is coming from the Department and from our subject advisors. We have a lot of roadshows and webinars with our subject advisors. She will ensure that we get there and listen and do that that's her task I believe.” (Teacher A)

“And see there I will say again, the principal is not directly responsible, or she is responsible, but she's not directly working with the teacher themselves, but she will ensure that the departmental head do their job and all the files and everything gets checked on a termly basis.” (Teacher B)

The above quote suggests that the principal is not directly involved in the development of teachers when it comes to lesson planning. The principal supports teachers in making sure that the teachers are able to attend the training made available by the curriculum advisors or the subject heads. As a result, the support the principal gives the teachers could result in improving the teachers' knowledge in lesson preparation. This supports the study done by Shah et al., (2015:102) who found that the teachers' skill of lesson planning and preparation, among other things could be improved as a result of the CPTD.

4.2.4.2 Teachers responsible for their own development in lesson planning

Two teachers at School 2 claimed that the principal does not provide any support in lesson planning. The teachers have to plan their own daily guide and developmental support happens within the department, among themselves. One teacher claims that if any teacher does not perform well, that specific teacher will be dismissed and replaced. The following quote represents Their views:

“Yes, so the onus is on the teacher to make sure that he does his job, there is no monitoring, there is no guidance, there is no support, the onus is purely on the teacher and if he doesn’t manage or he doesn’t cope, we will get rid of you and get somebody else” (Teacher C1)

“Again, I would have to say no. He does not support my development in that regard. We work out our own personal daily planner, so the planning that we need we work it out ourselves and within our department. We have pace setters that, I will do grade 10. Someone else will do grade 11 and someone else will do grade 12.” (Teacher B1)

Based on the views expressed above, it is evident that the principal does not support the teachers in lesson planning and that teachers are responsible for their own development. It insinuates that if a teacher does not perform well, that specific teacher will be replaced because the principal is more focussed on compliance. This could suggest that the principal does not regard this aspect in the teaching and learning process as important. This contradicts the literature by Rodríguez-Gallego (2014:2) who argued that lesson planning is a major teaching task and it is an important part of the educational sphere.

One teacher, who is an HOD at the school 2 had a different view. The teacher claims that the HOD is responsible for monitoring and identifying the developmental areas of the teachers within their faculty. The teacher responded in the following way:

“so the SMT discuss what is happening with your teachers so you as your HOD say, but this one is struggling. He will ask you, well what are you doing to support this person, are you checking the curriculum coverage. All of that happens in the SMT meeting.” Teacher A1

The above quote implies that the principal gives the responsibility to the HOD to manage the development of teachers. This suggests that the principal makes provisions for support, although he does not offer direct support to teachers.

Based on the data, it can be understood that the principal at School 1 shares the responsibility of making sure teachers attend developmental training via the curriculum advisors and the subject heads. This suggests that the principal at School 1 works closely with the SMT, to plan and address issues at the school. At School 2 teachers feel there is no support from the principal and they have to support themselves and each other within the department, except the view of teacher A1. This might be because teacher A1 forms part of the SMT and has a close relationship with the principal. Teachers who are not in leadership positions might not

have this relationship and they might have a different perception of the support the principal offers.

Summary of Research Question 2

Teachers from both schools under study emphasised the importance of CPTD. They regard themselves as lifelong learners. They highlighted that CPTD is important because they need to stay up to date with curriculum changes. CPTD is also important for promotion and growth within the education sector.

Teachers have highlighted that the principal is not directly involved in the development of the PCK. These developmental programmes come from the WCED. School 1 regards the IQMS as an important aspect in identifying the developmental areas of teachers. School 2 did not mention the IQMS as a tool to determine developmental areas. However, this is a process that happens every year.

The principal at School 1 has the responsibility of making sure teachers attend developmental training via the curriculum advisors and the subject heads. This suggests that the principal at School 1 works closely with the SMT, to plan and address issues at the school. At School 2 teachers feel that there is no support from the principal so they have to support themselves and each other within their respective departments.

Chapter 5: Discussion and Analysis of findings

5.1 Introduction

As discussed in Chapter 1 the study sought to better understand teachers' perceptions of the role of principals as instructional leaders managing teaching and learning, and teachers' perceptions of the role of principals as instructional leaders in supporting their professional development. Five cross cutting themes emerged in answering the research question, namely: (1) multiple understandings of what constitutes instructional leadership, (2) instructional leadership in providing CPTD support, (3) instructional leadership support in monitoring the curriculum, (4) instructional leadership supporting the management of teaching and learning in the classroom, (5) instructional leadership in providing resources, the exercise of instructional leadership during times of crisis. These five themes emerged based on how the teachers perceived the roles of the principals in providing support in their daily teaching activities and professional development.

Chapter 5 provides an analytical discussion of the results in response to the main research question: *How do teachers perceive the role of principals as instructional leaders?*

5.2 Multiple understandings of what constitutes instructional leadership

The data suggested that there was no obvious consensus on specific characteristics of an effective leader. This finding echoes the literature by Pardosi and Utari (2022:3) who assert that it is unclear what qualities define an effective leader. In this study it was evident that there was no shared characteristic as most of the participants identified very different and multiple characteristics of what constitutes instructional leadership. However, several aspects were identified as crucial. These included: a clear vision and mission communicated to stakeholders, being able to prioritise, being well organised, confident, trustworthy, and demonstrating the will to create a safe working environment, and willingness to listen to subordinates. These different characteristics of what makes an effective instructional leader were discussed in the literature review section (see chapter 2) which demonstrated that different researchers have found that different aspects of instructional leadership are identified.

Even though there is no obvious consensus, there seems to be a view that instructional leadership includes involvement in working with the SMTs. As noted in Chapter 4 (Section 4.1.1) evidence of this is based on how the SMT reports back to the principal on tasks completed. This method is what researchers such as Buthelezi (2021:18052) refer to when

talking about how the principal is not able to solve all issues because the principal is not an expert in all the facets of the school.

5.3 Instructional leadership in providing CPTD support

The perceptions of teachers across both schools were consistent in that CPTD was cited as important for teachers because they need to keep up with the continuous curriculum changes and learner variances. This finding corresponds with the literature by Ajani (2019:175) who states that the process of CPTD for teachers requires consistent development to measure up with evolving learning dynamics. The data in this study suggests that CPTD is needed for professional growth for teachers in order to achieve learner success. This resonates with the literature by Ngema and Lekheto (2019:760) who posit that CPTD is important for improving the standard of teaching and learning and the quality of education. Based on this study, it is reasonable to argue that CPTD is necessary for both, curriculum changes and professional growth. This finding holds true for both types of schools and across quintiles, which suggests that the poverty level of the school does not matter. What matters more is the calibre of leadership in terms of supporting teachers' professional development.

Furthermore, across both schools as reported in Chapter 4, it is evident that teachers receive some level of support in their curriculum developmental areas, such as lesson planning which is highlighted during the IQMS appraisal from various people, including the subject heads, curriculum advisors and principals. This resonates with the study conducted by Joseph and Jo (2000:137) who found that principals who are identified as instructional leaders tend to use a wide range of strategies to support CPTD that enhance one another. Their findings suggest that peer coaching co-defines effective instructional leadership.

The data from this study seems to indicate that teachers find the support to be present, but not sufficient. This resonates with the literature which shows that principals play a key role in providing instructional support for teaching and learning as cited in Chapter 2, with reference to a study conducted by Ngema and Lekheto (2019:770) who found that the principal should provide support to teachers after their needs are identified during the IQMS post-evaluation meetings with the principal. Yet, in this study this was not found to be adequate. This suggests that more could be done in providing instructional leadership. This corresponds with a study conducted by Naidoo and Petersen (2016:4) who found that not all of the principals who took part in the study were completely aware of their responsibilities as instructional leaders. It also seems to have been the case that this finding was not specific to the type of school or the characteristics of the principal. Principals should be committed to provide instructional leadership by identifying developmental areas and providing the necessary developmental

programmes to mitigate the gaps identified. This corresponds with the conceptual framework which depicts that when the principal provides the necessary support for the professional development of teachers, the result of the teaching and learning at the school can be deemed successful.

5.4 Instructional leadership support in monitoring the curriculum

The results in Chapter 4, across both schools show that the principal is indirectly involved in monitoring curriculum delivery. The literature by Mestry (2017:258) states that school principals are required to oversee the entire school's curriculum because academics think that by keeping an eye on it and fostering an environment that supports better curriculum management, they may enhance both teaching and learning. This correlates with the findings of this study which infers that the curriculum advisor monitors this process alongside the subject head. This finding suggests that the principal oversees the monitoring of the curriculum through ensuring that there is a clear communication channel between the subject head and the curriculum advisor.

The data further suggests that the principal as an instructional leader who oversees this process has the ability to ensure quality teaching and learning. This is consistent with the studies conducted by Chabalala and Naidoo (2021:8) and Maponya (2020:187) who found that a well-managed curriculum within the school has the potential to enable quality teaching and learning.

Against this background, the argument is that the commitment of principals is crucial in providing instructional leadership support and this cuts across both schools. This finding relates to the conceptual framework of this study as discussed in Chapter 2 which depicts that the principal as an instructional leader manages the teaching and learning process through providing the necessary support to the curriculum advisors who spearhead the monitoring process.

5.5 Instructional leadership supporting the management of teaching and learning in the classroom

In terms of professional development in classroom management, it is clear that the principal at the Quintile 5 school provides adequate support to the teachers. This finding suggests that teachers who participate in these programmes consequently improve their classroom management skills. This echoes the study done by Shah et al., (2015:102) who found that teachers' classroom management skills improved as a result of the CPTD programme offered

at the school. On the contrary, the findings at the Quintile 1 school as discussed in Chapter 4 suggest that the principal offers some kind of support, but the support from the principal is not sufficient.

The findings suggest that the support of the principal as an instructional leader is regarded as vital in creating a safe environment for teaching and learning in the classroom. This echoes the literature by Bozkuş (2021:434) who postulates that to maintain order within the classroom and ensuring active learner participation requires classroom management knowledge and skills. Therefore, the findings in this study suggest that CPTD in classroom management across both schools, irrespective of quintile is deemed important for successful teaching and learning. This resonates with the literature by Bozkuş (2021:433) who argues that one of the most important skills teachers should have is classroom management. It can therefore be concluded in relation to the conceptual framework which depicts that when the principal provides support in their development in classroom management, successful teaching and learning occurs.

5.6 Instructional leadership in providing resources

Based on the findings in Chapter 4 (Section 4.1.4) that there was a distinct difference in the results from both schools in relation to the principal providing resources for teachers to present effective lessons in the classroom. The data indicated that the resources at School 2 were not adequate and teachers were despondent, while teachers at School 1 received adequate resources to present effective lessons and they were found to be committed and motivated to teach. This finding supports literature findings by researchers such as Kruger (2003:207) who posits that providing resources that support instruction can enhance commitment among teachers. This finding further resonates with the study conducted by Chabalala and Naidoo (2021:8) who found that principals should provide teaching and learning resources to ensure effective delivery of the curriculum.

In this study the data indicated that teachers from both schools under study need subject or field-specific resources. If these are not provided teachers adapt to the conditions at the school and find alternative ways to present lessons where the necessary resources are not available. The researcher, therefore argue that teachers are not effective in the classrooms when they do not have the necessary resources to teach. This corresponds with literature by Sibomama (2020:5) who argued that when teachers have access to all the resources they need to support teaching and learning, they are more effective in the classroom. This suggests that in order to help ensure quality teaching and learning, teachers need adequate resources. Therefore, the

principal as an instructional leader could offer more support by providing the necessary resources for teachers.

5.7 The exercise of instructional leadership during times of crisis

Covid-19 pandemic regulations which required screening and sanitising in the morning, influenced the way direction was given across both schools. However, there were disparities in teachers' responses regarding the way the principal(s) gave direction in their daily activities as stated in Chapter 4 (Section 4.1.2). The data highlighted that the principal at the Quintile 5 school gave clear directives to teachers concerning the daily activities at the school in order to achieve successful teaching and learning. On the other hand, teachers at the Quintile 1 school perceive the communication received from the principal as unclear and limited. Based on these findings it can be concluded that in times of crisis principals need to adopt a culture of change in their leadership approach. This resonates with the literature by Mazurkiewics (2021:3) who argue that crisis has brought about the need to review the classical leadership style that is associated with strong individuals and power. Mazurkiewics (2021:4) further states that in times of crisis followers expect leaders to give clear direction. Participants pointed out that they require clear directives during crises periods. This corresponds with the study conducted by Howard and Dhillon (2021:6) in England during the global Covid-19 pandemic, as they found that it is important for leaders to communicate their vision with followers by giving clear direction in times of crisis. This, however, was not the case at the Quintile 1 school.

From the data and the literature analysis of this study, it seems that principals who give clear directives give direction because they have a clear vision and they are exercising flexibility in a time of crisis to deal with sudden change. The data suggest that clear direction is something that teachers want and welcome during crisis and teachers identify it to be a characteristic of instructional leadership.

Chapter Summary

The findings of this study indicate that the principals support the teachers in their teaching and learning activities which characterises them as instructional leaders. However, due to teachers' perceptions of the principals as being less involved, the support offered by one of the principals is limited. This suggests that perhaps principals are not yet able to provide the level of support that teachers expect. In some instances, principals are not directly involved in the support offered due to their administrative functions in terms of school management and administration, as opposed to the theory of leadership as transformative and supporting as instructional leaders. The next chapter concludes the dissertation by offering recommendations towards addressing the issues raised in this chapter.

Chapter 6: Study summary and recommendations

This chapter concludes the study. It is comprised of a final summary of the study, recommendations based on the findings, followed by an indication of the implications the researcher highlighted for future research, and an outline of the contributions the researcher believe the study makes to the body of knowledge. It also includes the researcher's personal reflections on the study.

6.1 Summary of findings

This section summarises the main findings which emerged from the research which was based on case study of six teachers at two secondary schools in the Western Cape.

6.1.1 Research question 1

In Chapter 4 the researcher gave an outline of research questions, one which is: ***What are teachers' perceptions of the principals' roles as instructional leaders managing teaching and learning?*** The first research question focused on the teachers' perceptions about the principals' roles as instructional leaders managing teaching and learning, exploring three dimensions: (1) giving direction, (2) monitoring curriculum delivery, and (3) providing resources to support classroom instruction.

In relation to Research Question 1, the four main findings were: leadership, principal giving direction in daily activities, shared responsibility in monitoring curriculum delivery and principal support in providing resources to support classroom instruction. In summary, the findings linked to Research Question 1 revealed that the sample of teachers that were interviewed had different views on what effective leadership is. Suggesting that there is no clear indication of what an effective leader is because people perceive an effective leader based on how the leader influences their performance as teachers. Therefore, it is unclear as to what characterises an effective leader and how such factors motivate teachers to perform. The teachers perceive that the principals give support in their daily activities. However, they do not give support directly, but through the SMT except, during the time of Covid-19 where the principal-teacher interactions were slightly different. It was evident that a clearer and structured direction is given to teachers at School 1, whereas the teachers at School 2 felt that there is no clear direction and support from the principal. The teachers also highlighted that the principal gives indirect support in monitoring the curriculum and perceived this approach as hierarchical in nature. School 1 has no lack of resources. However, the teachers at School

2 showed that they are not happy with the support received from the principal who has not been providing adequate teaching and learning resources.

6.1.2 Research question 2

In Chapter 4 the researcher gave an outline of research questions, one which is: ***What are teachers' perceptions about the principals' roles as instructional leaders in supporting their professional learning and development?*** Research Question 2 focused on the teachers' perceptions about principals' roles as instructional leaders in supporting their professional learning and development in pedagogical content knowledge, classroom management and lesson planning.

In relation to Research Question 2 the four main findings were: (1) the Importance of professional development, (2) the support of the principal in the development of pedagogical content knowledge, and (3) principal support in providing professional development in classroom management and (4) principal support in providing professional development in lesson planning. The findings revealed that teachers generally feel that professional development is important for teachers because they are lifelong learners. Teachers are aware that the type of children they work with changes over time and so does the curriculum. The teachers understood that they should always develop their body of knowledge to ensure successful teaching and learning takes place. They also acknowledged that such training is essential for growth within the education field. In terms of professional development in their pedagogical content knowledge, teachers at School 1 agreed that the principal does not support this idea directly, but makes sure that they have full access to the development programmes offered, whereas teachers at School 2 agreed that the principal does not support this at all and all developmental programmes come from the WCED because the school is completely supported in all areas by the WCED in terms of the functionality of the school as Quintile 1. The teachers at School 1 also highlighted that the principal makes use of the IQMS process to determine the developmental areas of teachers in their pedagogical content knowledge and monitors this process, whereas at School 2 the principal leaves the subject development up the specific subject department.

The findings showed that the teachers at School 2 get indirect support from the principal through the discipline committee to manage disruptive behaviour and the principal. These teachers were not happy with the support they receive from the principal. However, teachers at School 2 clearly expressed that learners, parents and teachers are well informed of the discipline policy at the school and that strict adherence to the code of conduct is followed.

This suggests that the principal has a strong hold on the discipline at the school and supports teachers in this regard. Teachers are generally happy with the support they receive from the principal in mitigating disruptive behaviour at the school.

The development of skills in lesson planning at School 1 is supported by the principal who shares the responsibility of making sure teachers attend developmental training via the curriculum advisors and the subject heads. This suggests that the principal at School 1 works closely with the SMT to plan and address issues at the school. At School 2 teachers feel there is no support from the principal and they have to support themselves and each other within the department. The only participants who held views different from this perception were Teacher A1 who is an HOD. This might be because the teacher forms part of the SMT and has a close relationship with the principal. The post level-1 teachers might not have this relationship. Therefore, they might have a different perception of the support the principal offers.

The findings suggest that the difference in responses could be because School 2 is solely dependent on WCED to provide all the necessary resources and development programmes needed for the school to function. This is based on the fact that it is a Quintile 1 school, whereas School 1 functions as a Quintile 5 school and the principal heads up all activities at the school. It can be argued that both principals can be regarded as instructional leaders supporting the teaching and learning activities even though in some instances it might not be direct involvement.

6.1.3 Synthesis of findings

The two research questions answered in Chapter 4 were synthesised and theorised in Chapter 5. The theorisation pointed to the following key cross cutting issues of themes that merged in relation to the findings, specifically: Multiple understandings of what constitutes instructional leadership, Instructional leadership in providing CPTD support, Instructional leadership support in monitoring the curriculum, Instructional leadership supporting the management of teaching and learning in the classroom, Instructional leadership in providing resources and The exercise of instructional leadership during times of crisis.

6.2 Recommendations for future study

To ensure successful teaching and learning occurs in schools, recommendations are given for the many stakeholders involved, and for those who can contribute to the successful

implementation of instructional leadership at schools. Such stakeholders include policy makers and education practitioners such as school leaders.

6.2.1 Policy makers

A policy gap was found in the understanding of what instructional leadership means and the role of the principal as an instructional leader. There are two main recommendations the researcher noted for policy makers:

- Even though the DBE has highlighted the key performing areas for principals in an attempt to guide them in managing schools, the guidelines are not sufficient. As a result, there is a need for policy clarity regarding what instructional leadership entails. The DBE and policy makers should revise the policy in order to provide more specific details on the body of knowledge for school principals to draw from as instructional leaders in order to provide adequate support to the teachers.
- At the moment it seems that some teachers rely on their own implementation of certain dimensions pertaining to the successful delivery of the curriculum and issue which was found to be a concern. Based on these findings a thorough and easily accessible knowledge base should be provided for both teachers and principals to keep up to date with the current contents of successful instructional leadership, rather than relying on the perceptions of teachers on how principals provide and should provide support. This knowledge base should be updated annually by policy makers to ensure that the information is current.

This could promote better equipped instructional leaders in schools as they would be up to date with current knowledge on how to offer support to their teachers. In providing up to date policies around the functions and practices of instructional leaders in schools, principals would have a greater understanding of the body of knowledge, best practice and insight on how to offer support to the teachers irrespective of quintile. This could further promote positive education practices among teachers and learners which in turn could ensure the successful academic achievement at schools.

6.2.2 Education practitioners

Based on the findings on how the teachers perceive the roles of principals as instructional leaders, there is a need for principals to provide support to teachers.

- The findings show that principals do not give clear direction. Based on this it could be suggested that principals should provide clear direction in the daily activities expected from teachers and the principals should put strategies in place to ensure all tasks are completed. In order to provide clear direction and strategies, the principal should set up a task team for communication and monitoring to take place daily.
- The study shows that principals are not directly involved in monitoring curriculum delivery. Therefore, it is recommended that principals should take full responsibility for curriculum delivery and the monitoring of this process. Principals can take responsibility by developing school guidelines and protocols. Such protocols should include how principals will monitor the curriculum such as looking at teachers' portfolios and annual teaching plans.
- The study found that the resources that teachers need to teach are not always easily available. It is therefore recommended that the resources needed by teachers should be determined at the beginning of each year. The principal should ensure that all required resources are included in the annual budget and part of the school's annual improvement plan where strategies are highlighted on how such shortcomings will be addressed. The principals should monitor and ensure that such suggestions are implemented and a clear record of the implementation should be kept for further reference.
- The findings show that principals are not directly involved in the needs assessment of teachers. Therefore, it is suggested that principals should have a firm hand on the needs assessment process. It is ideal for teachers to steer committees under the guidance of the principal to assess and organise the developmental programmes based on the teachers' individual and collective needs. These programmes should be aligned with the teachers' needs as well as national policy guidelines. Principals should also ensure that teachers attend further training programs.

6.3 Implications for future research

Although the researcher has achieved the aims and objectives set out in Chapter 1, the researcher is of the opinion that further research is required to improve any oversights from this study which may lead to further contributions to the body of knowledge, thus strengthening the perceptions of teachers about principals as instructional leaders and the support they offer. The following aspects may be considered for future research:

- Extending the study to more schools in South Africa and increasing the number of participants to establish the notion of principals as instructional leaders. This will

elucidate further insights on how principals could fulfil their roles as instructional leaders in the South African context.

- Extending the present study throughout South Africa by including principals in the sample in order to establish their view and understanding of what a successful instructional leader is and not just focusing on teachers' perceptions. This will provide better insights on whether South African principals understand what is expected of them as instructional leaders.
- Conducting further research through job shadowing to observe the day-to-day functionality of the principal as the school leader to obtain further insights regarding the support offered to teachers on a daily basis and how operation works.
- Conducting research by honing in on the three aspects outlined within the fivefold characteristics of an instructional leader as highlighted by Sisman (2016): identifying and sharing school goals, evaluating the teaching process and learners, and creating a safe learning and work climate, to get more insights on whether South African principals understand and implement the role of an instructional leader. The two aspects chosen for this study provided insights on the management of the teaching and learning process and the professional growth of teachers. The three aspects which were beyond the scope of this study would have provided specific insights on the role the principal plays in making sure that everyone shares the same vision, evaluating learners and how teachers teach, and how the principal provides support in creating a conducive teaching environment that is safe for both the learners and the teachers.

6.4 Contribution of the study

This study made the following contributions to existing knowledge on how principals have managed both, professional development, as well as teaching and learning, in South African schools.

- Whilst studies have been conducted in relation to instructional leadership, not many studies have been conducted in the South African context. Therefore, this study contributed to existing knowledge on the concept by providing an analysis of instructional leadership in two schools.
- In addition, the researcher added knowledge about instructional leadership using a framework of instructional leadership (see Chapter 2) in relation to the two dimensions of this study which are: managing teaching and learning, and the CTPD of teachers. Thus, this study contributes to this body of knowledge.

- While there have been many studies conducted on leadership, such studies have mainly been aimed at outlining the perspectives of principals and not sufficiently emphasising the perspectives of teachers as demonstrated by this study.
- The researcher has also added knowledge about leadership in a challenging school context and a school that operates with minimal challenges. This contributes to the body of knowledge concerning the contextual factors of a school and how it influences academic performance through the instructional leadership of the principal.

6.5 Reflections on this research journey

Upon reflecting on the interest in school leadership and how it influences teaching and learning at schools, and the overall research journey, the researcher discovered and learned some valuable lessons during this time. At first, the researcher wanted to understand the perceptions of principals because the researcher believed as a teacher, that the principal plays an important part in the success of the school and teacher motivation. The researcher has realised teachers are at the receiving end of the support the principal provides and not much research has been done to identify teachers' perspectives on principals' leadership and support. Therefore, the researcher decided to focus on the perceptions of teachers instead.

The researcher's understanding of instructional leadership expanded during this journey. The researcher has discovered that the principal as the school leader has so many duties to fulfil. Therefore, it is important to share the duties among the SMT and even teachers who are not part of the SMT, which in turn will allow for personal development.

The researcher, also became aware that being part of the SMT had its advantages, because the researcher is at the forefront of the planning process which not all teachers get to be a part of. The researcher realised that this opportunity should not be taken lightly and the contribution the researcher makes to the school as part of the management team is as important as the role the principal plays in providing support to teachers in order to achieve academic success. The importance of providing support has become more apparent to the researcher as a member of the SMT and the researcher hope the knowledge gained during this journey can also be used by the researcher's colleagues. This research has therefore made the researcher more cognisant of the role the principal plays as an instructional leader and how principals rely on the SMT to support them in supporting the teachers.

The researcher hope that this research can shape and improve the quality of teaching and learning in South African schools by spotlighting the important role principals play as instructional leaders as opposed to managers of the school.

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Appendixes

Appendix 1: Semi-structured interview guide for teachers

A) Background questions

In this section, the researcher is interested in the teacher's background and relationship with the principal.

1. How long have you been in the teaching profession?
2. How would you describe your relationship with your principal?
 - Do you feel you can approach the principal to discuss personal and work-related matters?
 - Motivate you answer above and give one such example.

B) Understanding leadership and instructional leadership

In this section, the researcher explores how teachers understand the notion of leadership and instructional leadership.

3. Researchers such as Aşer (2013:225) express a general definition of *leadership* as a person's ability to direct the abilities of stakeholders within an organisation in order to achieve goals, highlighting related terms such as power, influence and authority. What do you think of this definition?
4. What in your opinion are the characteristics of an effective school leader?
 - From your experience as a teacher can you think of a few characteristics and examples of this?
5. Hao (2016:2) defines *instructional leadership* as principals' behaviours that influence classroom activities and programmes in their schools to enhance student achievement.
 - What do you think of this definition?
6. What in your opinion are the characteristics of an effective instructional school leader?
 - From your experience as a teacher can you think of a few characteristics and examples of this?

C) Principal support in managing teaching and learning

In this section the researcher is interested how the teacher perceive the support provided by the principal as instructional leader in managing teaching and learning.

7. How does the principal provide support to you in preparing for your daily teaching activities?
 - Please provide some examples of how this is done?
8. How does the principal provide support to you in terms of your delivering CAPS?
 - Provide some examples of how this is done.
9. Describe how the principal provide adequate resources, such as stationary, smart boards, data projectors or subject related resources, for example in the Science faculty etc. in order for you to present lessons to the learners.

D) Principal support in CPTD

In this section the researcher is interested how the teachers perceive the support provided by the principal as instructional leader in their CTPD.

10. What type of support do you think the principal as a leader has provided you in terms of professional development in the last two years?
 - Give me some examples of this.
 - Does the principal arrange developmental programmes and what is the nature of these programmes?
11. What type of support do you think the principal as a school leader should provide you in terms of professional development?
 - Is it necessary and why?
12. Do you feel the principal supports your development in your subject field?
 - to enhance your knowledge
 - teaching skills in the subject matter in order for learners to get a deeper understanding?
 - Mention examples.

13. Some scholars argue to ensure the effective delivery of instruction that classroom lessons should run smoothly without disruptive behaviour from learners.
- How does the principal support your development in creating such a conducive environment?
14. How does the principal support your development in creating a daily guide?
- for what learners need to learn
 - your teaching methods
 - setting objectives for the lesson

Appendix 2: Sample of Transcribed interview

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| Interviewer | Okay so the first section of the questions is just to understand your, a bit of your background and your relationship |
| Interviewee | Okay..... |
| Interviewer | With the principal. So, the first question is just how long you've been in the teaching profession? |
| Interviewee | Uhm, uh, uh I think it's going on 6 years. (chuckles) |
| Interviewer | (laughs) |
| Interviewee | Two thousand and, no it's going on, ja no it's 6 ja. |
| Interviewer | 6 years? |
| Interviewee | Two thousand and and fourteen, no it's 7. Am I that old already? |
| Interviewer | This is your seventh year here? |
| Interviewee | Yup, okay. |
| Interviewer | (chuckles) So how would you describe your relationship with the principal? |
| Interviewee | It's okay. |
| Interviewer | What do you mean? |
| Interviewee | We have a relationship, so I can talk to him. Uhm but he, his not a easiest uhm uhm communicator. So you have to explain something to him for him to understand uhm ja. |
| Interviewer | So but uhm, do you feel that you can approach the principal? |
| Interviewee | Ja no, we have, I have a good relationship with him. I can, for example I told him yesterday you coming and then uhm we looked at where we can put you. It's just you have to ask him. |
| Interviewer | Mmh |
| Interviewee | For stuff. And you have to talk to him because if you don't do that you not going to get anything. So you actually have to talk to him. |
| Interviewer | Ja, does he have a open door policy? |
| Interviewee | Ja |
| Interviewer | Or can you just. So are you allowed or can you approach him with work related and personal issues? |
| Interviewee | Uhm, personal in what sense? I guess so ja, uhm cause I uh stuff going on a month ago and I just couldn't be at school and I told him and his like it's fine I can go home. |
| Interviewer | Uhm |
| Interviewee | So you can talk to him, he. It's just maybe its also his way, he won't like get involved in your stuff. |
| Interviewer | Mmh |
| Interviewee | I don't think his supposed to. Ja so you can talk to him and he will understand and obviously he would also advise if you, if it's a bit uh dramatic. If you're unnecessary. |
| Interviewer | Ja |
| Interviewee | Uhm so I think that's also okay. Uhm ja |
| Interviewer | Okay, so the next section is to understand uh your perception of or the notion of leadership and instructional leadership. |
| Interviewee | Uhm |
| Interviewer | Right, so researchers uhm such as Aser expresses a general definition of leadership. So he says that it's a person's ability to direct the abilities of stakeholders within an organization. You know in order to achieve goals highlighting related terms such as power, influence and authority. So what do you think of this definition? |

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| Interviewee | Just explain it again quickly. |
| Interviewer | Okay, so he says leadership is a person's ability so the leader's ability |
| Interviewee | So it's a skill basically? |
| Interviewer | Ja, to direct the abilities of the stakeholders |
| Interviewee | Okay |
| Interviewer | Within that organisation |
| Interviewee | So common goal with the stakeholders? |
| Interviewer | Ja. You know, so highlighting terms such as power, influence, authority |
| Interviewee | So is this the person in charge? |
| Interviewer | Ja |
| Interviewee | The leader. Uhm I don't think sometimes we do respect people because they uh have authority but I also think it should be earned. You cant just respect someone because it's a title. Some people walk around with their title and then they think they can do things but that doesn't necessarily mean people will respect you and want to do things for you. |
| Interviewer | Uhm |
| Interviewee | So I do think in that sense uhm it is a twofold thing. So you have the title but you must also be respectable. Uhm and you should gain trust of people in order, if you want people to work with you otherwise they will tell you one thing and someone else something and then the whole thing falls flat because they don't really feel that they can talk to you or ja. You don't, you haven't gained their trust basically. |
| Interviewer | Ja |
| Interviewee | Am I answering it? (chuckles) |
| Interviewer | Ja, and what about, what about the part where he says that leadership is the person's ability, the leader's ability? |
| Interviewee | Ja, some people uh so it's a skill basically to be a leader. You know not everyone is cut out to be a leader. And you get different types of leaders. You get people who lead without you realising that you are leading, the people that lead from behind uhm so they will create situations and then other people might take the the, the, what you call it now, the, the credit for it but the whole time someone else is standing behind it. So they don't like the limelight. |
| Interviewer | Ja |
| Interviewee | So sometimes it's a skill uhm I think it's a skill because you should have people skills to be able to lead. Uhm some people think that because they have a title people should respect me and do things for me. You're not going to get anywhere like that uhm so you should be able to work with different types of people uhm and different personalities and work your way around it, navigate it and that's where the skill comes in. Uhm if you think it's just because you have authority uhm and you just saying that this needs to be done and that needs to be done and you need to do it like this, and you don't really listen to the person uhm but its complex because you must still keep that boundary there but also do not be too uhm closed off or like you said earlier, open door policy uhm so that you can keep those boundaries there but still get the work done and still build trust. So to do all those things takes skill. |
| Interviewer | Yeah, so you also says, he also says that its leaders ability to direct the abilities of the stakeholders. |

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| Interviewee | Okay, so if I, if I'm understanding it correct, so the ability. So uhm if you have a certain goal. Is that what you are saying? So if you goal orientated, so that's your ability as a leader. |
| Interviewer | No, what I'm saying is is that his saying a leadership, a leader has the ability to direct the abilities of others. |
| Interviewee | So uhm I understand now. So for example, if you notice that people have certain abilities you just direct it, yeah? Uhm so I think that is true yes because if you notice that people have abilities and that is their strong point, you need to then steer it also nurture it. Don't say something if you see someone is doing something and say okay, no. Don't do that. If they have the potential to do it, nurture it and steer it in the right direction or using some way, there will be beneficial. Don't sort of diminish them and put them there and do that because you shouldn't be doing something else. So if there is abilities you need to manage it in the right way. Uhm and drive it as the leader. |
| Interviewer | Yeah |
| Interviewee | So you must. It comes back to being able to able to see people uhm and their different personalities and the skill sets that they have and being able to manage. |
| Interviewer | Yeah, so in your opinion uhm what are the characteristics of an effective leader? So from your experience as a teacher? |
| Interviewee | In terms of teaching uhm or in general? |
| Interviewer | Yeah, school leader. Just in general, what is school leader? |
| Interviewee | Uhm |
| Interviewer | What should an effective school leader portray, the characteristics? You can also maybe give an example of, of what you think? |
| Interviewee | Okay, I've I've. I was uhm when I was at Varsity, so I know it's not easy being a leader. So when I was at varsity I was the chairperson of the student committee. And you get different types of people. And people have different agendas and things that they want to do. So I think the same thing happens within the context of a school. Not all your teachers come to school with the same mindset, with the same things that they want to contribute. Some people literally just come for the salary. (chuckles) Some people literally just come to go home again, people have different reasons. Some people really want to make a change. |
| Interviewer | Mmh. |
| Interviewee | So that in itself makes it difficult. So what if you have, as a principal you have a staff that is, say, 60% just here for the money they literally just here for that. So they are teaching cause they have to do it, but they're not really teaching, they just giving the work, explaining and then that's where it stops. So the learners end up not learning anything. |
| Interviewer | Mmh. |
| Interviewee | Uhm so that becomes been difficult to manage because you need to look at the people that you are working with. |
| Interviewer | Uhm |
| Interviewee | A good principal will pick this up and will be aware of it and then you need to lead by example and you need to show. I don't know how, but you need to then show your teachers and find methods to |

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| | make them aware that if you just here teaching cause it's a job at the end of the day and you need to get results. Also having a pass rate of 20% is not acceptable so you shouldn't be accepting that. Uhm wait I forgot your question (chuckles) |
| Interviewer | (chuckles) We were talking about the characteristics of an effective leader school leader. |
| Interviewee | I don't think so. Yeah, so I mean it's difficult because you can say stereotypical things like you need to be uhm strict, effective, and all of those things. But how do you manage all the people uhm so it comes back to having people skills. So you definitely have to be, what is the word now? Yeah, people skills uhm and you must have the ability to delegate. Like we said earlier, properly. If you see someone has a skill significant cause, cause you can have HOD'S cause you're not supposed to be running the school alone also. |
| Interviewer | Yeah |
| Interviewee | So you have your HOD'S but you cant have HOD'S that are also like your 60% teachers that only come to school for for the salary. Because then you are going to have a problem. |
| | |
| Interviewee | So that you also they need to manage because you're not supposed to be doing everything on your own, and some people have, especially when they in leadership roles. They also have that issue where they want to do everything and they want to micro, micromanage everything. That in itself can be a good thing, but it's also a bad thing, because then you all over the place and you not actually checking what's happening. So you need to put the right people in the right places and sometimes that is difficult because in a school set up you don't choose your HOD'S, they come to you. |
| Interviewer | Mmh. |
| Interviewee | All your deputies, I haven't been teaching that long so I think it happens like that. You also not choosing the people but if you pick up something you need to manage it and you need to show that there are consequences and have open do policy uhm so it's a lot of things. |
| Interviewer | Yeah. So can you think of a specific example of, of putting uhm effective leadership in your experience as a teacher? |
| Interviewee | I was going to say Hitler (laughs) |
| Interviewer | (laughs) |
| Interviewee | Oh yeah, so at my old school the only issue I had with my old, I don't think she was the principal she was the deputy principal because the owner was the principal, so it was a private school. |
| Interviewer | Mmh. |
| Interviewee | She had a vision for the school so it all started there with the vision and everyone uhm had to buy into the vision. Even if you came into the school, knew you had to buy into the vision, so she was exceptionally good at that and also she held people accountable. So some people have a issue with doing that. So some leaders also don't know if I wasn't, if I would hold someone accountable, but I believe you must take responsibility for your actions. So if you did something |

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| | wrong or you for example you see a game and there were there were issues in your file. It doesn't only just affect you, it affects the learners, it affects the rest of the department. So in a meeting you need to discuss that. |
| Interviewer | Yeah |
| | <p>Don't sugar coat it or don't mention it at all. So you have to give a report back to the entire department if person X and Y did this. You need to tell them that this was wrong. You don't. It's constructive criticism. You don't say okay, that they did this wrong and things around, so you say they the way they went about it was incorrect and this is how you supposed to do it. So you show them because you as a principal should notice you've been teaching for a long time, so you should know the correct ways of doing things so you then sort of tell your teachers that this is how you supposed to do it.</p> <p>Uhm so in a lot of cases those things go sort of um, yeah. You don't know about that, but then you hear in the corridors who did you hear this? When did this? And but then people just end up gossiping, so you must manage stuff like that also. So if your teachers see that you are doing that. Then they will know. Okay, if my CA comes, my stuff must be ordered. Must be correct principal said it must be like that. I will do it like that and that's what I took away from that school. Like uhm I'm not very admin driven. I wish they taught us that when I was at varsity cause it was very nice doing "glaskamer" and all of this stuff. Uhm but the one thing they neglected was to actually say that like 90% of you work is is like admin.</p> |
| Interviewer | Yeah. |
| Interviewee | <p>But I was lucky in the sense that when I went to that school uhm they were focused on your stuff needs to be corrected, your portfolios and then. We couldn't go on holiday if all your question papers for the next term were handed in, moderated, your files had to be packed. Everything had to be done just in case you die in the holiday(chuckles) and then sometimes just take a little bit so your stuff was always ready, it was always right and the way moderation was done was always on point when there were CA'S. they. Even when I came here at, my CA for Physics also changed. He came to this or he was here.</p> |
| Interviewee | <p>Uhm and then he saw me. And then it's like, oh is this your file is like no, it's fine, it's fine. Because he knew me from my previous school, so he literally didn't evens check my file left. But before that he used to check and go on with the teacher who taught Physics before me. So that is what I took away from her and she also sort of imprinted</p> |
| Interviewer | Ja |
| Interviewee | <p>Those things on me but she had her weaknesses, like she tended to be friends with some of their colleagues which also had a negative impact.</p> |
| Interviewer | Ja |
| Interviewee | <p>And so I left the school of politics and it wasn't because of the learners or anything like that. It was literally about school politics, so it's that was her weakness I would say. But she is now at a new school, which she is the principal. I don't know if you know this school in, uhm is it now in Kuilsriver or Eersteriver.</p> |

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| | I dunno if you know the school. The school's doing very well uhm and she took this same sort of vision that she had at that school and she then put it into like a lower income school and she's doing well. I just didn't want to go because I just didn't want to work with some people. |
| Interviewer | Ja |
| Interviewee | But I see they doing quite long so. She had people skills. She had all of those things, but I mean no one can also be perfect. So you will have your weaknesses here and there and I think hers was when her friends did something because she employed her friends. And when they did something, it wasn't necessarily a big issue, or she will say in front of the staff. Oh, she did this and this and that and then it doesn't happen. But if you do it then it's an issue. |
| Interviewer | Okay. |
| Interviewee | You must just tell me if I'm answering your question. |
| Interviewer | Okay, so uhm researchers defined instruction and leadership right as the principal's behaviour that influences classroom activities. So it's about teaching and learning how the principal supports the teaching and learning process. You know, and it's about uhm how the school achieve you know student achievement within the school? |
| Interviewee | Yeah |
| Interviewer | So if I can say that Hau defines instructional leadership as the principal's behaviour that influence classroom activities and programmes in the school. |
| Interviewee | Just define the concept of instructional leadership, especially so I don't know, if I am |
| Interviewer | Yes so. |
| Interviewee | Right track, yeah so. |
| Interviewer | Overall, instructional leadership is about supporting teaching and learning, so he says he defined instructional leadership as the principles behaviour that influence classroom activities and programmes in the school, to enhance. |
| Interviewee | Behaviour in what sense, whatever the behaviour may be? |
| Interviewer | Yeah, the support. You know, to enhance student achievement within this school. |
| Interviewee | Okay |
| Interviewer | So again, it's about how the behaviour the principal portrays to support teaching and learning. Okay, so in this instance. |
| Interviewee | Okay, I think I addressed this sort of that sort of in a way, so again making the example of my old principal. Uhm the way she conducted herself and the way she did a lot. She expected her staff to do that as well and then the staff expected the learners to do that as well. So whatever you put out there, you will then get back. I don't know that..... |
| Interviewer | Of course, yeah. |
| Interviewee | Yeah, sums it up. |
| Interviewer | So you spoke about, you know how she had vision and what she expected from this from the staff and so on. |
| Interviewee | But what I think what's different is if I look at the school here, obviously it's much bigger and uhm there's a lot of other issues so vision plays an important role cause if you have a vision, it's the same as having a goal, so I think you should also have a goal in that. Same goal needs to then overflow to the teachers and to the learners |

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| | <p>because the teachers can't have a goal and then the learners don't have a goal.</p> <p>So they need to believe their vision and I don't think maybe our learners know what the vision is. And especially those 60% of the teachers that also come for their pay. They don't know what the vision is either. How do you fix those things, I'm not 100 percent sure, but I do think it takes a very effective leader in someone's constantly aware of what is going on around them and then also has the people skills. So if you have all of those things and you know how to instruct the people, you can fix it. It can be fixed with other people can do it. So sometimes we just use excuses.</p> <p>Or we shift the blame to maybe the HOD'S but you manage the HOD'S. So the HOD'S have the same vision that you have and then those HOD'S are in charge of the teachers or the departments.</p> |
| Interviewer | Yeah. |
| Interviewee | All the department should have the same vision or the same goal, and sometimes that doesn't happen because one department will be better than the other department. And then they say but no it's the individuals in the department. I don't know if your school is also like that. Like we literally have a certain department here that every it doesn't matter who is here, always the same problem and so now I'm not sure if it's the people who is it or what is it that anyway, but I'm sure it starts with the principal. |
| Interviewer | Yeah |
| Interviewee | And that is what she achieved. She expected each person to have to have the same sort of goal set. The other thing that I notice that that school is that the owners was also there so they would also come into in and at the end of the year they would call you in one by one, but not everyone. But they called you in the based on your results. |
| Interviewer | Right |
| Interviewee | <p>So then they would have a long discussion with you. If you below 50% for example, it doesn't matter which grade here it only happens in grade 12 I think. So and the thing is it's not just grade 12 because you build your learners from grade 8 up to grade 12. So from grade 8 you need to do that, you need to sit your teachers down and say look here why did you have 20% for maths? Why and then if you see that then start going to the class. Then maybe you will see why they getting 20% because we always just blame the learners. They can't do maths. But why did your teacher do? Because we know them. The learners are bad at maths, but what did you do?</p> <p>Um, there are. learners are all different. They learn differently and as a principal you must also know that and then this is what you instruct to your teachers. You need to tell your teachers, but the learners are different. Don't keep on telling me the learners are dumb.</p> |
| Interviewer | Mmh. |
| Interviewee | So, but it all starts there. If you as the principal is not going to do it. You need to tell your HOD'S. You can also tell them that you need to check up also. Cause you get people that tell and instruct the whole time but they don't check up. |
| Interviewer | Yeah |
| Interviewee | Cause people also they also like some adults also like children. You telling to do things and they don't do it especially those ones that |

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| | <p>come for salary or so they don't do it unless you push them because at the end of the day they are earning a salary and they supposed to be working.</p> |
| Interviewer | <p>Yeah, so that brings that actually brings us to the next section. Remember I said that I'm specifically focusing on two areas of instructional leadership, so it is the managing uhm the principal support in managing teaching and learning that essentially what we what you've just said now.</p> <p>So how does the principal here at your school provides support to you in preparing for your daily teaching activities?</p> |
| Interviewee | <p>(laughs)</p> <p>Why is that question difficult? I do think I have support uhm when it comes to, I don't know about other people's, I'm speak for myself. I also think it's based on your relationship also with the principal, so that might be an individual thing. Uhm so I do think like I can go to him and I can talk to him about things and I do teach a subject that needs a lot of support so he is there. You can talk to him.</p> <p>However, in the beginning of the year, I felt a bit overwhelmed by the fact that it's the first year that we have grade 12's for physics. So uhm I took them from grade 10 cause when I got here there was a grade 12 group then I took them in the middle of the year from the other teacher because he was catching on nonsense. And then I took them and redid all the assessments.</p> <p>And yeah. So then we didn't have physics for one year and we started again in 2018. Yeah 2018 so that group is now grade 12. So the weird thing is in principal didn't know that I taught physics at my old school and I've been teaching that the whole time I was there. So he thought like it's the first time that I had grade 12 cause I told him, sir didn't you read my CV like didn't you see?</p> |
| Interviewer | <p>Yeah.</p> |
| Interviewee | <p>So that was a bit weird for me cause he and I think it was also the push from the department. So they sent a lot of like this classes and that, and I said I'm perfectly capable of teaching my own learners. I can do extra classes. I'm willing to add 1 sort of thing like tutors, but only one causes there is like different things coming.</p> <p>Um, so I spoke to the CA and I told her I understand where your concern is coming from, but you need to also give me the opportunity to do this on my own if it happens this year, and I doubt that it will happen because I know the learners and I know that place. I know what they are struggling with and I'm, I come to school on a Saturday so it's not like I'm not here. So that is the only time I felt like I didn't necessarily had his support, but I could talk to him about it, but he still believes because it's getting needs from the department so you didn't really listen to me.</p> |
| Interviewer | <p>Yeah</p> |
| Interviewee | <p>But now they do, the tutors are gone, so it's fine now and he actually notice that the learners know things cause we did like classes with other at the schools like online stuff. And then they know the stuff. Uhm so he actually notice. So he is supportive now. So I think with him he</p> |

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| | needs to see that you are doing something and he needs to see it like we can't tell him on paper. But this is what I did in this and that he actually needs to see you doing something and doing good at something and then he understands he's not a very like what you call it now ordinary person or if you showing things on paper and I dunno if you understand what I'm saying. |
| Interviewer | Yeah yeah, yeah. |
| Interviewee | So he see's that you are doing well, he needs to physically see that you are doing well. To see you doing this thing and then he will be able support you, if that makes sense. |
| Interviewer | So, but how does he? How does he support you like? |
| Interviewee | Like daily ? |
| Interviewer | Daily like what? How does it give..... |
| Interviewee | Yeah, but I think I mentioned that I can't speak for other people because other people will have different opinions so it depends on your relationship with him. Like I said, you can go to him and you can talk to him. If you need something you will listen and assist. I think your question wants how he supports in the class and..... |
| Interviewer | Like during the day, like what happens like how does he? Yeah, why does he prepare you for what, for the activities of the day? |
| Interviewee | Okay, so the question is a bit difficult now to answer because we normally we had staff briefings in the morning, uhm so now for the beginning of the year was a bit weird because people just came to school and no one spoke to no one. But it's better now because we notice that there was a problem, so he generally spoke about this was now before, we still had staff meetings and stuff. So we talk about what needs to happen during the day and stuff like that. I dunno if I'm answering, your question is a bit difficult to answer, especially with now the context now. But yeah, what needs to happen during the day there's a group |
| Interviewer | Mmh. |
| Interviewee | So him and the deputy principle sort of gives instructions on what needs to happen where. He asks me also to do a lot of things. I am also assisting a lot so you will maybe come to me and say that this needs to be done. All these teachers need to be aware of this, so it does happen. What also happens is a lot of stuff gets lost in translation, like you saw now with Mr ... like that happens a lot. Uhm he will tell someone that something is over there. |
| Interviewer | Right? |
| Interviewee | And then they will go somewhere else. Like I am 100 percent sure I told him resource centre. So the same thing happens with, with, with Mr De Vries. Like and I promise you that when I came here I literally saw it, like he will say like if the bell rings now, that means that this is that. Then the people do the opposite. (laughs) |
| Interviewer | So you think you mentioned it is a group? Is it a WhatsApp group or what group? |
| Interviewee | Where now? |
| Interviewer | You said that ... |
| Interviewee | Oh the staff group, uhm ja it's a whatsapp group. Ja uhm so they send instructions and stuff. |
| Interviewer | Okay, so with delivering CAPS, our curriculum. How does the principal provide support like in terms of delivering the caps, like do you have an |

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| | example maybe of this? So know that use you teach physics. So how does he support your delivery? |
| Interviewee | Well he is concerned about physics, maths, and natural science. So all the sciences, and generally things concerned about. So I can only speak for my experience so I can go to in because I am head of the department so whenever I have issues with things and stuff. He does support if I say I am going to do this, him and Ms Davey, because she's for the curriculum, what you call that, she's in charge of curriculum. |
| Interviewer | Yeah |
| Interviewee | So I go to both of them and yeah, so if there are issues, have issues with a certain teacher not pulling their weight he will pull them in and we will have. |
| Interviewer | Uhm |
| Interviewee | But do you want this is a necessary say? It's just you. You will have everyone there and then talk to us. |
| Interviewer | Ja |
| Interviewee | Yes, in general uhm so I think he does give that support in terms. Also curriculum coverage is not happening, but you must also make him aware of it as a HOD. Sometimes he becomes aware of this stuff himself and then he has meetings with the people. |
| Interviewer | Right |
| Interviewee | So he does do that. And as things are getting better. In some departments, there are issues. But then there's constantly meetings with those people, so yeah. |
| Interviewer | But so how does it pick it up? Does it check? Is it, is it about learner achievement or does he check their files? |
| Interviewee | It isn't. It only obviously with learn achievements it will take a while, yes. So the first point that checkpoint is the portfolios that the educated educator educated (laughs) was working with. |
| Interviewer | (laughs) |
| Interviewee | So that's the first checkpoint. They check that and then they can obviously pick up is this some issues. They check your file, If you have the current ATP'S and all those things. And then from there. But you know, there's like a flow chart. Basically, it starts with the principal, HOD or not, the executive, then HOD'S then grade heads then class teachers. So that thing in certain departments it works really well. So I can invite him because I'm in the department and it functions very well. So it's difficult for me to maybe speak about maths. So do you understand? So in our department functions very well so like we don't have any issues. |
| Interviewer | No, I don't think okay. |
| Interviewee | We have meetings every weekend. The other departments they don't even have meeting, so things you know. So for us we know that there are consequences so we do get pulled in and we do work hard but the learners don't, especially in grade 8. So we we come up with interventions and we make him aware of it and he does check in. |
| Interviewer | Okay |
| Interviewee | Like one of the teachers got into trouble last year because she had about 70 zeros (laughs) and then she went on maternity leave. So apparently these zeros was zeros, and so I mean so it does get picked up and there are consequences so I can only speak from, from out department. I'm sure the other stuff that these were stuff that did happen in other departments and we do work at it. I don't know what happened last year, but I think that the that was just before lockdown |

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| | when all of that happened and then we tracked the learner. So we actually did fix the problem in the in the remaining terms that she was not here and then when she came back she was held accountable for it. So yeah it does. It does get picked up so you can't also just. Um, do as you please |
| Interviewer | Yeah, okay. And can you describe how the principal provides resources you know, like stationary, smart boards? Do you have data projectors or? |
| Interviewee | We have data projectors. We had smart boards, but this is before I came. The issue came back to the teachers, apparently would stay absent and leave their classes and then stuff like that. But like yeah. |
| Interviewer | Mmh. |
| Interviewee | That was back then, but it's not like that anymore. I do think that I think there was a. I'm not sure. I think there was a other principal. So we had like we had this also and it's in the three routes later this smartboard and there's one next door. The other classes and older ones that they not working. And I think you have to update them after a while. |
| Interviewer | But you have these whiteboards? |
| Interviewee | Yeah, we have whiteboards. They bought whiteboards for the classes that didn't have whiteboards. There are projectors. Some people just don't use them but you can sign it out. |
| Interviewer | And in your faculty cause, I know, I'm not physics expert at all, but I know that you guys do experiments and dissect stuff. And how does it principal provide that kind of resources for? |
| Interviewee | So you and your department you must obviously see the need for yeah, and then you make him aware of it. And then if there's money, we buy this stuff. But that's actually your job, but you go to him and tell him, like we need this. And it does say sometimes that there is a budget. So he mentions it in the meeting he says a lot, that is budgets for like travel, but he used to mention that and then I told him I need stuff with grade 12. Um, so yeah. So / |
| Interviewer | Okay. |
| Interviewee | cause I tried others and then actually realised when I looked at the company he was referring to, it was actually the cheaper. |
| Interviewer | Cheapest |
| Interviewee | Um, it's just. I think that infrastructure, we are also a quintile one school, so the infrastructure might be the also part of the problem. But it's not just our school, and the CA does make provision for that. Uhm so I think it's also an individual thing. If you as a teacher feel its important to show the learners how to make the stuff you will make a way and then you speak to the principal about it and he does listen and he does try. I mentioned to him that we need a lab I like a like a lab for natural science and physics and life science. So he's like, where there isn't space like we have so many teachers. The teachers don't even have classrooms. |
| Interviewer | That is why I was going to ask now with this the infrastructure is that what you were referring to like you don't have a lab? |
| Interviewee | Yeah, it limits us in terms of, so we need to use our class. |
| Interviewer | Ja. |
| Interviewee | Yeah so, but the department wants to do like, like they do for English. You know they have the oral moderation yes, so they want to do |

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| | moderation for the experiments as well. So they actually want the learners to conduct the experiment in the moderating. |
| Interviewer | For that you're going to need a lab right? |
| Interviewee | He not necessarily, and they actually want to see what you did, but they give you three options of how set up the practical so you actually need to tell them like we don't have a lab, we don't resource they knew. Then they have a different thing. You basically show a video. |
| Interviewer | Okay |
| Interviewee | And they watch the experiment. Now I don't like that I then demonstrate, so there's an option for demonstrate. But what they actually want is the learner to engage with the staff. So certain practical we can do like that. Um, so yeah, so the push is also coming from the department. Because I'm normally, even the esterification, I normally just do the demonstration, but I think it's actually OK to leave the learners also do it. |
| Interviewer | Yeah |
| Interviewee | Especially they going to come in moderate, but the previous experiment we couldn't do that. They had to watch a video cause we don't have physics like we have chemistry stuff because it's easier to manage like we don't have physics things like like the explosion and stuff like that because those things are expensive. Um, I'd like majority of the schools don't have it, so they actually do make videos and things available and that you can watch. |
| Interviewer | Yeah, so the department sends those videos to you? |
| Interviewee | Not necessary the department. There's a lot of, because the department works with the science into and places like they make videos and stuff available and they also boost so you can actually either before COVID you could take your learners or they would come to school, so there's a lot of things like that. But once again, it depends on you as a teacher because you have to tell them to come and or register school and stuff like that. |
| Interviewer | Alright, so we're just going to go to the last section, which is about the principal supporting continuous professional development, right? So what, what type of support do you think the principal as a leader has provided you in terms of professional development, say within the last two years that can we? Can you give an example of this? |
| Interviewee | So like I said earlier, he sees that you are doing something. Yeah, you can't them on paper. If you see that you're working or towards something, or you busy with something you actually valuable thing, you can do this also, or you can do that and expose you to, but this is also individual. Um, if and a lot of people are resistant so they will say that I want to be an HOD and then they want to be in HOD, but then they do absolutely nothing and he will pick that up very quickly. If he sees that you are cause we it actually happened now. If you are willing to do things and you actually committing and you sticking to it, he will give you the opportunity like maybe if you're on contract or something like that, he will call you in and say like that you've been doing very well in this area and I actually think that you should give this opportunity. It's only with people you know, especially younger |

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| | teachers. I don't know. They a very odd. Odd group, they very resistant. You would expect older people to be resistant, but I don't understand what's happening now. It's very weird. I don't think it comes down to mentorship. And, but sometimes younger teachers come in with, I don't know this stuff and then they stick to it, yeah. |
| Interviewer | Mmh. |
| Interviewee | So then it becomes difficult to manage and he stays clear of stuff like that. So if you come in and you new and he see that you are willing to become part of you. That makes sense, yeah, and you will know if nourish. |
| Interviewer | Okay. |
| Interviewee | Nurture you. |
| Interviewer | Yeah, and then, you know, bring out their abilities, we spoke about earlier. |
| Interviewee | Yeah, yeah, that's what he did with me, but I already had those things. So he just gave me the platform. If that makes sense? |
| Interviewer | Ja. |
| Interviewee | Yeah, so and it's an individual thing and a lot of people are negative, but they don't sometimes realise that. You responding negatively towards the situation if the situation is negative and you also negative nothing's going to come from it, it needs to start also with you as an individual. And then cause you could say the principal's like this and principal's like that. You have to understand that not everyone is perfect, you also the same as with the principal must have people skills. |
| Interviewer | Mmh. |
| Interviewee | You, as a teacher should also have people skills. You working with different kinds of people. You can't be a grumpy person, and sit in your class, how are you going to teach. If you had issues at home and now you come to school and now you taking your issues out on the learners. (laughs) |
| Interviewer | That happens yes (laughs) |
| Interviewee | No, but can you see this too? You must be. You must be cognizant. Same as because you a leader in your class. So you must be cognizant of stuff like that, and this is we distinguish your good teachers and your bad teachers because they will be aware of that. |
| Interviewer | Uhm. |
| Interviewee | You can't like my mom passed away last year. It was the first time I felt like I wasn't in control. So I came to school when, after because it was locked down so cause is normally it doesn't matter what happened in my personal life or what I'm going through. For as long as I'm in class I'm fine. But that is the first time I felt like I couldn't like it took me 2 weeks to sort of uhm, get back on the track so. That is important for some people, and it is also again a personal thing. Some people can't do that. Yeah, so you must be able to manage yourself also. |
| Interviewer | I'm so sorry to hear about your mum. |
| Interviewee | Thank you. |
| Interviewer | I know you know when I was in my fourth year, my mom passed when I was, it was in when I was in fourth year. We did that the first six months you do theory |
| Interviewee | What is this now for? |
| Interviewer | In my undergrad. |
| Interviewee | Oh okay. |

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| Interviewer | And then you know you have it the next six months is your practical, and so I was we were in crunch time in fourth year and she passed away. And I was also away, so I understand, but it's also how you manage yourself. Like you say, now that's very important. |
| Interviewee | Yes, some people don't know how to manage things and then they they bring that to the world. We always have problems with principal. |
| Interviewer | Yeah. |
| Interviewee | <p>Yeah, I still the learners are problematic. The learners always be problematic. It's how you engage and respond. Yeah, like the one teacher, and I think she you should actually speak to her because she had a, (laughs) she was working in our department last year. She was actually standing in for the teacher with the zeros and then. Joh it was difficult working with her.</p> <p>Um, but I didn't have issues. I can work with all types of people, but my other colleague was in charge and then she will just couldn't work with this woman.</p> <p>And the principal, she had issues with the principal and we all said no she must never come back. Since the beginning of the year someone had to go on maternity leave again and then the principal mentioned her name and we were all like no. And then he's like, yeah, we know her so lets just use her. And she totally changed. She listened uhm she was willing to do things and she went the extra mile. And our classes are next to each other as well. So we had this issue of learners bunking, grade 8's. So they would knock on our doors.</p> |
| Interviewer | And run away? |
| Interviewee | And run away. Cause our block is very quiet, so she initiated it. She started it so she would open a door and she started catching them. |
| Interviewer | Okay. |
| Interviewee | And then she would bring them to me and I would scare him. And then yeah, and it just continued so now we actually have a whole disciplinary things set up with dealing with these learners and she drives a lot of the things she calls the parents and she make's time for all of those things. |
| Interviewer | Oh. |
| Interviewee | And the principle really recognises that so again it starts with you yourself cause she actually said she realised that she was the problem last year. She looked at the school and said the learners are dom and the learners are that. |
| Interviewer | Ja |
| Interviewee | And all of this but sometimes you need to also step out and look at yourself and see. Am I part of the problem? How can I be the solution and the solution was to catch learners and the moment we sorted doing that, a lot of the learners changed. A lot of them had behavioural problems, I don't teach grade 8. We spoke to a lot of learners and the learners literally change. If you show them that there are consequences, call their parents uhm or if you just show interest in someone that you just have to show interest and now they're changing. |
| Interviewer | Ja |
| Interviewee | They doing their work in the classes. And then again it starts with you as a teacher and then obviously you need to get the support from the Principal. And his been supportive. I'm like she could go to him with the learners or he would tell her what to do. And then I thought I actually know how to do the disciplinary things cause we were doing that before |

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| | COVID. But we thought the classes are small so it's not necessary. |
| Interviewer | Mmh. |
| Interviewee | It's not necessary to do, to have all of this in place, but then the grade 8's started becoming naughty. So now we started in the system again. |
| Interviewer | Ja, okay. That's great. Yeah, now does the principal arrange developmental programmes? And what is the nature of these programmes ? |
| Interviewee | He has one next Saturday, 8 till 5. (laughs) |
| Interviewer | Is it, 8 till 5, 5? (laughs) |
| Interviewee | Or like it was supposed to be until five. I think it went on to 4:30 or 4:15 or something. It wasn't day, a bad day. I benefited a lot from it, there was a lot of stuff that I've done before at like varsity and I got exposed to a lot of these these things because it was about the self. About you as a person, so does this change mindset. |
| Interviewer | Okay |
| Interviewee | I don't know if you are aware of it, so it's about you and whatever you're dealing with. So the person running the workshop did like different activities and things. But ultimately, if you look at it, this ties into you. Like we said earlier, like it starts with you. If you have a negative mindset, so I think that the aim was to get you out of that negative mindset. |

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| Interviewer | Right? |
| Interviewee | Because they are a lot of negative people at school and I think for, for me and the teacher I was talking about she actually mentioned like how she was negative last year and when the principal and the deputy principal spoke to her and gave her with this opportunity should change their mindset and realise like don't become part of the problem, be the resolution to the problem. |
| Interviewer | Yeah |
| Interviewee | And that's very, you also can't expect a principal to do everything. You can't expect him to come manage your discipline issues within your class. That is your job. If you can't handle it, then you seek help, but you can't just say ohh, my discipline (whining sound) |
| Interviewer | Yeah, OK so. The support the principal gives you as a school leader. Do you think it's necessary for him to provide support in terms of professional development? |
| Interviewee | I think so, yes, he must create the opportunities for it, not him necessarily because he's not an expert maybe, but obviously we know and has experience. He can give advice and so forth, but if it's if it's not in his, yeah, he's capable of it. He should get like what he did on Saturday. |
| Interviewer | Okay, like a get together? |
| Interviewee | Yeah, yeah, because he can't now psychologically will look at you cause this this change mindset as a lot of neuroscience. So how you what you tell your brain and stuff like that? So he's not an expert in that. So and in the past also before COVID, but we had workshops we every year we had a team building sort of workshop thing. We will discuss issues within the school that eight, the SMT also does that, and then they do the rest of the staff. Yeah, so there are those things. |
| Interviewer | So you are saying that the type of support the principal must give is is that self awareness and that you know positivity about the teacher? Is that what I'm hearing you say? |

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| Interviewee | <p>Yeah, well, that's also my personal thing. I think like managing people cause now in my department I had the same experience. Um, because we do have one teacher that's a bit negative and the other one is a bit lazy, but then you lead by example. You show them, this is I do things in my class on my subjects and this is how I want you to do it as well. I mean, the key thing comes in when you show them that they still don't implement, so then the other thing I came up with was to standardise everything.</p> <p>So whatever happens in my class needs to happen in your class, we have the same notes we sit and make the notes, so you maybe taking the need for grade 8.</p> |
| Interviewer | Right. |
| Interviewee | <p>You take the lead in Grade 9, this one does 10,11 and 12. So everyone's stuff should be the same. And when you set up the paper you can't ask stuff that's not in those notes, because that happens in happened in the past, so, but that all comes from how you are. You basically operate as a person, and you then shift it down.</p> |
| Interviewer | Yeah |
| Interviewee | <p>And it does work because and also the other thing is, if you are an expert. Even the principal, for example, he does Geography and you've been teaching for thirty years you obviously know more than someone that just started yesterday. Then you have workshops because that's what we do that at our departmental level. So we for example, I do physics and chemistry.</p> <p>And they do that in grade 8 and 9. So we literally started having workshops. I showed the teachers for example, like in grade 10 this is what I expect the learners to be able to do. Don't teach them that unnecessary stuff; acids and bases. Let them just understand PH level and that's it. Because they go into detail and then the learners don't understand this thing and that is not necessary for them if they not going to to take physics.</p> |
| Interviewee | <p>Um so we started doing stuff like that so that the assessment and the stuff that you are teaching sorry all the stuff that you are teaching is more assessment driven. You don't teach about the tree and the upper leaves when they don't need to know about the upper leaves, but they need to know how the tree works at the bottom, you only teach that then, and then you get to grade 10 you take it further because they select the subject and that makes that makes sense.</p> |
| Interviewer | It yeah, like a specialized subject. |
| Interviewee | <p>Cause we, learners have different issues so don't bombard them with unnecessary information also. So we picked up some teachers. They explain about all kinds of things and then they don't get to the core content. (laughs)</p> |
| Interviewer | (laughs) |
| Interviewee | <p>So that is where the standardisation came in, now again not all, that needs to then filter down from the principal, so this isn't what do we do at our level, but that doesn't happen in other departments.</p> |
| Interviewer | <p>Now in your subject field, right? You mentioned now that you've changed things like with the standardisation, so so the principal supports that. So now how does he?</p> |
| Interviewee | <p>He actually wants that to happen like.</p> <p>After we did it, but he wasn't necessarily aware that we were doing it last year because he had a meeting the year before. It wasn't exactly my results, but the other two teachers.</p> |

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| Interviewer | Yeah |
| Interviewee | So I used that as an opportunity to scare them into working a bit harder. I constantly tell them, you don't wanna go sit there again and we get crapped out. |
| Interviewer | Yeah |
| Interviewee | So let's get things done properly, lets have our intervention on paper. Let's do this. Let's add extra classes. then they now willing to do it. So in that case it also helped, and if whenever I do have an issue actually does ask me, is this person out working now? Are they listening to you? So I don't have an issue, but in other departments that's not the same, so I'm not sure if he's checking. I assume If he checks up on us, he will check up on them. |
| Interviewer | So that how does it does the principal support your development? Your development in your subject field? You know, like to enhance your knowledge of your subject physics. |
| Interviewee | That's difficult because most of the stuff you get from your CA. |
| Interviewer | Okay. |
| Interviewee | Uhm but he is aware of it. So for example if he gets the email that that or they they send the email to all of us. He does double check if I got it. If there is a workshop or if there is a.... |
| Interviewer | Right |
| Interviewee | Obviously HOD, everyone will. HOD also has to check and then inform the teachers so he he informs |
| Interviewer | Follows up on it. And your teaching skills in the subject matter, you know, every subject has different pedagogical content and how? How does he support? |
| Interviewee | So, so again the flow chart. HOD is supposed to go to your class. |
| Interviewer | Uhm. |
| Interviewee | I do that regularly. Go and I just most of the time just walking through the class and I ask one or two things. And then like what did you do this and then? This is sometimes the case because we obviously discussed this stuff. So something to learners. And I actually go for the learners that look like they are doing their own thing. |
| Interviewer | So its classroom visits? |
| Interviewee | Classroom and if you as a HOD pick up something. Then you make the principal aware and then he will go himself. There have been cases, especially in Afrikaans and other subjects where he actually does that or he instructs Ms Davey to go since she's in charge of curriculum. And then she needs to write him a report. |
| Interviewer | Yeah, okay, so we're coming towards the end now, now. |
| Interviewee | Okay |
| Interviewer | So scholars, some scholars argue that to ensure effective delivery of instruction right, that classroom lessons should run smoothly, of course, without disruptive behaviour of learners. So how does the principal support your development in creating such a conducive environment? |
| Interviewee | (laughs) That's a funny question. Okay, so like you heard earlier, we have a discipline issues of the Grade 8. Obviously where there's serious cases he would go to the class. And he uses the disciplinary committees cause I'm also part of the committee. I drive a lot of the things on the |

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| | official paperwork and checking up on the others. Yeah, I need to stop but luckily my colleague is coming back. |
| Interviewer | (laughs) |
| Interviewee | <p>She's coming back next week so that you can take over some of this stuff so.</p> <p>In that way he supports uhm he started. I don't know why his doing this, but like some some of the cases needs me deal with it, so I speak to the parents if it's a serious case he will come and assist or we go to his office so he is supporting in that sense, but you want like into individual's class.</p> <p>Obviously discipline is an issue that hinders a lot of people, but I can say in the last two weeks since we started doing all of this, people have been able to teach properly okay, and there's about one or two cases really serious issues. We remove the learner from the class and a lot of the teachers are actually teaching properly now.</p> <p>But I also feel it's your own own thing. It's how you manage your class, if you going to allow the learners to come in. You take 20 minutes to set up your list. Yeah, obviously, learners only very rowdy and once you done trying to figure out what it is that you want to do, they not going to want to work. So it's always basically of the worker's day before them, and then there will be. Yeah, they will work. They will take it very easy and they know like if you work every day.</p> |
| Interviewer | The preparation. |
| Interviewee | <p>I constantly get this. I sometimes wonder what are the other teachers in doing cause they come to me, jinne moet ons alweer werk in die klas, is elke dag werk. I'm like, but aren't you at school because you supposed to be working? So I said there's like just going on, yeah, so they come in and they know it is the work, they take out their books. And obviously, physics we have to work every day, they stay after school and he supports that. Also on Saturdays we have classes. So yeah, I know so I think, but I also again think it's individual thing. A lot of teachers complain about discipline and about this, but what did you do and this is the</p> |
| Interviewer | But now how does the principal support your development. So like when the teachers complain, that means that they cannot or they don't know how to. |
| Interviewee | We actually had, this happened before I came also there at workshops on discipline and how to deal with discipline. |
| Interviewer | Okay. |
| Interviewee | Then just before COVID we had a session again where someone came and explained the infringement levels and how to implement it in class, how to not give you authority away with power. A lot of teachers. They they still end up doing these things. I mean it comes back to personal growth again because if someone gives you a workshop and then you go back into the same thing. Um, what else can you do? So now? Again, we came up with |
| Interviewer | Mmh. |
| Interviewee | We have actually a meeting last week and he said maybe we need to support the teachers again. Especially since we have a lot of new teachers. Maybe because we are fine. Doesn't mean the next person is fine, so we're looking at getting someone again to come and do like just |

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| | <p>how do you deal with disciplining your class like I do if you learn is being difficult, I have a document because of the discipline committee, but I mean, I'm not the expert. I can maybe say what I do in my class, but Who says they going to listen to me.</p> <p>So we have the document and we actually going to give exact model and we're going to have a meeting about that. We all but those things are driven by me, but he is giving me the platform to do it and he is asking.</p> |
| Interviewer | And it still has to go through him? |
| Interviewee | Yeah, so everything. Yeah everything goes through him and he sits in the meeting, he sat in the disciplinary meeting so we are trying to support the teachers in terms of discipline and ultimately Managing the classroom and if you can do that, the marks will also then improve so everything feeds into everything. |
| Interviewer | So just the last question is, how does the principal support your development in creating a daily guide? You know, like what learners need to learn your teaching method, setting up objectives for the lesson, how does he support that process? Must I ask again? (laughs) |
| Interviewee | <p>(laughs)</p> <p>I'm trying to think of the answer.</p> <p>Um, I don't think he personally does that. It goes again that I am I my idea of what the principal does in terms of that is again skewed because at my old school she did that.</p> |
| Interviewer | Uh. |
| Interviewee | She literally showed you what to do, this is what/ If you were putting together an educator file this is how you put it together. She got someone to show you. There was always a mentor, like the moment you stepped into the school. Another teacher would mentor you and I actually made the suggestion numerous times. You can't complain about someone if there isn't a mentor, the person doesn't have someone showing him what to do and that's that person according to the principal supposed to be the HOD, but not all the activities are the same with if that makes sense. |
| Interviewer | Right. |
| Interviewee | For example, I will do it and my colleague will do it We mentor them, and if you have a meeting every week, a subject meeting, you will be able to do these things so you show them okay. But this is how we do things in the department. This is how our file is supposed to look like we even went as far as to compile our files together. So I would print it out the stuff so everything or I would call him together with other people. Don't do that again. They do their own thing and then. |
| Interviewer | Mmh. |
| Interviewee | It's just cause we want to be responsible, we want our things to be the same so that not one person gets into trouble, we get into trouble as a team if something goes wrong. |
| Interviewer | So so. So if I hear you correctly, you are saying that the principal is not directly involved, it's more of..... |
| Interviewee | Yeah, so so yeah so. What is supposed to happen is as HOD, you need to do it, but if there's a problem he needs to be aware of it. |
| Interviewer | Right. |

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| Interviewee | <p>And if you don't tell him, he gets angry. If the problem got bigger than what it was supposed to be. I think it's because it is. Maybe it's difficult to manage.</p> <p>I'm not sure, and obviously because of COVID because I do think if you were in your staffroom setup, you can and make examples of how you want things and yeah so we only have a meeting once. I don't know how you guys all you guys are dealing with it, but we have a meeting once a week now. Whereas we had meetings every morning. Now we just have the one.</p> |
| Interviewer | Like once a week before school? |
| Interviewee | Yeah, so this is the platform where people can talk about things and their grievances. |
| Interviewer | Okay, so just to just to understand that the principal, the support the principal gives in your development for for what you need to teach and how you teach? |
| Interviewee | It comes from the HOD'S. |
| Interviewer | Right |
| Interviewee | <p>Actually, I need to explain that a bit more uhm, so you have your SMT. Your SMT meets, so the SMT discuss what is happening with your teachers so you as your HOD say, but Pitty and this one is struggling. He will ask you, well what are you doing to support this person, are you checking the curriculum coverage. All of that happens in the SMT meeting. Then you get instructions, the SMT uhm also has a group so you get instructions throughout there, throughout the week on a Monday when you have your subject meetings. So all the information that you are supposed to have in your meeting or discuss with your team comes through that channel.</p> <p>Um, I think that's maybe how he manage's so the moment you have a problem, you need to make him aware. But he will ask you in the SMT meeting. So even if that is one of the topics, curriculum coverage is all the teachers aware of what they're supposed to be doing. But that happens in the subject meetings. So in the subject meetings is where you supposed to check up on. Is this person covering the curriculum? Is there enough support? But then again it boils down to how the person manages the smaller team.</p> |
| Interviewer | Right. |
| Interviewee | And sometimes that person also doesn't report to the principal and then he only finds out at the end of the term, in the marks, then your whole team gets called in. Does that make sense? |
| Interviewer | Yes, it does. Thank you so much. |

Appendix 3: Ethical Clearance



Reference : CITEWCED

Enquiries : Prof Y Sayed

Telephone : (021)959 5832/3

CENTRE FOR INTERNATIONAL TEACHER EDUCATION

11 February 2021

Dr Audrey Wyngaard
Directorate Research
Western Cape Education Department
Cape Town
8001

Dear Madam,

RE: Letter of support for Ethics : Melitta Adams

This letter serves to confirm that Melitta Adams, is a registered Masters' student at the Centre for International Teacher Education, hosted by CPUT in Mowbray.

Her thesis is titled, "Secondary school teachers' perceptions of principals' roles as instructional leaders". Her proposal has been reviewed and accepted by the Faculty Research Committee in the Faculty of Education.

As her supervisor, I will be grateful if you could provide her with the support that she may require.

For more information, please do not hesitate to contact me.

Best,

A handwritten signature in black ink, appearing to read "Y. Sayed".

Prof Yusuf Sayed
SARChi Chair in Teacher Education
Director: Centre for International Teacher Education

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| FACULTY OF EDUCATION |
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On the **22 December 2020** the Chairperson of the Education Ethics Committee of the Cape Peninsula University of Technology granted ethics approval EFEC 09-10/2020 to **M. Adams** for research activities related to her master's studies at the Cape Peninsula University of Technology.

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| Title of thesis: | Secondary school teachers' perceptions of principals' roles as instructional leaders |
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Comments:

Research activities are restricted to those details in the application for ethics.



Date: 22-12-2020

Dr O Koopman
Acting Chair of the Education Faculty Ethics committee
Faculty of Education

Appendix 4: Consent forms

DATE:



Dear Principal

Request permission to interview two teachers at your school for my Master's thesis

I am currently affiliated with Cape Peninsula University of Technology where I am currently completing a master's degree. My research topic is:

“Secondary school teachers’ perceptions of principals’ roles as instructional leaders”

I would like to obtain your permission to conduct an interview with three/four teachers during school hours at a time that is convenient for the teachers. I will not in any way interrupt his/her teaching processes and school duties.

I herewith request your permission to conduct my research at your school. My research plan is to conduct interviews on the Day____Month____Year____. This gives me _____ to arrange a suitable time with the teachers to conduct an interview. I will require you, as the principal to sign this letter of consent, giving me permission to conduct my research at your school.

All the information obtained from the interview will be kept strictly confidential and the above arrangement can be terminated at any time. The thesis, when completed, will be made available for you to view. Please note, that nowhere will the name of the school, the teachers' identity or your name be revealed. Please feel free to contact me if you need any additional information regarding this research study.

Yours sincerely,

.....

Mr / Mrs / Ms give permission to interview the three/four teachers for your CPUT master's research.

Signature:

DATE:



Dear Teacher

Request permission to conduct an interview with you as part of my research for my Master's degree

I am currently affiliated with Cape Peninsula University of Technology where I am currently completing my master's degree. My research topic is:

“Secondary school teachers’ perceptions of principals’ roles as instructional leaders”

I would like to obtain your permission to conduct an interview with you. I will not in any way interrupt your teaching processes and school duties.

My research plan is to conduct the interviews on the Day_____Month_____Year_____. This gives me _____ to arrange a suitable time with you to conduct an interview. I will require you as the teacher to sign this letter of consent which will give me the permission to conduct my research.

All the information obtained from the interview will be kept strictly confidential and the above arrangement can be terminated at any time. The thesis, when completed, will be made available for you to view. Please note that nowhere will the name of the school or your identity be revealed. Please feel free to contact me if you need any additional information regarding this research study.

Yours sincerely,

.....

Mr / Mrs / Ms give permission to be interviewed for your master's research.

Signature: