The contribution of collective leadership towards quality teaching and learning in secondary schools in the North West Province

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DECLARATION

I, the undersigned hereby declare that the work in this dissertation is my original work and it was never previously been submitted at any university for a degree

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ABSTRACT

The aim of this qualitative study was to determine how collective leadership can contribute towards quality teaching and learning in secondary schools in the North West Province. The study was conducted in the Dr Ruth Segomotsi Mompati district. Experienced SMT members of well-performing and underperforming schools were interviewed. Findings indicate that well-performing schools practise collective leadership to a maximum extent, a majority of stakeholders such as SMTs and SGBs, including those from outside the Department of Education like social workers, are involved. Furthermore, indications are that underperforming schools do not fully implement collective leadership. The stakeholders in these schools are not fully involved. In the underperforming schools, the stakeholders outside the school with expert skills such as the Department of Health are not fully utilised. This study followed collective leadership theory highlighting the use of skills and expertise for the smooth running of the school. A qualitative research methodology with an interpretative paradigm and phenomenological research design were used to explore the contribution of collective leadership towards quality teaching and learning. Purposeful sampling was used to select information-rich participants. Semi-structured individual online interviews were conducted. Data collected were transcribed verbatim and analysed to determine the contribution of collective leadership towards quality teaching and learning.

In Chapter 5, the research was summarised, and findings were made based on the aim and objectives of the study. This was followed by recommendations derived from the literature review and empirical investigation on the contribution of collective leadership towards quality teaching and learning in secondary schools in the North West Province.

Keywords: collective leadership, secondary schools, quality teaching and learning, principal, SMT, challenges, guidelines

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS AND ACRONYMS

SASA   South African Schools Act

SMTs   School Management Teams

IQMS   Integrated Quality Management System

GET   General Education and Training

FET   Further Education and Training

EEA   Employment of Educators Act

NWU   North-West University

PAM   Personnel Administrative Measures

SGB   School Governing Body

RCL   Representative Council of Learners

HOD   Head of the Department

DH   Departmental Head

LTSM   Learning Teaching Support Material

TLOs   Teacher Liaison Officers

DBE   The Department of Basic Education

SDP   School Development Plan

SA-SAMS   South African school administrationand management system

SDT   Staff Development Team

DSG   Development Support Group

PGP   Personal Growth Plan

QMS   Quality Management System

QLTC   Quality Learning and Teaching Campaign

NGOs   Non-governmental Organizations

NDP	National Development Plan
NSLA	National Strategy for Learner Attainment
LAIP	Learner Attainment Improvement Plan
NEEDU	National Education Evaluation and DevelopmentUnit
ATP	Annual Teaching Plan
CAPS	Curriculum and Assessment Policy Statement
DG	Director General
MEC	Member of the Executive Council
PSF	Professional Support Forums
PLCs	Professional Learning Committees
SACE	South African Council for Educators
EHWP	Employee Health and Wellness Programme
ELRC	Education Labour Relation Council

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CHAPTER 1

THE CONTRIBUTION OF COLLECTIVE LEADERSHIP TOWARDS QUALITY TEACHING AND LEARNING IN SECONDARY SCHOOLS IN THE NORTH WEST PROVINCE

1.1.   INTRODUCTION

The South African Schools Act, 84 of 1996 has brought a change to the way schools are managed. An important change was the replacement of a centralised form of leadership to a more decentralised collective type of leadership (Baloyi, 2011:4 & 40). This was a move from a system where the principal was the only one at the forefront in school leadership, while teachers were denied the opportunity to demonstrate their leadership abilities. Collective leadership in South African schools has developed through the formation of School Management Teams (SMTs) and the involvement of other external stakeholders such as the South African Police Services, Department of Social Development, Department of Arts, Sports, and Culture to name a few. Thus, the accountability to ensure quality teaching and learning in South African schools has now shifted from an individual to a collective, from the shoulders of the principal to that of the SMT and other stakeholders. One would argue that the collective effort of the SMT should influence academic performance positively. Although this is the case, the continued poor performance in some schools does not seem to support this notion. This study aims to explore the collective effort of the SMT on the quality of teaching and learning in secondary schools in the North West Province of South Africa.

This study was conducted in selected secondary schools in the North West Province. Focus was mainly on the contribution of collective leadership towards quality teaching and learning. The fruits thereof were indeed the sweetest. The study showed that there is a positive link between performance and collective leadership. Where collective leadership manifested itself, good performance was recorded. Where there was no collective leadership, poor performance was recoded. However, that does not mean that where collective leadership is practised, there are no challenges. The study revealed that challenges associated with inadequate resources, negative attitude by personnel, to name few, were experienced, as it will be revealed in the chapters to

follow.

In this chapter, important concepts related to the study are explained. This is followed by the problem statement and the research questions that guided the study. Thereafter, the theoretical framework which underpins the study is alluded to, the research design and methodology is discussed, the chapter division is presented, and a summary concludes the chapter.

1.2. CONCEPT CLARIFICATION

The following concepts are clarified as applied to the study:

1.2.1. Collective leadership

Wahlstrom and Louis (2008:461) and Sibanda (2018:783) define collective leadership as a type of leadership that is shared amongst school management teams. Teachers are also given leadership responsibilities, for instance being sports masters, school Integrated Quality Management System (IQMS) coordinators, assistant chief invigilators and many other leadership roles. The distribution of leadership amongst school management teams and teachers is an indication that leadership is a collective effort rather than an individual responsibility and effort. Collective leadership is also known as distributive leadership, as leaders distribute work to followers and they work together as a unit (Nordengren, 2012:14). The concept distributed leadership was dominant between 2007 and 2009 (Bolden, 2011:254).

Buthelezi (2016:8) refers to collective leadership as participative leadership. Participative leadership is a managerial initiative where all employees are involved in decisions affecting their work. Sibanda (2018:783) mentions that the collective leadership theory allows for joint decision making based on involving every member in a school. Collective,shared, distributive and participative leadership can be used interchangeably, but for this study, the concept collective leadership is used.

1.2.2. Quality

According to the Cambridge learner's dictionary (2007:571) quality refers to "how good or bad something is". Biggs (2000:221-222) describes quality under three categories namely: quality as value for money, quality as fit for the purpose of the institution, and quality as transforming. Quality as value for money meets the demand of public accountability. Quality as fit for the purpose of the institution means learners have

learned according to recognisable set standards of the department. Quality as transforming refers to teachers' conceptions of their role as teachers being transformed and learners applying their knowledge to real-world problems. These three categories are important in the school setting as they support how teaching takes place.

1.2.3. Teaching

Biggs (2000:225-226) defines teaching as the creation of situations from which motivated learners learn and develop. Teaching is a way of applying a variety of methods that enable learners to understand, for example, the demonstration method for practical lessons. Teaching methods should address the level of required understanding. Teaching provides learners with the required knowledge and understanding of that knowledge. The Cambridge dictionary (2007:723) defines teaching as explaining to someone how to do something.

Teaching is a complex educative human act where the teacher intentionally engages the learner in a guided interaction because the learner lacks knowledge, skills and content (Lynch, 2017). There are two types of teaching, and these are direct and indirect teaching (Kobayashi, 2018). Direct teaching is when the teacher directly leads teaching-learning events, for instance when new material is introduced. Indirect teaching is when the learners are actively involved in the lesson and the teacher acts as a facilitator, for example, learners discussing a topic and the teacher guiding them (Nieuwoudt & Potgieter, 2007:21, 29). Teaching goes hand in hand with learning.

1.2.4. Learning

Learning results in increased knowledge of the targeted individual or group. During learning, learners begin to know something that they did not know before. Learning can also imply memorizing where the learner reproduces what they have acquired from the teacher (Bower, 1981). The learner acquires facts that can be used and retained in real life. The learner must be able to understand what they are taught which could be reached through looking at the subject matter in depth. The learner should be able to use the knowledge they have acquired to think independently and solve life's problems. Self-realisation also becomes the product of learning (Van Rossum & Hammer, 2010:3-8).

De Houwer and Moors (2013:2-5) define learning as a change in behaviour as a result

of experience. Further, De Houwer and Moors (2013) explain that not all effects of experience on behaviour can be regarded as learning and not all changes of behaviour are due to experience.

1.2.5. Quality teaching and learning

When teachers are committed to their work and use methods that reach all learners, they can reach expected standards of performance and quality teaching and learning may be achieved. An institution that offers quality teaching and learning creates opportunities for learners to learn effectively to achieve recognisable and agreed standards, and are expected to apply the acquired knowledge to real-world situations (Biggs, 2000: 221-222). Such institutions also provide rich teaching and enhanced learning which may lead to better learner performance outcomes.

Mwanga (2015:1-2) describes quality education as education that provides learners with the capabilities they require to become economically productive, provides sustainable livelihoods, contributes to peaceful and democratic societies, and enhances individual wellbeing. The aim of education is to provide teaching and learning. The author further defines education as ensuring the excellence of all learners so that recognizable, measurable learning outcomes are achieved by all.

1.2.6. Secondary schools

Roos and Wilter (2018: 59,118) and the Education Information Standards Dictionary of Education Concepts and Terms (2010:105) classify secondary schools under schools in South Africa which are from Grades 8 to 12, with the average ages of learners between 14 to 18 years. High school is a synonym to secondary school. For this study, the concept of secondary schools is used.

There are two phases in secondary schools, the senior phase and the furthereducation and training phase. The senior phase is grades seven to nine and forms part of the General Education and Training (GET) band. The further education and training phase is from grades ten to twelve and forms the senior secondary band or Further Education and Training (FET) band. There are also vocationally oriented programmes within secondary education. The National Senior Certificate (NSC)examination is written in Grade 12 and offers a National Senior Certificate (EducationSystem in South Africa, 2015:8).

1.3. PROBLEM STATEMENT

Collective leadership has been linked to quality teaching (Pitsoe & Isingoma, 2014:139; Benoliel, 2015:57; Sibanda, 2018:783), improved learner outcomes (Nordengren, 2012:8; Louis, Dretzke & Wahlstrom, 2010:330), high teacher morale, job satisfaction, school effectiveness, and school efficiency (Leithwood & Mascall, 2008: 532-533). Research conducted in South Africa also links collective leadership to the improvement of learner performance (Phalane, 2016:16). Phalane emphasises that the school management team should promote teamwork amongst all staff members to enhance school improvement and classroom practices. This is in support of Pitsoe and Isingoma (2014:139) who consider teamwork as an approach that has a very high substantial and positive impact on learner performance.

Policies such as the South African Schools Act, 84 of 1996 and Employment of Educators Act, 76 of 1998 give management teams the authority to collectively manage schools. Despite the advantages of collective leadership that are cited in literature, it seems that a huge number of South African schools are still not producing quality teaching and learning. In many schools, principals are still practising centralized, hierarchical, and authoritarian leadership which could lead to learner under-performance (Sibanda, 2018:784). In some schools, departmental heads and deputy principals are side-lined when it comes to certain leadership practices. Their leadership roles are at times limited to curriculum-related issues.

The researcher's own experience of leadership practices in South African schools is that some principals are still resisting leadership that is shared amongst stakeholders such as the SMT, RCL and teachers. Leadership is still from top (principal) to bottom (staff). Staff inputs are often not considered which results in the staff resisting hierarchical leadership by refusing to carry out instructions, and that creates tension. Staff tension leads to poor academic performance as everyone pulls in different directions.

The increasing pressure that is placed on school leaders, demands a greater need for shared responsibilities in the leading of schools (Naidu, Joubert, Mestry, Mosoge & Ngcobo, 2016:10). This study aims to explore the contribution of collective leadership on quality teaching and learning in schools.

To grasp the essence of this study, the following research questions were posed:

1.3.1. Primary research question
How can collective leadership contribute towards quality teaching and learning in secondary schools in the North West Province?

1.3.2. Secondary research questions
The following secondary research questions were posed to support the primary research question.

i. What is the influence of collective leadership on quality teaching and learning insecondary schools in the North West Province?

ii. What are the challenges faced by secondary schools in implementing collective leadership to effect quality teaching and learning?

iii. Which guidelines can principals use to establish effective collective leadership in secondary schools in the North West Province?

1.3.3. Aim of the study
The aim of this study was to determine how collective leadership can contribute towards quality teaching and learning in secondary schools in the North West Province.

1.3.4. Objectives
The study's objectives were:

i. To determine the influence of collective leadership on quality teaching and learning insecondary schools in the North West Province.

ii. To explore the challenges faced by secondary schools in implementing collective leadership to effect quality teaching and learning.

iii. To formulate guidelines that principals can use to establish effective collective leadership in secondary schools in the North West Province.

1.4.   THEORETICAL FRAMEWORK
Frederick, Griffith and Mumford (2016:313) define the theory of collective leadership as a process in which a leader uses the skills and expertise of followers when the need

arises. This theory explains that the leader remains the key role player by guiding the followers towards the right direction. The success of collective leadership rests on the leader's knowledge, skills and expertise to share the leadership role with the whole team. Frederick *et al.* (2016:313) further explain that the leader's characteristics such as intelligence, climate, team's network, communication and Leader-Team Exchange are closely tied to the emergence of collective leadership. Communication creates conditions of trust that improve the emergence of leaders.

The study utilised this theory because it is suitable to explain collective leadership as it was intended for the School Management Teams (SMT's). It explains that the principal has to recognise the skills and expertise of teachers and SMT's. The theory is also fitting because the principal remains the key role player and accounting officer. Communication is important in schools as it builds trust and allows the principal to share leadership roles with teachers without fear.

1.5.   RESEARCH DESIGN AND METHODOLOGY

1.5.1. Research design

A phenomenological qualitative research design was used in this study. Phenomenology is the study of a phenomenon that refers to events, situations and experiences (Maree, 2016:77). This phenomenological study used purposeful sampling to select its participants. Participants that were selected were members of staff in their schools because their responses, based on their proximity to the researched phenomenon, indicated whether there is collective leadership in the secondary schools selected for data collection. Data were collected using semi-structured online interviews.

The study aimed to address the gap identified, to raise awareness and increase insight into the phenomenon of collective leadership (Astalin, 2013:119). The study describes and interprets the experiences of participants and tries to answer the research questions. The main question answered is how collective leadership can contribute towards quality teaching and learning. The researcher works with the management of schools, has personal experiences about collective leadership, thus sought to gain a better understanding (Leedy & Ormrod, 2013: 145) of the phenomenon.

1.5.2. Research methodology

This research followed a qualitative approach which, according to Gay (2011:7), is an approach where data are collected, analysed and interpreted to gain insight into a particular phenomenon. Creswell (2012:16) explains that the central phenomenon is understood in qualitative studies. The research problem was justified in the literature review, in this case, the literature review justified if collective leadership contributes to learners' academic performances. Creswell alludes that participants' views be obtained. Data were analysed and findings were interpreted. Participants' responses gave information on whether collective leadership contributes towards quality teaching and learning. Qualitative research relies on words rather than on numerical data and employs interpretation of data and not statistical forms. Meaning is extracted from data, analysed and interpreted for meaning (Maree, 2016:53).

The qualitative approach applies to this study because data were collected from school management teams, analysed, and interpreted to conclude whether collective leadership does contribute towards quality teaching and learning. According to (McMillan and Schumacher 2010:322; Leedy & Ormrod, 2013:139; Maree, 2016:53) one of the characteristics of a qualitative studyis that behavioural studies occur in a natural setting. In this study, collective leadershipoccurs in schools that are natural environments. There is neither manipulation nor control of behaviour, but that collective leadership was understood in a school whereit occurred.

1.5.3. Research paradigm

This study followed an interpretative paradigm. The central point of this paradigm, according to Kivunja and Kuyini (2017:33), is to try to understand and interpret the subject being studied. Emphasis is placed on understanding the individual and their interpretation of the world around them. This study's researcher interpreted the responses of participants about collective leadership in the schools they work in. The researcher then constructed meaning out of the data collected from participants through her own thinking and cognitive processing of data-informed by how participants responded to interview questions. The researcher then engaged with the subject during interaction in which interviews were conducted, by listening to participants' responses, writing and recording the research data (Maree, 2016:60-61).

The study does not only rely on one truth but rather on multiple truths (Taylor & Medina, 2013:46). This means that participants were allowed to reflect, expand and elaborate on their responses. The researcher made follow-ups if the responses were unclear (Macmillan & Schumacher, 2010:6). The researcher gave subjective judgment and her own perspective after interviewing the participants (Kivunja & Kuyini, 2017: 34; Poni, 2014:410).

1.5.4. Sampling strategy

Galetuke (2017:13) describes sampling as the method that is used to select a group of people from a population. This study used purposeful sampling. In this sampling, the researcher intentionally selected participants and the research sites. Six schools in the Dr Ruth Segomotsi Mompati District were selected to conduct research on and participants were school management teams (Creswell, 2012:206).

Gay, Mills and Arisians (2011:141) refer to purposeful sampling as judgment sampling. Judgement sampling was done with the belief that the six schools selected and the two school management team members who were selected would adequately represent secondary schools in Dr Ruth Segomotsi Mompati.

The criteria that were used to select the six schools were that the schools should be either well-performing or underperforming schools. Three well-performing and three underperforming schools were selected using mainly the Grade 12 results for three consecutive years. Sampling determined whether collective leadership contributes to quality teaching and learning or not. School management team members were chosen due to their knowledge of collective leadership and being in the forefront of where collective decisions are to be taken.

The researcher's prior knowledge about the schools helped in sampling. The researcher is from the district and has worked in the district for 25 years. Although this is the case, the researcher took the utmost care not to influence the participants hence a department official was used to recruit participants. The province has rural areas that have small schools that were formerly middle schools. Two school management team members of six secondary schools were selected to make the comparison of the responses from one school then with other schools (Leedy & Ormrod, 2013:215). Management team responses indicated that there is collective leadership, and it is beneficial to the schools (McMillan & Schumacher, 2010:138).

1.5.5. Data collection

In this research, semi-structured online individual interviews were used to collect evidence. Barclay (2018:1-2) explains semi-structured interviews as a qualitative research method that combines questions that provoke discussion with the opportunity for the researcher of the study to explore further responses by participants. The interview is formal, questions are open-ended and allow researcher and participants to discuss some topics in more detail. The interview guide started by outlining topics that should be included, research questions served as a guide on what the researcher endeavoured to get out of the interviews.

Barclay (2018:2) further explains that questions can be prepared before the interview takes place to allow a researcher to prepare and to appear competent during the actual interview. Questions were prepared beforehand for this research. The information required was not numerical. This notion is substantiated by Maree (2016: 93) who states that the researcher must be attentive to the responses of participants to identify new emerging lines that are directly related to the phenomenon being studied. The researcher was attentive during the interviews and transcribed everything that was said. The researcher guided participants back to the focus of the interview when the need arose. The interviews made it easy for the researcher to conclude that collective leadership contributes towards quality teaching and learning.

 The evidence was used to produce findings that were not predetermined. The researcher did not only rely on information discussed in the literature review, but also learnt from participants to conclude on the research findings (McMillan & Schumacher, 2010:357). The evidence collected helped the researcher to conclude that collective leadership contributes towards quality teaching and learning (Leedy & Ormrod, 2013:154).

Some members of the school management teams responded to interview questions to share their relevant experiences of leadership in their schools. The researcher ensured participants responses were understandable and encouraged them to elaborate on their responses (Macmillan & Schumacher, 2010:346). The researcher understood better when participants elaborated on their responses.

The researcher described and interpreted the responses of participants. Semi-

structured interviews were selected for this study because it allowed the researcher to ask follow up questions when something was not clear (MacMillan & Schumacher, 2010:357).

1.5.6. Data analysis

1.5.6.1. Transcribing of interviews

Data collected utilizing online audio and voice recordings were transcribed. The researcher did the transcriptions personally to include non-verbal signals to the transcripts, such as when the participants paused to think. Audio interviews were transcribed verbatim (Maree, 2016:115; MacMillan & Schumacher, 2010: 360).

The researcher recorded the interviews and made notes and immediately edited notes for errors and completed the final form. The final form includes the date, place and participants' identity or codes. The participants' names were not used for ethical reasons (Valentin, 2019:18). The researcher made enough time on the day to conduct the interviews, made notes and came up with the final records (Maree, 2016:115; MacMillan & Schumacher, 2010: 360).

1.5.6.2. Coding

Maree (2016:116) describes coding as the process of reading carefully through transcribed data. Reading was done line by line and divided into meaningful analytical units. Maree further describes coding as marking the segments of data with symbols or unique identified names. A code or label was assigned to every part where there was meaning. A list of all meaning units was developed and used in the study. The researcher used codes to divide the information into sections.

1.5.6.3. Themes and sub-themes

Themes are done once codes are saturated. Maree also refers to themes as categories. Themes are categorised to help the researcher to make sense out of the data. Themes are further described as a group of content sharing a common feature. The hierarchical category system puts categories into subsets. It is effective to make sense of data and to show the types between subsets and subcategories (sub-themes). Developing definitions for each category and code helped the researcher to discuss findings (Maree, 2016, 119-120).

After participants' responses to interviews, the researcher gathered all the responses,

analysed them and drew conclusions from them. The researcher brought her own perspective to the interpretation of the data (Leedy & Ormrod, 2013: 142). The data analysed determined qualitative results on whether or not collective leadership contributes towards quality teaching and learning. Information gathered from participants was organised, categorised as themes and sub-themes, interpreted and synthesized. In the end, the researcher interpreted the analysed information, stated her findings and conclusion and made recommendations. Findings were discussed as defined under each category.

1.5.6.4. *Validity and reliability*

According to Maree (2016:122), validity in qualitative research relies on how data are presented. The researcher is leading the reader to understand the meaning of the experience that is studied. The recorded interviews were transcribed verbatim, and the transcribed interviews were controlled by listening and following the transcribed interviews over-and-over to ensure that the researcher works with the authentic data. Transparency in research procedures and clear interpretations of research processes is important.

The instruments and processes used for data collection were included in the final document for inspection. It was to ensure the trustworthiness and integrity of the study, the analysis and interpretation of the study. Golafshani (2003:601-602) states that there is no validity without reliability. Reliability is a consequence of validity in a study. Validity and reliability ensure trustworthiness.

The study was validated after data collection to check if data collected can confirm whether collective leadership contributes to quality teaching and learning. Validity was done by the researcher playing recordings over and over and transcribing the data verbatim. Where participants proved that there is collective leadership, it was then measured against learners' academic performance. Collective leadership is not fully implemented in underperforming schools but fully implemented in well-performing schools.

1.6. ETHICAL CONSIDERATIONS

The researcher went for ethical training and gained valuable knowledge regarding ethical standards to be followed. Cohen, Manion and Morrison (2002:56) explain that ethics is important for the sensitivity to the rights of others. Researchers should

consider that even though the truth is good, respect for human dignity is better.

Firstly, permission was obtained from the Ethics Committee of the Faculty of Education of North-West University and the researcher adhered to the NWU Research Ethics policy. The provincial education department, principals and school governing bodies were approached to grant permission for the research to be conducted in their schools.

The researcher ensured that nobody was harmed and that the confidentiality of all participants was assured (Maree, 2016:44; Valentin, 2019:18). The names of participants were not mentioned. Participation in this research was voluntary. Nobody was forced to participate. Participants were informed of their right to withdraw from the research without being disadvantaged in any manner. A briefing was held telephonically with participants to explain the process that would unfold due to COVID-19 restrictions. The benefits were also explained. Participants were asked to sign consent forms to confirm their understanding of the implications of their participation, including risks and benefits. Data and findings will be shared with participants when requested.

1.7. CONTRIBUTION OF THE STUDY

The study contributes to a body of knowledge on collective leadership which may assist the school principals in implementing it in their schools. The research came up with guidelines that can help management teams to implement collective leadership in their schools to improve quality teaching and learning.

The study was conducted in the Dr Ruth Segomotsi Mompati District that is the most rural in the North West Province. Teachers co-opted as senior teachers are expected to share leadership responsibilities with the principal. The research also endeavours to share ways of influencing principals to move away from being bosses and consider being co-leaders through implementing collective leadership.

1.8. CHAPTER DIVISION

1.8.1. Chapter 1:   Research proposal

This chapter is about the research overview. It includes an introduction, problem statement and objectives of the research.

1.8.2. Chapter 2:   Literature Review

Chapter two gives an overview of the relevant literature on how collective leadership contributes towards quality teaching and learning.

1.8.3. Chapter 3: Research design and methodology

The chapter focuses on the design and methodology, including the sampling strategy for the research.

1.8.4. Chapter 4: Data presentation

This chapter offers the analysis of results and findings.

1.8.5. Chapter 5: Summary, conclusion and recommendations

The chapter summarises the findings, draws conclusions, provides recommendations and identifies areas for additional research.

1.9.   SUMMARY

This chapter discussed the rationale for conducting this study and introduced the research design and methodology used in performing the research. The problem statement and rationale for the study was explained, the research questions and aim of the research were set, key concepts were clarified, and the research design and methodology were outlined. Chapter 2 deals with the relevant literature pertaining to the set research aim and objectives.

CHAPTER 2

COLLECTIVE LEADERSHIP AND QUALITY TEACHING AND LEARNING

## 2.1.	INTRODUCTION

This chapter focuses on the theoretical framework and literature on collective leadership and their impact on quality teaching and learning. The chapter commences with an introduction that outlines what the chapter comprises. The theoretical framework follows. The theoretical framework outlines what authors say about collective leadership theory and its origins. Concepts related to the literature are then clarified. Later on, the chapter on collective leadership in the South African school context is explained and challenges schools face in implementing collective leadership. The influence of collective leadership on learner academic performance is also outlined. The chapter concludes by briefly indicating what is discussed in the whole chapter.

The literature review provides an overview of recent research and not so recent but literature suitable for the research topic. It also highlights the most important facts about the topic and the gap identified. The most important facts about the topic such as in collective leadership the principal must share power with subordinates and involve them in decision making. The gap ought to address what has been written about the topic and what has not been written (Maree, 2016:3). The researcher should be able to refine the focus of the new topic of the research. The gap identified is that in some instances, principals still practises the autocratic style of leadership.

Tamene (2016: 52-53) defines theory as a framework of ideas about how a particular phenomenon is related to its parts. This study aims to explore the relationship between the collective leadership phenomenon and quality teaching and learning. A theory helps the researcher to make decisions about what data to gather. It also helps to determinethe important data. Tamene further explains that a theoretical framework is derived from a theory. A theoretical framework guides research and determines what to measure. The theoretical framework assisted this research to measure the correlation betweencollective leadership and learner academic performance.

2.2. COLLECTIVE LEADERSHIP

2.2.1. Theoretical framework: collective leadership theory

The theoretical origin of collective leadership can be traced back to the 1980s where it was referred to as emergent leadership. Collective leadership in the mid-1990s was referred to as collaborative, and co-leadership until the mid-2000s. Since 2000, it has been referred to as shared or dispersed leadership. The term distributed leadership overtook shared leadership that was dominant in the early 1990s and 2000s. Distributed leadership was dominant between 2007 and 2009 (Bolden, 2011:254).

Louis, Dretzke and Wahlstrom (2010:318) mention that over three decades, there was the proposal by many counties to include teachers in leadership roles. In the late 1980s and early 1990s, efforts were made to introduce school-based management that included teachers in formal representation in decision making. Policy discussions in the USA and other countries support teacher participation in leadership and decision making. In South Africa, the Personnel Administrative Measures (PAM) outline the roles of master and senior teachers. The South African Schools Act also compels teachers, parents and learners to have representation in the School Governing Body (SGB).

There has been room for collective leadership even when instructional leadership was practised by the principal-centric model. The success of instructional leadership begins with an acknowledgement of the teachers' expertise where principals undertook certain activities in collaboration with teachers (Nordengren, 2012:9-10). Scholars of distributed leadership began for two main reasons. First because of the general dissatisfaction with an intense focus on individual leadership. Secondly, because of preventing the belief that leadership itself is old fashioned (Nordengren (2012:15). Nordengren (2012:18) put forth an argument that leadership is not what happens once but a series of repeated actions resulting from ongoing relationships among leaders, between leaders and followers.

Recent researchers agree that for the school to cope with challenges, it requires more than reliance on a single individual. Leadership has to shift from heroic to post-heroic models. A heroic model places leaders at the top of the pyramid and ignores the fact that leaders have weaknesses that have to be complemented by the strengths of others. The model considers subordinates as lazy and powerless and suggests that

leaders have to be superhumanly aligned with a military model (Oduro, 2004:4). The post heroic model places school leadership not in an individual, but in the collaborative efforts of many. The model emphasises human relations-oriented features such as teamwork, participation, empowerment, risk-taking and little control over others.

School leadership does not command and control but works together with others. In recent years, one dimension of the post-heroic leadership model which has gained much acceptance by English researchers is distributed leadership (Oduro, 2004:5).All the above features of post heroic model and distributed leadership are similar to that of collective leadership.

Over the 1st decade of the 21st-century, a body of work commonly referred to as distributed leadership emerged. The idea has gathered considerable attention from policymakers and practitioners in several countries and international organizations. Distributed leadership in schools cannot just involve principals rather it should involve multiple individuals, including those in formal leadership positions and those who are not in formal positions. The formal leadership positions are that of the deputy principals and departmental heads. The non-formal leadership positions are that of teachers, parents and learners (Spillane & Mertz, 2015:1).

Attention has been paid to collective leadership for the past decade. Collective leadership is then described as the interaction of team members to lead the team by sharing leadership responsibilities. It does not only focus on shared leadership but also distributed and rotated leadership. Decentralization of leadership is when leadership is evenly distributed amongst all members of the collective. Decentralization expresses the distributed aspect of collective leadership (Contractor, De Church, Carson, Carter & Keegan, 2012:995).

Distributed leadership theory, according to Melikhaya (2015:17) implies social distribution of leadership is stretched over several individuals. It promotes democratic values in a school. The South African constitution outlines values such as transparency and freedom of speech, which support the involvement of all stakeholders. Distributed leadership promotes the involvement of all stakeholders in decision making and leadership roles. Moodley (2012:35) encourages the level of participation by SMT, SGB, teachers and all structures within the school. Moodley further considers the interaction between leader, follower and situation. These situations include the change in school times, annual award functions and any other

situation that involves decision making. The notion is supported by Spillane, Halverson and Diamond (2007:8) who are of the view that for leadership practice to be understood, leaders' thinking, behaviour and situation are to be considered. A leader's thinking is to be distributed across the situation. Leadership emerges as a result of interaction between people and their environment. Spillane *et al.* (2007:11) argue that leadership practice is best understood as a practice distributed over leaders, followers and their situation rather than as a practice seen as an individual's skill and ability. Leaders influence followers drawing from a position of authority and followers influence leaders by personal characteristics, special knowledge and expertise. It means the leader influences followers and followers also influence the leader

Humphreys (2010:16) is of the view that in collective leadership roles are played by different people at different times. It means a person who is a leader of a certain task or committee is a follower of another committee. Humphreys (2010:18) further mentions that there is interdependence between leadership, followers and the situation. The departmental head is a leader to the deputy principal in the subject and the deputy principal is a curriculum head in a school. A teacher who is a sports organizer is the leader of the school management team but in other situations, the management team leads.

Collective leadership theory is an approach that allows joint decision making based on involving every member such as deputy principals, departmental heads and teachers in a school (Sibanda, 2018:783). The principal makes a decision only after discussing with members of staff. The principal shares his/her knowledge and encourages members of staff to forward their inputs. A high degree of autonomy is allowed for one to complete an assigned duty (Naidoo & Botha, 2012: 9220). Leadership shifts from hierarchical to a distributed form of leadership (Margolis & Ziegert, 2016:336; Makhanya, 2013:10). Grant *et al.* (2010: 404) state that when the principal allows for collective leadership in a school, that does not mean that the principal gives up power to subordinates. The principal becomes the leader of those leaders. The role remains central and he remains an accounting officer. The principalholds statutorily delegated authority (SASA, 1996).

Mollootimile and Zengele (2015:174) view the theory of shared leadership as the 'Bottom up' theory. The theory emphasises that power decision making has to be shared among some if not all members of the organization. Mollootimile and Zengele

(ibid) further mention that internal devolution of power within the school is important, that is changing from unilateral decision making to democratic leadership that allows active participation of all. This study aims to explore the contribution of this shared leadershiptowards quality teaching and learning.

The 'Bottom up' theory is substantiated by Kraft (2015:61) who mentions that the theory encourages cooperation and leads to the easy achievement of goals. Bush (2011:259; Humphrey, 2010:79) explain that the theory is when leadership is from principal and deputy principal to teachers. Moonsamy (2010:18), Nene (2010:28) and Pillay (2013:13) explain that collective leadership is autonomous, bottom-up and emergent. The authors further mention that the private interests of individuals are promoted through collective leadership. People work together in ways that work best for the school to achieve common goals.

Frederick, Vessey, Schulke, Ruark and Mumford (2009:934&935) mention that collective leadership theory is about sharing between the leader and the team. The leader recognises the expertise of members of the team, hence allocating leadership roles to them. The authors assume that members of a team are not created equal hence their expertise should be utilised for the benefit of the school. Frederick *et al.* (2009:935) further alluded that collective leadership is not static. Different problems need different skills to be dealt with, hence different expertise is needed at different situations.

The dimensions of theoretical framework that will be fully operationalised in this study is that leadership must involve other members of the school. SMTs, teachers, learners and parents are to be involved in school leadership according to SASA. Members in formal and those not in formal leadership positions are to be involved to support the school in achieving quality teaching and learning (Spillane & Mertz, 2015:1). Parents serving on the SGB and other committees help the school to be closer to the community. Collective leadership theory supports joint decision making where the decisions in a school are taken only after consultation (Sibanda, 2018:783). Leadership is bottom up because the decision is from subordinates then to the leader (Kraft (2015:61; Bush 2011:259; Humphrey, 2010:79). The leader acknowledges expertise of others, hence sharing leadership roles with them. The leader's weaknesses are complemented by others 'strengths. The whole school will be recognised for the level of performance and poor performance will not be ascribed to

the competence of a single leader.

Collective leadership means decentralisation of leadership where leadership roles are distributed amongst members as a collective in a school ((Contractor, De Church, Carson, Carter & Keegan, 2012:995). The principal remains the accounting officer, he/she holds statutorily delegated authority (SASA, 1996). The principal still foresees those leaders and ensures they work according to policies of the Department of Education. In this way, quality teaching and learning is provided because different stakeholders bring strategies that can help the school to move forward.

Frederick *et al.* (2009:936) highlights the following key collective leadership constructs: leader-team exchange, communication, leader network, team network, team effective climate and team performance parameters. Leader–team exchange is an exchange between the leader and the team and the behaviour that leads to the exchange. Leadership is not only from formal leaders, but expertise is considered as leadership is exchanged between the leader and the team. Frederick *et al.* (2009:940) further mention that for collective leadership to occur, there must be an exchange between the leader and the team. Communication makes utilisation of expertise possible because as the team consult with each other, it is a form of communication. Effective communication leads to team learning and development. Leader network as one of the key constructs of collective leadership is a channel of transferring information. Communication is a method of transfer and leader network is a channel through which the information will be transferred from the leader to team members. The leader needs to have a skill that will help with the interpretation of the networks (Frederick *et al.*, 2009:942). Team network also plays a critical role in collective leadership. Team network differs from leadership network in that the team network is directly affected by affective climate and the team performance capabilities. Team networks help to locate expertise of the team members and distribute roles accordingly (Frederick *et al.*, 2009:943). Team effective climate and team performance parameters are also important in collective leadership. With team effective climate, there is a relationship between affect and relevant collective leadership concepts such as feedback, contribution, conflict, and support networks. Affect relates to moods, feelings and attitudes (Frederick *et al.*, 2009:944). Parameters are those elements that might direct or restrict effective implementation of collective leadership. For example, characters of the team and problem conditions are the ones that direct improved performance

and those that restrict lower performance (Frederick *et al.*, 2009:945).

Frederick *et al.* (2016: 313) support the notion that leader's skills help to interpret the team networks and the issue of considering expertise when allocating leadership roles. Communication, network development and leader-team exchange are also considered to be important (Frederick *et al.*, 2016: 313).

2.2.2. Key aspects in collective leadership

The following are key in collective leadership: communication, network development, leader-team exchange and climate. Communication is important in collective leadership because it encourages teachers to voice out ideas. Teachers can say what should happen in the school. It is equally important for teachers to provide feedback to other teachers about the decisions taken (Frederick et al., 2016:314). Communication can also be displayed by the leader who shares information and updates members of staff on the latest about the school or the Department of Education. This could generate trust and loyalty towards that leader (Baloyi, 2011: 21). An example given by this study is that of a teacher serving in the school governing body (SGB), who should always give feedback to teachers after attending workshops and meetings. By doing that, the teacher takes a lead and also communicates to peers.

Baloyi (2011: 32 & 33) further states that the leader communicates with others outside and inside the school. The principal communicates with stakeholders such as administration assistants, security officers, parents and departmental officials. Communication skills need to be improved for them to be effective. The following are to be considered for communication skills to improve. The principal has to be clear and complete when giving instructions to staff or giving feedback. A supportive climate for effective communication has to be developed and channels used are important so as not to distort information.

Frederick *et al.* (2016:315) cite the development of networks as interrelated to communication. They regard network development as the artery through which the blood - which is communication - moves. The two networks are the team's network as well as the leader's individual network. Team members should work together amongst themselves, that is team network and the leader should work with the team. Networking is important for the emergence of collective leadership. Grant (2008: 98)

states that networking can be extended to others outside the school. Cross-school interaction has the benefit of professional development. If in the school no one has knowledge of something, then interacting with colleagues from other schools may benefit them. For instance, a departmental head for humanities who has knowledge of history and not of geography can request help from other schools, especially if there is no experienced geography teacher in the school. The inexperienced geography teacher will be mentored from outside until the teacher is developed.

Frederick *et al.* (2016: 315) also regard the distribution of the roles to teachers through delegation as leader-team exchange. This distribution has a positive impact on problem-solving. The principal is helped by other leaders such as SMT members and teachers to solve challenges. For instance, the person responsible for gate control will deal with the late coming of a particular week. This is in support of the view of Hallinger and Heck (2010:663) and Baloyi (2011: 34).

Frederick *et al.* (2009:944) view climate as a team's shared affective experience. There is a relationship between affect and relevant collective leadership concepts such as feedback, contribution, conflict and support networks. Affect relates to moods, feelings and attitudes. Frederick *et al.* (2009: 944) further describe climate as a set of shared attitudes or expectations that a team has concerning specific context, for example, climate for creativity. Affect can spread through groups, for instance, a positive affective climate increases where there is cooperation and decreases where there is conflict. An affective climate can be influenced by leadership.

Hulpia, Devos and Rosseel (2009:7) concur with the notion that collective leadership is expected to foster creativity and innovation. Hulpia *et al.* (2009:26 & 29) study found that teacher leaders (those who carry a certain leadership responsibility) are less satisfied with their job than classroom teachers (those who focus only on the classroom, no leadership responsibility is carried) because they complain about the increased work load. The problem of teacher leaders complaining about workload can be overcome by cohesion amongst leadership team members**.** Teachers and school management teams should share leadership responsibilities to decrease the workload of others.

2.2.3. Collective leadership and decision making

Harris (2014: 15-16) states that the principal has to share power and decision making.

The principal should create conducive conditions for teachers and the SMT to lead. Collective leadership theory considers those with the ability, talents and capacity to lead and not only those with formal and paid responsibility to be the only ones leading. The talents and capabilities should be developed so that schools can meet the educational needs of the 21st century. This is in support of Makhanya (2013:32) who states that sharing leadership creates learning opportunities to develop into productive leaders, the existing talents are unleashed. Moodley (2012:18 &19) alludes that when leadership is shared, it means decision making also has to be shared. This will only be possible if school management teams who are in formal leadership positions award teachers the opportunities to be involved in decision making. Differentiation of roles is important for different people to share decision making. A team can have a proposer who suggests what can be done. Opinion seekers can ask members of the team to give their opinions and a scriber who records information is also needed. Somebody who encourages members of the team is important to keep them motivated. A harmonizer will help to manage conflicts and an observer who oversees the discussion is also important. Voting before a decision can be taken can be used if a team cannot reach a consensus.

Moodley (2012:20) suggests that legislative directives need to be implemented when decisions are taken. The South African Schools Act 84 of 1996 states that governance and management are decentralized to school management teams and school governing bodies. A conducive environment for shared decision making is a collaborative culture with motivated staff members. Staff should be able to work together, trust each other, and give professional and personal support. When conflicts are fairly and timeously resolved, staff become satisfied in their job because there is labour peace. The principal should play a key role in ensuring that the school offers a conducive environment for shared decision making and creates time for that. A visionary principal supports shared decision making (Moodley 2012:22 & 23).

Mollootimile and Zengele (2015: 174) mention that shared decision making with teachers is beneficial because they are the ones who know the needs of the learners and that of the community. In some instances, teachers are members of the community and they understand the social background of learners. If there is a need for intervention and the school struggles to reach the parents of those learners, then the teachers will help as they are the ones closer to learners. Leadership that is shared

is democratic as it gives other role players such as the School Management Teams (SMT), School Governing Bodies (SGB), Representative Council of Learners (RCL) and teachers an opportunity to have a say, and responsibilities to carry out in leadership (South African Schools Act 84 of 1996).

Baloyi (2011:31) mentions that decision making has to be taken when the school is faced with a threat, problem or opportunity. The Constitution of South Africa emphasises transparency, responsibility, and accountability. The staff has to be allowed to take part in decision making. Baloyi (2011:32) highlights that there are two types of decision making, that is programmed and non-programmed decisions. The programmed decision is repetitive and routine while the non-programmed is complex, important and non-routine. Programmed decisions are usually handled by teachers and non-programmed decisions are handled by the school management team. The principal has the responsibility to ensure decisions are implemented and tasks are done as agreed. The study gives conducting matric farewell function as an example of programmed decision and solving a case of a learner who was found in possession of drugs as a non-programmable decision. The absence of programmed and non-programmed decisions affects quality teaching and learning in that if teachers are able to handle programmed decisions that have known rules and guidelines that enable teachers to take decisions easily and quickly, then the SMT will be able to take non-programmable decisions that require critical thinking. The school will run smoothly because responsibilities are shared, SMT burden is lessened and quality teaching and learning improves. Learners respect teachers because they realise they also have authority and teachers also feel they are considered, which encourages them to work hard.

One other aspect that should not be ignored is the issue of numbers (quantity) versus quality. This implies that when leadership is shared, quality should not be compromised; hence ability and talent should be considered (Harris, 2014: 16). McHugh *et al.* (2015:222) mention collective quality decision as to how the decision taken meets the requirements of the task. McHugh *et al.* (ibid) argue that individuals' specific knowledge and decision quality enables them to solve complex problems effectively. Collective intelligence and knowledge help individuals to make better quality decisions.

Collective leadership reduces the mistakes that can be committed by leaders who take

decisions alone (Bolden, 2011:252). To be a leader does not mean you know everything. By distributing leadership responsibilities, the leader avoids wrong decisions as a result of a lack of knowledge, whereas there could be those in the school who are more knowledgeable in certain aspects and could have helped. Collective leadership makes everyone in the school to be greatly committed in their work thus helping in achieving organizational goals and strategies (Leithwood & Mascall, 2008:530). McHugh *et al.* (2015:219 & 220) are of the view that collective leadership mainly forms as a result of the leaders' effort to bring subordinates together. For instance, the principal's ability to unite the school management team, teachers, support staff and school governing bodies for a common purpose of school improvement creates a positive platform for collective leadership. They see themselves as part of a collective instead of individuals with their own needs and goals. One could argue that when leadership is shared, it becomes easy to achieve goals because expertise is considered when giving teachers leadership responsibilities.

2.2.4. Power sharing in collective leadership

In applying collective leadership, there is a belief that the school's human resources (SMT and teachers) should be empowered. Empowering school human resources, for instance on examination administration and on the drawing of plans, can help them to deal with changes in the democratic dispensation (Makhanya, 2013:10; Harris, 2014:15-16).

Empowering leaders encourages their subordinates to act independently. They take responsibility by engaging in coaching, participative decision making and leading by example. Empowering leaders considers power-sharing and collaboration as the team norm (Margolis & Ziegert, 2016:339). Margolis and Ziegert further allude that empowering displays trust and confidence in the team and allows subordinates to act at a high level of discretion. A low level of empowering leadership encourages traditional hierarchical control whereas a high level of empowering leadership encourages participation within the team. Information shared regarding performance, finances and any other by the principal during interaction with teachers and the school management team helps them to feel confident. This results in teachers and management teams articulating and implementing ideas freely.

According to Harris (2002:12-13), leaders who are in formal leadership positions,

which is the School Management Team (SMT) should share power and control with other teachers. Teachers need to be given a chance to take leadership roles in some instances. For instance, while the SMT is responsible for allocating subjects to teachers, one teacher can be given the responsibility of drawing up a timetable because of his/her expertise. Personnel Administrative Measures (PAM) allow for teachers to perform or assist with timetabling.

Melikhaya (2015:24) states that teacher-leadership will only increase where the traditional top-down leadership style is replaced by shared decision making and vision sharing. A collaborative environment is conducive to shared leadership. The school that has a collaborative culture uses the strength and talents of individual teachers for the benefit of the school. Hulpia *et al*. (2009:3-6) are of the view that leadership functions have to be distributed across several individuals especially in large schools. Supportive leadership focus on the leader's role in promoting a collective school vision. Distribution of leadership has to be done formally and informally among the whole school, which means that leadership has to be distributed among those in formal leadership positions (SMT) and those who are not (teachers). Teachers are to participate in the decision making of the school. The researcher concurs with the latter authors on the notion that the principal and school management teams are to create opportunities for teacher-leadership and to offer moral support to teachers. Collective leadership needs to be implemented in small schools as well because the trend in these small schools is that the principals are the only formal leaders.

Humphreys (2010:16) is of the view that in collective leadership, roles are played by different people at different times. It means a person who is a leader of a certain task or committee is a follower of another committee. Humphreys (2010:18) further mentions that there is interdependence between leadership, followers and the situation. The departmental head is a leader to the deputy principal in the subject and the deputy principal is a curriculum head in a school. A teacher who is a sports organizer is the leader of the school management team but in another situation, the management team leads.

2.2.5. Collective leadership and relationships

Harris (2002:11-12) further indicates that collective leadership will be possible if the relationship between teachers and management is healthy. A healthy relationship has a combination of strong interpersonal skills, like SMTs and teachers having tolerance

for each other and being able to resolve conflicts. Schools need to create a culture that accepts teachers into leadership (Pillay, 2013:12). This notion is supported by Seobi and Wood (2016:4-5) who suggest that SMTs and teachers have to deepen their understanding of each other as people and not as just colleagues. They need to build a relationship that is characterized by care, compassion and mutual support. They could achieve more if they work as a cohesive and self-reflective team, by collaborating and committing towards achieving a goal based on relationships based on trust and respect (Pillay, 2013:18). McHugh *et al.* (2015: 223) also cite that relationships between the leader and followers become stronger when the leader inspires followers, and the inspiration of the leader energizes followers to exert extra effort. Inspiration is explained as a motivational technique that arouses powerful emotional responses from followers. Principals are encouraged to inspire staff members so as to work hard to achieve the school's goals.

Mchunu (2010:20) alludes that the principal needs to offer emotional support to stakeholders such as the school management team, teachers, learners and support staff. The following three key phases of the emotional support journey are explained by Mchunu: Phase one is about trust versus mistrust. Stakeholders blame one another for mistakes that happen. The principal has to offer emotional support to stakeholders so that they can trust each other. Phase two is about a shift from dependency to autonomy. At first, stakeholders depend much on the principal and expect all the answers from the principal. They develop with time as a result of being inquisitive, this makes them autonomous and independent, they can now accept leadership roles. Phase three is when after risk-taking and experimentation, stakeholders become innovative. They start to take ownership of changes that happen in the school. The principal needs to offer emotional support to stakeholders to work in harmony with one another, taking ownership instead of blaming others.

Oduro (2004:13) set forth 'pull' and 'push' factors for collective leadership. Pull factors are favourable conditions while push factors are unfavourable conditions. The frequent and most common favourable pull factor is trust. There must be trust amongst teachers, between teachers and school management team, between teachers and learners, management team and learners and amongst learners. In the absence of trust, people cannot share leadership roles. Oduro considers distrust a push factor as they are the ones inhibiting implementation of the pull factors. Oduro is supported by

Humphreys (2010:26) and Melikhaya (2015:21&23) who emphasize that trust is significant in collective leadership. Teachers need to feel trusted and supported by the principal and management teams. Trust makes teachers feel motivated and supported and is necessary if they are allowed to be part of decision making. Humphreys further argues that schools have to develop a sense of community. A community where there is interaction between teachers and management teams, and they are allowed to take initiatives. An organization where its people do not trust each other, cannot work in harmony.

Three key stages of the change process according to Mchunu (2010:23), which highlight change from hierarchical, autocratic leadership to collective leadership, are as follows: The first stage is goal setting by all stakeholders whereby aims, goals and outcomes relating to curriculum and other aspects of the school are formulated. Achievement of these goals depends on the collaborative effort of all role players. Staff develops goals that are aligned to the broader goals of the school (Mchunu 2010: 24). The second stage is the planning process involving relevant stakeholders. After evaluating the strengths, weaknesses, opportunities, and threats (SWOT) of the school; an action plan on how to achieve goals is drawn (Mchunu 2010:24 & 25). The third stage is the evaluation to assess whether goals and outcomes set are achieved. This informs future planning and development. All stakeholders should be involved even during evaluation. These stages are important for collective leadership to be effective (Mchunu 2010:25).

Hallinger and Heck (2010:670) associate collective leadership with improvement in learner performance, learner reading achievement and building learners' academic capacity. This implies that teachers are allowed to have a major role in decisions about curriculum development in the school. There is also shared accountability for learners' academic performance. Principals cannot be experts in every subject in secondary schools. Leadership has to be shared amongst the management team and even teachers. Shared leadership will complement what the principal is not good at. If teachers are not isolated, they increase commitment, thus quality teaching and learning is enhanced (Louis *et al.*, 2010:317-318).

2.3. COLLECTIVE LEADERSHIP IN THE SOUTH AFRICAN SCHOOL CONTEXT

2.3.1. Collective leadership according to SASA

SASA, 1996 gives SMT, SGB, RCL and teachers an opportunity to collectively lead the school. Leadership has to move away from the system where the principal is the only one leading, to leadership by various stakeholders. SMT is responsible for the day to day running of the school while the SGB is for formulating policies and is in charge of the school finances. The RCL and teachers help and support both SGB and SMT in the governance and management of the school.

Bush and Glover (2013,21) conceptualize the introduction of SMT and SGB cited from (SASA,1996) with the notion of collective leadership where leadership is not only confined to those holding formal leadership positions but also to other stakeholders. The notion is supported by Kraft (2015:2) who mention that principals are visionaries and leading professionals who share leadership with all stakeholders in a school. Kraft (2015:58) further cited SASA where it calls for active involvement of all stakeholders in all aspects of decision making. Baloyi (2011:26) and Sejanamane (2014:130&310) also cite SASA by emphasizing collaborative and collective decision making by stakeholders. Leadership is now distributed beyond the principal (Sejanamane, 2014:130&310).

2.3.2. Collective leadership and related concepts

2.3.2.1. School management team

The school management (SMT) comprises the principal, deputy principal and departmental heads. The role of deputy principals and departmental heads is to assist and support the principal in the management of the school (Education Information Standards Dictionary of Education Concepts and Terms (2010:103). The SouthAfrican Schools Act gives the school management team authority to be responsible for day to day running of the school while the School Governing Body (SGB) is responsible for formulating policies.

The school management team should help the principal with the many responsibilities of administration, management and other school activities. They should work together with the principal to make correct decisions during the problem-solving process (Botha & Triegaardt, 2015:208). Leadership should start with the school management team. If collective leadership prevails in SMT, it is then that it can spread to teachers.

Education Information Standards Dictionary of Education Concepts and Terms (2010:115) describes the teacher as a school-based educator whose core responsibility is classroom teaching at school. The South African Schools Act 84 of 1996 defines a learner as any person receiving education. The term learner is used often in the study because teaching and learning benefit the learner. If collective leadership is successfully implemented, it should contribute towards quality teaching and learning.

2.3.2.2. Principal

The South African Schools Act 84 of 1996 describes the principal as an educator appointed or acting as the head of a school. The Act further explains that the principal act as head of the department (HOD) in the School Governing Body (SGB). It means the principal should provide accurate data such as the annual academic reports to the HOD when requested to do so. According to the Education Information Standards Dictionary of Education Concepts and Terms (2010:89), the principal is an educator employed or appointed as a manager at a school. This is in line with the South African Schools Act 84 of 1996. The core responsibility of the principal is to provide school leadership and management.

Botha and Triegaardt (2015: 209) are of the notion that teachers should also help the principal in management, administration, and other school activities. By helping the principal and the management team, collective leadership is implemented. Botha and Triegaardt (ibid) further indicate that the principal plays a key role in supporting new leaders. This implies that the principal remains the accounting officer as outlined in the South African Schools Act 84 of 1996 on the roles of the principals in the SGB.

2.3.2.3. Deputy Principal

The deputy principal is an educator appointed to the post and assigned duties to assist the principal. The deputy principal acts as a principal in his absence (Education Information Standards Dictionary of Education Concepts and Terms, 2010:34). This is in support of the Personnel Administrative Measures (PAM, 2016). This study emphasizes that the principal should involve the deputy in other managerial duties and not only the curriculum so as not to make mistakes when the principal is absent. Sibanda (2018:783), is of the view that a shift from a hierarchical traditional leadership where the principal is the only one leading should be discouraged. The study believes

that the deputy principal as the second in charge after the principal can bring hope in the implementation of collective leadership when actively involved.

2.3.2.4. Departmental head

The departmental head was previously called the head of department (Employment of Educators Act 76 of 1998; Education Information Standards Dictionary of Education Concepts and Terms (2010:54). Personnel administrative measures (PAM, 2016) as amended refer to the departmental head. According to Education, Information Standards Dictionary of Education Concepts and Terms (2010:5), the departmental head (DH) is defined as an educator in charge of a subject area, learning area or phase. The departmental head as a school-based subject specialist should also be involved in managerial duties other than the curriculum. In the absence of the principal and deputy principal, the departmental head is the one to act as the principal. The DH will struggle to carry managerial duties if not previously involved. It cannot be easy to apply collective leadership if those who are in formal leadership positions are also not involved.

2.3.3. Collective leadership studies in South Africa

Several South African studies related to collective leadership in schools have been conducted over the last ten years (Buthelezi, 2016; Phalane, 2016; Metswi, 2012; Williams, 2011). A study by Buthelezi (2016:7,145&147) at a district in Kwa-Zulu Natal focused on strategies that make participative management possible. Buthelezi (2016:7,145 & 147) found that team building sessions, task teams and staff conferences are amongst the strategies that enable participative leadership. The study identified a need for the Department of Education to conduct ongoing development. The principal can improve leadership skills through training and other development initiatives. Programmes for development could help the principal to create an organizational structure that allows for participative decision making. Collective decision making produces fair choices rather than individual decision making.

In a study at a district of the Gauteng province, Phalane (2016:144&146) found that attention is given to strategies that can be used to manage teamwork. Commitment, communication, and each task to have a project leader are amongst the strategies that can be used to manage teamwork. Phalane (2016:146) also found a lack of/suggest a need for ongoing development and monitoring by the Department of

Education. Development programmes should improve the management team's sense of reliance on each other. Monitoring and support help the Department of Education to ensure the implementation of policies.

A study by Metswi (2012:67) at a district of the North West province, recommends that the staff be taken into consideration by being involved in decision making. The leader needs to have knowledge of human behaviour. The creation of conducive climates for the leader and staff to work in a happy and relaxed atmosphere is also necessary. Metswi (ibid) cites that the principal should implement all departmental policies and other changes. Collective leadership is one of the changes allowed by the South African Schools Act 84 of 1996 and is a policy to be implemented. The development of a satisfying environment for staff by the principal can result in better learning and teaching within the school (Metswi, 2012:67).

Prior to the democratic government in South Africa, the leadership practice in South African schools was hierarchical and authoritarian (Williams, 2011:190). Decision making was solely the responsibility of the principal. The principal had power over teachers and dominated even in school activities. This is supported by Sibanda (2018:782) who explains that hierarchical leadership hindered teacher potential to lead in areas that they are good at. The South African democracy brought some changes such as the introduction of school management teams. There was a recommendation by a task team on education management development that leadership should not only be limited to formal management teams but should extend to teachers. The model replaces hierarchical leadership with shared leadership to allow all members' views to be considered. The model unlocks the capabilities and talents of all individuals (Ramalepe, 2014:2).

Collective leadership in secondary schools has some benefits for the school and personnel. One of the benefits is that it helps managers to share the leadership's workload. The workload becomes reduced because everyone including the teacher is co-opted and is involved in the school activities. Teamwork allows those with expertise to perform in those areas they are good at (Baloyi, 2011:26, 33 & 40; Kraft, 2015:15; Nene, 2010:25, 27&28). The work will be done with ease because there is no frustration due to the heavy load of work. Staff are also developed and empowered. For instance, an educator who is co-opted to be a senior teacher of a certain subject will master that because he/she moderates, interacts with specialists, and guides the

teachers in that subject. He/she will strive to know more about the subject. One learns better when involved. Pillay (2013: 11) supports the view that teachers' expertise is developed by working together in a collective capacity. Expertise must be considered when distributing leadership rather than seeking only formal positions or roles.

The following three methods are important for collective leadership in schools: facilitation, mentoring and coaching (Melikhaya, 2015:26). In facilitation, the facilitator needs to have in-depth knowledge of the content he facilitates and of the contexts in which the participants work. For example, a secondary school principal understands secondary school leadership. Mentoring is when the experienced person supports the less experienced. A mentor can either be the leader, SMT member or peer teacher. Training of mentors is needed for it to be effective. Time, support, and understanding are important for the mentoring programme. Phalatse (2012:31) suggests that principals have to ensure that school management teams and teachers are mentored to do their best and are provided with meaning and purpose. Phalatse (2012:30) cite that coaching also works best when training is thorough and specific. The relationship between the coach and coachee (person who receives coaching) should be sound and coaching should be an integral part of the wider learning process. The less experienced teachers and school management teams will no doubt lead because in facilitation, they gain in-depth knowledge of the content; mentoring supports them throughout and coaching helps them to gain specific, thorough training and guidance.

When departmental heads, deputy principals and teachers who have been involved in administrative duties apply for senior posts, it will be easy for them to execute their duties and even do well in interviews because of their experience. Site-based policies should be developed by everyone in the school and not only by school management teams. The principal, SMT, SGB and teachers together develop school-based policies as they regard departmental policies being vague and not addressing school specifics (Van der Mescht & Tyala, 2008:229,230). According to Botha (2014: 1226), the school-based policies will help the principal to make the right decisions because he/she is helped by others. Botha further argues that collective leadership leads to shared values and this results in positive change. One of the positive changes is improved learner performance. Teachers and school management teams are brought into contact with school goals and help the principal to achieve them when involved.

Collective leadership means the decentralization of power. When it is applied, the SMT and teachers are given leadership roles by the principal. Some of the roles include safety coordinators, Learning Teaching Support Material (LTSM) coordinators and Teacher Liaison Officers (TLO). The principal should acknowledge the fact that he/she cannot be a jack of all trades and end up being master of none. Power-sharing helps in clearing misunderstandings. This can happen if clear guidelines are given that the principal remains the accounting officer (Mogonediwa, 2008:45-46). When teachers are involved in leadership, they own the mistakes and non–implementation of the resolutions. Failures will then be not only attributed to the principal or the school management team because teachers are also part of the leadership (Grant, 2008: 99). Mogonediwa (2008:45-46) further alludes that some principals are not fully prepared to share the responsibility with others. They are not sure how to delegate without losing authority. They feel threatened and weakened. They must take note of the fact that people inside an organization can either construct or destruct that organization. Decentralization brings a sense of ownership. Principals should always remember that when something good is done, the accolades go to him by virtue of his appointment, just like when something goes wrong, the principal is the accounting officer (Baloyi, 2011:34&44; SASA, 1996).

2.4. CHALLENGES SCHOOLS FACE IN IMPLEMENTING COLLECTIVE LEADERSHIP

2.4.1 Challenges on the side of the principal

Principals may view collective leadership as difficult to be implemented. Principals, as the ones accounting to authorities, could opt to avoid collective leadership in fear that due dates will not be met if others do the work. Some principals also do not trust their colleagues such that they fear being let down by them for not doing what they are supposed to do, also not doing the job the way the principal likes (Van der Mescht & Tyala, 2008:231&234; Moodley, 2012: 39; Melikhaya, 2015: 28). Humphreys (2010: 28) alludes that lack of clear direction by the principal makes him/her less willing to relinquish power to subordinates as it will expose him/her.

Van der Mescht and Tyala (2008:232&233) further highlights that principals at times feel pressurised by consulting more than they wish. They view some teachers as

politically dominating and pressurizing because of belonging to certain groups (Baloyi, 2011:35). For instance, teachers who belong to teacher unions can pressurize the principal. Discussing and consulting teams in a school can be time-consuming unlike the principal just taking decisions alone. Baloyi (2011:35) supports the notion that collective decision making is time-consuming and taking decisions becomes slow. The principal can opt to avoid collective leadership to save time and avoid pressure.

Principals sometimes are threatened by the competence of teachers and SMT. Teachers and SMTs can have a certain expertise that the principal does not have. Instead of using the expertise to the benefit of the school, some principals think that subordinates are taking their seats and they, time and again, remind them who is in power (Van der Mescht & Tyala, 2008:233). In other instances, Moodley (2012:26) is of the view that principals fear that relying too much on teachers can cause them to lose control. They can end up disrespecting leaders because they think they are on the same level.

2.4.2. Challenges on the side of the school management team (SMT)

SMT can be disloyal to the school by viewing issues differently when they are with the principal and teachers. This means they agree with certain things when with the principal but by the time the staff is consulted, they change sides or even do that behind the principal's back (Van der Mescht & Tyala, 2008:233). The principal will start to sideline them and even teachers who support the principal and this results in the division at school. Williams (2011: 194) emphasizes that lowly ranked managers, that is departmental heads and deputy principals, still serve as administrators, not privileged to take initiatives, apply creative skills and knowledge and also participate in decision making. This tradition has led to uncertainty about the value of participation and a lack of confidence to use the skills.

Management teams, in other instances, do not value teacher leadership. They undermine them because they regard them as their subordinates. On the other hand, they feel threatened by competitive teachers. Senior managers also can undermine middle managers, for instance, principals or deputy principals may undermine the departmental heads for the subjects they teach (Moodley, 2012:39).

2.4.3. Challenges on the side of teachers

Williams (2011:194) points that teachers are insecure to take leadership responsibilities and think that the principal, as the one in authority, is the only one who can lead. A policy like the South African Schools Act 84 of 1996 emphasizes that the principal is the accounting officer and acts as head of department (HOD) at the school level. This poses a challenge in implementing collective leadership. This notion is substantiated by Van der Mescht and Tyala (2008:227,231,232) who state that the principal feels that as an accounting officer, he addresses problems alone. This is the cause of authoritative action by the principal sometimes. Many teachers are used to being given instructions rather than taking initiative because they believe that the school's principal responsibility is to lead and teachers have to follow. They are used to staying in this comfort zone of being followers for years (Kraft, 2015: 5).

Sometimes other staff members disrespect teacher leaders because they regard them as not in formal leadership positions. The lack of capacity building on teachers influences them to behave as such (Moodley, 2012:39). Teachers on the other hand sometimes feel over-stressed by collective leadership and this can result in non-alignment of teachers' goals to the school's goals (Humphreys, 2010:27). Grant, Gardener, Kajee, Moodley and Somaroo (2010:11) and Melikhaya (2015:28) are of the view that teachers themselves can be a barrier to teacher leadership by refusing to lead and resisting leadership from other teachers or through lack of understanding of what teacher leadership is all about.

If teacher leaders make mistakes as they perform leadership responsibilities that reflects poorly on the abilities of teachers. It will be as if they are incompetent hence, they made mistakes (Moodley, 2012:26). The researcher is of the view that even departmental officials blame the principal and say he/she has afforded his/her responsibilities to teachers. Teachers will, on the other side, no longer want to be involved because it becomes as if they sabotage the principal or they are incompetent.

Horne (2018:17) indicates that rural schools experience difficulties in attracting and retaining suitably qualified and experienced teachers. Rural schools have a smaller number of learners and few teachers which results in some having only the principal as the leader. Teachers are allocated to schools according to the number of learners

(PAM). The school is left only with the option of involving teachers in leadership. The lack of their experience makes it difficult to implement collective leadership.

In South Africa, even though they know the value of collective leadership, it is still not fully implemented. Deputy principals and departmental heads are not given leadership responsibilities (Bush & Glover, 2016: 9). Some evidence is during staff meetings where the principal dominates and does not give them some agenda items to present. This challenge is brought about by autocratic principals who still value hierarchical leadership as the correct type (Bush & Glover, 2016: 9; Moodley, 2012:38; Melikhaya, 2015: 28).

Authors such as Nene (2010:1, 16, 29), De Villiers and Pretorius (2011:575-577), Melikhaya (2015:3717) and Sibanda (2018:784) are of the view that teachers should also be involved in leadership. This study considers collective leadership as a possible gap as it seems that deputy principals and departmental heads that are in formal leadership positions, are still underutilized in some schools in terms of leadership responsibilities. Deputy Principals, departmental heads and senior teachers are scarcely involved in leadership, except for curriculum-related matters. Some principals still value autocratic leadership style where the decision making is leader-centred (Nene, 2010:7; Moodley, 2012:38). Suggestions from the SMTs are not considered and they are not fully involved in the leadership of the school (Mogonediwa, 2008: 17).

Williams (2011:195) opines that education policies remain meaningless if principals are not trained, motivated and supported to share leadership responsibilities with school management teams and teachers. Leadership development is important so that principals can be confident to allow collective leadership. The Department of Basic Education needs to offer continuing support to leaders so as not to doubt their positions.

2.5. COLLECTIVE LEADERSHIP AND LEARNER ACADEMIC PERFORMANCE

2.5.1. The effects of collective leadership on quality teaching and learning

Collective leadership has the objective of improving learner performance (Louis, Dretzke & Wahlstrom, 2010: 330; Sibanda, 2018: 783). The expertise of teachers is used to strengthen the team and to assist where necessary. Working as a team develops teachers' potential to their fullest; it benefits the individuals, team and the organization (Sejanamane, 2014:21, 23,90). If managers allow teachers to practice

team teaching, it will improve the quality of teaching and learning because weaknesses are remedied and strengths are combined to do the best of their abilities and to complement weaknesses (Ramahlape, 2016:14-16). Underperformingteachers will be identified and supported by either their peers or the school management team. They will be supported by being allocated mentors to guide them;and through capacity building (Pitsoe & Isingoma, 2014:139). Grant *et al.* (2010: 402)state that teacher leaders act as mentors, coaches, professional developers, action researchers and decision-makers.

Hallinger and Heck (2010:656-657) consider collective leadership as improving learners' academic performance. It creates conditions that enhance effective teaching and learning. The importance of learning by both teachers and learners is emphasised. Hallinger and Heck (2010) further explain that discipline problems are handled fairly and quickly if leadership is shared, and learners' reading achievement and academic capacity are improved. Collective leadership acts as a driver in identifying needs, provides support to teachers and learners through improved monitoring.

Pillay (2013:23 & 24) states that a common school culture created by teachers working together helps the school to improve learners' academic performance. The principal needs to value teachers as professionals. It will then be easy for them to be involved in leadership. In a school that has a conducive culture, there is trust and teachers are allowed to work together in trying out new ideas. Pillay (2013: 24) further highlights some of the cultural conditions that the principal can create to improve quality teaching and learning. These are: teachers encouraged to take initiatives; practice teamwork and share responsibility; school-wide focus on learning and reflection; effective teamwork between colleagues; access to resources and available time and space. Naidoo and Botha (2012:9220) mention that the principal plays an important role in creating and maintaining positive school culture for collective leadership. Teachers need to be guided on what to do. Conducive culture for collective leadership strengthens teamwork and yields positive academic results.

As teachers are involved in leadership roles, they get empowered and become motivated, and their level of commitment is increased. The more committed the teachers are, the more it influences learners' learning (Lee & Smith, 1996:107). When the principal creates a positive environment for their staff, they allow them to be part of decision making resulting in high performance and improved gains in achievement.

Where there is a positive environment amongst other things, there is trust amongst the principal and teachers. This only happens when teachers are highly engaged (Botha, 2014:1226). The principal's respect and personal regard for teachers, competence in core role responsibilities and personal integrity are associated with relational trust amongst staff members in a school.

High trust results in collective decision making and improvement in learners 'academic performance (Louis *et al.*, 2010:319). Where there is a positive relationship between teacher and learners, the learner's involvement, motivation and self-efficacy increases (Harris, 2014:9, 14), leading to improved learner performance. Grant *et al.* (2010: 402) state that when staff members are involved in decision making, there is greater productivity, job satisfaction and organizational commitment. Schools, where staff members experience job satisfaction, produce quality academic results because they become committed to their work.

Humphreys (2010:280) also supports the notion that principals can improve teaching and learning by influencing the staff motivation, commitment and working conditions. Shared leadership brings the staff closer to learning. Teacher leaders are the ones who can influence their colleagues to improve their practice. They help them to try innovative approaches that will result in quality teaching and learning. Humphrey (2010:30) highlights that strategic leaders are not needed but multiple leaders who can enhance quality teaching and learning is what schools need.

The theoretical framework in Chapter 1 states that the success of collective leadership rests on a leader's knowledge and intelligence (Frederick, Griffith & Mumford, 2016; 313). This is in support of Naong (2011:1590) who states that the leader has to influence subordinates' actions to achieve pleasing results. The principal must shape the goals, motivations and actions of teachers including management teams. Naong (2011: 1591) further explains that an intelligent leader can persuade followers to join their vision. The vision of the North West Department of Education is 'Towards Excellence in Education, which should be the vision of all schools in the province (Marx, 2018:11). Heystek (2016:3) also alludes to the issue of leadership intelligence for South African leaders. Both spiritual and emotional intelligence are important for leaders to be able to perform at a higher level despite challenges in the South African schools. The leader needs to combine different bits of intelligence of subordinates to curb the principal's loneliness.

Marx (2018:5) further highlights that collective leadership allows staff to develop leadership skills as they observe their colleagues, share experiences, and create a shared vision. The shared vision is translated into school values. Values are those standards set to benefit the school. The Department of Basic Education (DBE) requires that schools should have a School Development Plan (SDP) which is an extension of the school vision and mission. The SDP is a three to five year plan that guides the school to its goals, enhances staff participation and reflects the translation of the vision and mission into practice. The principal takes the lead in its development together with the team comprising of different stakeholders. Implementation of strategies is explained in the action plan. The budget must be linked to this plan. Stakeholders are involved in the development of the SDP to achieve the aims and objectives of the school. Effective collective leadership will help the school to achieve a shared vision (Marx 2018: 6 & 7). The development of SDP displays collective leadership because the SDP team is inclusive of various stakeholders. The school management team, school governing body, representative council of learners, parents and members of the community with expertise are inclusive in that team. Quality teaching and learning can be improved through the strategies that will be articulated in this plan.

The leader involves others to adapt to new challenges, solve problems (Baloyi, 2011:34) and improve learner academic performance. The principal must supervise teaching, monitor learners' progress by tests and examinations and support teachers. The leader also must create a climate that is conducive for teaching and learning, where there is a shared sense of purpose (Naong 2011:1591). Heystek (2016:3) alludes that leader's intelligence results in the success of collective leadership, inter alia improvement in learners' academic performance.

2.5.2. Teacher development and collective leadership on quality teaching and learning

This notion is substantiated by Kraft (2015:35) who states that strong collective leadership contributes to ongoing school improvement, capacity building, teacher development, conflict management and effective communication. Kraft (2015:62&86) further indicates that collective effort should be used to achieve a common objective of the schools, also to ensure that schools become professional places for teaching and learning. The principal needs to have the skill of creating opportunities for teacher

leadership that should contribute towards improvement in learners' academic performance.

Teachers may decide to improve themselves individually by developing professionally on an ongoing basis. Professional development will help the school to achieve its goals because empowered teachers will empower learners and the entire community. This will improve quality teaching and learning because teachers, learners and the community are empowered. Members of the community, including parents, will have a positive influence on learner performance (Mollootimile & Zengele, 2015:174). The school tends to understand their learners better because it is closer to them.

Eckert (2019:503) is of the view that collective leadership results in better work design and working conditions. When the teacher is absent, there is coverage to substitute that teacher, ensuring learners are not left unattended. Eckert (2019:503) further considers collective leadership to be capacitating teachers, as in Professional Learning Committees (PLCs), teachers work together to teach more effectively. Capacitated teachers execute their duties with ease and their learners perform well. Eckert associates collective leadership with improved learner performance. This is in support of Hallinger and Heck (2010:670) who also consider collective leadership to have a positive impact on learner performance.

Humphreys (2010:31) supports the notion of PLCs by substantiating that PLCs assist other teachers to hold together around a particular development. For instance, helping one another to teach a particular subject topic. Teacher expertise is considered hence it is a platform for information sharing. Schools benefit in that there is mutual learning, low rates of absenteeism and decreased learners' dropouts. Ongoing learning by teachers is important in collective leadership to be at par with the latest information. Leaders need to use PLCs to improve instructional practices across the school. Melikhaya (2015:25) and Moonsamy (2010:18&29) concur with Humphreys in that the principal should allow learning committees where teachers will continuously learn and where there can be continuous professional development. Collaboration is horizontal instead of hierarchical power. Grant (2008: 88 & 89) also alludes that PLCs characterized by learning and social participation are platforms for the empowerment of teacher leaders. They get the opportunity to lead development work that impacts positively on quality teaching and learning. They work together on curriculum issues to bring about change. The roles of school management teams do not become

redundant, but they have to create a collaborative culture that allows teachers to explore talents and strengths to lead.

Grant *et al.* (2010: 402) state that when teachers are awarded an opportunity to lead, they attempt new initiatives excellent in enhancing quality teaching and learning. This is possible because expert knowledge and expert practice is taken into consideration. Teacher leaders develop the confidence to lead colleagues because they have expertise in what they lead. For instance, the less experienced teacher is the one with leading experience on how to enter marks on the South African school administration and management system (SA-SAMS) as they are the ones with computer knowledge. The researcher is of the view that the DBE at district level, as they are the ones closer to schools compared to province and national, should set the tone for collective leadership. They have to model teacher leadership and ensure continuous professional development is not only for those in formal leadership positions.

Mogonediwa (2008:19,46) alludes that if teachers are involved in leadership, they become more committed to achieving the goals. They influence learners to be committed to their studies. This results in improvement of learner academic performance. Quality teaching and learning improves because there is job satisfaction and teachers are allowed to make inputs. This is in support of Molefe (2013:86) who believes that collective leadership creates a conducive environment for teaching and learning. Job satisfaction contributes positively to the well-being of teachers; hence the level of commitment increases and results in improved learner performance.

Collective leadership applied to improved quality teaching and learning is implemented through the Integrated Quality Management System (IQMS). According to the Collective Agreement number 8 of 2003, teachers at schools should implement this collective agreement. The Staff Development Team (SDT) comprising of SMT and teachers should draw a management plan for IQMS and ensure every teacher is appraised. The Development Support Group (DSG) comprising of SMT members (SMT), peers (teacher) and evaluees (evaluated teacher) is responsible for evaluating, providing mentoring and support to teachers. Following the evaluation of a teacher, a Personal Growth Plan (PGP) is completed where areas that need development are listed with a timeframe for development. In the year 2020, Collective Agreement Number 8 of 2003 is replaced by Collective Agreement Number 2 of 2014. As of April 2020, capacity building for the agreement was supposed to be done, barring the

inconveniences caused by the COVID19 pandemic, and the implementation was supposed to be effective as of January 2021. The new collective agreement is called Quality Management System (QMS).

There is collective leadership in the implementation of IQMS because SMT and teachers form part of SDT and DSG. The collective leadership improves quality teaching and learning because where there is a shortfall, it will be dealt with by the DSG. A teacher who is mentored and supported improves learner performance (Pitsoe & Isingoma, 2014:139).

According to Phalatse (2012:31), collective leadership can be effective if the principal undergoes leadership training. This will help the principal to understand the changing contexts and improve interpersonal as well as communication skills. The principal should always bear in mind that he/she is no longer an authoritative figure but is in partnership with the SMT and teachers. Phalatse (2012) further alludes that high emphasis has to be placed on the high level of learners' academic performance. This will be possible if the principal provides resources (Valentin, 2019:22). Improvement will not only be on learners' academic performance, but also on the general well-being of learners. Collective leadership stimulates teachers to move beyond self-interest to the interest of the school as a whole (Grant, 2012:460).

Seobi (2015:5 & 37) is of the view that departmental heads (DHs) and teachers are also to be involved in instructional leadership and not only the principal. She embraces the notion that teachers should also be empowered to be part of major change and function of teaching and learning in the schools. Seobi and Wood (2016:2) mention that instructional leadership in recent years has shifted towards collective leadership. Seobi (2015:12) further alludes that teachers and leaders are to work in collaboration to improve teaching and learning. Emphasis placed on dialogue will help the improvement in quality teaching and learning. During the dialogue, teachers can talk about teaching and learning with leaders, including feedback, encouragement and questioning about teaching and learning. Seobi (2015:111) also mentions that moderation should be intensified to have an impact on quality teaching and learning. Moderation should focus on aspects such as curriculum, teaching, learning and assessment to have an impact on learners' academic performance.

According to Humphreys (2010:36), principals are aware that improvement of learners' academic performance lies directly with deputies, departmental heads and teachers. The principal has to work through them in three ways that are modelling, monitoring and dialogue. Modelling implies that the principal has to be a true role model to followers. For instance, the principal cannot expect followers to submit on time when he never submits on time. Monitoring includes analysis of learners' results and progress on academic performance. During the dialogue, teachers get an opportunity to talk about teaching and learning as mentioned by Seobi (2015:12).

2.5.3. Collective leadership strategies to improve quality teaching and learning

A campaign launched in 2008 by the national government (A guide for QLTC structure: 3) urges South African schools to offer quality teaching and learning. This campaign is called the Quality Learning and Teaching Campaign (QLTC). It is a pointof departure for vision 2025 that aims to ensure that every young South African receives quality schooling as an urgent need (Ensuring quality learning and teaching for all:3). Sejanamane (2014:17) indicates that the QLTC committee is inclusive of teachers, non-governmental organizations (NGOs), businesses, sister departments and any other entity that has an interest in education. It is a subcommittee of the School Governing Body (SGB). This study draws on that QLTC is a collectiveleadership inclusive of the interested groups outside the school. The study further states that a functional QLTC can improve quality teaching and learning because learners' social problems will be addressed by various stakeholders. Phalatse (2012: 31), as mentioned earlier, states that learners' general wellbeing needs to be improvedas it will result in improvement in academic performance also.

The National Development Plan (NDP) Chapter 9 –vision 2030 is a policy document of the South African government that aims at eliminating poverty and reducing inequality amongst different groups by 2030. The NDP cites five themes that support quality teaching and learning. One of the themes states that all children access and benefit from high-quality teaching and learning, especially the most vulnerable such as those living in poverty. The other theme indicates that school management needs to be improved and teachers on the ground need to be part of decision making. It is apparent that it is the vision of the government to have schools by 2030 that practice collective leadership where teachers as well as school management matter when it comes to leadership, also learners receive high-quality teaching and learning.

The DBE has developed a framework called the National Strategy for Learner Attainment (NSLA) with strategies to improve learner performance in all provinces. The plan has been adopted as Action Plan 2024: Towards the realization of Schooling 2030. It has goals and timeframes for each deliverable. Parents, teachers, school principals and leaders in civil society organizations are amongst various stakeholders included in the plan to transform South African schools. The plan outlines the contributions of each stakeholder towards achieving the goals of the plan. Some of NSLA objectives include protecting time for teaching and learning, improving support for teaching and learning and increasing accountability at all levels. Schools have to follow the plan to improve learning and teaching by various stakeholders which displays collective leadership. The Northwest Province's strategies to improve learner performance in the province are outlined in the Learner Attainment Improvement Plan (LAIP). The LAIP adopts NSLA strategies and reports from the province to national quarterly. The report is collated from schools, provincial and district departmental officials.

Interventions are carried in South African schools to improve learner performance, but underperformance still prevails. The National Education Evaluation and DevelopmentUnit (NEEDU) report of 2012-2016 presented the following intervention strategies:

- Provinces and districts monitor curriculum pacing and coverage, reports generated quarterly.

  - The curriculum is divided into what is called the Annual Teaching Plan (ATP). The ATP provides content and skills to be taught in a year, also sequence and pace teaching, learning and assessment for each quarter.

  - Learner Teacher Support Material (LTSM) policy guides on monitoring the retrieval of textbooks and reports quarterly.

  - District officials monitor time management, to ensure timetables are Curriculum and Assessment Policy Statement (CAPS) compliant.

  - Quarterly meetingswith district directors to account for and share challenges are held with schools.

  - The Minister of Education, Director General (DG), member of the executive council (MEC) and other senior officials engage with principals and SGB to

discuss challengeshampering learner performance.

- A school-based assessment is moderated by the province quarterly for compliance with the required standards.
- Subject improvement plans and schools' improvement plans are aligned to the DBE plans and monitored byprovinces and districts.
- Findings at schools are referred to districts and provinces to take necessary actions.

The NEEDU makes follow up after two years to monitor implementation of recommendations. Collective leadership in schools and from the department is displayed in this NEEDU report. In the year 2020 where the world was faced with the corona virus pandemic, the ATP for all grades excluding Grade 12 was revised because South Africa was on a national lockdown and learners were not attending school for months.

The South African government has put in place several strategies to improve quality teaching and learning. The strategies such as QLTC, NSLA and NEEDU interventions are to be implemented by different stakeholders which explain the existence of collective leadership. Involving various stakeholders in education strengthens the level of accountability and instils a sense of ownership. The researcher is of the view that if all hands are on deck, then quality teaching and learning will improve because everyone will carry his/her responsibilities.

2.6.   CONCLUSION

In conclusion, the literature review outlined the topics discussed. Concepts relevant to the topic were defined for clarity as they are used throughout the chapter. The collective leadership theory was used to understand collective leadership in the title. Collective leadership in the South African context was discussed and then the relationship between collective leadership and learner academic performance was presented. Collective leadership has been proved by research that it improves learner academic performance, but it is still not effectively implemented in some schools.

If collective leadership can be practised in schools, there will be an improvement in learner academic performance, teacher development and ultimately job satisfaction. The needs of learners will be catered for and addressed as expertise will always be considered. The South African constitutional values such as respect, transparency and

equality will be practised. Practising collective leadership is the preparation for NDP vision 2030 that teachers on the ground should be part of decision making, as well as the need for the improvement of SMTs.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1. INTRODUCTION

The previous chapter presented this study's literature review related to the research questions. It commenced with an introduction and collective leadership theory followed the introduction. Collective leadership in the South African schools' context, according to SASA, was discussed and the concepts used in the literature. The challenges schools face in implementing collective leadership were outlined, followed by the effects of collective leadership on quality teaching and learning. Thereafter, the chapter ended with a conclusion.

The title of the study mentioned in chapter one is the contribution of collective leadership towards quality teaching and learning in secondary schools in the Dr Ruth Segomotsi Mompati District. Chapter 3 outlines the approaches and strategies that were used to collect information from the six secondary schools to respond to the research questions and to achieve the aim of the study. The discussion commences with the research design, followed by research methodology and paradigm. The strategy that was used to sample participants is discussed, how data were collected and analysed is also outlined in the chapter. Data analysis is discussed under the following subheadings: transcribing interviews, coding, themes and sub-themes. Validity, crystallisation and reliability, data analysis, ethical considerations, the contribution of the study and lastly the conclusion of the chapter are also presented

3.2. RESEARCH DESIGN

A research design, according to Maree (2016:72), is a plan that starts from the underlying philosophical assumptions to specify the selection of participants, the data collection methods to be used and the data analysis to be done. Creswell (2003:3) mentions three research design approaches, that is, qualitative, quantitative and mixed. The four main qualitative designs are phenomenology, ethnography, grounded and case study (Astalin, 2013:118). For this study, a phenomenological qualitative research design was chosen. Phenomenology is the study of a phenomenon that refers to events, situations and experiences (Maree, 2016:77).

This study followed phenomenology design because it describes collective leadership that exists in schools yet not everybody understands it fully. The discussions in chapters one and two have been well structured to address the gap about collective leadership contributing towards quality teaching and learning. Phenomenological design raises awareness and increases knowledge about collective leadership (Astalin, 2013:119). A phenomenological design is used because it is mainly intended for participants in their lived experiences (Creswell, 2014:14).

Phenomenological research has to do with the perception and meaning of a participant or a group of participants and practically exclusively through the proses of interviews. The aim of this study was to comprehend the perceptions of the participants, within a situation (Leedy & Omrod, 2013:147), which fits seamlessly with the research problem in this study as it focused on the experiences of teachers within the context of their own school environments.

This phenomenological study used purposeful sampling to select its participants. The participants that were selected are members of staff in their respective schools. Their responses were based on their proximity to the researched phenomenon. The semi-structured individual virtual interviews were utilised to collect evidence. All the interviews were conducted virtually because South Africa, like most other countries, was in lockdown due to the COVID-19 pandemic. Contact with the participants was avoided for their own safety and that of the researcher, and to abide by the lockdown regulations.

Barclay (2018:1) mentions that the structuring of the semi-structured interview is flexible, allowing the researcher to encourage participants when looking for more information or if responses are interesting.

3.3. RESEARCH METHODOLOGY

The qualitative methodology was used. A qualitative approach, according to Gay, Mills and Arisians (2011:7), is an approach where data are collected, analysed and interpreted to gain insight into a particular phenomenon. Leedy and Ormrod (2013:139) believe that there is truth that has to be found at the end. This study discovered that collective leadership contributes towards quality teaching and

learning. Astalin (2013:118) indicates that qualitative data are gathered through open-ended questions. The study obtained data through semi-structured interviews, which its questions were open-ended (Barclay (2018: 1). The researcher collected data, analysed and interpreted them to extract meaning (Maree, 2016:53). A qualitative study occurs in a natural setting (McMillan & Schumacher, 2010: 322), therefore this study occurred in schools that are natural environments.

3.4. RESEARCH PARADIGM

The interpretative paradigm was followed for this study, as according to Kivunja and Kuyini (2017:33) it endeavours to understand and interpret the subject being studied. The researcher of this study interpreted the responses of participants about collective leadership in the schools they work, thereafter constructed meaning out of the data collected from participants. The researcher made follow-ups if the responses were unclear (MacMillan & Schumacher, 2010:6) during the interviews. The researcher gave subjective judgment and her own perspective after interviewing the participants (Kivunja & Kuyini, 2017: 34; Poni, 2014:410).

3.5. SAMPLING STRATEGY

Qualitative sampling is the process of selecting a small number of individuals for a study. The number is selected with the belief that it will contribute to the understanding of the phenomenon by the researcher (Gay, Mills & Arisians (2011:142). This study used purposeful sampling. In this sampling, an independent person recruited the schools for permission to participate in the research. Six secondary schools in the Dr Ruth Segomotsi Mompati Education District were selected to conduct research on and participants were the school management teams (Creswell, 2012:206). School management team members were chosen due to their knowledge of collective leadership and being in the forefront of where collective decisions are taken.

Gay, Mills and Arisians (2011:141) refer to purposeful sampling as judgment sampling. Judgement sampling was done with the belief that the six schools selected and the two school management team members who were selected adequately represented the secondary schools in the Dr Ruth Segomotsi Mompati Education District. The criteria used to select the six schools were well-performing and underperforming schools. Three performing and three underperforming schools were selected using

mainly the National Senior Certificate (NSC) results for three consecutive years.

The pass percentage of 60% and above in the NSC is currently the only indicator for secondary schools' performance (Matla 2019:1). Valentin (2019:1) cites the minister of basic education in the National Education Evaluation Development Unit (NEEDU) report when she indicated that the National Senior Certificate (NSC) examination is a yardstick to identify schools that work. Schools that have obtained 60% and above are well-performing and those who have obtained less than 60% are underperforming. The North West MEC of education cited schools that have performed below 70% as underperforming and schools that have obtained 70% and above as well-performing during the 2019 NSC results' announcement. The North West province has its threshold of good performance above 70% while the national threshold was 60%.

The researcher took the utmost care not to influence the participants and the outcome of the research. The researcher signed a code of conduct adopted by NWU for researchers. The signing of the code indicates acceptance of the Research Ethics policy. Unethical conduct threatens the approval of the research. The ethics principle of informed consent allows participants to contact the Research Ethics Committee to complain if they feel the researcher was unethical.

The district is the most rural in the whole province and has small schools that were formerly middle schools. Prior democratic era schools in the Bophuthatswana Bantustan had primary, middle and high schools. In the democratic era, middle schools were rationalised to secondary schools where Grade 7 was moved from middle schools to primary and Grade 8 and 9 to high schools. Rationalisation resulted in public schools being classified as primary (Grades R to 7) and secondary being Grades 8 to 12 (collective agreement 1 of 2013; collective agreement 1 of 2014). Responses indicated that there is collective leadership.

3.6. COLLECTION

In this research, semi-structured individual virtual interviews were used to collect evidence. Barclay (2018:1-2) explains semi-structured interviews as a qualitative research method that combines questions that provoke a discussion with the opportunity for the researcher of the study to explore further responses by participants. The interview is formal, questions are open-ended and allow the researcher and participants to discuss some topics in detail. The interview guide commenced by

outlining topics that shouldbe included; research questions served as a guide and what the researcher hoped toget out of the interviews.

Questions were prepared before the interviews took place to allow the researcher to prepare and to appear competent during the interviews. The information required was not numerical. The researcher followed Maree (2016: 93) by being attentive to the responses of participants and identified new emerging lines that were directly related to the collective leadership phenomenon. The researcher guided participants back to the focus of the interviews. The interviews made it easy for the researcher to conclude that collective leadership contributes towards quality teaching and learning.

The researcher ensured participants' responses were understandable and encouraged them to elaborate (Macmillan & Schumacher, 2010:346). The researcher described and interpreted the responses of participants. Semi-structured interviews were selected for this study because they allowed the researcher to ask follow-up questions when something was unclear (McMillan & Schumacher, 2010:357).
All interviews were conducted virtually. Network challenges were experienced, and new links were given to restart the interviews. Virtual interviews were conducted due to the COVID -19 pandemic that caused the country to be under lockdown restrictions. One of the weaknesses of a phenomenological design is that participants may not be able to express their opinions articulately due to barriers such as language, age, perception, and even the length of the interviews. The fact that virtual interviews were conducted, did affect the data collection negatively in the sense that network difficulties were experienced at times. However, the participants were patient, and the interviews could continue where they were left off.

The next session discusses how data were analysed to conclude the evidence collected during the interviews. The analysis helped the researcher to conclude whether collective leadership contributes towards quality teaching and learning as a comparison of participants' responses was done.

3.7. DATA ANALYSIS

Data analysis, according to Creswell (2012: 238), is a process of analysing while collecting data. The process is simultaneous in the sense that the researcher cycles back and forth between data collection and analysis. Gay, Mills and Arisians (2011:465) explain data analysis as summarising data dependably and accurately that

leads to the presentation of findings that cannot be denied. The researcher strives to make sense out of the multiple data collected and draws a conclusion based on evidence collected about more general phenomena. New ideas are generated from the data collected (Leedy & Ormrod, 2013: 97).

3.7.1. Transcribing of interviews

Data collected by Microsoft Teams and audio, or voice recordings were transcribed. The researcher did it personally to include non-verbal signals in the transcripts such as when the participant paused to think. Audio interviews were transcribed word for word (MacMillan & Schumacher, 2010: 360; Maree, 2016:115). This was done to comply with the COVID-19 regulations.

The COVID -19 was declared a public health emergency of international concern in January 2020 and a pandemic on 11 March 2020 by World Health Organization (WHO). It is a disease that originated from China and spread worldwide. The disease has no cure and was spreading rapidly. It is contracted through human fluids and from surfaces. Its symptoms are similar to those of the flu. South Africa was placed under State of the National disaster on the 15 March 2020 by Dr. Nkosazana Zuma, the Minister of Corporate Governance and Traditional Affairs. Regulations to be followed were set to curb the spread of the disease. Regulations include wearing of face masks, social distance of 1.5m and sanitizing or washing of hands regularly.

The researcher recorded the interviews and made notes and immediately after edited the notes to eliminate errors and to complete the final form. The final form includes the date, place and participants' identity or code names. No names of participants were used for ethical reasons (MacMillan & Schumacher, 2010: 360; Valentin, 2019:18). The researcher's comments and notations are identified by initials (MacMillan & Schumacher, 2010: 360). The researcher allowed enough time on the day of the interviews to conduct the interview, make notes and come up with the final recording of proceedings (MacMillan & Schumacher, 2010: 360; Maree, 2016:115).

3.7.2. Coding

Maree (2016:116) describes coding as the process of reading carefully through transcribed data. Reading was done line by line and divided into meaningful analytical units. Maree further describes coding as marking the segments of data with symbols or unique identified names. A code or label should be assigned to every part where

there is meaning. A list of all meaning units developed and used in the study has to be kept in good shape. The researcher used codes to divide the information into sections. The master list helped in understanding the codes.

The transcribed data were read thoroughly and divided into meaningful units related to the phenomenon studied. Every meaningful part was given a code that made it possible to later derive themes. When there was no longer new information identified, it meant that the codes were saturated, and themes were now identified. Different colours were used to highlight common information on the transcribed data. The highlighted information helped the researcher to understand the transcribed data and made analysing easier.

Themes were done once codes were saturated. Maree (2016:119) also refers to themes as categories. Themes are categorised to help a researcher to make sense out of the data. Themes are further described as groups of content sharing common features. The hierarchical category system puts categories into subsets (subdivisions). The subsets of categories are sub-categories because they subdivide categories. It is an effective way to make sense out of subcategories (sub-themes) of data. Developing definitions for each category, subcategory (sub-theme) and code helped the researcher to discuss the findings (Maree, 2016:119-120).

Table 3-1 Codes, themes, and sub-themes

Reflective notes	Themes	Sub-Themes	Codes
Factors affecting learner performance	1. Learner performance	1.1 Discipline 1.2 Impact of COVID-19 1.3 Qualified teachers 1.4 Teacher commitment	Performance

Ways of practising collective leadership in schools	2. How collective leadership is practised in schools	2.1 Stakeholder involvement 2.2 Shared vision 2.3 Shared decision making 2.4 Communication 2.5 Use of expertise	Collective-leadership practice
Effects of collective leadership on quality teaching andlearning	3. Quality teaching and learning	3.1. Professional development 3.2 Improved results 3.3. Staff motivation	Teaching and learning
Challenges hampering the implementation ofcollective leadership	4. Collective leadership challenges	4.1 Uncooperative personnel 4.2 Non-involvement of other components 4.3 Allocation of resources 4.4 Uncoordinated activities	Challenges
Collective leadership guidelines used byprincipals	5. Guidelines for effective collective leadership	5.1 PAM 5.2 SASA 5.3 ELRC 5.4 SACE 5.5 EEA	Guidelines

During the interviews, the researcher gathered all the responses, analysed them and drew conclusions from them. The researcher brought her own perspective to the

interpretation of the data. The data analysed determined qualitative results of whether collective leadership contributes towards quality teaching and learning or whether it does not. Information gathered from participants was organised and categorised as themes and sub-themes interpreted and synthesized. In the end, the researcher interpreted the analysed information, stated her findings and conclusion, and made recommendations. Findings are discussed as defined under each category.

3.8. VALIDITY, CRYSTALLISATION AND RELIABILITY

3.8.1. Validity

Validity refers to the correct means of measurement. It checks as to whether measurements measure what they intend to measure (Golafshani, 2003:599&602). Golafshani (2003: 602) further explains that validity establishes confidence in the research findings.

The research was validated after data collection by recapping the information participants provided to verify raw data directly with them. Where the participants proved that collective leadership existed, it was then measured against learners' academic performance. It was measured by NSC results obtained for three consecutive years. If there were participants who responded that there was collective leadership and the results were below 70%, then collective leadership would not have impacted the academic performance. If the results were 70% and above and there was collective leadership, then it would be clear that it contributed to performance. The NSC pass percentage and number of learners passing with bachelors in South Africa determines the quality of teaching and learning (Valentin, 2019:4). Schools are classified as underperforming and well-performing as a result of the NSC results.

3.8.2. Crystallisation

The study used crystallisation rather than triangulation. Bekhet and Zauszniewski (2012:1) describe triangulation as a methodology that uses more than one kind of method to study a phenomenon. This is in support of Maree (2016:121-122) who states that triangulation uses multiple data-gathering methods to investigate the same phenomenon. It is based on a fixed point which is not an outcome of a qualitative study. This study used only a semi-structured interview guide to collect evidence and did not use mixed methods, such as if it could have used observation and interviews.

Maree (2016:121) explains that crystallisation is a shift from seeing things as fixed,

rigid and two dimensional but rather as a methodology that allows for an infinite variety of approaches. Crystals have a deeper understanding of the phenomenon; they grow and change. This is a qualitative study that aimed to engage in a deeper understanding of collective leadership. It considered multiple emerging realities that participants have in their minds. The researcher did not only rely on information discussed as part of the literature review but also information learnt from participants.

This study's researcher was not biased on her knowledge about collective leadership but allowed participants to emerge with the reality, and that is why she chose crystallisation.

3.8.3. Reliability

Reliability refers to the quality of being trustworthy (Cambridge learner's dictionary, 2007:592). Golafshani (2003: 601) alludes that reliability generates understanding, analyses and judges the quality of the research. There is no validity without reliability. Reliability is about the consistency of a measure while validity is about accuracy. Golafshani (2003: 602) further alludes that reliability is a result of the validity in research. Reliability also was considered after data collection. The data that were obtained from participants gave the same results under the same conditions. This study was conducted in secondary schools in the Doctor Ruth Segomotsi District and participants were asked the same interview questions. The results were that, where there are quality results, leadership is shared among the school management team and teachers and other stakeholders

3.9. ETHICAL CONSIDERATIONS

Permission was obtained from the Ethics Committee of the Faculty of Education of North-West University. The provincial education department, principals and school governing bodies were also approached and requested to grant permission for the research to be conducted in their schools.

The researcher ensured trustworthiness by participants and that nobody was harmed (Maree, 2016:44; Valentin, 2019:18). Participants were assured that their privacy and that of their schools would be respected. Permission for the use of a recorder was requested from participants. The names of participants were not mentioned. This is included in the consent letter that they signed after an explanation of the letter's content. Coded names and numbers were used, such as participant number 1, 2 and

school A, B abbreviated as P1SA. Participation in this research was voluntary. Nobody was forced to participate. Participants could withdraw at any time when they felt they did not want to participate in this research any longer.

Data and findings will be shared openly and promptly with participants on request. The researcher adhered to the NWU Research Ethics policy (Maree, 2016:44). The researcher explained to participants that the interviews would explore the contribution of collective leadership towards quality teaching and learning.

3.10. CONCLUSION

This chapter commenced with an introduction where a synopsis of the themes of chapter two were given. This was followed by a discussion of the research design (the how?) and themethodology (the why?), followed by the research paradigm where interpretation and understanding of the subject studied were outlined. The use of purposive sampling was highlighted, how data were collected through semi-structured interviews were discussed. The data analysis methods were explained with referencing to the transcribing of the interviews, coding, and outlining of themes and sub-themes. Attention was given to the validity, crystallisation and reliability of the data collected, and the chapter concluded with a look at the ethical considerations which were observed.

The next chapter presents the discussions and findings of the data that were collected and analysed.

CHAPTER 4

DATA ANALYSIS AND DISCUSSION OF RESULTS

4.1. INTRODUCTION

The previous chapter dealt with the research design and methodology followed in this study. The chapter started with an introduction, followed by the research design, methodology, research paradigm and sampling strategy. The data collection and data analysis methods were discussed as well as the validity, crystallisation, and reliability of the research. The chapter ended with ethical considerations and a conclusion. This chapter presents the data analysis, and the discussion of the results of the research question which deals with the contribution of collective leadership towards quality teaching and learning in secondary schools.

4.2. PROCESS OF DATA ANALYSIS

Data were collected by means of semi-structured interviews. The interviews were conducted online. All interviews were voice recorded and transcribed verbatim. In this chapter, data were analysed, and the findings reported. Analysis commenced simultaneously with interviews. The researcher did not wait for all the interviews to be concluded to start with the analysis. The collected and transcribeddata were analysed under themes and sub-themes formulated from the questions thatguided the research.

The following primary research question was formulated to guide this research:

- How can collective leadership contribute towards quality teaching and learning in secondary schools in the North West Province?

The following secondary research questions were also used to support the primary research question.

- What is the effect of collective leadership on quality teaching and learning in secondary schools in the North West Province?
- What are the challenges faced by secondary schools in implementing collective leadership to effect quality teaching and learning?
- Which guidelines can principals use to establish effective collective leadership in secondary schools in the North West Province?

The participants were selected as summarised below.

Table 4-1: Summary of participants

Participants are identified as follows:

P1SA	Participant 1 – School A	Male principal-25 years of experience	Large-sized rural school; low-income area
P2SA	Participant 2- School A	Male DH-27 years of experience	Large-sized rural school; low-income area
P3SB	Participant 3- School B	Male deputy principal-09 years of experience	Large-sized rural school; low-income area
P4SB	Participant 4- School B	Male principal-27 years of experience	Large-sized rural school; low-income area
P5SC	Participant 5- School C	Male principal-19 years of experience	Large-sized rural school; low-income area
P6SC	Participant 6- School C	Male DH-14 years of experience	Large-sized rural school; low-income area
P7SD	Participant 7- School D	Male principal-23 years of experience	Small-sized remote rural school; very low income abandoned area
P8SD	Participant 8- School D	Male senior teacher-32 years of experience	Small-sized remote rural school-very low income abandoned area
P9SE	Participant 9- School E	Male DH-30 years of experience	Large-sized township school; low-income area
P10SE	Participant 10- School E	Male deputy principal-6 years of experience	Large-sized township school; low-income area
PS11SF	Participant 11- School F	Female DH-7 years of experience	Small-sized rural school; low-income area
PS12SF	Participant 12- School F	Female principal-28 years of experience	Small-sized rural school; low-income area

Participants summarized in Table 4.1 above were interviewed and the findings from their interviews were transcribed. The transcribed data were divided into units discussed and are shown in Table 4.2 below.

4.3. DISCUSSION OF THE DATA

After transcription, the researcher studied the data to familiarise herself with them. Data were then divided into smaller units referred to as codes, themes, and sub-themes. Codes, according to Maree (2016:116), are formed after reading through transcribed data and dividing it into meaningful analytical units. The common information from the transcribed data was identified and given labels referred to as codes. Thereafter, the labels were subdivided into themes and subthemes. Table 4.2 below shows how the transcribed data were divided.

Maree (2016:119) refers to themes as categories that help the researcher to make sense of the data. Themes are identified after codes are saturated, meaning when no new codes occur in the data and the additional data do not lead to any new emerging themes (Saunders *et al.,* 2016: 1896 & 1897). Sub-themes were subdivisions of themes (Maree, 2016:120).

The table below illustrates the information identified from the transcribed data:

Table 4-2: Themes, sub-themes, and codes

Reflective notes	Themes	Sub-Themes	Codes
Factors affecting learner performance	1. Learner performance	a. Discipline b. Impact of COVID-19 c. Qualified teachers d. Teacher commitment	Performance
Ways of practising collective leadership in schools	2. How collective leadership is practised in schools	a. Stakeholder involvement b. Shared vision c. Shared decision-making d. Communication e. Use of expertise	Collective-leadership practice

Effects of collective leadership on quality teaching and learning	3. Quality teaching and learning	a. Professional development b. Improved results c. Staff motivation	Teaching and learning
Challenges hampering the implementation of collective leadership	4. Collective leadership challenges	a. Uncooperative personnel b. Non-involvement of other components c. Allocation of resources d. Uncoordinated activities	Challenges
Collective leadership guidelines used by principals	5. Guidelines for effective collective leadership	a. PAM b. SASA c. ELRC d. EEA e. SACE	Guidelines

4.4. IDENTIFIED THEMES

Schools A to C were well-performing schools where the NSC results for three consecutive years were above 80%. Two SMT members from the three well-performing schools were interviewed via Microsoft Teams (MS Teams) to avoid the risk of COVID-19 infections. The principal and the longest-serving SMT member were interviewed.

4.4.1 Theme one: learner performance

Learner performance is the first theme identified from the collected data. It was linked with what the literature review revealed. The four subthemes identified from the analysed data are discipline, impact of COVID-19, qualified teachers and teacher commitment.

4.4.1.1. Discipline

From the data collected, it was evident that discipline plays a huge role in these well-performing schools. Discipline contributes positively to the academic performance in these schools because everyone does as expected. Five out of six participants of

these well-performing schools highlighted that discipline is key in learner performance. They see a disciplined environment as conducive to quality teaching and learning.

P4SB: "Learners are disciplined, even though they are not good performers, yet they are disciplined which makes them to perform good".

Discipline in these schools is seen as a collective responsibility. Disciplined teachers prepare for their lessons, assess, and give learners feedback on time. Disciplined learners do their work, study, are always punctual and obey the set rules. Disciplined parents support the education of their children. Hallinger and Heck (2010) cited in the literature (2.5.1) that discipline problems are handled fairly and quicklyif leadership is shared amongst various stakeholders. Learners will not have a chance to be ill-disciplined because they know that discipline is a shared responsibility and not only the responsibility of the principal alone.

P3SB: "If we work together collectively, number one we improve the discipline of the school because the performance in classroom starts with discipline."

Participants have strongly emphasized the positive impact discipline has on learners' academic performance. If different role players in schools take part in ensuring that there is discipline, then quality teaching and learning happen with ease. It is evident from the responses from the following participants that not only do the learners need to be disciplined, but the staff also needs to be disciplined in their conduct and performance.

P4SB: "Discipline is very key, not discipline only on learners, discipline on educators, discipline on every person who will be attached to the school is important."

P4SB: "Even non-teaching staff had to be disciplined… for example the food handlers, if they are not disciplined… learners… be late… because of non-discipline of the food handlers".

The next sub-theme focuses on the impact of COVID-19 on the academic performance of the schools. From 2020 to the present, COVID- 19 affected school attendance worldwide which means even under disciplined environments, there was a drop in performance.

4.4.1.2. Impact of COVID-19

COVID-19 prevailed worldwide starting in late 2019. It was reported to the World Health Organisation (WHO) on 31 December 2019 and was declared a pandemic by WHO on 11 March 2020. On the 26th of March 2020, South Africa entered a nationwide lockdown where most businesses were closed including the schools. Learners were not taught during lockdown and teachers were also at home. Schools started to open on the 6th of July 2020, some learners dropped out of school. Teachers with comorbidities (chronic illnesses that are at risk to COVID) also did not come back to work until towards the end of the year.

Learner performance was affected negatively because teachers, learners and parents were confused and stressed by COVID-19 and were not sure about their safety from the infection. Myburgh (2020:79) opines that teachers were nervous to return to school to deal with different levels of academic performance after lockdown where some learners were willing to work hard, while others were not.

Teachers, parents, and learners became stressed during the lockdown, and it impacted negatively on their academic performance. Participants from School A were of the idea that COVID-19 had caused a drop in their results, even if they were still above 80%, they felt that they could have performed better than what they did. School B, even though they did not mention a drop, dropped from 95.5% in 2019 to 93% in 2020. It still shows that COVID-19 had somehow impacted negatively on academic performance.

P2SA: "We attribute that to maybe the disturbance due to COVID…. I mean lockdown."

Although School C also experienced a slight drop in results, one participant saw it as a positive while the other bemoaned the drop. This is because the one (P5SC) evaluated their performance in the light of the "challenges of COVID-19." This is an encouraging message, seeing the positives in times of adversity.

P6SC: "Thee…thee…the….theee…. academic performance with regard to the prevailing situation in the context of the pandemic situation like your COVID-19 has affected us negatively in such a way that when we track ….our… our records with regard to the previous years in terms of academic performance of our learners, I will make for example grade 12 in this instance as an example, we dropped a bit".

P5SC: "*Looking at the challenges of COVID-19 last year in 2020, so hence I will say that results of the school are very good and they are very stable.*"

The next subtheme about teacher qualifications, links with COVID-19 in that the results of 2020 dropped slightly even though learners were taught by qualified teachers.

4.4.1.3. Teacher qualifications

Teachers who are qualified to teach subjects allocated to them are in a strong position to produce quality results. They have the required knowledge of the subjects to deliver quality teaching. Grant *et al.* (2010: 402) cited (2.5.2) that when teachers are awarded the opportunity to lead, they attempt new initiatives. These teachers use the skills they possess and the acquired new skills from interactionwith others. They end up realising what they did not know thus qualifying themselvesto be more competent in those areas. These schools are particular when it comes to the recruitment of staff members. They consider staff members who are well qualifiedwhen they recruit to improve their academic performance.

P3SB: "Normally when we recruit teachers, we recruit the ones that are qualified to teach the subject even if we are recruiting the new teacher from the university."

This outlook is in line with the findings of Anthony and Elangkumaran (2020:24694) "that teaching experience, educational qualification and subject major were strong significant positive predictors of student performance in science."

The next subtheme is about the commitment of teachers that is very key in quality teaching and learning. A qualified teacher who is not committed to his/her work will not do much to impart knowledge and skills to learners.

4.4.1.4. Teacher commitment

The commitment of teachers is very important because it encourages learners to be committed too. Mogonediwa (2008:19, 46) cited (2.5.2) that if teachers are involved in leadership, they become more committed to achieving the goals. They influence learners to be committed to their studies. Commitment makes the teacher research and keep abreast with the latest informationin education and as a result, impart quality teaching to learners which results in quality

learning. Responses from the participants denote that the commitment of teachers has contributed positively to the academic performance of these schools.

P1SA: "Ja, I will say it is on average because of dedicated teachers output".

P5SC: "The commitment of the educators".

The next theme focuses on how collective leadership practised in schools links with theme one on learner performance. The research topic that is about the contribution of collective leadership towards quality teaching and learning explores the correlation between the practice of collective leadership and quality teaching and learning.

4.4.2 Theme two: how collective leadership is practised in schools

The second theme identified for data analysis is how collective leadership is practised in schools. The five sub-themes discussed under this theme are the involvement of stakeholders, shared vision, shared decision making, communication and use of expertise. Underneath, data collected from participants is discussed and linked with the literature review.

4.4.2.1. Involvement of stakeholders

The involvement of various stakeholders in the education of the child has a positive impact on learners' academic performance. The literature review cited Sibanda (2018:783) (2.2.1, 2.3.2.4, 2.4.3&2.5.1) about involving every member such as the deputy principal, DHs and even teachers in school leadership. The notion of stakeholder involvement is supported by SASA 1996 as it stipulates that the SMT, SGB, RCL and teachers have to collectively lead the school. Stakeholders such as the department of social development, priests, and other role players in the Quality Learning and Teaching Campaign (QLTC) help schools with different social problems of learners. The responses from the participants confirm that collective leadership in these well-performing schools is highly practised and it is one of the things helping them with their academic performance. The stakeholders in these schools are particularly helpful with sharing the load ("tasks…delegated"), joint decision making ("decisions… agreed upon collectively"), and support ("we are getting support"; "checking if everything is fine").

P1SA: "All stakeholders need to be brought together, tasks to be delegated and coming together to discuss how best the school can be improved. There is Setswana say, Ngwana ke sejo wa Tlhakanelwa, which means it takes the whole village to raise a child."

P4SB: "SGB chairperson is able to initiate coming to school even if not called to check if everything is fine."

P5SC: "The decisions, the developments must be agreed upon collectively by the SMT, the SGB and the teachers."

P6SC: "QLTC is functional, we are getting support from social development, police services and others."

The next sub-theme which links to the above is about a shared vision that emphasises the doing of things together as the collective.

4.4.2.2. Shared vision

Stakeholders in the school need to work towards a common vision. Marx (2018:5), as cited in the literature review (2.5.1), mentions that collective leadership allows staff to develop leadership skills of creating a shared vision. A school that practises collective leadership to a maximum level usually is the one with a shared common vision. The participants in these high performing schools alluded to the importance of a shared vision to the success in their schools.

P1SA: "Set common goals, monitor and evaluate them to attain quality results."

P2SA: "Working together as a team make teachers to push together towards the same goal."

P4SB: "If you are a leader you must make sure that you rope in other people on your leadership so that they help you to somehow spearhead or to guide the ship into the correct direction."

P6SC: "Collective leadership is intended to reach the stated mission and vision of the status quo."

All the staff members must be well acquainted with the vision of the school, as one cannot commit to what he/she does not know. It will be easy for everyone to lead if they understand the common intentions. Everyone can steer the ship if he/she knows the right direction. Building a "shared vision is a key method to create an inclusive community of stakeholders" which can assist school leaders to gain support from all stakeholders and help them to anticipate possible resistance (Doten-Snitker *et al.*, 2021:207).

The next sub-theme is about shared decision-making which links to a shared vision in the sense that if members of an organisation are involved in decision-making, they will follow a common vision because they were part of setting it.

4.4.2.3. Shared decision making

Every member of the school community needs to be consulted before a decision can be taken so that implementation can be of a collective and be met with minimal resistance. It is difficult to implement a decision that you were not part of because you do not know the full reasoning behind it. The participants of these high performing schools see shared decision making as a key factor in their schools.

P1SA: "I believe collective leadership promotes each sector to play a role, the HODs, RCL as well."

P4SB: "Everybody should be roped in that is why maybe when we are selecting or we are looking for the SGB committee we not only elect the parents, but we would have the teachers, we would have learners, we would have the SMT."

P5SC: "If the leader imposes decisions on others, when the leader is absent no one will do anything, but collective decision is implemented even when the leader is absent."

P5SC: "Decisions taken must be agreed upon by the collective, that is, SMT, teachers and SGB."

Harris (2014: 15-16) cited in the literature view (2.2.3) states that the principal must share power and decision-making. The consensus among all participants is that decisions are taken by the involvement of all role players. They become free to

implement the decisions because it is theirs. They know that a failure will be the cause of a joint effort, unlike if they were not involved and point fingers at the leader who imposed the decision. The responses from the participants are in-line with SASA (1996) which stipulates that governance and management are to be decentralized to parents, teachers, and learners. Mollootimile and Zengele (2015: 174) cited (2.2.3) also that teachers should be involved in decision- making.

The next subtheme, which supports the above, is communication. Shared decision making cannot happen without communication; before a decision can be taken there must be a discussion, which is a form of communication.

4.4.2.4. Communication

Communication is one of the strategies that can make collective leadership effective. Communication refers to sharing information with others. It can be for example in writing or speaking (Cambridge Learner's Dictionary, 2007:135). Communication also means that information that is transferred creates a response between sender and receiver, a response must be generated after receiving the message. In a school, communication occurs when different stakeholders such as the SGB, SMT, and teachers share ideas and take decisions that benefit teaching and learning (Coetzee, 2018:27).

Collective leadership occurs amongst different people, there is no way in which they can work together effectively without communicating. The principal needs to develop communication skills for the communication to be effective. Baloyi (2011: 21) cited in the literature review that the principal needs to be clear and complete whengiving instructions and feedback to staff to improve communication skills. Another wayis to create a supportive climate for effective communication.

As P2SA mentioned:

"*Communication, communication, from top to bottom, frequent communication, communication.*"

Frequent communication helps everyone to be on par with the latest information. When there is a change concerning curriculum matters, it will be communicated and

an improvement in learner performance will result, because teachers and learners are up to date with the curriculum.

Communication helps stakeholders in the school to solve problems as a collective. Frederick *et al.* (2016: 315) cited (2.2.2) that principals are assisted by the SMTs and teachers to solve problems. Effectivecommunication will help them to speak in one voice and reach a common decision. P3SB and P6SC below support communicating to identify and solve problems together including curriculum issues.

P3SB: "We engage and we help each other where there are problems."

P6SC: "The principal self will be informing his or her subordinates as to how learners really need to be identified with regard to the hampering factors in relation to teaching."

If information is disseminated, collective leadership becomes easy because no one is left behind. Communication allows people to understand what is to be done, when and by whom. A lack of communication causes tension and misunderstanding. Tension causes a lack of job satisfaction, when teachers are not happy at work, it makes them less productive. Frederick *et al.* (2016:314) highlight communication (2.2.2) as key in the implementation of the collective. Collective leadership cannot happen without communication and collective leadership improveslearner performance.

P3SB: "Miscommunication can hinder the implementation of collective leadership."

Proper communication results in the smooth running of the school and harmony amongst everyone.

P6SC: "We intensify monitoring, and we intensify moderation and through that we will then rely on our findings."

Giving feedback after monitoring and moderation and involving others in decision-making are forms of communication. Another form of communication is discussions during meetings where everyone is given a chance to make inputs about things that will improve quality teaching and learning. AS *P5SC mentioned:*

"Let's say one member of the SMT is thinking about for us to take the school forward, this is what I think I can do, in a SMT meeting he or she will bring the…the idea on the agenda item that will be discussed."

The next subtheme, which is the use of expertise, links well with the above as expertise needs to be communicated. Stakeholders share expertise with each other through various ways of communication.

4.4.2.5. Use of expertise

Different people possess different skills and knowledge. Collective leadership helps in that individuals complement one another. Kraft (2015:15) as cited (2.3.2.4), mentions that those with expertise should be allowed to perform in areas they are good at. Nene (2010:25, 27 & 28) supports Kraft's advice that expertisehas to be considered when allocating duties. By conducting workshops, those with expertise share with others. One learns best when taught by somebody competent inwhat he/she does (Buthelezi, 2021:10853). In well-performing schools, teachers share good practices through discussions and in-school workshops as attested by the participants.

P1SA: "Sharing good practices."

P2SA: "Teachers need to have workshop, or maybe also having the technology things maybe to be provided to help them in classes."

The recruitment of teachers who have majored in the subjects that they teach is a strategy for achieving quality results because they have less of a content gap. Teachers are knowledgeable because of their experience in the subjects that they teach, by empowering themselves further in the subject field, and by keeping up with developments in the subject area. Teaching the same subject and grade for some time also helps them to become masters in their field. Teachers also attend Professional Support Forums (PSF) and Professional Learning Committees (PLCs) in most cases organized by Subject Advisors and on a few instances by the DHs at the school level. They are also appraised through the Integrated Quality Management System (IQMS). All these cited (2.5.2) are forms of development that help the teachers to excel in their work. Teachers become experts in their work because they acquire new knowledge and skills at PSFs and PLCs and through IQMS, they are

helped where they lack. These well-performing schools also cited the recruitment of well-qualified teachers (P3SB) and the retention of expertise (P5SC) as crucial to quality teaching and learning.

P3SB: "We recruit teachers who are qualified to teach the subject, even when we recruit those who are directly from tertiary institutions."

P5SC: "Keeping the same staff for three years, the commitment, the culture to set their own target and strive to achieve them."

Mollootimile and Zengele (2015: 174) (2.2.3) opine that the leadership experience of learners acquired from school is beneficial to thecommunity because they still use that at churches, community clubs and gatherings. Taking learners' expertise to the community means they will develop other members such as parents then it will be easy for them to take leadership roles at the school to support teaching and learning.

P4SB: "We must take our leadership now to the community."

The assistance of external expertise is also crucial in improving the quality of teaching and learning in schools. External expertise can, for instance, assist with issues of technology during presentations or virtual meetings. The Department of Education now allows other departments such as social development, religious leaders, and many others to play a role in schools because of their expertise. For instance, a social worker will be able to deal with social problems and the pastor can also deal with the spiritual wellbeing of learners. The literature review (2.5.3) mentions that NGOs, businesses, and other sectors that have an interest in the education of children should be allowed to support them. The South African national government launched QLTC in 2008 that permits other sectors to support education. Collective leadership with them can improve academic performance because they bring different expertise. These well-performing schools acknowledge the value of external expertise to quality teaching and learning as cited by participant P6SC.

P6SC: "The teacher self will be able to identify problems that really need to be dealt with, and… we can try to invite one of the relevant stakeholders."

The next theme, which is the effects of collective leadership on quality teaching and learning, links with the two themes above that is learner performance and how collective leadership is practised in schools. The next theme attests to whether the two themes above intertwine.

4.4.3 Theme three: Effects of collective leadership on quality teaching andlearning

This is the third theme to be discussed. These three sub-themes are discussed under this theme: professional development, improved results, and staff motivation.

4.4.3.1. Professional development

Well-developed teachers are needed in secondary schools because they teach learners who are much mature and can research on their own. They are advanced with technology hence always up to date with the latest information. There is a need for teachers to develop themselves to be able to meet the demands of secondary school learners. If teachers do not develop themselves, then they will not be able to contribute positively to collective leadership and subsequently to quality teaching and learning.

Mollootimile and Zengele (2015:174) cited (2.5.2) that teacher development should be ongoing, and improve quality teaching and learning. The notion is supported by Eckert (2019:503) who is of the view that collective leadership is a form of development in the sense that people learn from one another. This notion is also evident in high performing schools.

AS P1SA mentioned:

"You need to share information more frequently as a collective."

Being on par with everyone and knowing the latest information is good for teachers and is a way of practising collective leadership. It helps when teachers are up to date with the latest information; it improves the results and builds teachers 'confidence. The development will be easy if it starts intrinsically. If teachers are not willing to be developed extrinsically that is, then the development from the Department of Education will not bear fruit. To develop somebody who is not willing to learn is not easy. Learning should be a two-way thing where staff members learn from each other.

Buthelezi (2021:18075) gives an example of SMTs rotating in chairing meetings; learn from each other because if one did not know how to chair the meeting then he/she will learn from others. There are instances that the department trains teachers, SGB, SMT like in policy development but if they do not implement that knowledge, it means they are not willing to learn. The literature review cited Bush (2011:259) (2.2.1) who mentions that the 'Bottom-up' theory is a theory whereby leadership moves from the principal and deputy principal to the teachers, learners and parents.

The education guidelines develop teachers, SMTs and the SGB. If teachers are developed, they will be able to perform their duties as expected such as offering quality teaching and following the Department of Education's policies.

P3SB mentioned:

"Use of guidelines within and out of the Department of Education that are related to leadership."

During moderation and monitoring, the SMTs normally identify some areas that need development. The SMT must discuss the findings and recommendations with teachers. Moderation and monitoring seem to play a key role in high performing schools.

AS P6SC puts it: *"We intensify monitoring and moderation and rely on our findings to correct identified hampering factors."*

Teachers are to be given time frames as to when they should implement the recommendations. Correcting the findings after monitoring and moderation is a form of developing teachers because they will start to know what the correct things are. Seobi (2015:12) opines (2.5.2) that during dialogues andfeedback, teachers can talk about teaching and learning with leaders, and mentionedthat moderation should be intensified to have an impact on quality teaching and learning.

The above responses from participants denote that collective leadership develops teachers and helps them to offer quality teaching and learning. Professional development leads to improved academic performance. This is substantiated in the

literature review (2.5.2) as Kraft (2015:62, 86) mentions that collective leadership contributes to teacher development and ensures schools become professional places for teaching and learning. The next subtheme focuses on improved results.

4.4.3.2. Improved results

The school ought to always strive for quality rather than quantity in academic performance. The school should support the intellectually gifted learners to pass with quality results and the less gifted to the best possible pass. The schools will be striving for quality because even the less gifted are supported to pass. The goal of these high performing schools is quality results, not just to get the learners to pass. Working collectively can make the school succeed in achieving quality academic performance. McHugh *et al.* (2015:222) cited in the literature review, concedes that collective leadership should not compromise quality and consequently the results.

P1SA mentioned: *"Collectiveness and quality results intertwine."*

P3SB *"The level of performance is outstanding; my school is doing very well from grade eight to twelve. It never underperforms."*

P5SC *"Results are very good and stable; they are above 80% for the past three years."*

P5SC *"I normally tell teachers that a learner who pass with a certificate is at disadvantage position. We need to make sure we produce quality results."*

P6SC *"In grade 12 we…, we have managed to….secure… within a vicinity of 80% pass percentage to 100 %. We take this for the past three years."*

The above responses from participants confirm that collective leadership contributes towards quality teaching and learning. The next subtheme, which is about staff motivation, links with improved results in the sense that motivated staff are capable of improving results because motivation results in the commitment of staff.

4.4.3.3. Staff motivation

Motivated staff do what is expected of them because they are happy at work. If staff members are happy in their jobs, then quality teaching and learning is part of the result. The literature review (2.2.5) cited Humphrey (2010:280) who emphasises the need of

the principal to motivate their staff which can have a positive influence on the improvement of quality teaching and learning.

The response of P3SB below clearly shows that motivation makes the staff develop a sense of belonging. The workplace becomes a family, where even personal problems are addressed. Staff are not alone but the SMT also has compassion for them. P2SA implies that working together improves academic performance because staff feel valued and become motivated. Seobi and Wood (2016:4-5) mention (2.2.5) that the SMT and teachers need to understand each other as people and not as colleagues. They must build a relationship characterised by care, compassion and mutual support as P3SB has alluded to below.

P2SA: *"If information is disseminated to teachers frequently by the SMT, SMT work together and work together with teacher's quality teaching and learning will be improved."*P3SB: *"We support teachers when having personal problems to avoid losing the teacher due to that."*

Every member of staff becomes intrinsically motivated after realising they are recognised and valued. The literature review (2.2.5) quoted the view of Seobi and Wood (2016:4&5) that the principal must create an environment that promotes relationships of care, compassion and mutual support in the school. Every stakeholder should have a healthy relationship with each other.

P4SB: "Teachers will not only find himself as a teacher but will know that he is a leader."

P5SC: "No matter how bad we fall in terms of the results; we must always be seen as a performing school".

These statements are motivating to the staff. Labelling themselves as performing schools makes them perform above 80%. The power of words and commitment delivers positive results. Facing the challenges together encourages the staff to do their best and to never give up. If teachers feel that they are taken into consideration by the leaders, they become motivated and they do as expected of them in terms of results and good academic performance. Humphreys (2010:280) cited in the literature

review (2.5.1), opines that if the principal positively influences staff motivation, commitment, and working conditions, it will lead to improved academic performance.

The next theme is about challenges that affect the implementation of collective leadership. The theme above states the effects of collective leadership on quality teaching and learning that has highlighted the positive aspects of collective leadership. The next theme discusses those factors that should be dealt with for collective leadership to be implemented with ease. The principal needs to note the challenges hampering the implementation of collective leadership to address them.

4.4.4 Theme four: collective leadership challenges

This is the fourth theme identified from the data collected with four subthemes namely uncooperative personnel, non-involvement of other components, allocation of resources and uncoordinated activities. The subthemes are discussed below to understand how they hamper the implementation of collective leadership.

4.4.4.1. Uncooperative personnel

Some people make it impossible for others to lead them. Sometimes it is out of jealousy or in some other instances it can be when they know the leader has been disrespecting other leaders too. We see from these responses that well-performing schools are not without challenges.

P4SB: "The behaviour of other people also, will somehow discourage those who are leading them in that somehow feeling bullied like if they are learners and then you find that the learner who is a leader is the one who is somehow bullied in the class."

P3SB: "SMT unable to take actions against the teacher who is not cooperative, we just leave it without attending it."

The literature review (2.4.3) cited Moodley (2012:39) who mentions that teacher leaders are disrespected by other teachers because they regard them as not in formal leadership positions. This view and the response from P4SB supports the notion that people who are not serving in an appointed capacity, do not always receive the necessary respect. If there is disrespect, it results in conflicts, inferiority and failure to implement collective leadership. The usual leader's work is not lessened because those who are given leadership responsibilities end up not performing as expected.

Moodley (2012:39) opines (2.4.2) that the SMT can undermine teacher leaders as they regard them as their subordinates. Disrespect canhappen at all levels of leadership, either parents, teachers or even learners. Some staff members are disrespectful such that they are also not willing to cooperate and implement collective decisions taken. This hinders the implementation of collective leadership because some staff members who should lead are scared of them.

P5SC: "Uncooperative staff is one of the reason what made the ….the collective …..ammammamam…….decisions not to stand."

P 6SC: "If we invite parents at school and parents doesn't show up."

School A's participants do not experience many challenges when goals set are clear and were agreed upon by the majority. They believe that where there is collective leadership, challenges are minimal. Schools B and C were of the view that even if collective leadership has advantages, there will always be some traces of challenges.

P1SA: "Breathing…emmm…I have never experience major challenges especially if goals set are clear."

P2SA: "Ja……the challenges are….yes…implementing, ja...this is the question, ja...sometimes we do have challenges in implementing, moving from the old things to the new things of cause there will always be a challenge on that."

The next subtheme, which is about non-involvement of other components, links to the above in that sometimes they are not involved because they are not cooperative, they disrespect those given leadership responsibilities or it is because they are undermined by other leaders.

4.4.4.2. Non-involvement of other components

Every stakeholder in a school is very important because they play different roles. If one component is ineffective, it can somehow affect collective leadership. Participants of Schools A to C mentioned that the majority of stakeholders are involved in the education of learners. Only one participant of School B and one of C mentioned that some are not fully involved. Schools must find a way of involving them so as not to open a gap that can negatively affect quality teaching and learning. Support must start

from lower grades to support these learners at an early age. When they reach Grade 12, they must be responsible. Parents' support is important because they are the ones who are in direct contact with the learners on a full-time basis.

P3SB: "Involvement of QLTC assisting us with everything, it only involve in grade 12."

P6SC: "If one party is ineffective. I will mention one although they are few to be listed."

P6SC: "I will mention one which is very ineffective in some instances, I won't say …e….always."

P6SC: "If parent component is ineffective directly it does affect collective leadership."

Schools C works collectively as management and stakeholders from other departments not including teachers. Allocating teachers leadership roles is a way of empowering them and lessening the burden on SMTs.

P6SC: "We happened to take it collectively as the management but we forget the aspect of the inclusion of having the teacher providing findings identified, so to me is like we are much of the time ,we "…." in our diagnostic testing we rely on what we have find out ourselves but not being informed by teachers".

The next subtheme is about the allocation of resources which links to the non-involvement of other components in that sometimes we will say some components in the school are not involved, only to find that it is due to resources. Parents who are not involved might be because of lack of transport to the school of which the school can come up with a way of assisting them because they are in the governance (SGB) of the school.

4.4.4.3. Allocation of resources

Resources are important for the smooth running of the school and for the implementation of effective collective leadership. Only School C mentioned the challenge of the distribution of resources. The challenge has to be dealt with because learning materials enhance quality teaching and learning. Valentin (2019:22) alludes (2.5.2) that high emphasis has to be placed on high levels of learner academic performance; this will be possible if the principal provides the necessary resources. If there is a subject that lacks resources, it gives the impression that some managers of certain departments in a school are not considered. Williams

(2011:194) cited in the literature review (2.4.2) that some deputy principals and DHs are not privileged to take initiatives and apply creative skills. Collective leadership must be applied fairly, and all be treated equally.

As P6SC mentioned: "Challenges that we have identified much of our time almost yearly……on yearly basis is the distribution of textbooks, the distribution of appropriate learning materials, I will say for instance in the technical schools materials… "

The next subtheme, which is uncoordinated activities, links with the allocation of resources in that uncoordinated activities become a challenge when they compete for resources, for example, two workshops are to be conducted yet there is a lack of accommodation. Sometimes activities compete for targeted people which are human resources.

4.4.4.4. Uncoordinated activities

Competing activities of the Department of Education and external factors such as sudden closure of schools due to COVID-19 increasing infection cases sometimes disturbed the plans of the school. Uncertainties during the COVID-19 pandemic and shifts in priorities posed challenges to the planning of schools and left teachers frustrated.

P4SB: "Some meetings are not held and because of their movement maybe to the P12SF. "You find that the meeting which was supposed to be on that date have been postponed, only to find that eventually the meetings will not be held because of those other meetings that are taking place".

The effectiveness of collective leadership will be evident when leaders hold meetings with their subordinates to plan and give feedback. If meetings are not frequently held, either virtually or face to face, then it means there is less communication that can hamper the implementation of collective leadership. Frederick *et al.* (2016:314) mentions that communication is important in collective leadership to give feedback and instructions.

The above response from participants confirms that as collective leadership is implemented, there are some challenges that are faced by schools that need to be noted and addressed.

The next theme is about guidelines that principals can use for the effective implementation of collective leadership. The guidelines should help the principals address the above-mentioned challenges.

4.4.5 Theme five: guidelines for collective leadership

School principals need to have guidelines that will assist them to implement collective leadership. The following policies, acts, and bodies that were mentioned by participants can help principals as they implement collective leadership:

4.4.5.1. Personnel Administrative Measures

The PAM (Personnel Administrative Measures) outlines the roles and responsibilities of teachers from the lower level up to the highest level. The PAM emphasizes that the principal has to involve the deputy principal and the DHs in other managerial duties other than the curriculum (2.3.2.3 & 2.3.2.4), and its importance to collective leadership has been identified by the participants.

P4SB: "The PAM also show us that as the leader not everything is central to you. You have to engage the stakeholders that will be at your school."

4.4.5.2. Educators Employment Act

The EEA (Employment of Educators Act) is an act that has basic conditions of teachers' services including their roles and responsibilities. The Employment of Educators Act (EEA) guides (2.3.2.4) the principal on the correct disciplinary procedures to follow when dealing with misconduct as collective leadership is implemented, for instance, when a teacher fails to carry out a lawful instruction. It is crucial for principals to be knowledgeable about the content of the EEAand to ensure that the teachers are also aware of it.

P3SB: "We follow the Educators Employment Act, we read it, we communicate it with teachers".

4.4.5.3. South African Council for Educators

The South African Council for Educators (SACE) is a professional council for educators instituted in 2000. It aims at enhancing the status of teaching through the inculcation of a code of ethics for educators. It mandates to offer assistance to teachers such as professional development. The literature review (2.5.2) cited teacher development which is a prerequisite of SACE. The Code of Professional Ethics guides how teachers are to behave, and all the Education Department's developmental programmes must be endorsed by SACE. Implementing collective leadership will be easy if teachers follow their code of professional ethics. Quality Management System (QMS) is one of the developmental programmes of SACE. Teachers developed through QMS are capable of improving results because Development Support Groups (DSGs) are responsible for offering assistance where it is needed (2.5.2).

P3SB: "SACE Act, also need to be communicated clearly as a guideline that will assist us to establish a collective leadership.

4.4.5.4. South African schools act

The SASA (South African Schools Act) cited in the literature review (2.3.1.) gives management teams the authority to collectively lead the school with teachers, parents, and learners. Metswi (2012: 67) mentions (2.3.3) that the principal should implement all the departmental policies. It is very important to work according to the education departments' prescripts to avoid not doing as expected. These well-performing schools use the instructions of the SASA to lead their institutions collectively.

P3SB: "South African Schools Act, it is an act but it can be used as a guideline."

P4SB: "SASA is also talking about that to say leadership should not be central to one person. Learners at the school should be allowed to be leaders. SASA talked about learners who are at the RCL."

In this section, the responses of the participants from Schools A to C were discussed under five themes with different subthemes each. Collective leadership is practised and contributes positively to quality teaching and learning. The challenges that these schools encounter are also outlined. The next section deals with the discussion of

responses of the participants of Schools D to F under the same themes and sub-themes.

4.5. THEMES

Schools D to F were underperforming schools where results for three consecutive years were below 70%. Two SMT members from three underperforming schools were interviewed via Microsoft Teams (MS Teams) to avoid the risk of the Covid-19 infections. The principal and the longest-serving SMT member were interviewed.

4.5.1. Theme one: learner performance

4.5.1.1. Discipline

Discipline makes the school environment conducive for collective leadership and thus quality teaching and learning. Staff members are free to execute their duties and carry out leadership roles. The literature review cited Hallinger and Heck (2010: 663) that collective leadership helps in solving discipline problems quickly and fairly and allows everyone to feel safe at school. Participants' responses support the notion that the discipline of everyone in the school is important for effective quality teaching and learning. Lack of discipline affects the results such as where learners are left without the supervision of parents. Participants of these schools believe that they are doing fairly well in terms of learner discipline.

As P11SF mentioned: *"Our current learners are controllable." "Ohk, when ensuring that there is ………there is discipline……. discipline in the schools."*

Other participants felt that they could do better if they work as a collective and get the parents also on board.

P10SE: "One could be old and maybe be able to better management when coming to discipline."

P12SF: "As collective the other one practice maybe laissez-faire then you come up with instructional role; as the; as the principal, so we have unbalanced control management or discipline, so the challenges become solved."

P8SD: "Children who are not under the supervision of parents".

These schools have to ensure that there is good discipline to be able to implement strategies that will improve their results. The next subtheme is about the impact of COVID-19 on learner performance in that it highlights how COVID-19 has affected learner performance.

4.5.1.2. Impact of Covid-19

COVID-19 affected the 2020 results, generally, the results of the schools dropped. There was a lockdown and COVID-19 affected teachers and learners emotionally as well.

P11SF: "Last year's results I can say maybe we were disturbed by COVID-19. We were having the good …..e…e…. material but we were disturbed by COVID-19 because we had the...so many breaks."

P12SF: "As we speak year before last in 2019 we got 68.8%, last year during COVID-19 we have 62%."

There were loss of lives and generally people were afraid and they had different views whether schools were to open or not. Mchunu (2010:20) cited in the literature review alludes that the principal needs to offer emotional support to stakeholders such as the school management team, teachers, learners, and support staff. During this period of the COVID-19 pandemic, the principal has to offer emotional support and even outsource it to social workers who are part of the QLTC. The social workers form part of the wellness unit in the Department of Education called the Employee Health and Wellness Programme (EHWP) that is under the directorate of Employee Health and Safety Services (Northwest Province Department of Education).

One of the South African Council for Educators (SACE) objectives is to promote the well-being of teachers by assisting them in dealing with any distractions that may have a negative impact on their productivity. The COVID-19 pandemic has affected the well-being of teachers, learners, and parents. They need to be assisted to be able to offer quality teaching and learning.

The next subtheme about qualified teachers, links to the impact on COVID-19 in that in 2020 even if learners were taught by qualified teachers, due to so many breaks, there was a general drop in results.

4.5.1.3. Qualified teachers

Schools D to F were not clear on whether teachers were qualified in the subjects that they teach while Participant 12 (P12SF) was the only one who mentioned wrong recruitment. School F is a small school, therefore, they must be strategic on recruitment by hiring teaches who can teach more than one subject and avoid recruiting teachers who can teach the same subjects.

P12SF: "Sometimes the teachers that are there we find that they are having, maybe three of them are having same subjects so it hinders ….the……. the school to be more effective because the decision is not taken by…… by collective but as collective we are bound to agree on such especially on recruitment."

Only P12SF mentioned that sometimes they recruit teachers who have the same subjects. It means some are going to end up teaching subjects that they are not qualified to teach, which may cause the school not to perform well. It is disturbing that the principals and SMT members have no knowledge as to whether the teachers are qualified to teach the subjects they teach.

The next subtheme of teacher commitment links with teacher qualifications in that sometimes commitment with experience can help teachers who are not qualified to improve. Pillay (2013: 11) cited in the literature review, states that collective leadership develops teacher expertise, meaning committed teachers can improve as they work together with others who have expertise.

4.5.1.4. Teacher commitment

The commitment of teachers in their schoolwork helps them to perform well. If they are committed, they will come up with strategies that will help them to improve. P9SE uses extra classes as a strategy to improve learner performance. He mentioned that the subject that he teaches is performing well.

P9SE: "I also embark on Saturday classes, afternoon classes which are helping me in making sure they……they do acquire that knowledge in a particular topic."

P10SE in the same school as P9SE mentioned that if they can come up with interventions, they will experience a challenge of parental involvement. He said if they can start, then there would be challenges. Collective leadership ought to be improved

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so that teachers in the same school can assist each other to deal with challenges and establish a culture of collaboration and commitment.

P10SE: "They must attend school from Monday to Sunday so that at least we can say that they will be manage….they will be able to pass. If we don't turn……not clear..…… those such strategies maybe interventions then it will becomes a challenge, it becomes a challenge and amongst those that I can mention is that the lack of parental involvement".

Participants of School F mentioned that their results are improving. It shows a positive change in the level of teacher commitment. P11SF mentioned that they have learnt from their previous mistakes.

P11SF: "We learnt from our previous mistakes on how to handle …..e…e……learners. Ja…. the previous years I can rate it between 60 to 69 because last year wegot 68 and then ….mxm……not….. not 68, 62 and the year before last year we got 68."

P12SF: "We have 62%, previously during the year 2017 our performance was very low whereby we have 19.23 %, the other year in 2018 we got 4% that is why …kere….the performance of our school is improving now."

P12SF who is the principal of the school commits to a continuous improvement of results. She will ensure that the wish becomes a reality as the leader.

P12SF: "So we are saying …..e..e……having that ….e..e….encouragement we are still going to improve our results more than the years before."

The participants in School D sounded discouraged and did not even pledge for an improvement of results. Contextual factors have clouded their minds such that they did not mention how they are going to improve the results but only how contextual factors are affecting them.

P7SD: "The issue of making copies that are very relevant to the learners because of electricity is also a challenge."

P8SD: "You struggle to get homework done at home precisely because they will tell you there was no candle."

The literature review cited Leithwood and Mascall (2008:530) that collective leadership makes everyone be greatly committed in their work that will have a positive impact on learners' academic performance. The above responses of participants denotes that only School F participants and P9SE are committed to their work. Others need to strengthen their commitment to improving their results.

The next theme which is how collective leadership is practised in schools, links with the above theme which is learner performance in that the study explores the relationship between the two.

4.5.2. Theme two: How collective leadership is practised in schools
4.5.2.1. Involvement of stakeholders
Stakeholder involvement is important because each one has different skills that can contribute towards quality teaching and learning. The different skills can even help the school to deal with challenges they encounter. Only School F mentioned that their QLTC is functional. The QLTC is cited as effective indicating that if different stakeholders are involved in the education of children, they will improvethe well-being of learners. Phalatse (2012: 31) opines that taking care of learners' general wellbeing will improve academic performance. The participants in these schools indicated that opportunities are created for the teachers to get involved.

P7SD: "Teachers are given the opportunity to lead, collective leadership is practiced nine out of ten."

P8SD: "Management of the school take joint decisions."

P9SE: "SMT work together with teachers and learners. We do have ….ee…… the learner ….. the learner representative council which will also which ……is ….which…… of which they are also involved."

P10SE: "We practice collective leadership, however …ee…. we practice it in…. in certain aspects ……ee……like….in….in…in….. within the school but I ….. I feel that …ee….from the district there's a gap."

P11SF: "Ohk, we always share ideas and then we call for meetings and discuss lot of things and then for "ex…..akere……" SMT is not like the principal is working on her own and then the DH on her own."

P11SF: "QLTC is functional. They come to school to motivate learners and they contribute, for example, fixed a broken gate."

P12SF: "as a collective the deputy principal……the…. the HOD at our school has to find those problems, working together with the sub-committees, working together with the SGBs, those are the collective management because we work together, we resolve the…… the problem together, so we are working as a unity."

P12SF: "It has improved the results of our learners whereby we have together with the QLTC we draw what we call social contract with the parents and learners."

The above responses from participants show that stakeholders within the schools work together but stakeholders outside the school are not involved. The involvement of stakeholders from various sectors can help the school with other problems such asa social worker with social problems. Results can improve if contextual factors are dealt with.

The next subtheme, which is about shared vision, links with the involvement of stakeholders in that people working together as a team means they share a common vision.

4.5.2.2. Shared vision

If a school involves all staff members in decision making, it means they a share common vision. Staff members become involved because they are part of setting the vision, they agree and understand the vision.

P8SD: "Take decisions that will have impact, look at voluntarism."

It is always good to look for voluntarism and avoid imposing decisions on people. If the vision is not agreed upon by the majority, then it will be followed by the leader only. Naong (2011: 1591) highlights that leaders need to be intelligent to be able to influence subordinates to follow their visions. Sharing a common vision will collectively

strengthen support, lessen the workload, and improve learner performance. The participants in these schools indicated that they work together on a common vision.

P9SE: "*We will be working together to share a vision which is unilateral.*"

P12SF: "*We sit together as a collective on the performance of the learners where we sit together and do the subject improvement plan.*"

The purpose of teaming up is to achieve a common vision. There is no way in which people can form a team yet have contradictory goals. Birds of the same feathers flock together.

P7SD: "*SMT of the school identify individuals within an organization and we give them that opportunity to lead.*"

P10SE: "*To work together without maybe any clashes, so in secondary schools definitely collective teaching is the one that ensure good performance.*"

P11SF: "*Collective leadership is when you work as a team, when there is unity.*"

Staff who work as a team share challenges and solutions. They have a common understanding of their vision and work towards it. The literature review (Baloyi, 2011:34) indicates that the leader involves others to adapt to new challenges, solve problems and improve learner academic performance.

The above response from participants denotes that working as a collective means the vision is shared and the principal uses the intelligence to persuade others to follow a common vision.

The next subtheme about shared decision-making links with shared vision in that if people have a common vision, then they will make decisions together.

4.5.2.3. Shared decision making

Members of an organization must be involved in decision making so that they can eagerly take part in the implementation of that decision. People generally do not resist a decision that they were part of.

P7SD: "*When every member of a team play the role of planning, leading, organizing*

and coordinating the activities of an institution."

P8SD: "They reach consensus on number of issues that are deliberated on and ultimately arrive at a common".

P9SE: "Make sure that the decision that has been taken will be the decision that is taken by all the stakeholders."

P10SE: "When we are seen to be….. to be working together not taking different or maybe opposite ….ee…..ways …ee…."

The literature cited Harris (2014: 15-16) that the principal should create conducive conditions for teachers and the SMT to lead. Sharing power and decision making by the principal will benefit the school in that those with capabilities will unleash their potential.

P11SF: "…….when we……. we identify the problem we sit down and talk about it."

P12SF: "Decision making is taken collectively, whereby the leader for example me myself as a principal I have to work with the educators hand in glove with them whereby when they encounter a problem they have to share ideas with the principal then we start to resolve the problem."

The principal of a school must ensure that every stakeholder is taken on board. This can improve learner performance because discipline will be everyone's responsibility, extra classes, policies, and any other issues. Shared decision making makes everyone feel part of the school and to be valued.

The above responses from participants show that the decision is shared amongst others. The next subtheme which is communication links with shared decision making in that for a decision to be taken, means that there was a discussion and discussion is a form of communication.

4.5.2.4. Communication

People who work together communicate throughout. Teamwork was observed in Schools D to F, which means there is communication.

P7SD: "SMT of the school identify individuals within an organization and we give them

that opportunity to lead in aspects that are key in the running of the school."

P8SD: "people takes ownership of certain decisions then they…….they have the will power to assist in making sure that the school is moving forward."

P10SE: "As a school we practice collective leadership however …ee…. we practice it in…. in certain aspects ……ee……like….in….in…in….. within the school."

P9SE: "WE debate the matters together."

Schools should consider two-way communication that being from top to bottom and from bottom to top. Subordinates should be free to state their views and not only managers being the ones who initiate discussions. The literature mentioned Humphrey (2010:79) highlighting the bottom-up theory as allowing SMTs and even teachers to also take up leadership responsibilities.

P11SF: "When there is a problem we meet to discuss it together."

P12SF: "We take the responsibility of education and transfer information to the staff and also to the management and also to the QLTC and the committees."

Proper communication lessens conflicts and misunderstandings. Frederick *et al.* (2016:314) states that giving feedback is important to keeping others at par. Miscommunication creates tensions and people do not alwaysunderstand what to do, when to do it and how. Effective communication makes it easyfor collective leadership to be implemented. Communication is important for the smooth running of the school. If there is no communication, no one will be clear on what is expected of them.

The above responses of participants confirm that communication is important for effective collective leadership. The next subtheme, which is the use of expertise, links with communication as communication is required when people share their skills

4.5.2.5. Use of expertise

Allocating work according to expertise results in teachers working towards the best of their abilities. Assigning tasks to unsure people, frustrates "*contribute and lead members where the expertise are needed hence it has made possible for the educators to give of their best."*

P8SD: "Joining hands together to…ee….. arrive at decisions that takes the school forward."

Collective leadership means leaders with expertise lead the staff to take joint decisions. During the implementation stage, those experts are the ones at the forefront to guide and influence others in the right direction.

Ramahlape (2016:14-16) cited team teaching as a collective strategy to improving quality teaching and learning. From the responses, it is clear thatteachers in these schools put in the effort to create a turn-around in their poor performance.

P9SE: "I am doing collaborative teaching with teachers of other schools."

The literature highlighted (Harris, 2014: 16) considering ability to avoid compromising quality when collective leadership is implemented.

P10SE: "If we can have management of young and old, gender equity also being considered because we come with different skills. There should be a balance in management in terms of gender and age for collective leadership to be effective."

When the SMTs in these schools do thorough monitoring and moderation, they use the knowledge and experience they have to identify challenges and come up with remedies for improvement.

P11SF: "*SMT is doing extensive monitoring and moderation*".

P12SF: "We must also have the power of …ee…….. competence to say….. let me say expertise …..ne…… the competence of experience that will be able to beaccepted by others.

P12SF: "Taking the teachers who are having more knowledge to teach the certain topics so that the results of the learners must improve".

School D can perform well if contextual factors are addressed because their teachers have the expertise, but the environment disadvantages them. School E needs support so as not to blame the district office, learners who are not gifted, and a lack of parental support. School F ought to implement their strategies for improvement to perform well. School D needs to involve relevant structures that will help them in dealing with these

contextual factors, otherwise, they will forever not perform well. Stakeholders from other departments are allowed in schools because of expertise that teachers do not have.

The next theme is the effects of collective leadership on quality teaching and learning which links with how collective leadership is practised in schools. The literature and response of participantshave shown that the two are interrelated.

4.5.3. Theme three: effects of collective leadership on quality teaching and learning

4.5.3.1. Professional development

By virtue of staff working together, teachers develop each other. Weaknesses are complemented by others' strong points. No one will feel or notice that he/she is not good at anything because others come in and assist in those areas. Bolden (2011:252) cited that collective leadership reduces mistakes that can be committed by a leader who takes decisions alone. Sometimes a leader can act against a policy such as chasing a learner away who owes book funds, for instance. This can put the principal in trouble but when working with others, he/she will be helped. Approaching things collectively helps in the development of the whole team.

P7SD: "We practice this collective leadership nine out of ten."

P8SD: "Once people takes ownership of certain decisions then they……. they have the will power to assist in making sure that the school is moving forward."

Teacher development will help in quality teaching and learning. Teachers do not need to be stagnant but should continuously improve. Grant *et al.* (2010: 402) state that when teachers are awarded an opportunity to lead, they attempt new initiatives that develop them and are excellent in enhancing quality teaching and learning. Expertise is considered when allocating responsibility then it means others will develop their knowledge from experts. Professional development is not only within the school but is obtained from other schools. It is good to ask for help and learn from others.

 P9SE: *"Collaborating with teachers of other schools makes my performance to rise higher. My performance of the subject that I am teaching is currently higher."*

P10SE: "however we can always engage maybe in a……..not clear…..... that is why I am saying it has positive effects."

P11SF: "We sit together and talk about the problem, after that we come up with the mechanism …….gore…....... how are we going to do to reduce that, so when learners are…… are disciplined teaching and learning will take place ……ee............. softly so, so that is …….ja..... "

The above responses from participants confirm that collective leadership is practised in these schools. It develops others because they share problems together, others even work with colleagues from other schools. Sharing skills and knowledge is a form of development. The next subtheme, which supports professional development, links with improved results that developed staff have the willpower to improve results.

4.5.3.2. Improved results

Schools D to F perform under the provincial threshold which is 70%. Only School F was positive that their results are improving.

P7SD: "Results are below average due to contextual factors like no water and electricity, we are not able to use technology."

P8SD: "Results are under average precisely because children are not under parents' supervision, there is high rate of teenage pregnancy."

The contextual factors deter School D from improving their results. There are also social problems that are not fully addressed because the school is situated in a remote rural area that is more than 200km from the town. The place is abandoned because the mine was closed, and the community is in the process of being relocated due to the challenge of asbestos and support from sister departments is low.

School E participants also mentioned that collective leadership has positive effects on quality teaching and learning but do not seem to be fully practising it.

P9SE: "All educators will be saying one in the same thing, that is why I am saying collective leadership has that impact in our……in……. has that positive impact on the learning at our school."

P10SE: "So in secondary schools definitely collective teaching is the one that ensure good performance."

Not all the teachers are eager enough to improve the results of the schools, as P10SE alluded:

"Maybe interventions then it will becomes a challenge, it becomes a challenge and amongst those that I can mention is that the lack of parental involvement."

The QLTC in all the schools is not as effective as it could be in assisting with a turnaround in the results of the schools.

P10SE: "The other parties that are supposed to be actively involved are not as actively involved as expected and it becomes the issue of the school and ….ee…..of the teachers alone to be maybe to be participants of the QLTC."

Molefe (2013:86) alludes (2.5.2) that collective leadership contributes to job satisfaction that has a positive impact on the wellbeing of teachers and consequently on quality teaching and learning. The QLTC members have expertise to help in improving the wellbeing of teachers, such as religious leaders helping with spiritual upliftment.

Participants of School F are positive that the results will still improve looking at the fact that they have been improving even if the school is still underperforming.

P11SF: "*This year we have different material of learners that can study on their own and are controllable.*"

P12SF: "*Performance is improving compared to previous years.*"

The above responses from participants confirm that collective leadership is not fully implemented, only School F boldly hoped for improvement of results and said collective leadership is practised and QLTC is functional. The next subtheme, which is staff motivation, links with improved results in that motivated staff can produce excellent results because they are satisfied with their work.

4.5.3.3. Staff motivation

When staff realise that they are recognised, it automatically motivates them to do their best. The school needs to consider everyone in a school to make a positive

contribution.

P7SD: "Recognising individual contribution makes individuals to have a sense of belonging."

P12SF: "Showing recognition and appreciation for outstanding work."

The literature review cited Margolis and Ziegert (2016:339) that team collaboration and power-sharing empower those who are given leadership responsibilities. Motivation boosts staff morale. It needs to be done continuously in a school to create a conducive environment for teaching and learning. Involving the staff in planning and decision making motivates them. Motivation drives the staff to do what is expected of them without failure or doubt. Grant *et al.* (2010: 402) cited that when staff members are involved in decision making, there is greater productivity, job satisfaction and organizational commitment. Schools, where staff members experience job satisfaction, produce quality academic results because theybecome committed to their work.

P9SE: "People internally in our school and externally not from school motivating us."

P10SE: " if they see that the teachers are working together and SMT is together, they take it as an example, so it can motivates learners and also the community at large can also motivates and encourage everyone to work together."

Valentin (2019:22) opines that motivated staff areproductive because their wellbeing is healthy. The school that practices collective leadership motivates the staff to feel important and they do not blame anyone for the failures because it is for everyone.

If the above-discussed schools can implement collective leadership to the tee, then their level of performance can improve. The next theme, which is the challenges of collective leadership, links with the above theme in that challenges hampering collective leadership are the ones that affect quality teaching and learning.

4.5.4. Theme four: collective leadership challenges

4.5.4.1. Uncooperative personnel

People who are not cooperative normally do not go to where others are going. They 'off-ramp' and do not support decisions taken which hinders the implementation of

collective leadership, as per Moodley (2012:39). Some people are always uncooperative no matter whether they were part of the decision. Ina meeting, they keep quiet but outside they will tell others that they will not support decisions taken at the meeting. They even disrespect the leader of that particular task.

P7SD: "Some few individuals who do not have a sense of teamwork, who are not good team players."

P8SD: "Even though decisions are taken based on consensus, it does not necessarily mean everybody will be supportive."

Staff who are not cooperative and do not support collective decisions taken show disrespect. They even say negative things and react aggressively to instructions given by leaders (Moodley, 2012:39).

P9SE: "Lack of cohesion between leaders create barriers on what learners really need."

Collective leadership is only possible when staff members work together as a unit. Lack of unity creates groups and failure to carry lawful instructions. Division results in teachers supporting only those who are in the same group. If one is not in the same group and is given a responsibility to lead a certain task, the whole opposing group may influence one another not to support.

P11SF: "Division among the staff. Ill-discipline of staff."

P12SF: "Collective leadership sometimes makes it difficult to control laissez-faire, there is unbalance management."

Laissez-faire will hamper the implementation of collective leadership because everyone does as he/she pleases. Disrespect is the order of the day; nobody can take instructions from anyone.

4.5.4.2. Non-involvement of other components

Every stakeholder in the school is important because they play different roles that are all important for the education of the child. The school needs to work on involving parents, learners, sister departments, and the broader school community. The

involvement of various stakeholders will help in attending to contextual factors. If there is no QLTC, it means sister departments do not support the school. The school must involve them to help with social factors such as the use of drugs, child-headed families and others. Social factors affect the academic performance of learners. If the schoolis underperforming, the involvement of various stakeholders could be helpful. The literature review cited QLTC as a subcommittee of the SGB, inclusive of various stakeholders that could support the education of the child. However, it was noted in most of these schools that their QLTC was dysfunctional.

P7SD: "QLTC of the school is dysfunctional."

P8SD: "It is dysfunctional."

P9SE: "There is no QLTC that has been established."

P10SE: "QLTC …eee…..is not functional."

P8SD: "Members of QLTC are not attending meetings."

P12SF: "SGB sometimes not attending meetings and not even informing the principal before."

A greater impact of stakeholders will be seen if more are involved and not only those who are employed at the schools. Every stakeholder is important in the education of children. Parental involvement is also very important because they are the ones to ensure learners come to school, do their homework and study. The researcher is of the view that Schools D and E can improve the results if they involve external stakeholders.

4.5.4.3. Allocation of resources

Resources enable one to execute duties. It can be money, materials such as stationery and human resources such as teachers. A lack or shortage of resources hinders the effective execution of duties. Pillay (2013: 24) cited that access to resources is one of the conditions that the principal should meet to create and improve quality teaching and learning. A shortage of money, for instance, hinders the implementation of collective leadership because if the school needs to benchmarkwith other schools, they may fall short in terms of transport money or data to meet withthe school either face to

face or online. Subsequently, this affects quality teaching andlearning. The school will have to raise funds for that.

P12SF: "Money allocated to the school is very limited, so we are unable to buy certain things that are needed with immediate effect in the school because the amount is already exhausted."

The next subtheme which is uncoordinated activities links with the allocation of resources in that there are challenges hampering implementation of collective leadership and consequently academic performance.

4.5.4.4. Uncoordinated activities

Sometimes there are competing activities of the Department of Education with that of the school. Schools cannot defy the department; they must prioritise it over their own activities. This hinders the implementation of collective leadership because they end up not meeting or doing their activities. It creates the impression that other leaders are not functional.

P12SF: *"As a collective we are unable to take…… to do other things that are very much key because we have to attend other things that are on the education".*

The next theme is about guidelines that principals can follow to establish effective collective leadership. The guidelines can help the principal to deal with challenges, for instance the Employment of Educators Act (EEA) guides on how to deal with misconduct and the South African Council for Educators (SACE) outlines a code of professional ethics.

4.5.5. Collective leadership guidelines

Participants mentioned the guidelines below that can be used by principals to establish effective collective leadership.

4.5.5.1. Pam

Participants of School F were of the view that the PAM document is a useful guideline for effective collective leadership. *P12SF: "Eee………. we have personnel administrative management which describes amongst others the duties and responsibilities of a…….a principal, deputy principal, DH and …..ee……CS educators."*

P11SF: "PAM document, the one that includes the job description of educators." "The guideline PAM."

4.5.5.2. SASA

The principal of School F mentioned SASA amongst the documents that can guide principals on the implementation for effective collective leadership. *P12SF: "A…..South……SASA."*

4.5.5.3. ELRC

One participant of School E and one of School F opined that the ELRC can also guide principals on how to effectively implement collective leadership. *P10SE: "I think the ELRC document it states all the duties maybe and responsibilities from the PL 1 to the highest P L in the school."*

P12SF: "The other one is ELRC."

The Department of Education developed these guidelines for principals to know how to manage their schools. When principals understand policies and procedures, they will be able to implement collective leadership because they communicate policies with all relevant stakeholders.

4.6. CONCLUSION

The chapter presented the data findings under five themes each with subthemes. The discussion focused on making sense of the data by answering the research questions identified in Chapter 1. Questions were related to the contribution of collective leadership quality to teaching and learning. The challenges faced by schools in implementing collective leadership and guidelines that principals can follow to implement effective collective leadership were discussed. The data were also linked with the literature review to denote relevance.

The next chapter, which is chapter 5, summarises the most important findings and how they are related to the research aims. Limitations to the study and recommendations brought by the results of the study will conclude the chapter.

CHAPTER 5

FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1. INTRODUCTION

The previous chapter was about data analysis. Data collected were transcribed verbatim then divided into codes, themes and subthemes. Findings were discussed under the five themes identified from the transcribed data. This chapter summarizes the research, outlines the findings in line with the research aims and questions. Recommendations are made according to the findings and the literature reviewed. Limitations to the study are mentioned and the chapter is concluded by outlining the implications the findings have on the study.

5.2. SUMMARY OF THE RESEARCH

The most important aspects of each chapter of the research are summarized in this chapter. Chapter one clarified key concepts for the study which are collective leadership (1.2.1), quality (1.2.2), teaching (1.2.3), learning (1.2.4), quality teaching and learning (1.2.5) and secondary schools (1.2.6) and the problem statement (1.3) that highlighted that schools need to move away from the hierarchical and autocratic type of leadership to the kind of leadership that involves various stakeholders. The research questions were formulated from the problem statement (1.3.1 &1.3.2) and the research aims and objectives (1.3.3 & 1.3.4). The theoretical framework that supports the study namely the collective leadership theory was briefly discussed and its significance to the study (1.4). Research design (1.5.1), research methodology (1.5.2), research paradigm (1.5.3), sampling strategy (1.5.4), data collection (1.5.6), data analysis (1.5.7) ethical considerations (1.7) were also discussed as well as the contribution of the study (1.8).

Chapter two, which is the literature review, commenced with the introduction, followed by a theoretical framework: collective leadership theory (2.2.1). Collective leadership was discussed under the following headings: key aspects in collective leadership (2.2.2), collective leadership and decision making (2.2.3), power-sharing in collective leadership (2.2.4), collective leadership and relationships (2.2.5), collective leadership in the South African school context according to SASA (2.3.1), concepts related to collective leadership which are the: SMT (2.3.2.1), principal (2.3.2.2), deputy principal (2.3.2.3), and DH (2.3.2.4). Collective leadership studies in South Africa (2.3.3),

challenges schools face in implementing collective leadership were also discussed: on the side of the principal (2.4.1), on the side of the SMT (2.4.2) and on the side of teachers (2.4.3). Collective leadership and learner academic performance were discussed under the following headings: the effects of collective leadership on quality teaching and learning (2.5.1), teacher development and collective leadership on quality teaching and learning (2.5.2), collective leadership strategies to improve quality teaching and learning (2.5.3), and the conclusion ended the chapter (2.5.2).

Chapter three outlined the research design and methodologies. The introduction commenced the chapter, followed by research design (3.2), methodology (3.3), paradigm (3.4), sampling strategy (3.5) and data collection (3.6). Data analysis was discussed under the following headings: transcribing interviews (3.7.1), coding, themes, and subthemes (3.7.2). Validity (3.8.1), crystallization (3.8.2), and reliability (3.8.3) were also discussed then ethical considerations and the conclusion ended the chapter.

Chapter four presented the findings after the interviews. It started with an introduction (4.1), the process of data analysis (4.2-4.6) and a conclusion at the end (4.7).

5.3. FINDINGS OF THE RESEARCH

The findings discussed have been drawn from the literature review and from the analysed data. The findings are discussed concerning the research aims addressing the questions specified in chapter one.

5.3.1. Research aim

The findings of the research addressed the research aim which was to determine how collective leadership can contribute towards quality teaching and learning in secondary schools in the North-West Province.

Involving the staff in the leadership of the school makes them commit to their work and do their work with passion. Trust, working in harmony with one another and sharing a common vision are amongst the benefits of collective leadership that contribute to improved academic performance. Learners perform at their best when they are taught in an environment where there is a mutual relationship between all stakeholders. Mogonediwa (2008:19, 46) cited (2.5.2) that involving teachers in leadership influences their commitment. When teachers and learners are committed, quality

teaching and learning rises to a higher level.

Well-performing schools practise collective leadership and contribute towards academic performance. Underperforming schools practise collective leadership minimally hence the performance is below the expectations. Only one underperforming school mentioned that their QLTC is functional, and the results of that school show improvement. If they can practice collective leadership to a maximumlevel, other stakeholders like the police services will help them to deal with factors such as gangsterism which compromises safety in the school and thus hampers quality teaching and learning. The QLTC is cited (2.5.3) as a way to improve quality teaching and learning because learners' social problems are addressed by various stakeholders. The Department of Education makes room for everyone who has an interest in the education of the child to get involved. The motto of QLTC is "Education is a societal matter." It means every member of the society whois willing to contribute positively to the education of the child is welcomed to do so.

5.3.2. Research objective 1

Research objective number one was to determine the effect of collective leadership on quality teaching and learning in secondary schools in the North West Province which addresses research question number one.

Different stakeholders working together, sharing responsibilities, and agreeing on common decisions develop one another. Sharing skills with others develops them, thus improving quality teaching and learning. Weaknesses are remedied and competencies are improved because working together allows the staff to complement one another. It becomes easy for different stakeholders to take leadership responsibilities because they learn from one another. The literature review (2.5.2) cited Kraft (2015:62, 86) who mentions that collective leadership contributes to teacher development.

When collective leadership is practised in schools, it motivates the staff to work as expected. Motivation contributes positively to the well-being of the staff and to job satisfaction. The academic performance of learners improves because the staff becomes happy at work. The response of participants is that they work together as a

collective and that motivates the staff. Participants of an underperforming school mentioned the lack of support from the Department of Education which demotivates them. Lack of support weakens collective leadership because it means departmental officials are not leading the school together with personnel who are in the school. Various stakeholders need to work together to give different kinds of support. Valentin (2019:22) opines (2.5.2) that motivated staff are productive because their well-being is healthy.

5.3.3. Research objective 2

The findings for research objective two addressed the challenges faced by secondary schools in implementing collective leadership to effect quality teaching and learning. The challenges identified need to be addressed as they hamper the implementation of collective leadership and consequently academic performance. Underperforming schools do not involve stakeholders outside the department of education which could bring expertise that teachers do not have. Contextual factors which schools are battling with can be addressed by the relevant departments. Well-performing schools do their best to involve different stakeholders who add different skills and knowledge to help them, hence their academic performance is pleasing.

5.3.4. Research objective 3

The third objective of the research was to formulate guidelines that principals can use to establish effective collective leadership in secondary schools in the North West Province. The findings identified the following guidelines:

- Principals need to advocate and implement directives relating to collective efficacy as per the SASA and other departmental policies like the PAM and the EEA which can guide them on the roles and responsibilities of all the educators.
- Principals need to lead by example through practising collective decision making in meetings with the SMT, staff, and the SGB.
- Principals need to acquaint themselves with the different departmental policies and follow due processes when dealing with official issues such as misconduct.
- Principals need to encourage greater collaboration between teachers as the shared expertise could lead to collective growth and development.
- Principals need to be instrumental in ensuring that their QLTC is fully functional, as it involves all the relevant stakeholders to lead the school collectively.

- Principals should create opportunities for staff members to encourage and motivate each other, as it can positively impact their work.

- Principals need to involve all the stakeholders when they deal with the allocation of resources, as this will allow for transparency and a better holistic understanding.

5.4. LIMITATIONS TO THE STUDY

The aim of the study was to determine how collective leadership can contribute towards quality teaching and learning in secondary schools in the North West Province. Twelve longest-serving SMT members of sampled secondary schools in the Doctor Ruth Segomotsi Mompati District were interviewed on the subject. Six of the SMTs were from three well-performing schools and another six from three underperforming schools. All schools are quintile one to three, meaning they are no-fee paying schools. The majority of learners come from low-income households.

The sample was relatively small; therefore the findings cannot be considered applicable to all secondary schools and to all SMT members in the whole North West Province and even in the whole of South Africa. However, the findings are still valid to provide an understanding about collective leadership and quality teaching and learning. Furthermore, research on other quintiles and other schools of the same quintiles would be beneficial in providing more information about collective leadership.

The researcher faced challenges caused by COVID-19 when she was about to collect data. The country was on Alert Level three and facing the third wave of the pandemic. The Ethics committee approved virtual interviews to minimize infection risks. Network connectivity was a challenge and willingness to participate because SMTs indicated that they did not have time to participate due to work pressure. In addition, schools' reopening was delayed due to COVID-19 cases' resurgence. In one school, the principal was not willing to be interviewed, so the deputy principal and the DH were interviewed.

5.5. RECOMMENDATIONS BROUGHT BY THE RESULTS OF THE STUDY

5.5.1. Teacher empowerment

Principals, as the ones attending leadership workshops, should conduct in-school workshops for teachers to avoid depending too much on them to lead as they are the only ones empowered to lead (Williamson, 2011:195). Teachers should also be

empowered to participate in the free spaces that will be created by the principal. This notion is supported by Kraft (2015:15) who states that capacity building and motivating teachers can lessen the tension and the negative attitude where teachers are undermined by colleagues or even SMTs. Everyone in the school should know that the skills and expertise of everybody are to be considered for the benefit of the school.

5.5.2. Implementation of quality management systems

Resolution 2 of 2014 expects teachers to undergo the Quality Management System (QMS) process. The system evaluates the performance of teachers in line with job descriptions. The level of accountability in schools will also be improved. Section 5(b) of the South African Council for Educators (SACE) Act no. 31 of 2000 mandates the council to offer assistance to teachers. The QMS helps teachers to identify their developmental needs and address them through SACE activities. Principals should ensure this resolution is implemented because teachers who need assistance would be assisted. Collective leadership can easily be applied because teachers, including management teams, will be competent.

5.2.3. Continuing professional teacher development

Continuing staff development for all members irrespective of whether they are in formal or informal leadership positions is important in schools. This will bring a sense of unity and help them to work collaboratively towards achieving a shared vision and purpose (De Villiers & Pretorius, 2011:577). The SACE requires that teachers engage in self-directed, institutional and formal teacher development activities such as workshops, courses, and other activities. These are referred to as Continuing Professional Teacher Development (CPTD) that earn points for teachers and are to be uploaded electronically. The CPTD cycle takes three years whereby every time the teacher attends seminars, meetings and other activities, the points are to be uploaded on the teacher's CPTD account. Each teacher is expected to achieve 150 points in every three-year cycle. At the end of the cycle, SACE issues certificates to each teacher who achieved. Developmental activities are determined by identified needs from QMS processes.

The CPTD will impact positively on learner performance because teachers' skills and knowledge are improved. Developed teachers will be effective when given leadership responsibilities and principals should ensure that teachers are involved in CPTD.

Health and wellness also form part of the assistance that SACE regard as important for teachers. Personal problems can have a detrimental effect on the performance of teachers. Principals should ensure that they use the services of departmental wellness practitioners that are free of charge. The services help teachers who have distractions such as substance abuse that may have negative impacts on quality teaching and learning. Teachers can be helped by counselling and rehabilitation to improve their performance which will ultimately improve the performance of learners. Dealing with personal problems will help those teachers to be cooperative and be part of collective leadership in their schools.

5.5.4. Teacher motivation

Teacher motivation by leaders is important for the effectiveness of collective leadership. Motivation, according to Kraft (2015:10), is amongst management functions, together with communication, coordination, disciplining, delegating, decision-making and conflict management. Kraft (2015:33) further states that the leader motivates and inspires those around him/her, creates attractive visions, boosts followers' goals and inspires passion in followers. Motivated followers are eager to learn and work with passion. The notion is substantiated by Marx (2018:2) who states that the culture of motivation and inspiration is developed by regularly communicating the values that are in the vision. The vision motivates the organization to move forward to achieve goals and objectives (Marx, 2018: 26).

Marx (2018: 43) further mentions that motivated people become satisfied and feel a strong sense of purpose. The feeling of strong sense of purpose results in followers working tirelessly towards achieving one common goal. The principal has to be a good motivator who gives positive feedback such as applauding work well done. Teachers who receive extrinsic (that come from somebody else) motivation from the principal become intrinsically (from people themselves) motivated. Intrinsically motivated teachers can motivate themselves, are not afraid of challenges and this can improve learner performance (Marx, 2018:44). Motivated teachers can exercise leadership with ease and the principal will no doubt lead with them.

5.5.5. Conducting regular informative and developmental meetings

If principals conduct meetings at school weekly or biweekly for strategic issues and every morning for daily operational matters (Bush & Glover, 2013:33) , this will help all staff members to be on par with the school affairs. During meetings, plans will be communicated, and reports will be given by all leaders of different departments, subcommittees, and units. School management teams become effective if they frequently conduct meetings. Collective leadership is easy where there is effective communication.

5.5.6. Performing the critical management tasks

Coordinating, implementing, controlling, and leading are management skills that principals should also not ignore. They involve the sequencing and unifying of efforts. Planning and scheduling of activities are needed before they can be implemented. Coordinating requires organizing people so that they work together. The principal needs to coordinate subordinates for effective collective leadership to be implemented (Abbas, 2012:118). Delegation means giving other people the responsibility and authority to do something rather than the principal doing work alone. Delegation helps people to develop their skills and competencies (Abbas, 2012:118). Collective leadership is about devolution of power where the principal allows the SMT and teachers to also lead. Delegation with authority means the subordinate is given authority to lead that particular task.

5.5.7. Collective decision-making and shared vision

Collective leadership involves shared decision making (Baloyi, 2011:34; Hallinger & Heck, 2010:663). This means the principal must consult others before a decision can be made and this is an advantage when disciplining. Combined skills and knowledge of others will be used in problem-solving. Solving problems as a collective ensures fairness and avoids mistakes because there is sharing of ideas. There is learning from one another and empowerment because of the use of different expertise.

Principals need to create a democratic environment in schools that allows closer working together and collaboration between leaders and followers. Three qualities that strengthen collective leadership are mutual relationships, a sense of shared purpose and allowance for individual expression. Mutual relationships between teachers, school management team and teachers are important and make it easy for teachers

to feel valued. Teachers' views need to be considered and be actively involved in implementing change (De Villiers & Pretorius, 2011:575). A democratic environment will lessen teacher insecurity and allow the effective implementation of collective leadership.

The principal must perform his/her role of instructional leadership by managing curriculum delivery and supporting the SMT and teachers. This makes DHs and deputy principals feel welcomed and the culture of teaching and learning is instilled because everyone in the school values quality teaching and learning (Moonsammy-Koopasammy, 2012:19). The principal will be showing everyone that curriculum, as the core business in education, matters to all in the school. Seobi (2015:5 & 37) is of the view that departmental heads (DHs) and teachers are also to be involved in instructional leadership. Collective leadership does not leave anyone behind.

5.5.8. Induction and mentoring

Mentoring must be preceded by other induction phases. Induction has three phases, phase one is orientation, which is done at the school level to familiarize the new employee with a new position and helps the new employee to settle in and get down to business without delay (Induction Guide for School Management Teams, 2007:4-5).Phase two is a workshop conducted by the Department of Education to take new employees through roles and responsibilities in various aspects such as the curriculum and asset management and other roles (Induction guide for school management teams, 2007:6-13). Mentoring is the last phase of induction where the new employee is allocated a mentor who is willing to share experiences for the purpose of development (Induction guide for school management teams, 2007:11). Principals are to ensure that newly appointed employees are inducted to get knowledge, and this will help them to take leadership roles without fear of failure.

The researcher aligns herself with Melikhaya (2015:26) and Phalatse (2012:31) who mention that principals should attach mentors to all inexperienced teachers and school management teams. The researcher suggests that there should be a social contract between mentor and mentee. The contract should include what will be covered and what the end of the programme entails. Follow up meetings should be held regularly, and progress indicated. In the end, recommendations should be done so that if the

mentee still needs help, it can be provided. This will help inexperienced employees in that when formal evaluation, which is QMS, is conducted then the employee was first supported. Everyone will be confident to take leadership roles and it will be easy to apply collective leadership.

Career pathing for education leaders and managers through induction is a guideline that has been developed by the DBE, as part of a process to support ongoing professional development. The DBE has embarked on the design of a principal induction programme targeting newly appointed principals at South African schools. The goals and objectives of the principal induction programme are to equip newly appointed principals with the knowledge and skills necessary to lead effective, efficient, and functional schools, leading to improved teaching and learning outcomes (Career pathing for Education Leaders and Managers through Induction, 2020:14). Education leaders such as circuit managers will have to take principals through and monitor the process of induction. Successful completion of the induction programme has to accrue a minimum of 50 CPTD points to be determined by SACE and will coincide with the principal's probation period. The 50 points is a combination of training, mentorship, and PLC sessions. The principal who has undergone the induction programmes will be able to implement collective leadership because he/she understands his/her roles and responsibilities. When he/she refers to different policies such as the EEA, SASA and other departmental policies, he/she would have been taken through the policies during induction.

5.6. CONCLUSION

The research is explored the contribution of collective leadership towards quality teaching and learning in secondary schools in the North West Province. The findings are that there is collective leadership in well-performing schools, which means it contributes towards academic performance. Collective leadership in underperforming schools is not practised to a maximum level. Some participants mentioned that parents do not respond to the involvement together with stakeholders from outside the department of education such as social development, police services and any other person or organisation that can contribute positively to the education of the child.

Some challenges are faced when collective leadership is implemented. Uncooperative personnel and allocation of resources are some of the challenges mentioned by

participants that hamper the implementation of collective leadership. Participants mentioned departmental policies such as the SASA, EEA and SACE as some guidelines that can be followed to implement collective leadership.

Limitations to the study were also discussed in this chapter. The study brought up guidelines to augment the latter ones that principals can follow to implement effective collective leadership and help overcome the challenges to effectively implement collective leadership. This study's conclusion ends the chapter by summarising all aspects outlined in the introduction.

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ADDENDUM A: LETTER FROM EDITOR

05 Gwai Place,
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PTA, SA

ZENEDIT
professional services

23 November 2021

DECLARATION OF PROFESSIONAL EDIT

I declare that I have edited and proofread the *Magister Scientiae* in Educational Management and Leadership Dissertation entitled: **THE CONTRIBUTION OF COLLECTIVE LEADERSHIP TOWARDS QUALITY TEACHING AND LEARNING IN SECONDARY SCHOOLS IN THE NORTH WEST PROVINCE by Ms KD Modise.**

My involvement was restricted to language editing: contextual spelling, grammar, punctuation, unclear antecedent, wordiness, vocabulary enhancement, sentence structure and style, proofreading, sentence completeness, sentence rewriting, consistency, referencing style, editing of headings and captions. I did not do structural re-writing of the content. Kindly note that the manuscript was formatted as per agreement with the client.

No responsibility is taken for any occurrences of plagiarism, which may not be obvious to the editor. The client is responsible for ensuring that all sources are listed in the reference list/bibliography. The editor is not accountable for any changes made to this document by the author or any other party subsequent to my edit. The client is responsible for the quality and accuracy of the final submission/publication.

Sincerely,

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ADDENDUM B: ETHICS APPROVAL

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ETHICS APPROVAL LETTER OF STUDY

Based on approval by the **Faculty of Education Research Ethics Committee (EduREC)**, this committee hereby **approves** your study as indicated below. This implies that the North-West University Senate Committee for Research Ethics (NWU-SCRE) grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated, using the ethics number below.

Study title: The contribution of collective leadership towards quality teaching and learning in secondary schools in the North West Province	
Study Leader/Supervisor (Principal Investigator)/Researcher: Dr BH Challens	
Student / Team: KD Modise (MEd student - 12251240), Dr TT Tapala	

Ethics number:

N	W	U	-	0	1	2	6	2	-	2	0	-	A	2
Institution				Study Number					Year			Status		

Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation

Application Type: Project
Commencement date: 25 March 2021
Expiry date: 25 March 2022

Risk: Low

Approval of the study is initially provided for a year, after which continuation of the study is dependent on receipt and review of the annual (or as otherwise stipulated) monitoring report and the concomitant issuing of a letter of continuation.

Special in process conditions of the research for approval (if applicable):

General conditions:
While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, the following general terms and conditions will apply:
- The study leader/supervisor/principal investigator/researcher must report in the prescribed format to the EduREC:
  - annually (or as otherwise requested) on the monitoring of the study, whereby a letter of continuation will be provided, and upon completion of the study; and
  - without any delay in case of any adverse event or incident (or any matter that interrupts sound ethical principles) during the course of the study.
- The approval applies strictly to the proposal as stipulated in the application form. Should any amendments to the proposal be deemed necessary during the course of the study, the study leader/researcher must apply for approval of these amendments at the EduREC, prior to implementation. Should there be any deviations from the study proposal without the necessary approval of such amendments, the ethics approval is immediately and automatically forfeited.
- Annually a number of studies may be randomly selected for an external audit.
- The date of approval indicates the first date that the study may be started.
- In the interest of ethical responsibility, the NWU-SCRC and EduREC reserves the right to:
  - request access to any information or data at any time during the course or after completion of the study;

1

- to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process;
- withdraw or postpone approval if:
  · any unethical principles or practices of the study are revealed or suspected;
  · it becomes apparent that any relevant information was withheld from the EduREC or that information has been false or misrepresented;
  · submission of the annual (or otherwise stipulated) monitoring report, the required amendments, or reporting of adverse events or incidents was not done in a timely manner and accurately; and / or
  · new institutional rules, national legislation or international conventions deem it necessary.

The EduREC would like to remain at your service as scientist and researcher, and wishes you well with your study. Please do not hesitate to contact the EduREC or the NWU-SCRE for any further enquiries or requests for assistance.

Yours sincerely

Prof JAK Olivier
Chairperson NWU Faculty of Education Research Ethics Committee

ADDENDUM C: NWDE RESEARCH APPROVAL LETTER

education

Lefapha la Thuto la Bokone Bophirima
Noordwes Departement van Onderwys
North West Department of Education
NORTH WEST PROVINCE

Garona Building, Mmabatho
1st Floor, East Wing,
Private Bag X2044,
Mmabatho 2735
Tel.: (018) 388-3433
Fax.: 086-514-0126
e-mail: sgedu@nwpg.gov.za

OFFICE OF THE SUPERINTENDENT-GENERAL

Enq. : Dr T Phorabatho
Tel.   : 018 388 3071/3433

To: Dr BH Challens
           North West University (Potchefstroom Campus)
           Faculty of Education

From: Ms S M Semaswe
           Superintendent-General

Date :   15 April 2021

PERMISSION TO CONDUCT RESEARCH: MS KD MODISE

Permission is hereby granted to you to conduct research in the department as requested, subject to the following conditions:

- You contact the relevant School Principals for your target schools about your request with this letter of permission;
- Considering that your research will involve both Educators and Learners, the general functionality of the school should not be compromised by the research process.
- The participation in your project will be voluntary.
- The principles of informed consent and confidentiality will be observed in strictest terms, and
- The findings of your research should be made available to the North West Department of Education and Sport Development upon request.

Best wishes

Mrs S M Semaswe
Superintendent-General

15/04/2021
Date

COVID-19
[NOVEL CORONAVIRUS]

BE SAFE
ACT RESPONSIBLY

WASH YOUR
HANDS OFTEN

WEAR A MASK WHEN
GOING OUTSIDE

MAINTAIN SOCIAL
DISTANCING

NDP
2030

ADDENDUM D: PERMISSION LETTER – PRINCIPAL

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web: http://www.nwu.ac.za

Faculty of Education

(Research entity details)

Tel: 018 299 4754
Email: Branwen.Challens@nwu.ac.za

(Recipient name)
(Recipient address)
(Recipient address)
(Recipient address)

Date

GOODWILL PERMISSION: SCHOOL PRINCIPAL

I herewith wish to request your permission for two of your school management team members to participate in this research, which involves online interviews regarding collective leadership in secondary schools. Prior to granting permission, please acquaint yourself with the information below.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

The contribution of collective leadership towards quality teaching and learning in secondary schools in the North West Province.

ETHICS APPLICATION NUMBER

NWU-01262-20-A2

PROJECT SUPERVISOR: Dr BH Challens
CO-SUPERVISOR: Dr TT Tapala
ADDRESS: Faculty of Education, School for Professional Studies in Education, Potchefstroom
CONTACT NUMBER: 018 299 4754

MEMBER OF PROJECT TEAM MEd-Student: Ms K D Modise
ADDRESS: Department of Education, Naledi Sub-District, Vryburg
CONTACT NUMBER: 0822212701

FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE
Contact person: Mrs Erna Conradie, E-mail: Erna.Conradie@nwu.ac.za, Tel. (018) 299 4656

This study has been approved by the Research Ethics Committee of the Faculty of Education of the North-West University and will be conducted according to the ethical guidelines of this committee. Permission was also obtained from the provincial Department of Basic Education.

What is this research about?

The purpose of this research project is to determine the contribution of collective leadership towards quality teaching and learning in secondary schools in the North West Province. The objectives are:

- To determine how collective leadership can contribute towards quality teaching and learning in secondary schools in the North West Province.
- To determine the effect of collective leadership on quality teaching and learning in secondary schools in the North West Province.

1

- To explore the challenges faced by secondary schools in implementing collective leadership to effect quality teaching and learning.
- To formulate guidelines that principals can use to establish effective collective leadership in secondary schools in the North West Province.

Participants

- Six secondary schools will participate in the research – two SMT members per school.

What is expected of the participants?

SMT members are expected to participate in individual interview. The researcher will ask questions to determine the contribution of collective leadership towards quality teaching and learning in secondary schools. The interview will take approximately one hour per participant and will be conducted online (virtual). The interviews will be recorded with an audio recorder.

Benefits to the participants

Unfortunately, there will be no monetary benefits for participating in the research. You will however play an important role in providing insights into collective leadership and its contribution towards quality teaching and learning in different contexts. Your responses could help in future information and trainings events such as capacity building for school management teams. The results will be availed to the school on request.

Risks involved for participants

There are no risks anticipated with your participation in this research. The interviews will be conducted online (virtual). The only discomfort you may have is that you would have to sacrifice approximately one hour of your time. Should you at any time feel uncomfortable to continue with the interview, you are free to withdraw from the interview. Your withdrawal will not be held against you and your participation is entirely voluntary.

Confidentiality and protection of identity

The names of the schools and the identities of the participants will be kept confidential and will not be made public to any other participant. The names of the schools and that of the participants will never be published in this research. The information given by participants in the interviews will be treated as confidential and will be used only for purposes of this research. All audio data collected will be stored on a password protected external drive.

Dissemination of findings

The findings of this research will be made available to the participating schools on request.

If you have any further questions or enquiries regarding your participation in this research, please contact the researchers for more information.

DECLARATION BY SGB CHAIRPERSON/RELEVANT RESPONSIBLE PERSON:

By signing below, I …………………………………..………….. agree to give permission for the research to take place with the identified participants in the study entitled:

[The contribution of collective leadership towards quality teaching and learning in secondary schools in the North West Province]

I declare that:

- ➤ I have read this information and consent form and understand what is expected of the participants in the research.
- ➤ I have had a chance to ask questions to the researcher and all my questions have been adequately answered.
- ➤ I understand that taking part in this study is voluntary and participants will not be pressurised to take part.
- ➤ Participants may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- ➤ Participants may be asked to leave the research process before it is completed, if the researcher feels it is in their best interests, or if they do not follow the research procedures, as agreed to.

Signed at (place)_____on (date) _____/_____/20_____

_____

Signature of SGB Chairperson/Relevant responsible person

3

ADDENDUM E: GOODWILL LETTER – SCHOOL GOVERNING BODY

NWU®

NORTH-WEST UNIVERSITY
NOORDWES-UNIVERSITEIT
YUNIBESITI YA BOKONE-BOPHIRIMA

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web: http://www.nwu.ac.za

Faculty of Education

(Research entity details)

Tel: 018 299 4754
Email: Branwen.Challens@nwu.ac.za

(Recipient name)
(Recipient address)
(Recipient address)
(Recipient address)

Date

GOODWILL PERMISSION: SCHOOL GOVERNING BODY

I herewith wish to request your permission for two of your school management team members to participate in this research, which involves online interviews regarding collective leadership in secondary schools. Prior to granting permission, please acquaint yourself with the information below.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

The contribution of collective leadership towards quality teaching and learning in secondary schools in the North West Province.

ETHICS APPLICATION NUMBER

NWU-01262-20-A2

PROJECT SUPERVISOR: Dr BH Challens
CO-SUPERVISOR: Dr TT Tapala
ADDRESS: Faculty of Education, School for Professional Studies in Education, Potchefstroom
CONTACT NUMBER: 018 299 4754

MEMBER OF PROJECT TEAM MEd-Student: Ms K D Modise
ADDRESS: Department of Education, Naledi Sub-District, Vryburg
CONTACT NUMBER: 0822212701

FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE
Contact person: Mrs Erna Conradie, E-mail: Erna.Conradie@nwu.ac.za, Tel. (018) 299 4656

This study has been approved by the Research Ethics Committee of the Faculty of Education of the North-West University and will be conducted according to the ethical guidelines of this committee. Permission was also obtained from the provincial Department of Basic Education.

What is this research about?

The purpose of this research project is to determine the contribution of collective leadership towards quality teaching and learning in secondary schools in the North West Province. The objectives are:

- To determine how collective leadership can contribute towards quality teaching and learning in secondary schools in the North West Province.
- To determine the effect of collective leadership on quality teaching and learning in secondary schools in the North West Province.

1

- To explore the challenges faced by secondary schools in implementing collective leadership to effect quality teaching and learning.
- To formulate guidelines that principals can use to establish effective collective leadership in secondary schools in the North West Province.

Participants

- Six secondary schools will participate in the research – two SMT members per school.

What is expected of the participants?

SMT members are expected to participate in individual interview. The researcher will ask questions to determine the contribution of collective leadership towards quality teaching and learning in secondary schools. The interview will take approximately one hour per participant and will be conducted online (virtual). The interviews will be recorded with an audio recorder.

Benefits to the participants

Unfortunately, there will be no monetary benefits for participating in the research. You will however play an important role in providing insights into collective leadership and its contribution towards quality teaching and learning in different contexts. Your responses could help in future information and trainings events such as capacity building for school management teams. The results will be availed to the school on request.

Risks involved for participants

There are no risks anticipated with your participation in this research. The interviews will be conducted online (virtual). The only discomfort you may have is that you would have to sacrifice approximately one hour of your time. Should you at any time feel uncomfortable to continue with the interview, you are free to withdraw from the interview. Your withdrawal will not be held against you and your participation is entirely voluntary.

Confidentiality and protection of identity

The names of the schools and the identities of the participants will be kept confidential and will not be made public to any other participant. The names of the schools and that of the participants will never be published in this research. The information given by participants in the interviews will be treated as confidential and will be used only for purposes of this research. All audio data collected will be stored on a password protected external drive.

Dissemination of findings

The findings of this research will be made available to the participating schools on request.

If you have any further questions or enquiries regarding your participation in this research, please contact the researchers for more information.

DECLARATION BY SGB CHAIRPERSON/RELEVANT RESPONSIBLE PERSON:

By signing below, I .... agree to give permission for the research to take place with the identified participants in the study entitled:

[The contribution of collective leadership towards quality teaching and learning in secondary schools in the North West Province]

I declare that:

> ➢ I have read this information and consent form and understand what is expected of the participants in the research.
> ➢ I have had a chance to ask questions to the researcher and all my questions have been adequately answered.
> ➢ I understand that taking part in this study is voluntary and participants will not be pressurised to take part.
> ➢ Participants may choose to leave the study at any time and will not be penalised or prejudiced in any way.
> ➢ Participants may be asked to leave the research process before it is completed, if the researcher feels it is in their best interests, or if they do not follow the research procedures, as agreed to.

Signed at (place)_____on (date) _____/_____/20____

_____

Signature of SGB Chairperson/Relevant responsible person

ADDENDUM F: INFORMED CONSENT – PARTICIPANTS

NWU®
NORTH-WEST UNIVERSITY
NOORDWES-UNIVERSITEIT
YUNIBESITI YA BOKONE-BOPHIRIMA

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web: http://www.nwu.ac.za

Faculty of Education

(Research entity details)

Tel: 018 299 4754
Email: Branwen.Challens@nwu.ac.za

(Recipient name)
(Recipient address)
(Recipient address)
(Recipient address)

Date

PARTICIPANT INFORMATION AND CONSENT FORM

I herewith wish to request your consent to participate in this research, which involves school management team of secondary schools. Before you give consent, please acquaint yourself with the information below.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

The contribution of collective leadership towards quality teaching and learning in secondary schools in the North West Province.

ETHICS APPLICATION NUMBER

NWU-01262-20-A2

PROJECT SUPERVISOR: Dr BH Challens
CO-SUPERVISOR: Dr TT Tapala
ADDRESS: Faculty of Education, School for Professional Studies in Education, Potchefstroom
CONTACT NUMBER: 018 299 4754

MEMBER OF PROJECT TEAM MEd-Student: Ms K D Modise
ADDRESS: Department of Education, Naledi Sub-District, Vryburg
CONTACT NUMBER: 0822212701

FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE
Contact person: Mrs Erna Conradie, E-mail: Erna.Conradie@nwu.ac.za, Tel. (018) 299 4656

This study has been approved by the Research Ethics Committee of the Faculty of Education of the North-West University and will be conducted according to the ethical guidelines of this committee. Permission was also obtained from the provincial Department of Basic Education.

What is this research about?
The purpose of this research project is to determine the contribution of collective leadership towards quality teaching and learning in secondary schools in the North West Province. The objectives are:

- To determine how collective leadership can contribute towards quality teaching and learning in secondary schools in the North West Province.

- To determine the effect of collective leadership on quality teaching and learning in secondary schools in the North West Province.
- To explore the challenges faced by secondary schools in implementing collective leadership to effect quality teaching and learning.
- To formulate guidelines that principals can use to establish effective collective leadership in secondary schools in the North West Province.

Participants

- Six secondary schools will participate in the research – two SMT members per school.

What is expected of the participants?

You as SMT members are expected to participate in individual interview. The researcher will ask questions to determine the contribution of collective leadership towards quality teaching and learning in secondary schools. The interview will take approximately one hour per participant and will be conducted online (virtual). The interviews will be recorded with an audio recorder.

Benefits to the participants

Unfortunately, there will be no monetary benefits for participating in the research. You will however play an important role in providing insights into collective leadership and its contribution towards quality teaching and learning in different contexts. Your responses could help in future information and trainings events such as capacity building for school management teams. The results will be availed to the school on request.

Risks involved for participants

There are no risks anticipated with your participation in this research. The interviews will be conducted online (virtual). The only discomfort you may have is that you would have to sacrifice approximately one hour of your time. Should you at any time feel uncomfortable to continue with the interview, you are free to withdraw from the interview. Your withdrawal will not be held against you and your participation is entirely voluntary.

Confidentiality and protection of identity

The names of the schools and the identities of the participants will be kept confidential and will not be made public to any other participant. The names of the schools and that of the participants will never be published in this research. The information given by participants in the interviews will be treated as confidential and will be used only for purposes of this research. All audio data collected will be stored on a password protected external drive.

Dissemination of findings

The findings of this research will be made available to the participating schools on request.

If you have any further questions or enquiries regarding your participation in this research, please contact the researchers for more information.

Yours sincerely
(Researcher)

DECLARATION BY PARTICIPANT:

By signing below, I ………………………………..………… agree to take part in a research study entitled:

[The contribution of collective leadership towards quality teaching and learning in secondary schools in the North West Province]

I declare that:

> - I have read this information and consent form and understand what is expected of me in the research.
> - I have had a chance to ask questions to the researcher and all my questions have been adequately answered.
> - I understand that taking part in this study is voluntary and I have not been pressurised to take part.
> - I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
> - I may be asked to leave the research process before it has finished, if the researcher feels it is in my best interests, or if I do not follow the research procedures, as agreed to.

Signed at (place)_____on (date) _____/_____/20____

_____   _____

Signature of participant   **Researcher**

ADDENDUM G: INTERVIEW SCHEDULE

INTERVIEW SCHEDULE
CONTRIBUTION OF COLLECTIVE LEADERSHIP TOWARD QUALITY TEACHING & LEARNING

SECTION A: BIOGRAPHICAL INFORMATION (mark appropriate answer with x)
The information of this interview will be treated confidentially

1. Position in the school:

Principal	
Deputy principal	
Head of Department	
Senior Teacher	
Teacher	

2. Your highest qualification:

Certificate	
Diploma	
Degree	
Degree and diploma	
Postgraduate qualification	

3. Your gender:

Male	
Female	

4. Years of teaching experience:

	At this school	In Total
1 to 3 years		
4 to 6 years		
7 to 12 years		
Longer than 12 years		

5. Number of educators in your school:

1 to 20	
21 to 30	
31 to 40	
41 to 50	
More than 50	

6. Quintile of school

Quintile	

SECTION B

1. How would you describe the level of academic performance in your school? Please motivate your answer.

2. To what would you ascribe your current performance? What are some of the main reasons for your current performance?

3. Is the school's Quality Learning and Teaching Campaign (SQLTC) functional? Does it contribute to quality teaching and learning in your school? Please motivate.

4. What is your understanding of Collective Leadership?

5. To what extend do you as a school practice collective leadership? Please elaborate.

6. Does collective leadership have any effect on the quality teaching and learning in your school? Please explain your answer.

7. How can collective leadership contribute towards quality teaching and learning in secondary schools?

8. What are some of the challenges that hinder the implementation of collective leadership in the school?

9. Which guidelines can principals use to establish effective collective leadership?

10. Is there anything else related to collective leadership and quality teaching and learning that you want to share?

I would like to assure you that the information that you have shared with me, will be handled with the greatest confidentiality. Thank you very much for your time and cooperation in this research!

ADDENDUM H: TURN IT IN REPORT

turnitin

Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author:	BRANWEN CHALLENS
Assignment title:	Kamogelo
Submission title:	10589309:12251240_MODISE_KD_FINAL_DOC_LANGUAGE_EDI...
File name:	014d9151e038_12251240_MODISE_KD_FINAL_DOC_LANGUAG...
File size:	815.01K
Page count:	130
Word count:	40,163
Character count:	232,620
Submission date:	22-Nov-2021 04:31AM (UTC-0800)
Submission ID:	1710144402

13% SIMILARITY INDEX

11% INTERNET SOURCES

4% PUBLICATIONS

4% STUDENT PAPERS

PRIMARY SOURCES

1	**Submitted to North West University** Student Paper	1%
2	hdl.handle.net Internet Source	1%
3	uir.unisa.ac.za Internet Source	1%
4	researchspace.ukzn.ac.za Internet Source	1%
5	repository.nwu.ac.za Internet Source	1%
6	dspace.nwu.ac.za Internet Source	<1%
7	univendspace.univen.ac.za Internet Source	<1%
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9	www.leeds.ac.uk Internet Source	<1%

ADDENDUM I: EXTRACT OF TRANSCRIPTION AND DATA ANALYSIS

ADDENDUM H: EXTRACT OF TRANSCRIPTION AND DATA ANALYSIS

Coding & Categorising – Participants 1-6

Question	1	2	3	4	5	6	Categories or Themes
1. How would you describe the level of academic performance in your school? Please motivate your answer.	"Ja, I will say it is on average because of *dedicated teachers* output. Ee……it is always between 80-90," say"% 80-95%."	"Ja I will say it is eee……*good*, because of eee…partly eee…… *dedicated teachers*, also dedicated …..l…l…leader and thee….we are working together with HOD s and the rest of teachers and also the learners themselves if they are not responding to… to… what the teachers are requiring them to do it won't be because also the learners are coming in and the parents and the community at	"Alright.ee…, I will say the performance at my school is *outstanding* and up to acceptable standard. A…alright, my school never underperforms in grade 12even in the lower grades my school is doing *very well* in terms of results. Every year from grade 8 up to grade 12 we are getting more than *80% pass rate*, that is why I am saying the level of performance in my school is *outstanding*, because we never got below 80 in all the grades".	"Breathing I will say the level …e…the level of performance here at this school is *high* because I am looking at the number of the intake that we have here, we are ja….at …a… around 100 and something at all times, like as we speak our learners are at 196, previously, for the previous year we manage to record *93%* with 136 learners, so we are saying we	"Amm…… I would say the level of, the level of performance in the school …is…is….is *good* based on the results that we have had in the past three years …in… in matric. Amm…in 2018 the school matric result was at *35%* but that was mainly caused by lack of …inex… experience teacher in grade 12 and the nomadic, the trend of educators that which simply mean that	"The level …ofo….academic performance at my school is second optimally, meaning it is *acceptable*, ……not clear……,……ee…T he reason why I am saying this ,learners at exit point in grade 12 we…,we have managed to ….secure…within a vicinity of *80%* pass percentage to 100 %.We take this for the past three years".	Level of performance

150

are performing good, 136 learners giving us 93% is good performance. All our performance have always been higher than 70%, so we are not a trap school, we are above the target of the district at all times, so we are saying we are a good performing school".

teachers will always leave the school every year when ...the... you think that you have a stable staff they will leave for greener pastures but since 2018 after the 35% we managed to have the same teachers. In...in the school and the results of the school became 100 much better because in 2019 we were at 82.5, in ...20...that was ...in 2018 we were ...at..e...85 82.5, in 2019 were at 97.9,2020 we are still at 82.5 .Looking at the challenges of Covid last year

large that is why we are having I..I...a good performance form our school, academic performance coming from our school".

Question	Response
2. To what would you ascribe your current performance? What are some of the main reasons for your current performance?	"I would ascribe it to many stakeholders like teachers, parents, learners and officials from the department of education. Main reasons for current performance is discipline, that is why we are able to do our best, ee…last year we did not do much as anticipated, ee…it could be related to… ja… covid related matters".

"Mm e…ja…..our current performance as of grade twelves last year it was not as expected…eee …we attribute that to maybe the disturbance due to the covid….eee.., I mean lockdown. If we had more time than what we had, we were going to perform better than what we did last year. We tried to work hard but time lost is lost, we performed but not as expected. We had 80% and we expected 100%

"Mm…our main reason is the… ee.., number one recruitment of teachers, normally when we recruit teachers we recruit the ones that are qualified to teach the subject even if we are recruiting the new teacher from the university. We make sure that the teacher is qualified to teach the subject that we want to recruit that teacher for .Also the power of the teamwork, from SMT up to the teacher level. We work as a team, we team up for

"For the current performance, discipline, I will say discipline is the one that works for us here …e… when the learners are disciplined, even though they are not good performers yet they are disciplined makes them to perform good. Discipline is very key, not discipline only on learners, discipline on educators, discipline on

"Thee…the main reason for the current performance: one …is…is keeping the same staff, having the same teachers for the past three years. Two: the commitment of the educators and the culture that we have built in the school is to say we…we have set our owns…ourselves our targets and we must try our level best to meet the target that we have

in 2020, so hence I will say that results of the school are very good and they are very stable.

"Thee…thee…thethe ee….. academic performance with regard to the prevailing situation in the context of the pandemic situation like your covid 19 has affected us negatively in such a way that when we track ….our… our records with regard to the previous years in terms of academic performance of our learners, I will make for example grade 12 in this instance as an example, we dropped a bit, so I will say it is not convincing " …..in …in the context of saying come the end of the year we will be winning, but …we

| | Results contribution 1.Discipline 2.Covid |

...we are still trying to ...ee..... ensure the fact that come the end of the year we will be ee one of the schools *performing academically*".

set ourselves and one of the key things that we ...have...amm m...that we have had in the school is to say our...our...no matter how bad we fall in terms of the results but always we must be seen as a *performing school* ,as in our performance we range it from 80% upwards".

every person who will be attached to the school is important because when educators are not disciplined it will mean that they will not attend the classes regularly. It will mean that learners will not be discipline because of ill-discipline of educators, even ...coughing...e ven non-teaching staff had to be disciplined. If they are not disciplined, let's take for example the food handlers, if they are not disciplined they will not give learners

everything and then working as a team is also making the results to be *outstanding*. Also ....thee...also thee.... PSFs (professional support forums) we...o....sometime s have our own personal support forum at school, professional support forum actually not personal to make sure that we develop teachers. If the teacher is struggling for a particular subject with a particular content the teachers who are sharing the same subject with the teacher they are capacitating that teacher with the content that the teacher needs. So working as a team is ...s... the main reason why we are

or something close to 100%".

outstanding"...I
am done. Let me
add something.... I
can also add that
also responding to
the policies of the
department, we
always try by all
means that
whatever the
policy that is
available we abide
to it, we implement
it, so
implementation of
different policies
also work for us as
the school".

	QLTC functionality
3. Is the school's Quality Learning and Teaching Campaign (SQLTC) functional? Does it contribute to quality teaching and learning in your school? Please motivate.	"Breathing...I would say it is functional, however it does ee... not subscribe to the expectation of the department. SAPS assist on drugs, discipline. Health assist on various things like TB, social development helping learners who are struggling at home to get the benefits. We never meet as one but we
	"The line was breaking a bit, can you try again....... line breaking.... Yes, I think QLTC is contributing towards the good performance of our school, obviously how I should put it..... laughing...... you are complicating things now...... line breaking ......Let us proceed to the other question".
	"Yes Mam, our QLTC is functional although it is not thee.., I can say it is moderate functional but The support that we get from QLTC is normally in grade 12 .Thee...QLTC members are supporting us when we do a programme for grade 12 like camp for grade 12 every year at the end of the year we camp the grade 12 at our school and that is where we
	"Mhm.., yes ...I was saying...e... is, I will say it is functional. It contributes, it contributes a lot because ...ng.., we have pastors that we are engaging, pastors and we found their motivation are contributing towards teaching and learning and the is not only pastors we got
	"I will say yes, its functional, why, in the past before 2018 we used to have a lot gangsterism in the school that was number one. We use to have gangsterism in our school, through QLTC, the adopt a cop the became visible...and... and gangsterism subsided. Two the issue of social problem
what educators tell them to do and that is what brought our results".	Mam it is one of the significant aspect that we have taken into account, you know, in any normal circumstances QLTC is of "......imperi... "imperative importance .I say much of our time once we engage with the relevant stakeholders in the context of effective teaching and learning, the social workers, "your...yoyo yoyo...mm..." police services, always render their services in the context of for

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we have a very good social worker that is assisting us everytime when we need her in terms of trying to solve the social problems of these learners, let's say the family problems where learners will have family problems at home and they can't concentrate at school .The social worker is assisting us in terms of that because even though she didn't have a instance section 10 of South African Schools Act, were maybe there is a reasonable doubt in terms of seizure and searching, they will be there for us, so......if the school is doing exceptional so well in that instance mam, and we are saying ...ee...as a result of that we are getting or we are having an anamount kind of support from "those... "from the QLTC. "....eeee... "as an aspect. It does, you must remember for learner discipline or for a school to perform, it is being informed by learner discipline, so QLTC is

business people whom we roped in who are helping us like we got Theunissen there, the business person who is helping and the we found that his help is contributing to the improvement of our results. The councilor also is one of the people who is in the QLTC and will always come to motivate learners, to talk to

see the involvement of QLTC assisting us with everything for the camp but it is functional though I can say 60% functional because it is not involved in other grades, it only involve in grade 12".

have pockets of sister departments coming individually to assist the school and they add value".

learners...e...to show learners maybe what they must do in connection with somehow to apply to the higher education, he will even go to the extent of roping in people who must come and help our learners here and we have the KYC that will come from Johannesburg here to help our learners to ,to help them apply to the higher institution

transport by then she always say if there is a need you can come and collect us so that we go and solve this particular problem, whatever the social problem that learners will be experiencing. "Amm...."the issue of aa...engaging with the religious people,...aa... I remember it was five years back when we have this lot of Satanism in the

informing the teaching and learning, so it is functional "I ....I... will say .... "I will give yes as an answer in that regard.

school, but through QLTC because you must remember that QLTC entails all ,the pastors, the social workers, the police, the nurses, we...we the parents agreed that we must hold religious activities at the school where pastors will come at the assembly on Mondays and Fridays to come and preach to this particular case and it assisted us a lot because at the

.Then I can see that the QLTC is really helping us and ..thee...it motivates learners and making them to improve this result of yours. The QLTC is very important and is helping us".

	Culture of working together					
4. What is your understanding of Collective Leadership?	"Breathing...Collective leadership is about bringing all the stakeholders together, delegating tasks, sharing good practices. Having discussions, understanding their role they play to add value. I believe collective leadership promotes each	"Is whereby... eee...the manager or the main leader... eee...delegates and work together as a team. There is a teamwork with the SMT together with the manager and the management team also from the departments as well there is some delegation of which ...eee... when one is not	"My understanding of collective leadership is working together as the leaders of a particular organization and being open to each other, working together trying to solve each other's problem for example if someone is the departmental head for maths and sciences and is struggling we	"My understanding of collective leadership is ...aa...the principal, in his capacity or her capacity as the principal doesn't mean that he alone will have to lead the school or take the person must be a leader, other people ..ee...if you are a leader you must make	"Collective leadership...ja.. .it is...I understand collective leadership as sort of somehow democratic ....e....in the sense that it will be saying not only one	"Collective leadership is intended to reach the stated mission and vision of the status quo. If we are intending to achieve specific goal as collective in the context of management then simply it refers to the aspected we will then be having a positive response in terms of results, so to me it contributes towards academic
				end of the day this thing of Satanism become a little bit did not exist any longer".		

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performance of learners positively".

must be agreed upon collectively by the SMT, the SGB and the teachers. They must collectively come together and agree so that the decision shouldn't be seen as the principal's decision, though the principal the barks stops with him but whatever that decision that is happening or that is taking place at school, it must be

sure that you rope in other people on your leadership so that they help you to somehow spearhead or to guide the ship into the correct direction so as collective is not for one person is for everybody and then it goes to say learners at the school also take part in the leadership so you have to rope in learners. Teachers they also take part

don't just leave that someone ....to....to...struggle alone, we team up as management to assist him/her in that particular department, also when the learners are not performing well in the language department then is the responsibility of the language teacher even the HOD for or the departmental head for maths

there in a department there is an easy, maybe one, actually there is unity of whole teachers and SMT, they work together as a collective so much that when there are results it is for all of us whether good or bad. There is a unit force".

sector to play a role, the HODs, RCL as well".

agreed upon by the collective, your SGB, your SMT and the educators".

in this leadership, the SMT is not only the principal who must spearhead the leadership at the school no it is everybody should be roped in that is why maybe when we are selecting or we are looking for the SGB committee we not only elect the parents but we would have the teachers, we would have learners, , we would have the SMT that

and science will also come and assist, so we "..this "is what I understand by collective. Working together and collaborating in order to assist each other as leaders".

						Implementation of collective leadership
5. To what extend do you as a school practice collective leadership ? Please elaborate.	"Ja, we practice it a lot.Ee....it is the main highlights in the school. We do have DH s of various departments, we give them roles, and they	"Ok, ja partly,I think I was also saying something. Yes, as a school how are we doing it. It starts from the...from our...head, our principal. We do the SMT, we work	"Alright, like I said, Ja...we are...we are implementing the collective leadership up to the maximum level as the school management team. We work together always, we work together,	"Breathing....., I can say we are practicing it to a large extent ,to a large extent because we got committees here that are led by	would be part of the SGB to see that the leadership of the school is inclusive, is not only the principal, is not only the parents ,that's what I understand by collective leadership".	"Amm..... I will say we are practicing it very well because I always tell the SMT that if they have anything that they want or that they are thinking of that	"We are having what we call the organogram, where we have established the principal with ..... together with deputy principal in the form of the top executive. We.....we...... we don't want to mention them or to

label them as people who being making decisions but they are being informed by the subordinates in the form DH s .DHs they will then have some findings through their *monitoring* process, so as a result of that it makes the school run smoothly in such that we inform one another, so to me that is one of the significant aspect that we can't ignore or take ...ee....for granted ...a... as... important as it is".

can take the school forward they shouldn't wait for the principal to come up with ideas. They also can bring up ideas so that we discuss and see how we take the school forward. The principal is not only the thinking tank of the school, the SMT, the *educators are* allowed to think of any development that will assist the school, that will develop the school in

educators ,educators are leaders on their own ,not only SMT are leading committees but P L 1 educators they are leading those different committees that we have. We got *learners* here who are the class reps, they are leading other learners at on their different classes .We got the... e... the *SGB chair* person, some minutes the

we support each other like I said before that if the language department for example is having a problem that problem is not only for the DH or the departmental head for the language department it is the problem for all of us the management and we solve that problem as the management not as individually, so this is how we practice the collective leadership. We also practice it on *teachers* if the

together as a team and we meet eee...frequently and we come down to the rest *of the teachers.* We have like ...eeee...everyday briefing such that the information is disseminated in everyday basis with the SMT or with the principal. Every day is the dissemination of information and it gives us ......ee....every time everyone is informed and nowadays this technology .....of...of...of thee...cellphones

understand their roles. We meet regularly to discuss challenges from various departments. Ee...collective we are doing".

information is immediately sent to... to...our groups, our whatapp groups. Everyone is informed about everything everyday every time, unless someone is not having cellphone but cellphones nowadays is a common thing, laughing......Not sure if I am done".

teacher is having a problem we support that teacher as collective leadership. We don't just sat that this teacher because he is ....ee...maybe a foreigner for example then the problem that this teacher is experiencing maybe is a problem "of..of ...work permit is his problem. We engage and we help each other where the problems, personal problems that are...that are contributing to

SGB was here, is not a meeting but she was here to just check how the school is doing, to check on us management if we are doing well. To check on the teachers if they are still fine, if there is a problem, if they need anything, if there is something that ...we can... she can help us with then It shows that we are practicing that collective

totality and then after thinking ,let's say one member of the SMT is thinking about for us to take the school forward, this is what I think I can do, in a SMT meeting he or she will bring the....the idea on the agenda item that will be discussed, see how is going to benefit the school and if it really benefits the school ,the collective will agree that not let us try so that

thee...that are contributing to the work of the teacher for example I have mentioned the work permit. If the teacher does not have a work permit it means we aree...lose, we might lose that teacher and,thee...we assist each other, we assist that teacher to get the work permit, and then, also within the department we assist each other, also when there is a conflict we solve it as the management not as a departmental	...ee..leadership".	we own the agreement or we own the decision so it shouldn't be seen as an individual decision ,it should be seen as the leadership decision and we support each other to make sure that that decisions become a success".

	head, so this how we...how we..."assist each other".

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