

**CRITICAL INSTRUCTIONAL LEADERSHIP SKILLS FOR SCHOOL
PRINCIPALS IN VRYBURG DISTRICT OF THE NORTH-WEST
PROVINCE**

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CRITICAL INSTRUCTIONAL LEADERSHIP SKILLS FOR SCHOOL PRINCIPALS
IN VRYBURG DISTRICT OF THE NORTH-WEST PROVINCE.

BY

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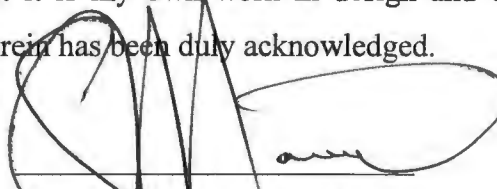
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DECLARATION

I, GILBERT MASEKA MOROANE hereby declare that the dissertation for the degree of Master of Education at the University of the North-West hereby submitted, has not previously been submitted by me for any degree at this or any other University, that it is my own work in design and execution and that all material contained herein has been duly acknowledged.



Signed : G. M. MOROANE.

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ABSTRACT

The purpose of the study is to determine critical instructional leadership skills for school principals.

Indeed, the concept of Instructional leadership cannot in any way be defined in concrete terms. It is because school principals are more concerned with management skills rather than instructional techniques.

In accordance with the model suggested by Duke (1987) for Instructional Leadership, the researcher identified several key points for investigation. Among others are high level expectations, supervisory duties, communication, management of resources, class-room observation and role modelling of their attributes.

The Vryburg District Office in the North-West Province provided a list of primary schools from (9) different circuits. Seven (7) circuits were randomly selected by the researcher to give each an equal opportunity to be selected. The principal of each school from the seven (7) circuits responded to the questionnaire personally. The researcher's sample size was two hundred ($n=200$). Thus, the response rate was 83.5%. The questionnaire was formulated according to Likert's four-point scale. It was used as a statistical instrument for data collection.

For the analysis and interpretation of data, statistical tools such as the mean and standard deviation were used. For further analysis, inferential statistical tools, such as; the chi-square and the coefficient of correlation have been used efficiently.

The findings from the study revealed that primary school principals played a major role in coaching both learners and teachers through continuous professional assessment. However the research findings also revealed that gender equality, time spent in administrative work and experience in leadership are major issues of concern. This however warrants further investigation.

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APPENDIX B: Letter of consent

APPENDIX C: Permission letter

LIST OF ABBREVIATIONS

Colts	:	Culture of Learning Teaching and Service
SDC	:	Swiss Development Co-operation
USAID	:	United States Agency for International Development
DANIDA	:	Danish International Development Association
CIDA	:	Canadian International Development Association
NORAD	:	Norwegian Agency for Development Co-operation
MSTP	:	Management of Schools Training Programme
SGB	:	School Governing Body
USA	:	United States of America
UK	:	United Kingdom
AASA :	:	American Association of School Administration
NGA	:	National Governors Association
LBDO	:	Leader Behavior Description Questionnaire Studies at Ohio State University
NEA	:	National Education Association
NASSP	:	National Association of Secondary School Principals
HOD	:	Head of Department
BNCE	:	British National Commission of Education
EFQM	:	European Foundation for Quality Management
FSSP	:	Financial Strategies Support Policy
ERASP	:	Effective Resource Allocation in School Projects
CSMC	:	Collaborative School Management Circle
CPEA	:	Co-operative Programme in Educational Association
UCEA	:	University Council for Educational Administration
RDD	:	Research Development Division
TED	:	Transvaal Education Department
RSA	:	Republic of South Africa
R.E.Q.V	:	Relevant education qualification Verification
O.B.E	:	Outcome Based Education

1. CHAPTER ONE: ORIENTATION

1.1 INTRODUCTION

There is a growing awareness of the role of the principal's leadership in an attempt to improve the culture of learning, teaching and service (Colts) campaign, developed by the Ministry of Education in South Africa. That has also been indicated by Non-governmental organizational agencies such as the Swiss Development Co-operation (SDC), United States Agency for International Development (USAID), Danish International Development Association (DANIDA) Canadian International Development Association (CIDA) and Norwegian Agency for Development Co-operation (NORAD) (Dept of education report 1998:1). These organizations have shown interest in improving the principals' management of schools through programs like Management of Schools Training Programme (M.S.T.P) in the whole of the North-West Province (Dept. of Education Report, 1998:1). Management related tasks like planning of school finances, policies governing the school, including school governing body structures, administrative work and other related management task are also involved in the process.

However, a striking aspect of the efforts made to improve the school curriculum is the neglect of the role of principal's leadership in the case of both the veteran and newly appointed principals. Little is documented about their roles and responsibilities regarding instructional leadership. What is better known about school principals centres around their office-work capabilities. This seems to receive more attention from the Department of Education than other activities in the school environment. The new curriculum in schools appeared to be given less concern than the traditional one during the apartheid era, where educational leaders were behind everybody's heels in the system.

It is against this background that it was deemed necessary to investigate the role of principals and their leadership skills with regard to the development of school activities.

It was also considered important to investigate the characteristics and responsibilities of principals relative to school effectiveness, improvements and quality assurance.

Within the context of this report, a statement of the problem is provided to facilitate an understanding of the problem under investigation. Thereafter, the research design is given and terms relevant to the study are defined.

1.2 STATEMENT OF THE PROBLEM

In February 1997, the Education Ministry launched the culture of learning, teaching and service campaign, with the aim of improving the efficiency and productivity of the entire education and training system (Dept of Education Report: 1997:70). That appeal from the education system was made through school principals, who in actual facts do not appear to show sufficient enthusiasm to facilitate school instructional activities.

In the Vryburg District of the North-West province, management development structures such as school governing bodies (S.G.B) and Management of School Training Programs (M.S.T.P), hinders principals to support students, parents and teachers in curriculum implementation. It appears that school principals devote much of their time to offices, meetings and workshops convened by Circuit and District Managers. They have little time, if any at all, to discuss matters arising from school activities with teachers, learners and parents. As a result they are often unaware of critical incidents overwhelming their schools, and as such, are unable to share the daily perspectives and practices of teaching and learning effectively with other participants in the school environment. This may be one of the reasons why our schools are ineffective.

A study of 137 principals in Toronto and the U.K were found to be confined more to management tasks, as only 17% of an average of 149 task a day was spent in instructional related activities – this is very much below average compared to other times spent in administrative work (Fullan, 1991: 146-147). The point made above makes no difference to school principals in the North-West province. They are not seen as supportive in

school activities because they are more engaged in office tasks than in other school activities. According to Greenfield (1987:118) the power of the school principals to influence the perspectives and practices of teaching has more often been claimed than it has been systematically described.

Leadership theories developed by various researchers in USA and UK, like Burdin (1989: 352-362); Stahl (1995:301-318), Sergiovanni (1995: 46-60; 131-140); Thody (1997:94-108), Davies and Ellison (1997: 136-142), highlighted these concerns and problems of the principal's role in developing school activities and also proposed ways to minimize them. In the Vryburg district, suitable ways can also be implemented to address school principals on how to plan, guide, organize, and control personnel adequately and show how best school activities could be actualized to learners, teachers and parents skillfully.

According to Davis and Ellison (1997:140), principals should play a pivotal role in order to activate instructional activities positively. This implies that, if principals' role is not significantly injected in school activities, then the entire body becomes dysfunctional, hence ineffective schools in some cases in the province apparently exist. This is supported by Sergiovanni (1995:83), when he says that principals are important, and no other school position has greater potential for maintaining and improving quality in the school. It is clear from this point that principals are the centre of focus in all school activities.

Current literature in school administration reforms, particularly in developed countries like U.S.A, Australia and U.K, concentrate on the style and role of principals as instructional leaders in partnership with other stakeholders (Day 1993:3; Oliva, 1993:263-429; Masitsa, 1993: 39:2; Davis and Ellison, 1997:135-165). In developing countries like South Africa, school principals seem to work in isolation from teachers, learners and parents. For instance, most principals have a myth of putting the whole responsibility of instructional curriculum development to teachers, with back-ups that they have employed qualified professional teachers, who usually attend workshops,

subject panels and courses. As such, they do not see the reasons for making follow-ups to their (Teachers) respective classrooms.

With the restructuring of the education system in South Africa, new school principals promoted to principalship posts also seem to be in the same boat. They are of course the products of these veterans. Their accountability as leaders of schools to improve school performances has no foundation. This continuous uncertainty of the role of the school principal as instructional leader in the educational system causes concern in the province.

According to Van der Westhuizen (1996:147), reasons advanced by school principals for their own lack of success in implementing curriculum change include the following:

- * Uncertainty – Unclear expectations that have been created about areas of responsibility;
- * Complexity – Which personnel should be assigned to which task affecting the change process of performances;
- * A limited or faulty notion of how the school system functions and what the head's role is in that system; and
- * A lack of administrative knowledge and inadequate leadership.

In brief, school principals seem to misunderstand what is expected from them, their roles and responsibilities in curriculum development. Hence, a need to resolve their problems will assist all school leaders to improve curriculum development, including other activities in the school environment in the district. The following questions provide the focus of the study:

- * What is the leadership role of principals in improving instructional leadership?
- * Is there a significant correlation between high level of expectation, communication technique, settlement type of the school and academic qualifications of principals?

- What are important critical instructional skills for principals?

1.3 AIMS OF THE RESEARCH

The aim of the study can be operationalised as follows:

- * AIM 1: To determine from the literature the nature and scope of instructional leadership
- * AIM 2: To determine empirically critical skills for instructional leadership

1.4 METHOD OF RESEARCH

1.4.1 LITERATURE STUDY

In the review of the literature, a thorough study of both secondary and primary sources was made with the aim of gathering information on the role of the principal as instructional leader of the school activities. A Dialog-search was conducted with the following terms: Leadership, school principals, curriculum development, management task of schools, administrators, instructional leadership, effective schools, school effectiveness.

1.4.2 EMPIRICAL INVESTIGATION

1.4.2.1 QUESTIONNAIRE

A questionnaire was developed and pretested. The aim of the questionnaire was to gather information from Primary school principals in the district. The purpose was to discover from principals how much they are involved in developing school activities to the maximum, and what skills principals employ to involve other stakeholders to be part of all school activities.

1.4.2.2 POPULATION AND SAMPLING

Out of a total number of circuits ($n = 09$) in Vryburg District of the North-West Province which have 238 primary schools, seven ($n=07$) were selected randomly to participate in the research. Thus, giving each school an equal opportunity to be selected from the list compiled by the researcher. The sample size was 200 primary schools.

1.5 DATA ANALYSIS

With the help of statistical consultants at the University of the North-West, Computer aided statistical analysis was employed. This was done after all questionnaires were returned and controlled. Descriptive statistical analysis also helped to obtain data from the target population. The computation of frequencies (f), percentages, means and standard deviation were conducted through an SPSS programme.

1.6 DEFINITION OF TERMS

- **Leadership:** It is defined as the ability to influence people towards the accomplishment of goals. Leadership is associated with the determination of goals, visions for the future, and the process of change to reach the goals and the future (Stahl, 1995 : 303)
- **Instructional Leadership:** It is a compelling image, deeply rooted in American education, strong building-level leadership focused on instruction is variably pointed to by education reformists as one of the key contributors to school effectiveness (Greenfield, 1987:1). In this study, an instructional leader refers to a leader with extensive skills of controlling, guiding, planning and organizing in the teaching and learning environment.
- **School effectiveness:** According to McGaw in Townsend (1994:18), school effectiveness is about more than maximizing academic achievement, learning and love of learning, personnel development and self esteem; life skills, problem solving

and learning how to learn, development of independent thinkers and rounded confident individuals, all rank as highly or more highly as the outcomes of effective schooling as success in a narrow range of academic disciplines.

- School principals: This refers to leaders or administrators of schools. The activities of the subordinates are easily influenced by them.
- Effective schools: It is understood to be a school whose students achieve well in basic skills as measured by achievement tests. The dimensions of management, teaching and instructional leadership that are included in the school effectiveness model have been convincingly linked to this limited view of effectiveness (Sergiovanni, 1995:147)

1.7 CHAPTER READINGS

Chapter 1	Orientation
Chapter 2	Literature review
Chapter 3	Research design
Chapter 4	Data Analysis and interpretation
Chapter 5	Summary, recommendations and conclusion

1.8 Summary

In this introductory chapter, a brief orientation to the study is provided, outlining the problem to be investigated and formulating the aims of the study. The major focus of the study is to determine critical instructional leadership skills for school principals, their roles and characteristics in the North-West Province.

2. CHAPTER TWO : THE NATURE AND SCOPE OF INSTRUCTIONAL LEADERSHIP

2.1 INTRODUCTION

In this chapter, the nature and scope of instructional leadership is provided as revealed by related literature. The literature on the concerns and problems of principal leadership (Schlesinger, 1988; Brubaker, 1994; Sergiovanni, 1995; Brent and Ellison, 1995; Thody, 1997; Ribbins, 1997), revealed that the leadership of principals in schools needs critical instructional skills in order to improve school effectiveness, which is the major goal anticipated by all leaders and their subordinates. Thus, critical instructional skills for principals are indispensable in various school systems, if their purpose is to achieve the proposed aims and objectives adequately.

In developed countries like U.S.A, UK and Australia, where leadership skills of school principals are vogue, there is a general concern that strong instructional leadership skill of principals has many positive effects in schools (Burdin, 1989; Reynolds and Cuttance, 1992; Hoberg, 1993; Townsend, 1994; Davies and Ellison, 1997).

Various researchers in developing countries have conducted related studies on instructional leadership skills of principals (Nyagura, 1992; Potterton, 1998, Teu, 1998; Rajindra 1999). It is very clear from their respective findings that, leadership skills for school principals are inevitable and thus cannot be overemphasized. In other words, the idea behind their work simply implies that, schools cannot achieve their aims agreed upon if leaders in charge fail to exercise their critical instructional leadership skills to their subordinates.



Initially, a brief clarification of the term instructional leadership is provided and a greater part of the chapter is devoted to the major components of leadership particularly instructional leadership skills for school principals.

2.2 Further definition of the term instructional leadership.

According to Hoy and Miskel (1996 : 373) leadership is a term from ordinary language that has been incorporated into the technical vocabulary of organisational studies without being precisely redefined. Therefore, it is not suprising that definitions of the concept are almost as numerous as the scholars engaged in its study(Hoy and Miskel, 1996).

Leaders like Lee, Jacocca, David Koresh, Ronald Reagan, Adolf Hitler, Winston Churchill, Martin Luther, all had one common thing:-strong influence on their followers (Stahl, 1995:302). Thus, in order to lead, one has to be strong enough to influence people so that they can follow him.

According to Townsend (1994:141) an instructional leader is seen as possessing the ability to provide direction for the rest of the group, and such leadership is thought to have certain characteristics or traits, that non-leaders do not share. Those that emerged are intelligence, dominance, self confidence, high energy levels and task-related knowledge (Townsend, 1994).

Clearly, notions of influence and directionality ground all these definitions of leadership. All these definitions assure that best practices can be identified and that it is the leader's responsibilities to influence, direct or otherwise control members of the organization to pursue the designated practices.

In this study, leadership is seen as a process by which the subordinates are purposefully influenced to take on the task designated to them responsibly by who ever is chosen to be their leader – who also shows his or her skillful traits upon them.

There is abundant literature on instructional leadership, especially in the U.S.A, U.K and Australia and also a number of interpretation on the role of school principals as instructional leaders.

The assumptions shared by most other definitions is that, instructional leadership involves a social influence process, in which intentional influence is exerted by one

individual over others to structure activities and relationships in a group or organization (Hoy and Miskel, 1996: 374).

According to Hallinger and Murphy (1986: 328-355), instructional leaders co-ordinate the school-wide educational programme, promoting consistency in policies and practices in the classrooms. Glasman (1984), acknowledged by Hallinger and Murphy (1986), argues that the principal can promote instructional effectiveness by developing school-wide norms that reflect high expectations for student learnings.

Lemmer (1994:1) argues that instructional leadership is regarded by many as synonymous with the effective role of the principal. Today administrative roles and tasks of principals are becoming increasingly complex and diverse. There is thus, a need for principals to develop appropriate leadership skills to enable them to carry out their tasks competently (Lemmer, 1994:1)

Greenfield (1987:143) views instructional leadership as being composed of the following six sets of behaviours that actively facilitate achievement related behaviours in schools and classrooms -:

- Regularly observing teachers and providing feed back;
- Monitoring student progress by reviewing tests results with teachers;
- Working with teachers to build a coordinated instructional programme;
- Promoting staff development by securing resources and finding opportunities for growth;
- Communicating to teachers their responsibilities for student achievement; and
- Acting as an information node and instructional resource person by regularly discussing matters of instruction with individual teachers at faculty meetings.

All these mentioned definitions assume that school principals, as instructional leaders need certain skills to influence group member behaviour positively, thus justifying the importance of critical instructional leadership skills for school principals.

It stands to reason, however that, instructional leadership be seen as a process where the subordinates are adequately influenced to improve school effectiveness through accomplishing the desired goals set by all members in the school system.

Therefore, instructional leadership can be seen as a process that ensures that people in the organization coordinate activities, co-operate on tasks, focus on their energies and resources on organizational goals, and are motivated to achieve those goals (Greenfield, 1987: 144)

2.3 The scope of Instructional leadership

The scope of instructional leadership is extensive and intricate (Duke, 1987). Thus it cannot be defined in concrete terms. It is an endeavour of the researcher to restrict the research within the framework containing the origin of instructional leadership, the essence, images, approaches and forces of instructional leadership in the learning and teaching environment.

2.3.1 The origin of leadership

The term leadership can be traced back to a German sociologist, Marx Weber with his model of bureaucracy, Frederick Taylor, the father of scientific management movement and Human relationship approach, which firmly rooted during the twentieth and thirtieth century through the experiment of Elton Mayo and FJ Roethlisberger at the Hawthorne works of the western electric company in the U.S.A (van der Westhuizen, 1991:72).

• Bureaucracy Approach

The following are some of the characteristics of the “ideal type” of bureaucracy drawn up by van der Westhuizen (1991:7):-

- Authority is embodied in the office and not in the person;
- There is a clearly defined hierarchy, which determines each official's office and duties;
- Patterns of behaviour and regulations are clearly prescribed;
- Promotion is based on seniority;

- Decision – making is only done by the top officials and then moves down through the ranks of the hierarchy to subordinates; and
- Appointments are made according to the ability and specialization.

It is clear from the model that various disadvantage were that member of the public were be treated impersonally, officials became ineffective because of the formalized structure and that it mostly led to conservatism which had a negative effect on renewal (van der Westhuizen 1991:72). According to van der Westhuizen (1996:49), it is important to have a balanced perspective of the school as a bureaucratic professional organization. Though bureaucracy is often associated with red tape and routine and conjures up images of inefficiency and rigidity, the fact however is that in order to function properly, there have to be policies, regulations, standard procedures and hierarchical structure in an organization (van der Westhuizen, 1996:49-50).

• **Scientific Management Approach**

Frederick Taylor was seen by many researchers to seek ways of using people effectively in industrial organization (van der Westhuizen, 1991:65). According to Hoy and Miskiel (1996:9), Taylor's background and experience as labourer, clerk, machinist, foreman, chief draftsman, and finally chief engineer, reinforced his belief that individuals could be programmed to be efficient machines.

The following are some of Taylor's key principles of scientific management:-

- A large daily task: Each person in the establishment, high or low, should have a clearly defined task;
- Standard conditions: The workers should be given standardized conditions and appliances to accomplish the task with certainty; and
- Expertise in large organization: As organizations become increasingly sophisticated, tasks should be made difficult so as to be accomplished only by a first-rate worker.

- **Human-relation approach**

According to van der Westhuizen (1991:72), Mary Parker Follet, one of the earliest supporters of the man-in-organization, which was already effective in the time of Taylor and Fayol, regarded management as a social system.

In other words, human relation was her major stand-point in various organizations like schools. In her theory of Human relation approach, she maintained that a worker is motivated in his work by the same factor, which motivate him and provide pleasure outside his working context (van der Westhuizen, 1991:72).

Getzel et al (1968:31), quoted by van der Westhuizen (1991:72) declare that according to Follet, the fundamental problem of any organization is the building and maintaining of healthy, dynamic and harmonious human relations. Upon that reason she considered co-ordination as the basic strategy of effective organization (van der Westhuizen, 1991). The following three coordinating principles for human relation, were drawn as a result of her opinion:

- Co-ordination at the beginning stage;
- Co-ordination as an interacting relationship of all factors in a given situation, and
- Co-ordination as an ongoing process.

According to all these principles, instructional leadership indicates that working together with members as a team would improve the daily practices, values and norms of the organization if procedures and rules are well disseminated to members.

2.3.2 The essence of leadership

According to Schlesinger (1988:17), many of the education reports specifically discuss the importance of leadership. Strong leadership is needed to pull together the separate elements in the school and make them work.

School administrators recognize the importance of leadership in their jobs. A study was conducted by researcher Susan Krouner Sclafani for the University of Texas to determine whether the performance goal area and skills identified by the American Association of School Administration (AASA) as guidelines for the preparation of school administrators are in fact perceived by superintendents as most important to effective performance in the superintendency (Schlesinger, 1988:17).

It was discovered that the superintendents who were interviewed indicated that using a broad array of instructional leadership skills is most important for effective performance as a superintendent. Also, the National Governors Association (NGA), confirmed that school leadership is the key ingredient in planning for the future. It also noted the need for an integrated approach to planning in order to develop creative new approaches for attracting, motivating and rewarding teachers, learners and parents (Schlesinger, 1988:17).

2.3.3 The role of the principal's leadership

Principals are by virtue of their position leaders:- leaders of teachers, leaders of pupils, and leaders of the parents at their schools. Masitsa, (1993), maintains that as schools are staffed by professionals whose task is to give education and instruction, principals are also increasingly expected to be leaders in instructional professional development. In that case their pivotal role is clearly seen. Parents, teachers and pupils are the key people the principal is supposed to co-operate with and his or her role to them should be visible as indicated below:

2.3.3.1 Principal's role regarding teachers

Although principals are the professional leaders of schools as a whole, they can only be successful in the execution of their duties if they have full support of all their staff (Masitsa, 1993). Since no person can perform all the managerial responsibilities in a school alone, principals should delegate some responsibilities and authority to his/her teachers and render assistance where it is needed from time to time.

Principals should keep their teachers aware of the developments in their area of responsibility. They should do this by opening up channels of communication between themselves and their colleagues. This in turn will create a climate for staff interaction. In the U.S.A, principals promote sound relationship between their teaching staff and the community. As leaders, they motivate and evaluate their staff, organize in service training courses for them, with a view to improve their performances and encourage them to keep abreast with new developments in their fields (Masitsa, 1993). This stimulates high morale and improves performance tremendously.

Like the American principals, they should strive to create an environment in which all teachers are afforded the opportunity to utilize their professional talents, carry out their tasks effectively, and pursue their interests. Principals should also lead teachers in maintaining discipline at their school. The staff should be involved in an on-going process to access needs, determine priorities and set goals.

As good leaders do, school principals should treat their colleagues not as subordinates but as co-leaders, inviting suggestions and comments while refraining from dictating to them, as this would discourage initiative and foresight.

Supervision of teachers

There are several options for supervising teachers. Sergiovanni (1995:224-234), maintains that principals need to give leadership to the supervisory program, marshal resources to make sure the program works, help provide the administrative structure and other arrangements that will enable teachers to work effectively together, and participate as supervisors – engaging in dialogue and helping in the improvement of teaching wherever they can. The following are various options for supervising teachers.

- **Clinical supervision**

Clinical supervision is considered by many experts to be a very effective strategy for bringing about improvement in teaching (Sergiovanni 1995:225). The purpose of clinical supervision is to help teachers to modify existing patterns of teaching in ways that make

sense to them. Evaluation is therefore, responsive to the needs and desires of the teacher. It is the teacher who decides the course of a clinical supervisory cycle, the issues to be discussed and for what purpose.

- Collegial supervision

Sergiovanni (1995:250), uses the phrase cooperative professional development to describe a collegial process within which teachers agree to work together for their own professional development. Collegial supervision involves two or more teachers agreed to work together for their own professional growth, usually by observing each others' classroom, giving each others feedback about the observation, and discussing shared professional concerns.

- Self-directed supervision

In this case, teachers working alone assume responsibilities for their own professional development. They develop a year plan comprising targets or goals derived from an assessment of their own needs. Sergiovanni (1995:231), maintains that this plan is then shared with the supervisor, principal or other designated individuals. At the end of a specified period, the supervisor and teacher meet to discuss the teacher's progress in meeting professional targets. Teachers are expected to provide some form of documentation (e.g. reflective practice diaries, schedules, sample of students' work) illustrating progress toward goals.

- Informal supervision

Informal supervision is a casual encounter by supervisors with teachers at work and is characterized by frequent but brief and informal observations of teachers. In informal supervision, no appointments are made and visits are not announced. Successful informal supervision requires that certain expectations be accepted by teachers. This approach for example, assumes that principals and supervisors are indeed first and foremost leaders or principal-teachers, and thus have a right and responsibility to be a part of all the teaching that takes place in the school. When informal supervision is properly in place, principals

and supervisors are viewed as relatively common fixtures in classroom, coming and going as part of the natural flow of the school in daily work (Sergiovanni, 1996).

- Inquiry-based supervision

This kind of supervision entails that teachers mostly become problem solvers and resources for their own practice. Both problem solving and researching are at heart of inquiry-based supervision. With inquiry-based supervision, teachers either work alone or with others to engage in action research.

- Differentiated supervision and the contingency view.

A contingency view of supervision is based on the premise that teachers are different and that matching supervisory options to these differences is important. Many theorists such as Costa (1982) and Glickman (1981, 1985), suggest that as levels vary among teachers, so should supervisory approaches and style (Sergiovanni, 1995:234). Matching supervisory options to individual needs has great potential for increasing the motivation and commitment of teachers at work.

2.3.3.2 Principal's role regarding pupils

Studies in developing countries reveal that there is a link between principal's leadership and the performance of pupils (Nyagura, 1992:2; Masitsa, 1993; Townsend, 1994:81-102; van der Westhuizen, 1996:76; Potterton, 1998:24-25). Principals are expected to create an atmosphere in which each pupil has the opportunity to grow and develop optimally and to acquire knowledge and skills essential to a productive and successful life. They should ensure that their schools cater for each pupils's interests and talents. The promotion of the health, safety and welfare of their pupils should be one of their top priorities. They should consequently also include pupil activities in their annual planning.

According to Masitsa (1993:2), American principals plan in such a way that their pupils have ample time and accommodation to study, either on the school premises or in the community (pupils are provided with study programme for the year). They monitor their pupils' progress at school and implement corrective measures in cases of unsatisfactory performance. A constant and systematic motivation of pupils is essential in order to accomplish this.

It is the principal who should ensure that there is communication between staff members and the pupils. The fact that all pupil associations and pupil councils are supervised by teachers, enhances team-work spirit. This also ensures that pupils are not left to their own resources but receive suitable guidance.

It stands to reason that, principals have to maintain sound discipline so that pupils know that the school regulations will be applied fairly and consistently. This they do as their ultimate aim to prepare pupils to acquire norms and values which will assist them to be responsive citizens. Schools have consequently developed codes of conduct that clearly articulate pupil's rights and responsibilities. South African School Act No.84 (SASA) of 1996, is a good example where pupil's code of conduct are articulated.

2.3.3.3 The principal's roles regarding parents

The principal and parents are partners since they all strive for better education for learners (Masitsa, 1993). It is well noted that, since parents do not have the expertise to educate their children and are not qualified to know what they should learn or how they should learn, principals are thus, inevitably and essentially leaders of parents as well as of teachers and pupils. Their duty should be to co-ordinate the contribution made by each of them.

Parental involvement in American schools is exceptionally high (Masitsa, 1993) Principals encourage consultation and open communication between staff members and parents. They do this by allowing easy access to schools. In other words parents may be called to parents meeting, teacher consultations, workshop sessions, and fundraising

projects. At these meetings principals take the opportunity to sell their schools to parents in order that they may come to regard them as their schools too. Such meetings afford principals the opportunity to inform parents on various aspects concerning the running of the school. This attitude encourages parents to respond enthusiastically and to respect the principal's leadership (Masitsa, 1993).

By exploring various avenues of communication, principals are able to enlist the support of parents and the community they serve. In the final analysis, parents like to know what the school wants them to do, and it is the quality of the principals' leadership, which will largely determine whether or not parents are utilized to the full (Masitsa, 1993).

2.3.3.4 Principal's role regarding professional development

In the U.S.A, UK, and Australia, principals are increasingly expected to be instructional and professional leaders. They are expected to provide sufficient instructional support in areas such as sound time management, record-keeping, classroom control and helping teachers acquire management skills. They are to ensure that their schools have adequate resources like learning materials and appropriate facilities.

Quality control of the instruction programme through supervision and the rewarding and sanctioning of teaching staff is also part of principals' brief. In addition to that, they hold high expectations of their teachers and always remind them of their performance. Pupil's progress is closely monitored through the use of tests, classroom observation, etc. It is therefore, considered to be the principals job to coordinate the activities, programmes and functions of the school, to ensure that the various components operate smoothly, and also attempt to reduce any undue burden of teachers (Masitsa, 1993).

According to Masitsa (1993) principals engage in trouble shooting to anticipate and solve problems. This, they do through regular meetings, daily tours of the school and routine briefings with their staff. Although they are not expected to know everything about every subject, they are expected to have sufficient knowledge to understand and evaluate

curricular innovations that are being tried in schools. Certainly, they are expected to be familiar with good teaching methods and thus provide professional guidance.

As instructional leaders, principals direct their students' attention to learning objectives and stimulate their thinking. They are responsible for creating a suitable climate for learning and ensuring that the courses offered are challenging and worthwhile. They also strive to encourage staff development by introducing staff training programmes. In this way they ensure that high academic standards are maintained (Masitsa, 1993).

A point made is that, in every case where school success is attributed to the principal, good leadership has been identified as a key trait. Proper leadership by the principal enhances the performance of teachers and pupils alike.

2.3.4 Characteristics of effective instructional leadership

From the literature review, it is well noted that effective schools are being identified by various related studies as having effective, strong, resourceful and communicative leaders in their midst, who widely promote the norms and values of the school adequately. Researchers like Weber (1971), Edmonds (1979), Greenfield, (1989), Townsend (1994), Teu (1998), Rajendra (1999), have identified the following as characteristics of effective instructional leadership:

2.3.4.1 Strong instructional leadership

Strong instructional leadership by the principal is a pivotal factor in effective schools. Teu (1998) maintains that the principal should not only demonstrate strong leadership in terms of concrete ideas and skills to implement ideas, rather, he/she must also make academic achievement a top priority by laying more emphasis on instructional quality. Hence, the principal is the main agent for improving instruction and learning.

Instructional leadership is defined as “those activities engaged in by one or more individuals, which have as their main purpose the improvement of a person, group or a programme” (Greenfield, 1989:13). This suggests that as an instructional leader, the

principal should prioritize curriculum and instructional issues and work towards achieving the goals of the schools.

Greenfield (1989) identified the following four tasks as carried out by instructional leaders in effective schools.

2.3.4.1.1 Instructional leader as resource provider

There are four main ways in which the instructional leaders fulfil this task. Firstly they use time and resources effectively. Administrative elements such as discipline, maintaining order in schools and personnel management are very crucial to the survival of schools. A good instructional leader is able to maintain a balance between these elements through effective time management.

Secondly, the instructional leader is also expected to ensure that the school has adequate resources such as learning materials and appropriate facilities. When necessary, he/she also has to draw personnel outside of the school to help staff solve instructional problems (Teu, 1997).

Thirdly, the way in which the instructional leader fulfils his task as resource provider is by “stimulating and motivating staff to maximum performance” (Greenfield 1989:18). He/she should state clear his/her expectations to them and encourage them to meet those expectations. This requires the leader to provide staff with feedback regarding instructional activities and to encourage them to take risk to be creative. Finally, the instructional leader makes available to staff the instructional resources that might be helpful to them. This suggests that the instructional leader is someone who has knowledge about resources that enhance instruction.

2.3.4.1.2 Instructional leader as instructional resource

As instructional resource, the instructional leader carries out the following tasks of evaluating and reinforcing effective instructional strategies. Firstly, through an ongoing dialogue with staff, the instructional leader encourages the use of variety of instruction

material and teaching strategies. Secondly, the instructional leader supervises the staff to improve instruction. He/she uses various forms of supervision to evaluate teachers whereby focus is on continuous professional development.

Thirdly the instructional leader fulfils his/her task as instructional resource is by “using student outcome” information that is directly related to instructional issues to asses the education program. He/she also monitors student progress on an ongoing basis to identify areas of instruction which need reinforcement and those which need remedial work.

Lastly, the instructional leader successfully applies the district’s personnel policies. Hence, for any school to prosper, its principal must have sufficient knowledge to understand and evaluate curricular innovations and be familiar with effective teaching methods and the principles of learning.

2.3.4.1.3 The instructional leader as communicator



There are several ways in which the instructional leader carries out his task as communicator. He/she communicates to develop sound relationship with staff through behaviour that is objective, fair and consistent. He/she involves others in the decision making process of the school such as the establishment of goals of the school.

Also the instructional leader uses communication to manage conflict in his school. He/she does so effectively by consulting with the staff and the governing body in conflict situation to hear their points of view and articulate them.

Lastly, the instructional leader engages in trouble shooting to anticipate and solve problems. He does so through regular meeting with HOD’s and talks with teachers and students.

2.3.4.1.4 The instructional leader as visible presence

There are three ways in which the instructional leader carries his/her task as visible presence. Firstly he/she makes his presence felt as the keeper of vision. According to Teu (1997), the instructional leader expresses a clear vision of the school and displays behaviour that reinforces the values of the school. One way in which he/she demonstrates these values is by protecting the school from other defects that will harm the culture of the school.

Secondly, the instructional leader carries his/her task as visible presence by rewarding both staff and students. According to Greenfield (1989) effective schools have an award system that motivate staff and students to achieve academic goals of the school. This system promotes the spirit of oneness in the school and encourages the staff and students to work hard.

Finally, a good instructional leader will always serve as a role model for both staff and students. If the instructional leader is fair minded, works hard and attends student activities and community activities, a good example is set for both teachers and students to follow.

2.3.4.2 High academic expectations

Principals and staff in effective schools have high expectations about student academic achievement. They acknowledge the capacities of students to learn. It is an undisputed fact that a leading role in influencing students to learn should be played by principals and teachers. Hence, effective schools are staffed by teachers who believe in their ability to influence student learning. In these schools, teachers communicate their expectations to students and use a variety of teaching strategies (Teu, 1997).

2.3.4.3 Safe and orderly learning environment

One of the major tasks with which school principals are faced with nowadays is creating and maintaining a positive school climate where teachers can work and students can learn effectively. Principals of effective schools fulfil this task by establishing rules that are consistent and fair (Teu, 1997). This helps to ensure that there is a sense of purpose and direction in these schools. Further, behavior problems that interfere with learning are reduced. However, in effective school students are praised and rewarded. According to Teu (1998) punishment and critical control are deemphasized in these schools while praise and rewards are emphasized. Resulting in a high degree of commitment by both teachers and students towards schools academic goals.

2.3.4.4 Clear mission and goals

Principals in effective schools develop and maintain a clear school mission. Teachers are always encouraged and motivated to strive to achieve the goals of their schools. Consequently, they develop a sense of commitment towards these goals and make every effort to meet them. According to Teu (1997) this sense of commitment in turn leads to a unifying framework of values that motivate the staff to view themselves as part of the school.

2.3.4.5 Effective staff development

In-service is practical on the job training tailored to meet the specific needs of the staff members. The emphasis is on the exchange of practical teaching techniques and on making training an integral part of a collaborative educational environment. Teachers and principals conduct in-service programmes and are provided with ample staff development opportunities to help them develop further. Teachers are always encouraged to reflect on their process by principals.

Principals in effective schools supervise teachers to improve instructions in all forms of learning practices. Evaluation system in these schools is used to help teachers improve their skills. Hence, principals of these schools use various forms of supervision whereby more emphasis is placed on continuous professional development.

2.3.4.6 Parents and community involvement

According to Sergiovanni (1995) effective principals involve parents and community members in the teaching and learning activities of the school. They include them in decision making process, have them serve as resources to extend the efforts of the school, and depend on them to be advocates as well as good public relations for the school.

Principals of effective schools are always in partnership with parents and the community, for example, they involve parents and the community members in teaching and learning activities. Furthermore, there is an active communication between the school and the community about the extent to which learning objectives of the school are being mastered.

2.3.4.7 Shared leadership

Effective schools, as determinants of effective principals are characterized by shared leadership and group ownership. The principals of these schools effectively consult within school processes such as problem solving and decision making. This helps to cultivate the culture of trust whereby teachers are encouraged to exchange ideas and to develop a sense of shared commitment to the academic mission of the school.

Sergiovanni (1995:154), argues that instructional leadership does not depend solely on the principal. School principals understand and use a leadership style appropriate for professionals. They solve problems through collaborative team decision-making, and delegate authority to their staff members. They communicate and build cohesiveness and use their positions to recognize and reward accomplishments of both staff and students. Involvement in decision making is a critical element. It begins with members of the

school community developing the goals, mission and values of the school. In this case, decisions are made with input from those to be affected by the decision.

Administrative functions of schools are too many to be performed by the principals alone. Consequently, effective principals delegate certain tasks to some of their staff members based on their strengths and weakness.

2.3.4.8 Frequent monitoring of student progress

The principals in effective schools monitor the progress of students on an ongoing basis to identify students who need help. Teu, (1997:25), argues that feedback on student academic progress is obtained frequently by using a variety of assessment methods. The results of tests are used to improve individual student performance and also to evaluate the success of the curriculum.

2.3.5 Features of schools with effective instructional leadership

According to a report by the British National Commission of Education (BNCE), published in 1993, the following are the ten most common features that characterize effective and successful schools (Anon, 1994:3):

- Strong, positive leadership by the head and senior staff;
- Good atmosphere or spirit generated both by shared aims and values and by the physical environment which is as attractive and stimulating as possible;
- High and consistent expectations of all pupils;
- Clear and continuing focus on teaching and learning;
- Well-developed procedures for assessing how pupils are progressing;
- Responsibility for learning shared by the pupils themselves;

- Participation by pupils in the life of the school;
- Rewards and incentives to encourage pupils to succeed;
- Parental involvement in children's education and in supporting the aims of the school; and
- Extra-curricular activities, which broaden pupil's interests and experience, expand their opportunities to succeed, and help to build good relationships within the school.

2.3.6 Images of instructional leadership

According to Greenfield (1987, 120-122), a principal has the following three main options of images for assuring that instructional leadership is exerted in a school.

- To import leadership

The principal can bring in distinct specialist trainers and consultants in the school. Who is invited into the school, for what purposes and under what terms will depend entirely on the principal and his or her colleagues.

- Direct supply of leadership

The principal can supply leadership directly. In this case, the school principal, him/herself, can inspect through supervising and evaluating teachers in leading faculty work groups, or in supplying the human and material support necessary for an innovation.

- Organizing workshop for staff

The principal can organize the staff to provide leadership for each other. This could happen as in cultivating departmental heads as leaders, organizing peer coaching among teachers, or promoting teacher-led curricular reform. By so doing, the pattern of collegial interaction in the staff as a whole becomes an explicit object of leadership by principals.

In brief, this team-building strategy expands the intellectual and other resources devoted to school improvement while offering new professional opportunities to teachers (Greenfield 1987:121)

2.3.7 Approaches to school instructional leadership

Sergiovanni (1995:115) argues that the challenge for principals is to provide the leadership approach needed to achieve a basic level of competence and transcend this competence to get extraordinary commitment and performance. An approach to leadership that connects people to work for moral reasons. Moral reasons emerge from the purpose, values and norms that form the cultural centre of the school (Sergiovanni, 1995:115; Greenfield 1987:147-148).

Sergiovanni (1995:115) summarises the three approaches to leadership as follows:

- Traditional leadership practices: It emphasises hierarchy, rules and management protocol and rely on bureaucratic linkage to connect people to work by forcing them to respond as subordinates;
- Human resource leadership practices: It emphasises leadership study, supportive climates and interpersonal skills and rely on psychological linkages to motivate people to work by getting them to respond ultimately as self-actualizers; and
- Bonding leadership practices: It emphasises ideas, values and beliefs and relies on moral linkages to compel people to work by getting them to respond as followers.

In brief, traditional leadership practices rely heavily on bureaucratic values as their source of authority. Teachers (and students) are expected to comply with the rules and to follow the provided scripts or face the consequences. Human resources leadership practices rely heavily on personal expertise and skills in motivating and manipulating people as their source of authority (Sergiovanni, 1995:115-116).

2.3.7.1 Contingency approach

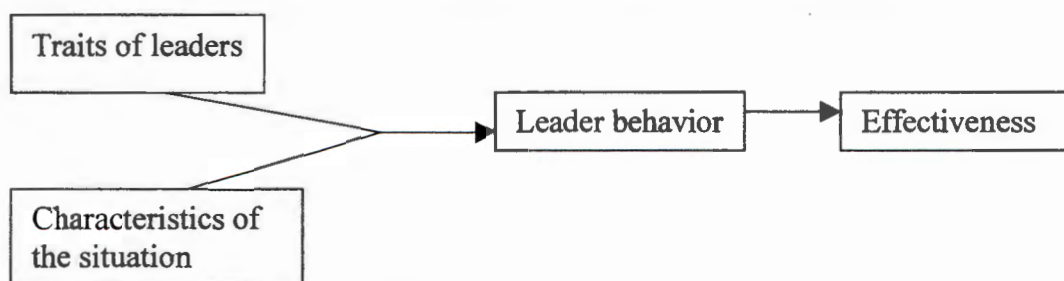
Since the 1970's, the most influential models guiding leadership research use contingency approach. It involves four sets of concepts- traits of leaders, characteristics of the situation, behaviour of the leader and effectiveness of the leaders (Hoy and Miskel, 1996 : 376).

The view that only traits determine leadership capacity, were all but put to rest with the publication of literature reviews during the 1940's and 1950's. In particular, Ralph M. Stogdill (1948), reviewed 124 trait studies of leadership that were completed between 1904 and 1947, he classified the personal factors associated with leadership into the following categories (Hoy and Miskel, 1996: 379):

- **Capacity** – intelligence, vertical facility, originality, judgement;
- **Achievement**- Scholarship, knowledge, athletic accomplishments;
- **Responsibility**- dependability, initiative, persistence, aggressiveness, self-confidence, desire to excel;
- **Participation**- activity, sociality, cooperation, adaptability, humour; and
- **Status** – socio-economic position, popularity.

From his finding, he asserted that a person does not become a leader by virtue of the possession of some combination of traits because the input of traits varies widely from situation to situation. Figure 2.1 shows the relationship of traits of leaders and the characteristics of the situation they find themselves in.

Figure 2.1 A Contingency schema for understanding leadership



Source: Hoy and Miskel (1996:376)

Current literature on modern perspectives of leadership traits indicate that personality, motivation and skill traits are the most important ones associated with effective leadership. Hoy and Miskel (1996), indicate that experience represents an opportunity to learn the job and apply the skills, experience has been found to be central in determining job performance of professional and managerial employees. Table 2.1, shows the summary of the three traits in a working situation.

Table 2.1: Traits Associated with effective leadership

Personality	Work motivation	Skills
Self confidence	Task	Technical
Stress tolerance	Interpersonal needs	Interpersonal
Emotional maturity	Values	Conceptual
Integrity	Expectation	Administrative

Source: Hoy and Miskel (1996:378)

2.3.7.2 Situational Approach

In this case, the power and influence of leaders determines the degree to which leaders can implement plans, decisions and action strategies (Hoy and Miskel, 1996). Clearly power, influence and control come from the instructional leadership situations. These are the factors in the situation that enable instructional leadership to exert influence. A number of variables has been postulated to influence behaviour in schools, hence that can be viewed as situational determinants of leadership. Hoy and Miskel (1996), provide the following example to clearly indicate the understanding behind the situational approach:

- Structural properties of the organization – size, hierarchical structure, formalization, technology;

- Role characteristics – position power, type and difficulty of task, procedural rules, content and performance expectations;
- Subordinate characteristics – education, age, knowledge, experience, tolerance, responsibility and power;
- Internal environment – Climate, culture, openness, participativeness, group atmosphere, values and norms; and
- External environment – Complexity, stability, uncertainty, resources, dependency and institutionalization;

2.3.7.3 Behaviours and Leadership

Hoy and Miskel (1996:382), indicate that the most well-known leader research inquiries were the “leader behaviour” description questionnaire (LBDO) studies that started at Ohio State University in the 1940’s by educational administration students. They pointed out that it was originally developed in 1950 by John K. Hemphill and Alvin Coons, and later refined by Andrew Halpin and B.J Winer in 1952. It measures two basic dimensions of leader behaviour, namely: initiating structure and consideration.

According to Hoy and Miskel (1996: 382), initiating structure includes any leader behaviour that delineates the relationship between the leader and subordinates and, at the same time, establishes defined patterns of organization channels of communication and methods of procedures, while consideration includes leader behaviour that indicates friendship, trust, warmth, interest and respect in the relationship between the leader and members of the work group.

Table 2.3 is interpreted as follows: Given a set of people who occupy leader positions and their respective LBDO scores on initiating structure and consideration, those who scored high on both dimension are in quadrant I and are labeled dynamic leaders, those low on both dimensions are in quadrant III and are called passive leaders, those who score low in consideration but high in initiating structure are in quadrant II and are designated structured leaders, while those in quadrant IV are named considerate leaders.

Table 2.2

Quadrant formed by using the LBDQ dimensions

		Consideration	
		Low	High
Initiating Structure	High	Quadrant II Low consideration High initiating structure	Quadrant I High Consideration High initiating structure
	Low	Quadrant III Low Consideration Low initiating structure	Quadrant IV High Consideration Low initiating structure

Source: Hoy and Miskel (1996:382)

Hoy and Miskel (1996:382) discovered the following four possible leadership styles from the Ohio State University LBDO studies:-

- Initiating structure and consideration are fundamental dimensions of leader behaviour;
- Effective leader behaviour tends most often to be associated with frequent behaviour on both dimensions;
- Superiors and subordinates tend to evaluate the contributions of the leader behaviour dimensions oppositely in assessing effectiveness. Superiors tend to emphasize initiating structure, subordinates are more concerned with consideration; and
- Only a slight relationship exists between how leaders say they could behave and how subordinates describe how they do behave.

Hoy and his colleagues (Kunz and Hoy, 1976; Leverette, 1984; Hoy and Brown, 1988), investigated the relationship between the leadership styles of principals and the “acceptance or zone of indifference” of teachers that is, the range of behaviour within which subordinates are ready to accept the decision made by their leaders (Hoy and Miskel, 1996:384).

The findings of Kunz, Hoy, and Leverette, according to Hoy and Miskel (1996:384) supported the conclusion made by other scholars (Vroom, 1976; House and Baetz, 1979; Michell, 1979), said that the relationships between the leadership behaviour of principals and the zone of acceptance of teachers differ slightly, and that both initiating structure and consideration are positively related to the zone of acceptance, but both dimensions have significant independent effects on the professional zone of acceptance of teachers.

2.3.8 Instructional Leadership forces in schools

Daresh and Playko (1995:101), and Van der Westhuizen (1996:62), argue that there is an increasingly artistic perspective in school organizational structures. A relatively recent attempt to advance the artistic approach to organizational analysis is that of Bolman and Deal (1991) with their alternative interpretations of organizational structures and processes which they refer to as “Frames”. Sergiovanni (1995:85), refers them as “leadership forces” in school organizations.

Greenfield (1987:57) notes that the principal was viewed as the “instructional leader of his school”, and more recently, literature suggests that instructional leadership means “those actions that a principal takes, or delegates to others, to promote growth in student learning”. At the moment Sergiovanni (1995:85), refers to “leadership forces” that “can be thought of as a means available to principals” administrators, supervisors, and teachers to bring about or preserve changes needed to improve schooling.

Each of the following types of instructional leadership forces can be used by principals to push the school forward to effectiveness or to prevent it from being pushed back (Sergiovanni, 1995:84-88; Townsend, 1994: 142-143):

2.3.8.1 The Technical force

Technical force is concerned with the technical aspects of leadership (Sergiovanni, 1996). Regarding this force, principals can be thought of as assuring the role of management engineers. As management engineers, principals provide planning, organizing, coordinating and scheduling to the school and are skilled at manipulating strategies and situations to ensure optimum school effectiveness. This kind of a leadership force is considered to be important because its presence, competently articulated, ensures that the school will be managed properly.

2.3.8.2 The Human force

This force is concerned with human aspects of leadership. Principals expressing this force can be thought of as assuming the role of “human engineers”, emphasizing human relations, interpersonal competence and instrumental motivational technique. As human engineers, principals provide support, encouragement and growth opportunities for teachers and others.

The following are some of the assumptions on human forces outlined by Van der Westhuizen (1996:64):

- Organizations exist to serve human needs (rather than the reverse);
- Organizations and people need one another. Organizations need ideas, energy and talent; people need careers, salaries and work opportunities;
- When the interaction between the individual and the organization is poor, one or both will suffer: individuals will be exploited or will seek to exploit the organization or both; and
- Good interaction between individuals and organizations benefits both: Human beings find meaningful and satisfying work.

2.3.8.3 The educational force

When expressing the educational force, the principals assumes the role of “clinical practitioner” who brings expert professional knowledge and bearing to teaching, educational programme development and supervision. As clinical practitioner, the principal adopts the skill of diagnosing educational problems; counseling teachers; providing supervision, evaluation and staff development and developing curriculum.

Sometimes the educational force takes the form of principals as strong instructional leaders, and at times as knowledge colleague or leader of leaders who engages with teachers on an equal basis on matters of teaching and learning (Sergiovanni, 1995:86).

2.3.8.4 The Symbolic force

The fourth force available to principals is the power of leadership denied from focusing attention of others on matters of importance to the school. When expressing this force, the principal assumes the role of “Chief”, emphasizing selective attention or the modeling of important goals and behaviour, and signaling to others what is important and valuable in the school. Touring the school, visiting classrooms, seeking out and visibly spending time with students, downplaying management concerns in favour of educational concerns; presiding over ceremonies, rituals and other important occasions and providing a unified vision of the school through principal activities associated with this force. Student and teachers alike want to know what is of value to the school and its leadership, they desire a sense of order and direction, and enjoy sharing this sense with others.

2.3.8.5 The cultural force

The fifth force available to principals is the power of leadership denied from building a unique school culture and refers to cultural aspects of leadership. It is clear from reviews of the successful schools literature that the building of a culture that promotes and sustains a given school’s conception of success is key to quality assurance. In this case the principal does not assume the role of “high priest”, seeking to define, strengthen, and

articulate those enduring values, beliefs, and cultural strands that give the school its unique identity over time.

Leadership activities associated with the cultural view include articulating school purpose and mission; socializing new members to the school, telling stories and maintaining or reinforcing myths, traditions, and beliefs. The net effect of the cultural force of leadership is to bond students, teachers and others together and to bind them to the work of the school as believers. Sergiovanni (1995: 88-89), argues that as people become members of this strong and binding culture, they are provided with opportunities for enjoying a special sense of personal importance and significance.

In other words, cultural life in schools is constructed reality and as such, school principals can play a key role in building this reality. School culture includes values, symbols, beliefs, and shared meanings of parents, students, teachers and others conceived as a group or community.

In summary, all five forces of instructional leadership are important. Technical, human, and educational are foundational forces that must be provided to ensure that schools will work, while symbolic and cultural ones are stretch forces that help schools rise to levels of extraordinary commitment and performances (Sergiovanni, 1995:84; Greenfield, 1987:57).

2.3.9 The processes of instructional leadership

Townsend (1994:144), argues that leadership should be viewed as a group process, hence the establishment of the following four leadership processes.

- Situational

Leadership is always relative to a situation. In other words every situation that requires leadership differs because of the structure of the organization, what has to be done, who the leader is and who the group comprises.

- Goal oriented

Leadership is directed towards some goals. The leadership may or may not be involved in the construction of the goals but, once they have been identified, leadership is the behaviour of the person whose task is to direct the efforts of the group, to ensure that the goals are attained:

- Socialization

Leadership involves social interaction. For leadership to occur, there must be some group interaction to establish the relationship between the leader and the rest of the group to define role expectations for the group and to establish relationships between people in the group.

- Power

Leadership involves a power relationship. Leadership can only exist if there is a legitimate power base. The power of the leader is determined as the ability of the leader to cause others to adjust their behaviour to conform with certain requirements.

In summary, leadership:

- Cannot be completely explained by referring to personal characteristics of the leader;
- Consists of the relationship between an individual and a group according to the needs of a specific situation; and
- Will involve a demand for a particular leadership style that varies according to each situation and the individuals involved in both the leadership position and the group.

2.3.10 Instructional leadership strategies

Sergiovanni (1995;113), pointed out leadership strategies and tactics that principals can use as they work first hand with teachers, students, parents and the community. Four leadership strategies were identified as follows:

- Bartering

Principals and teachers strike a bargain within which the leader gives to those led something they want in exchange for what the leader wants. The emphasis in bartering is on trading wants and needs for cooperation and compliance;

- Building

Principals provide the climate and interpersonal support that enhances teachers opportunities for fulfillment of individual needs for achievement, responsibility, competence and esteem;

- Bonding

Principals and teachers develop together a set of shared values about the relationships they want to share and the ties they want to create so that together they can become a community of learners and leaders- a community of colleagues; and

- Binding

In this case, principals and teachers together commit themselves to a set of shared values and ideas that tie them together as a “We”. The emphasis in binding is on developing common commitments and conceptions about purpose, teaching and learning, and the relationships that bring people together as a community of mind.

2.3.11. Issues and challenges in instructional leadership

In the principalship the challenges and issues of leadership is to make peace with two competing imperatives, the managerial and the moral (Sergiovanni, 1995: 314). Schools must be run effectively and efficiently if they are to survive. The policies must be in place, budget must be set, teachers must be assigned, classes must be scheduled, the school must be kept clean, students must be protected from violence and classrooms must be orderly. These are essential tasks that guarantee the survival of the school as an organization.

- Building the character of the school.

A school's character is known by how the school is viewed by members and outsiders in ethnical and moral terms. Building and enhancing the school's character is the key to establishing its credibility among students, teachers, parents and administrators externally in the broader community. The components of an organization's character are its common understanding of purpose and identity that provide a sense of "who we are" (Sergiovanni, 1995:315). Faith of members in the fairness of the leadership and in the ability of the organization to meet its commitments to get the job done and the distinctive cultural attributes that define the tacit customs, network of individuals, and accepted ways of working together and working with others outside the organization is emphasized.

- Commitment to democratic values.

The inescapable moral nature of administrative work, and in particular, seeking to establish moral authority embodied in the form of purposing and shared values and express as "cultural leadership" raises important questions of manipulation and control. Cultural leadership can provide principals with levers to manipulate others that are more powerful than the levers associated with bureaucratic and psychological authority.

Cultural leadership can be understood and practiced as a technology available to achieve any goal and to embody any union or as a means to celebrate a particular set of basic

values that emerge from the American democratic tradition (Sergiovanni, 1995: 315). One of the major challenges of moral leadership is to engage ourselves and others in the process of decision-making without thought to self-interest.

- Tensions between teachers and supervisors.

Evaluation of one individual by another is in itself a stressful activity (Oliva, 1993:13). Increased emphasis on student achievement, accountability of teachers, and teachers' competence have brought about increased stress on evaluation performance.

The public and, to an increasing degree, the profession have expressed dissatisfaction with students' achievement and with incompetent teaching. They demand improvement in instruction for the purpose of improving student achievement and consequently the evaluation of teaching has loomed large in recent years.

Teachers, especially through their organizations, have wholeheartedly embraced current processes of evaluation. They have raised valid questions concerning the competencies on which they will be judged, by whom will the evaluation be done, how the evaluation will be conducted, and what use will be made of the results.

Teachers question the reliability of the data connected on their performances and the competence of the principals (administrators or supervisors) in making assessment. Further, they want to be involved in the creation of the evaluation process. According to Arthur Blumberg, quoted by Oliva (1993: 14), argues that the character of relationships between teachers as a group and principal leadership as a group can be described as somewhat of a cold war. Neither side trusts the other and each side is convinced of the correctness of its position.

Teachers, as a rule, welcome real supervisory help. Yet many teachers view supervisors with contempt, feeling sometimes rightly and sometimes wrongly, that they are more capable than the supervisor or that the supervisor has nothing of value to offer them.

Many teachers simply ignore supervisors, choose not to ask for their help, and avoid opportunities to work with them (Oliva, 1993).

The negative, fearful, or hostile attitudes are symptoms of the malaise brought on by uncertainties about the role, function and efficiency of the supervisory profession. Great needs exist to clarify duties and responsibilities of principals as supervisors to discover the most effective techniques and skills.

- A Personal note

According to Sergiovanni (1995:318), anyone who aspires to be a successful principal should better have a strong commitment to work. In his study of high performing leaders, Sergiovanni (1995) found that:-

- Leaders of high performing systems have put in extraordinary amounts of time;
- Leaders of high performing systems have very strong feelings about the attachment of the system's purposes; and
- Leaders of high performing systems focus on key issues and variables.

As a result of their extensive studies of the principalship and school leadership, Greenfield (1987) and Sergiovanni (1995:319), conclude that principals need to be passionate about their work, clearer about what they seek to accomplish, and more aggressive in searching for understandings that lead to improved schooling. In other words, anyone who is aspiring to be a good principal, must have value traits to be committed to a compass to help navigate the way and a personal vision.

2.4 Instructional leadership model

The most important aspect for school principals to manoeuvre in school activities is to embark on instructional leadership model.

2.4.1 Background

There is evidence of a major shift in the way education is managed in Western Countries. It may indeed, be a shift of historic proportions, following more than a century of

sustained growth and success in relatively centralized public or Government systems of education (Beare et al., 1994:152). It has important implications for instructional leadership at the school level. In this case, it seems that governments are responding to changes in values which shape public policy in education. These values include quality, equity and efficiency.

According to Bear et al (1994: 153), the Thatcher government in Britain called for a national curriculum and testing programme at the same time for governing bodies and principals of all secondary and most primary schools to have control over their budgets. The government in Victoria, Australia granted power to school councils to set educational policies for the school within the guidelines provided by the Minister, and with the intention of increasing the school's responsibilities in budgeting (Beare et al., 1994)

Change in the USA in the early 1980's was to centralize in the first instance, with the first wave of educational reform being the welter of state commissions and regulations which at least in the public mind, followed the report of the National Commission on excellence in Education (Beare et al., 1994:153). Towards the end of the decade, however, there was growing acceptance of the fact that the intentions in the first wave could only be achieved if changes occur in the classroom. In the second wave of reform, the focus was on the schools and on their support of the school.



Beare et al. (1994:153), noted that the largest teacher organization in the United States, the National Education Association (NEA), joined with the National Association of secondary school principals (NASSP) in a commitment to the principal that substantial decision-making at the school site is the essential pre-requisite for quality education.

Beare et al. (1994:153), proposed genuine decentralization of authority and responsibility to the local school within the framework designed to assure school-to-school equity and a measure of accountability. The guiding principle is that the school must become largely self-directing.

2.4.2 Leadership model

The importance of leadership density, the extent to which leadership roles are shared, and the extent to which leadership is broadly exercised suggests that learning and teaching must be the focus of leadership acts in a school (Beare et al., 1994: 153).

It is clear that a school where excellence is the goal will seek a model for instructional leadership which will have this focus and which can shape the role of a number of people in addition to the principal (Beare et al., 1994:153). Duke (1987) and Beare et al., (1994), proposed a vision for instructional leadership which seems to satisfy the requirements of school seeking efficiency and productivity. They drew from research on school and teacher effectiveness to suggest that instructional leadership should involve two broad interrelated areas of activity: the fostering excellence in teaching and the capacity to deal successfully with certain key situations (Beare et al., 1994:154).

2.4.2.1 Excellence in teaching

The fostering of excellence in teaching calls in the first instance for a vision of excellence (Beare et al., 1994:154-155). Capable teachers who are involved in the six types of activity outlined below by Bear et al (1994), are likely to improve the standards of a school at length.

- Clinical assistance:

A capacity to diagnose student needs and provide learning experiences to meet the needs of each individual;

- Planning:

The selection of appropriate objectives, learning experience and assessment procedures;

- Instruction:

Successful communication and achievement of expectation for all students,

- Classroom management:

Maintaining an orderly environment for culture of learning, teaching and service;

- Monitoring of process:

A continuous process of assessment and reporting for all students, providing information for the ongoing process of clinical assistance, planning and instruction;

- Caring for students:

These are actions on the part of the teacher which reflect values such as respect, acceptance, support and recognition.

According to Beare et al. (1994:155), the first requirement for instructional leadership is that the leader should have a vision for excellence in teaching. Secondly, that instructional leadership work with other teachers to develop a shared commitment to a common vision of excellence in teaching, and thirdly, that instructional leaders and their teaching colleagues have knowledge and skills to bring that vision to reality. This requirement has significance because for most it will mean a level of knowledge and skill that goes well beyond what is typically involved in pre-service programmes. The need for ongoing professional development is evident.

2.4.2.2 Key situations in instructional leadership

Duke (1987) and Bear et al (1994), identified seven key situations with which the instructional leader like principals, must deal with and these are:

- Teacher supervision and development:

Working with teachers in a variety of ways in the gathering of information to guide efforts to enhance the quality of learning; working with teachers in the design and delivery of school-based programmes for professional development of individuals and groups.

- Teacher evaluation:

Evaluation of teachers to exert in the policies of the school system;

- Instructional management and support:

The information and implementation of policies (on matters such as discipline) to support the learning process, the aim being to create a climate for excellence;

- Resource Management:

Ensuring that resources are acquired and allocated in a manner consistent with goals, needs, policies, priorities and plans;

- Quality Control:

A continuous process of programme evaluation to provide information on the extent to which goals, needs, priorities and standards have been addressed and achieved, including the monitoring of pupils' progress and the evaluation of teachers in a broader scope.

- Co-ordination:

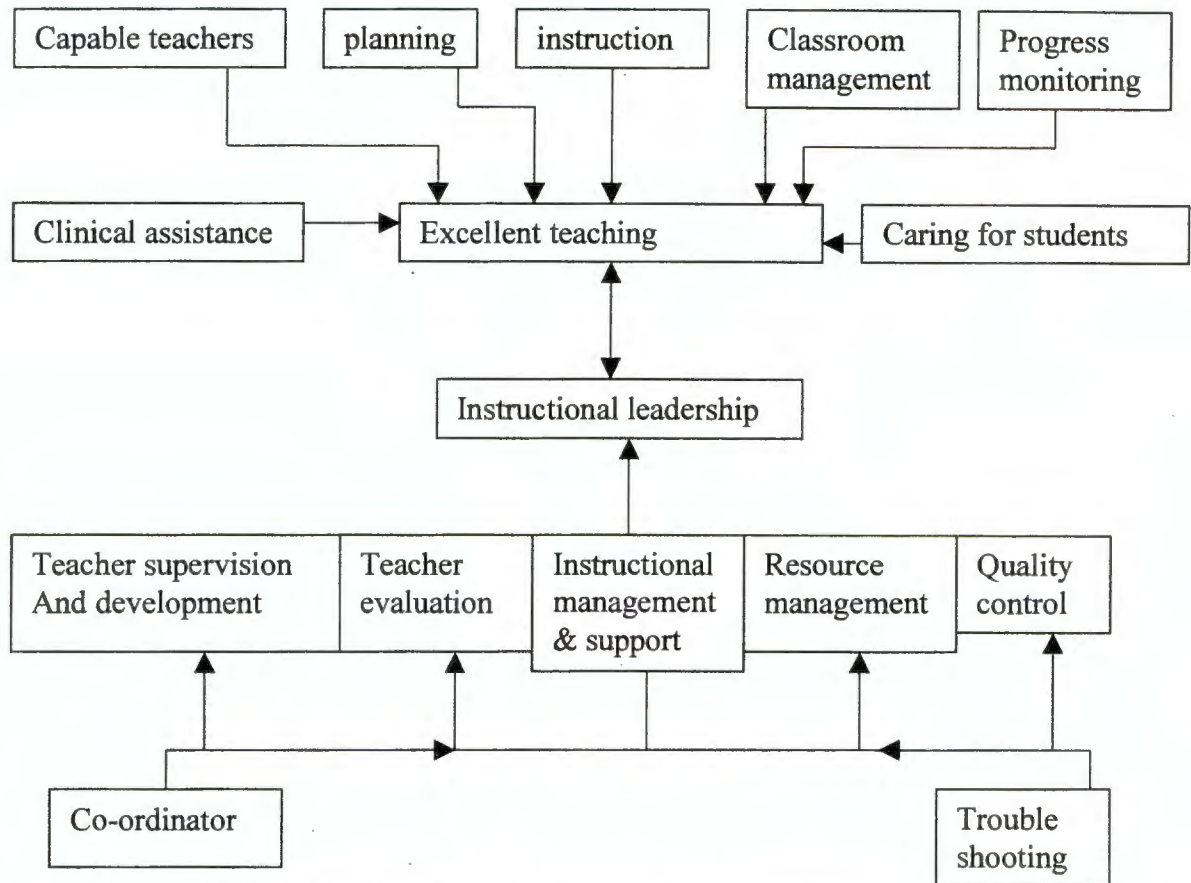
Planning across programmes both horizontally and vertically, to ensure the most efficient and effective use of resources (staff, time, space, money, services, curriculum); and

- Trouble shooting:

The anticipation and solution to problems which may impair the quality of learning, teaching and service.

All these call for a variety of technical skills and professional judgements, adapted to the particular needs of the moment. Since these needs are ever changing, no single prescription for dealing with a given situation will suffice (Beare et al., 1994:157). In otherwords, while each situation is somewhat discrete, all may occur simultaneously.

Figure 2.2 indicates a model of instructional leadership developed by Duke (1987) as having the seven key situations previously discussed in relation with the six types of activities outlined by Bear et al (1994).

Figure 2.2 A Model for Instructional Leadership

Source: Duke (1987:84) – Developing Educational Leadership

This vision which results in school effectiveness is based on teaching excellence. The relationship between instructional leadership and teaching excellence is emphasized by continuing inter-action; each influences the other constantly and clearly, so that the teachers and senior personnel such as the principal of the school, have important function to perform. Thus, the central aspect given to education and effective instructional leadership shows the importance of leadership for quality teaching and learning.

2.4.3 Research findings on principal leadership skills

According to Sergiovanni (1995:157), the seminal work of Brookover and Lezotte (1979), Brookover et. al (1979), Edmonds (1979), consistently reveals that effective

schools are characterized by high agreement among staff as to goals and purpose, a clear sense of mission, and the active presence of purposing.

Studies by Bossert and his colleagues (1982), and by Greenfield (1982), reveal that goal orientation and the articulation and modelling of school purposes by principals are also common characteristics (Sergiovanni, 1995:157)

Sergiovanni (1995: 151), indicates that Blumberg and Greenfield's (1980) research reveals that successful principals are pro-active and direct behaviours at building and articulating a vision of what the school is and can become. This notion of vision is supported, as well by the case study research of Prunty and Hirely (1982), and Newberg and Glattohorn (Sergiovanni, 1995:151)

Nearly all these studies, as well as that of Rutter et.al (1979), identify the concept of ethos (shared goals and expectations and associated approved modes of behaviour) or strong school culture as being important characteristics (Sergiovanni, 1995:151)

From the literature the following are some conclusions about principal leadership and school characteristics that were reported consistently across all data sources in various research studies (Sergiovanni, 1995)

- Through their vision and practicality for their schools, a collective ideology defines an organization's identity and its purposes to succeed. The principals make these schools coherent, binding philosophy to goals, goals to programmes, and programs to practices;
- The principals see their major functions to be instructional leadership. It is their job to sustain their faculty's commitment;
- The major contribution of the principals is to make the schools larger than one person;

- The school principals are good enough to leave a legacy behind: their staff, a powerfully defined school, an educated community and a tradition of excitement, sensitivity and striving for excellence;
- Most striking is the level of caring in these schools;
- Teachers have high expectations for themselves and they believe that they are capable of making a difference in their student's learning;
- These schools are confident. Each one stands for special, whether it is being the best in the country, desegregation, or the arts. Each has a mission and knows what it is and in each case it is both academic and social;
- Each school's principal has been a driven, energetic worker, committed to establishing the best possible school environment for the age group;
- The principal's authority is denied from their acknowledged competence. They are authoritative and not authoritarian leaders; and
- These driven, possessive and sometimes defiant principals are critical to the continued excellence and support of their schools.

According to Hallinger and Murphy, in Greenfield (1987:179), researchers have consistently interpreted the findings that effective schools are characterized by strong instructional leadership, meaning that strong leadership by the principals is a pre-requisite for improving schools (Rajendra, 1999)

Another similar study that was conducted in Australia within the state of Victoria, identified clearly that schools became effective because teachers, parents and students worked as a team and had common goals (Townsend, 1994:161). The findings indicated that group work skills in building a strong team include the following characteristics:-

- Getting acquainted;
- Effective meetings;
- Group deliberations;

- Decision-making;
- Conflict and conflict resolution; and
- Communication.

2.5 Instructional leadership guidelines in selected countries

It is note-worthy to consider instructional leadership models of countries like Europe, Australia and USA as important. Countries like Nigeria are gradually developing because they strongly rely on the models of these countries.

2.5.1 Europe

The European foundation for quality management's (EFQM) self review model has been widely accepted by commercial organizations in European countries and is the basis of significant development work in schools (Davis and Ellison, 1997:125).

The EFQM model is based on an analysis of the components of management in successful organizations. According to Davis and Ellison (1997:125) the key components are classified as "enables", including processes, which produce results. They maintain that a great deal of work has been done under the auspices of the Royal Mail and Sheffield LEA to apply this model to education.

A summary of the components of the model as applied to schools produces the following key characteristics:

Leadership

- Visible improvement in leading total quality;
- A consistent total quality culture;
- Recognition and appreciation of the efforts of others;
- Support through the provision of resources;
- Involvement with customers and suppliers; and
- Active promotion of total quality outside the organization.

People Management

- How people resources are planned and improved;
- Development through recruitment, training and career progression;
- Individuals and teams agree on targets and review performance;
- Involvement in continuous improvement and empowerment; and
- Effective communication.

Policy and Strategy

- Policy and strategy formulated on the concept of total quality;
- Based on relevant and comprehensive information;
- The basis for business planning;
- Policy and strategy clearly communicated; and
- Updated and improve.

Resources

- Financial strategies support policy (FSSP) and strategy;
- Data systems are managed for improvement;
- Suppliers, materials, buildings and equipment support policy and strategy; and
- Technology is applied to ensure maximum efficiency and effectiveness.

Processes

- Processes critical to success are identified;
- Systematic and consistent management of process;
- Measurement and feedback are used to review and improve processes;
- Stimulation of innovation and creativity in process improvement; and
- Implementation and evaluation of process charges.

People satisfaction

- Measurement of and response to employee perceptions; and
- Identifications and measurement of factors relating to employee satisfaction.

Customer satisfaction

- Measurement of and response to customer perceptions of products, services and relationships; and
- Identification and measurement of factors relating to customer satisfaction.

Impact on society

- Analysis of the community's perception to the extent to which needs and expectations are met; and
- Use of other indications to demonstrate impact on society.

Business results

- Demonstration of financial indicator's success; and
- Demonstration of non-financial indicators of the organization's success.



The EFQM model offers to education an integrated and holistic approach to identifying the components of quality management and indicates their interrelationship and relative significance. It is clear from the components of the EFQM approach that organizations have to be responsive to customers on the basis of their needs and satisfaction and not those of the organizations.

2.5.2 Australia

The collaborative school management circle is an out-come of the Effective Resource Allocation in schools project (ERASP), a joint endeavour in 1983 of the education Department of Tasmania and Centre for Education at the University of Tasmania,

founded as a project of National significance by the common wealth schools commission (Beare et al., 1994:155). Its purpose was to prepare a professional development programme for principals and other school principals and school administrators to help ensure the efficient and effective allocation of resources at the school level.

Beare et al. (1994:155) found that highly effective schools in the project had adopted approaches to resource allocation which involved a clearly identifiable and systematic approach to matching resources to educational goals and students needs with opportunities for staff and often community involvement in the process.

The following aspects form greater part of the model:-

- Goal-setting

A goal is a statement of broad direction, general purpose or intent. Goals are visually formulated to reflect desired learning experiences and out-comes for the student. It is desirable that the school community be committed to goals as well as to the vision and philosophy of the school (Beare et al., 1994: 139). Similar strategies for building commitment should therefore be followed, with formal adoption of goals being the outcome of a decision making process designed to achieve consensus.

- Policy-making

Beare et al. (1994:139), describe a school policy as a statement of purpose and one or more guidelines which, taken together, provide a framework for the operation of the school or programme.

Beare et al. (1994: 139) recommend a model for the formulation of policy according to whether the issue at hand is contentious or non-contentious. In this case, he recommended the appointment of a working party to prepare options for consideration by the policy group.

The recommended approach provides a mechanism for empowering staff and a framework for action in bringing vision to reality (Beare et al., 1994:140).

- Planning

Different levels of planning are possible in the recommended model for school management. They include corporate planning, strategic planning, programme planning, curriculum planning and instructional planning.

In the Collaborative School Management Circle (CSMC), teachers and others involved in the implementation of a programme form a programme team to prepare a programme “plan” which is consistent with the policies and priorities of the school as determined by the policy group. Each team will have a leader who usually, but not necessarily, has a position of formal responsibility in the staffing arrangement of the school (Bear et al’ 1994:144). With many programmes in a school, there were many programme teams and many programme leaders, thus providing further opportunity for empowerment and leadership density.

- Budgeting

A school budget may be viewed as a financial translation of an educational plan for the school. In the approach recommended by Galdwell and Spinks, programme teams prepared a programme budget as part of the programme planning process. (Beare, et al., 1994:144).

According to Beare et al (1994: 144) in preparing a programme plan and budget, members of the programme team in the individualized learning assistance programme must take account of the policies and priorities adopted by the policy group, the formulation of which would have seen their involvement.

- Implementing the plan

With the adoption of the educational plan by the policy group, programme teams maintain the following year plan. The major aspects of implementation is of course learning and teaching which is the life blood for the school. As far as resources are concerned, there is no need for further reference to the policy group unless a need for

major change emerges. Revenue and expenditure are monitored, with programme teams and the policy group receiving regular financial statements.

- Evaluating

As Beare et al. (1994:148) puts it, evaluation is the gathering of information for the purpose of making judgement. In the collaborative school management cycle, evaluation is not a discrete activity carried out in isolation from other phases of management. The judgement which are made are important factors in decisions on the formulation of goals, the identifications of needs, the setting of policies and priorities, the preparations of plans and budgets, and in the ongoing implementation of school programmes.

Caldwell and Spinks distinguish between minor evaluations carried out annually and major evaluations carried out less frequently (Bear et al, 1994:148). Minor evaluations may be conducted informally and subjectively by members of the programme team who report on simple indicators of success, areas of concern and recommendations for change. A major evaluation in the same programme would be carried out more comprehensively and objectively by a team which is broadly representative of the school community, including members of the policy group.

2.5.3 United States of America (USA)

In the USA, prior to 1920, supervision in both elementary and secondary schools consisted of inspection (Rajendra 1999:53). The visit was unannounced and in the ensuing conference, the 'expert' principal told the teachers what to do. For another 15 years, supervision was thought to be a form of direction. The supervisor knew what to be taught, when and how. Since 1935, the concept changed to one of co-ordination and service which was in line with the concept of democratic leadership.

Specialized training programmes have been provided to instructional leaders in the USA as early as 1940, and evidence is there that in 1957 forty six (46) states required a school principal certificate or a certificate of general administration and supervision from those who applied for promotional posts. Furthermore in the 1970s, three hundred and twenty

four (324) programmes for secondary school principals and three hundred and twenty nine (329) programmes for primary school principals were considered as state accredited programmes for instructional leaders (van der Westhuizen, 1995:3)

It is note-worthy to realize that in 1950, the Kellogg's foundation made funds available for the Co-operative Programme in Education (CPEA), to promote in certain regions, a project involving various matters, which included instructional leadership. The main focus was to the compilation of programmes for the training of school principals. The formation of the University Council for Educational Administration (UCEA) in 1959, published in various journals such as "Educational Quarterly" and the formation of the Research Development Division (RDD) promoted the well being of leadership skills. This formed part of the centre of the Educational policy of Oregon. It has formed the cornerstone in the development of educational leadership (Van der Westhuizen, 1995:105)

Other developments in the USA included the social management approach which left it's mark on educational leadership, by means of approaches from the behavioural sciences. According to Van der Westhuizen (1995), the most important aspects were the foundations on 'Educational Administration: a behavioural analysis and Educational Administration as a social process' (Van der Westhuizen, 1995:105).

There is enough evidence that the USA has contributed towards the development and training programmes for educational management and instructional leadership of which the simulated computer programmes were the most important. In the period 1969 to 1970 more than forty institutions were involved in this aspect. In addition, during this period the ERIC clearing house was established and computer print-outs on educational management research were available (Van der Westhuizen, 1995:106).

Historically, when operating administration, supervisors were often charged with seeing to the implementation of certain decisions made at a distance from the site of teaching and learning. These negatively affected the dynamics between the supervisor and the teacher. However, today, the conditions have changed in the USA to such an extent that

teachers asked to come and inform decisions affecting pedagogical, curricular and policy issues. After a long history of suspicion, teachers are now able to overcome and feel unencumbered enough to engage in free discussions with principals and higher authorities (Waite, 1995:6).

2.5.4 Nigeria

According to Rajendra (1999) in Nigeria, promotions to the principal post were made from a carefully prepared seniority list by the Ministry of Education. Only a few officials would have received formal preparations in Educational Administration. Faculties and institutions of education in Nigerian Universities, have started to make conscious efforts to correct the situation. Some institutions such as Ibadan offer specialization at the undergraduate level. However, the desirability of specialization at this level is questioned. The general view has been that in order to administer education, one has to know education. Specialization at the postgraduate level is available at a number of University. At these institutions, students work for their masters and doctoral certificates. For instance, the University of Benin produced 114 M.Ed and Ph D holders in Educational planning and Administration between the years 1982 and 1989 (Rajendra, 1999)

2.5.5 South Africa

Interest in Educational Administration is found in South Africa at present. Courses in Educational Management are being provided in Universities such as WITS, Potchefstroom and the North West others are also conducted through Management of School Training Programmes (MSTP) (Rajendra, 1999). The Transvaal Education Department (TED) has provided courses in management skills to practicing teachers as early as 1982 (van der Westhuizen, 1995:109). The same author is of the opinion that as far as co-operation on national and international levels are concerned, South Africa has an enormous backlog in education and there is an immediate necessity to bridge the gap.

However, some educational experts are of the opinion that, one problem which is hindering the educational administration and management in RSA, is the apparent fear that greater recognition of educational administration would lead to too many sub-disciplines which are inclined to develop into disciplines (Van der Westhuizen, 1995:109).

According to Legotlo(1994) the management development in education is still in it's infancy state in most African Countries, including that in South Africa. There is no comprehensive, well structured in-service programmes and this is attributed to the apartheid policies which prevailed for a considerable period of time. The short fall in educational administration could be attributed to the fact that there is no national policy existing to that effect in South Africa.

However, at present the educational system in South Africa is undergoing a transitional change. Curriculum 2005 is already introduced to the grade one level in all the schools (Rajendra 1999). This means that there is a paradigm shift from the traditional teacher-centred teaching to pupil centred teaching. Principals in high schools need to play an important role of providing the necessary teaching skills, with curriculum improvement optimum utilization of resources (Lubisi, Wedkind, Parker & Gultig, 1997:19)

There is enough evidence to support that many Universities in South Africa are presently engaged in the research pertaining to instructional leadership. For example, Rajendra (1999), conducted a study on perception of teachers on the role of principals as instructional leaders in respect to motivation and encouragement of teachers to raise the standard of teaching and learning. Also Sehlare (1994) has reported on organization and management with respect to interaction with parents and effectiveness of formal meetings. Rajendra (1999) has clearly brought out a distinction between instructional leadership and educational leadership. Hence, one could appreciate that some kind of research is being done for uplifting the role of a principal as an instructional leader.

2.6. Summary

This chapter gives an overview of critical instructional leadership skills as revealed by the literature study. The role of leadership, characteristics of effective leaders, challenges and issues in leadership have been discussed at length. An overview of leadership models and guidelines in selected developed and developing countries have also been thoroughly outlined.

From the literature review the following were the major findings of critical instructional leadership skills for school principals:

- The role of instructional leadership;
- Characteristics of effective instructional leadership;
- High academic expectations from students;
- Safe and orderly learning environment;
- Clear mission and goals; and
- Effective staff development.

The research has built up a picture of some of the critical skills of which school principals would be best advised to concentrate on for school improvements. It has clearly indicated different roles played by school principals with other stakeholders like, teachers, learners, parents and the community.

3. CHAPTER THREE : RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter outlines the method of research employed in this study. It broadly explains the rationale behind the methodology, how the research was conducted and what steps were actually taken to ensure the validity and reliability of the study. The purpose of the study as stated in Chapter 1 was the guiding force in this investigation. The theoretical framework is provided vividly in Chapter 2.

3.2 RESEARCH TOOLS

In the empirical investigation of this study, the Mail questionnaire was employed as a tool for data collection.

3.2.1 Questionnaire as a research tool



According to Kneeves (1997: 422), a questionnaire is a self-report instrument used for gathering information about variables of interest to an investigation. The form is the same as it would be in a face to face interview. The subjects are presented with what essentially is a structured transcript with the responses missing. Legotlo (1996), maintains that the most important instrument of data collection is the questionnaire. It is the only means of communication between the respondents and the researcher. It is a device, which enables respondents to answer questions. As a data collection instrument, the questionnaire is easy to administer, provides direct responses of both factual and attitudinal information and makes tabulation of responses quite effortless (Mckernan, 1996:125).

The following three assumptions about the questionnaire as a self-report instruments are outlined by Kneevs (1997):

- The respondent can read and understand the questions or items;
- The respondent possesses the information to answer the questions or items; and
- The respondent is willing to answer these questions or items.

3.2.1.1 Advantages Of Questionnaires

The questionnaire was predominantly employed because of its advantages. Legotlo (1994), Kneevs (1997) outlined the following advantages of the mail questionnaire:

- information from respondents could be obtained within a short period of time set;
- travelling and subsistence costs are minimal;
- respondent names are not given;
- respondent is free to answer or not to whenever he or she has a spare moment;
- the respondent is also able to answer the easy questions first and take time to think about answers to the more difficult ones.

Mckernan (1996:128) noted the following advantages in questionnaires;

- easy and quick to complete;
- provides direct responses;
- information is quantifiable; and
- can quick tap responses of large numbers of people.

In addition to the advantages of postal questionnaires, Kneevs (1997) outlined a number of factors in securing a good response rate that include:

- limit the questions or items in a questionnaire to variables of primary interest;
- each question or item should be explicitly or implicitly related to the particular research question or hypothesis;

- sensitivity or delicacy of the content of a particular question can produce problems in a questionnaire;
- respondents should not spend a great deal of time answering a questionnaire; and
- A lengthy time-consuming questionnaire may cause a respondent to cease to co-operate. At best, one will receive an incomplete questionnaire and at worst, the questionnaire will not be returned.

3.2.1. 2 Disadvantage of questionnaires

The following are the disadvantages of questionnaires commonly found in many postal questionnaires Legotlo (1994):

- takes time to analyse;
- responses may not be truthful;
- respondents try to produce the correct response;
- time – consuming to prepare good items;
- completion depends on literacy;
- a written questionnaire may be ambiguous and misunderstood;
- high non-response rate is common; and
- questionnaires are predominantly used these days thus some respondents have negative attitudes towards them.

3.2.2 Questionnaire construction

A well made questionnaire is highly deceptive (Kneevs, 1997:423). It appears to be well-organised, the questions are clear, response options are well drawn and exhaustive, and there is a natural ordering or flow to the questions that keeps the respondent moving toward completion of the questionnaire. Kneevs; (1997) maintains that these desirable attributes and the deceptive simplicity of a well-made questionnaire do not spring naturally out of the process of questionnaire construction but are the result of a great deal of painstaking development work.

Mckernan (1996:127 – 131); Townsend, 1994; 184 – 187) identified the following steps in questionnaire construction as important:

- deciding what the problem really is and what information is required to provide answers;
- deciding what type of questions to use: fixed or open;
- writing a first draft of the questionnaire;
- piloting the draft of the questionnaire with a sample of respondents;
- revising the questionnaire on the basis of criticism;
- administering the questionnaire;
- analysing and interpreting the returned questionnaires; and
- writing the final report of the inquiry.

In constructing a questionnaire, the following are pitfalls that should actually be taken into consideration (Kneevs, 1994):

- questions should not be too long;
- questions ought to be clearly worded and in simple non-jargonized language;
- ensure that questions are important and that the respondents possess the knowledge to give an answer;
- avoid loading questions or loading the items as these will tend to produce biased responses;
- ensure that fixed response alternative answers are balanced; and
- ensure that the items follow a natural logic or order.

3.2.2.1 Development and questionnaire items

The questionnaire which was employed to collect data for this study was taken from other studies. It was carefully modified under scrutiny to suit the study. Items in section B, C and D were based on the literature study while section A was based on the biography of the respondents. The questionnaire consisted of four (4) open – ended items (item 12, 13, 14 and 15). The aim of these open – ended questions was to allow the respondents to voice their own views freely and effectively.

3.2.2.2 Format and content of the Questionnaire.

The questionnaire consisted of four main sections (cf. Appendix A):

Section A (question 1 – 6). The purpose of these questions was to gather biographical data and background information of the respondents. The information is essential to understand the background information of the respondents.

Section B (Question 7.1 – 8.10). This is aimed at gathering data on the description of instructional leadership skills for school principals and how effectively this is employed.

Section C (question 9 – 11). This section consists of questions that seek to clarify the skills and knowledge of principals regarding communication. A list of concerns about the characteristics of several principals in item (11. 1 – 11.10) are provided.

In section B and C, the respondents were asked to indicate on a four point scale how each statement expresses their feelings about leadership skills.

Key:

4 - Strongly agree

3 - Agree

2 - Disagree

1 - Strongly Disagree

Section D (question 12 – 15). This section consists of open-ended questions. The respondents were requested to mention some skills and limitations of being an effective school principal. The respondents were also required to list other challenges or concerns they think may contribute to school effectiveness.

3.2.3 Pre-testing the questionnaire

The questionnaire should be tried out in a field test just as a research plan should be executed as a pilot research. Pre-testing the questionnaire yields data concerning instrument deficiencies as well as suggestions for improvement. In pre-testing, the subject should be encouraged to make comments, suggestions concerning directions, regarding procedures and specific items (Kneevs 1997).

To determine any ambiguity and flaws, the questionnaire was pre-tested using a sample of ($n = 10$) school principals. All the 10 respondents were asked to comment on the points that might need to be restructured in the questionnaire.

The pre-test results were checked. There was no comment or suggestion concerning, for example, ambiguity of the questionnaire items. The only comments made by the majority of the respondents showed that they were keen to know more about the critical instructional leadership skills for school principals and how they can be efficiently implemented in schools.

3.2.4 Final Questionnaire

The final Questionnaire was administered to 200 school principals.

3.2.5 Covering Letter

The purpose of the covering letter is to indicate the aim of the survey, to convey its importance to the respondents, to assure him/her of confidentiality and to encourage his/her reply.

A covering letter (Appendix C) that explained the purpose of the study accompanied the questionnaire mailed to respondents. The letter was brief and simple and directed the respondents on how to return the completed questionnaires. It also assured the respondents that all information they provided would remain confidential.

3.3 ADMINISTRATIVE PROCEDURES

Permission was obtained from the Vryburg District Manager to have access to all nine (9) circuits of the district and to administer the questionnaire in seven selected circuits under his jurisdiction (Appendix B).

The researcher requested the Senior officer in the personnel section of the district office to provide him with the list of names of all schools in the district.

The researcher also obtained the information indicating the name of the school, physical address, location, telephone number and the names of principals.

The researcher visited each circuit and requested circuit managers to grant him the permission to distribute the questionnaire to school principals. The researcher administered the questionnaire personally.

3.4 FOLLOW – UPS

According to Legotlo (1996) a major disadvantage of the questionnaire is non- response. The respondents may simply decide not to respond to the questionnaire. Thus, to counteract this problem, the researcher waited for the respondents to complete the questionnaire.

3.5 POPULATION AND SAMPLING

The survey population was drawn from the Vryburg District of the North West Province. There are (n = 238) primary school principals in all. They all participated in the study. However, a random sampling technique was employed to select seven circuits out of

nine(n=9) to participate fully in the research. In other words 200 primary school principals were involved as Table 3.1 below outlines.

Table 3.1

Distribution of the Sample Population

TYPE OF SCHOOL	SAMPLE POPULATION	PERCENTAGE
Primary Schools	200	100%

3.6 RESPONSE RATE

A total of (n = 200) questionnaires were distributed to all primary school principals of the seven circuits selected in the Vryburg district. Out of the total number of questionnaires (n = 200) distributed, only 167 (83.5%) completed questionnaires were returned. Table 3.2 shows the response rate.

Table 3.2 Response Rate

TYPE OF SCHOOL	N = X	RESPONSE	PERCENTAGE
Primary schools	200	167	83.5%

3.7 STATISTICAL TECHNIQUES

A computer-aided statistical analysis was employed. The SPSS-programme was used to compute descriptive data for each respondent in the study. These include statistics like frequency distribution, percentages, mean and standard deviation.

3.7.1 Descriptive data

Computation of frequencies, percentages chi-square, histograms, means and standard deviations were employed effectively to determine the results of the study envisaged by the researcher.

3.7.2 Quantitative data

The statistical analysis such as standard deviation was used to determine the results of the study. Chapter 4 of this study indicates more information on quantitative data.

3.8 SUMMARY

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In this study, the questionnaire was used as the main tool for data collection. With the help of the University of the North West, Computer-aided statistical analysis was employed to determine the results of the study.

4. CHAPTER FOUR : DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

Chapter 4 discusses the results of the empirical investigation conducted to determine the role of school principals and identify critical instructional leadership skills for these principals. The quantitative and qualitative data gathered through the investigation are summarised.

4.2 Review of the subjects

A total of 200 subjects were identified to take part in the study and only 167 (84%) respondents returned the completed questionnaires. This is a good response rate. Although the response was above average 167 (83.5%), thirty three 33 (16.5%) respondents were scared to complete the questionnaire because of a number of reasons such as redeployment of educators implemented by the department of Education in an attempt to restructure the whole system. The permission letter which was attached to the questionnaire could not convince some principals beyond reasonable doubt, that the study had nothing to do with redeployment and termination of their services.

4.3 Biographical data and background information of the respondents

Table 4.1 and figure 4.1 were drawn up to gain a picture of the profile of the characteristics of the respondents. A summary of the information provided in Table 4.1 is briefly discussed below.

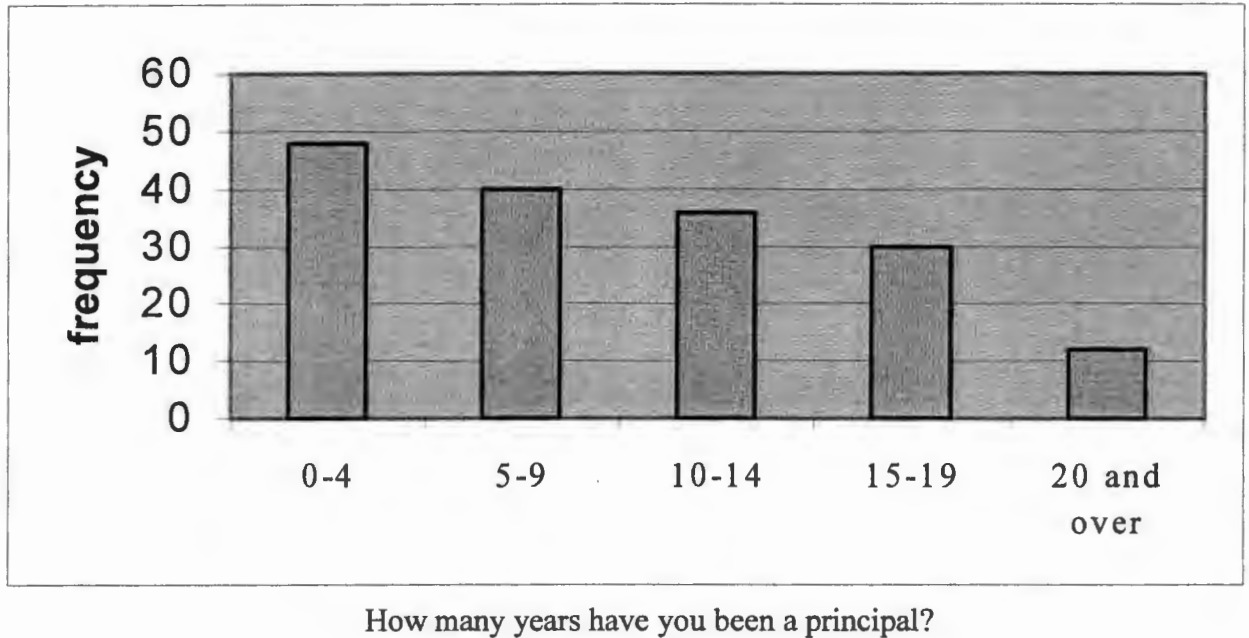
Table 4.1 BIOGRAPHICAL DATA AND BACKGROUND INFORMATION OF THE RESPONDENTS.

1. How many years have you been a principal	Frequency	%
1.1 0 – 4	49	29.3
1.2 5 – 9	40	14.0
1.3 10 – 14	36	21.6
1.4 15 – 19	28	16.8
1.5 20 and over	14	8.4
Total	167	100
2. What is your highest academic qualifications	Frequency	%
2.1 Matric plus Diploma	114	68.3
2.2 Bachelor's degree (B. A., B. A. Ed)	9	5.4
2.3 Honours degree	1	0.6
2.4 Masters degree	0	0
2.5 Others, please specify	43	25.7
Total	167	100
3. Gender	F	%
3.1 Male	106	63.5
3.2 Female	61	36.5
Total	167	100
4. Ages in years	Frequency	%
4.1 21 – 25	0	0
4.2 26 – 30	9	5.4
4.3 31 – 35	22	13.2
4.4 36 – 40	46	27.5
4.5 41 – 45	53	31.7
4.6 46 and over	37	22.2
Total	167	100

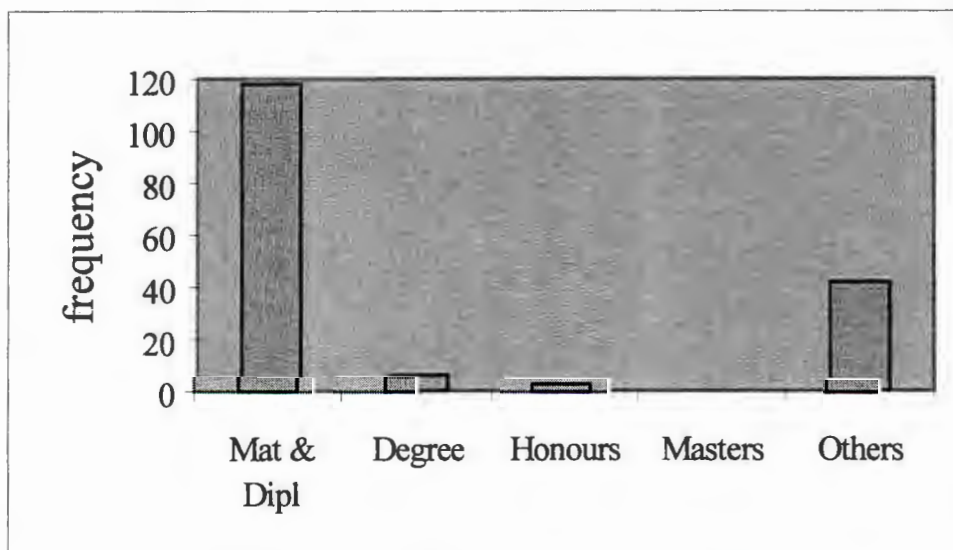
5 Settlement type of the school	Frequency	%
5.1 Rural	141	84.4
5.2 Urban	26	15.6
Total	167	100
6. Location of circuit managers' office	Frequency	%
6.1 0 – 9km	55	32.9
6.2 10 – 19km	51	30
6.3 20 – 29km	20	12.0
6.4 30 – 39km	18	10.8
6.5 40 – 49km	9	5.4
6.6 50km and above	14	8.4
Total	167	100

4.3.1 Years a respondent has been a principal

The respondents reported their years of experience by selecting one range of years. From Table 4.1 and figure 4.1, it is noted that 49 (29.3%) of the respondents have an experience between 0 – 4 years. Only 14 (8.4%) have 20 or more years of experience. This suggests that through redeployment and voluntarily severance packages, old principals were shifted to allow new talented principals to bring in advanced leadership skills to pursue out based education (O.B.E) and Curriculum 2005 effectively.

Figure 4.1 years (experience) of respondents

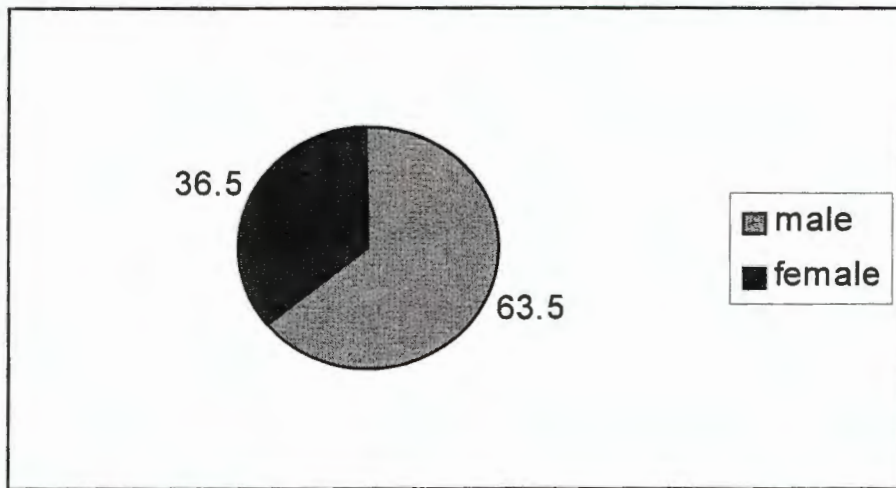
4.3.2 Qualifications of the respondents

Figure 4.2 What is your highest academic qualification

The respondents were asked to indicate their qualifications. Majority of respondents 114 (68.3%) reported as having Matric plus Diploma and 43 (25.7%) of respondents reported as below relevant education qualification verification (R.E.Q.V.) This indicates that the pressure on school principals regarding new skills of leadership perpetuate them to study further.

4.3.3 Gender of the respondents

Figure 4.3 Gender

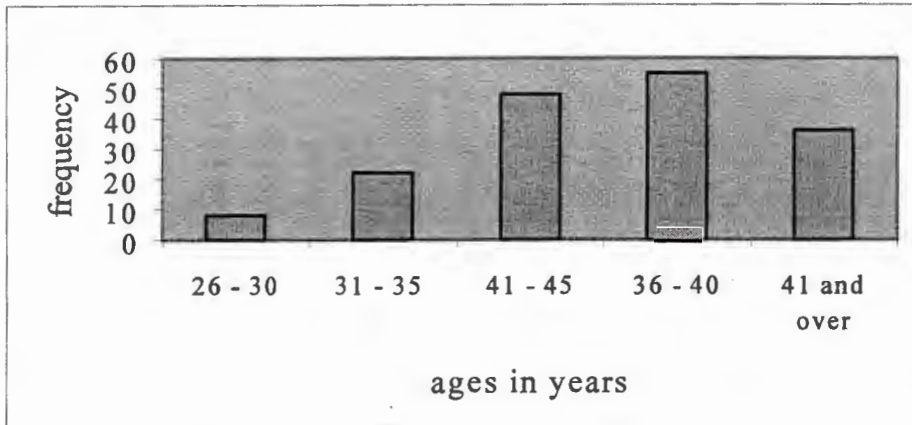


Gender

Of the total number of respondents 106 (63%) were males and only 61 (36.5%) were females. Table 4.1 and figure 4.2 indicate that more male principals in primary schools are appointed than female principals. The limited number of females, 61 (36.5%) can be ascribed to the fact that women were in the past considered to be incompetent to handle managerial positions, hence they are confined to classroom situations as teachers only.

4.3.4 Ages of the respondents

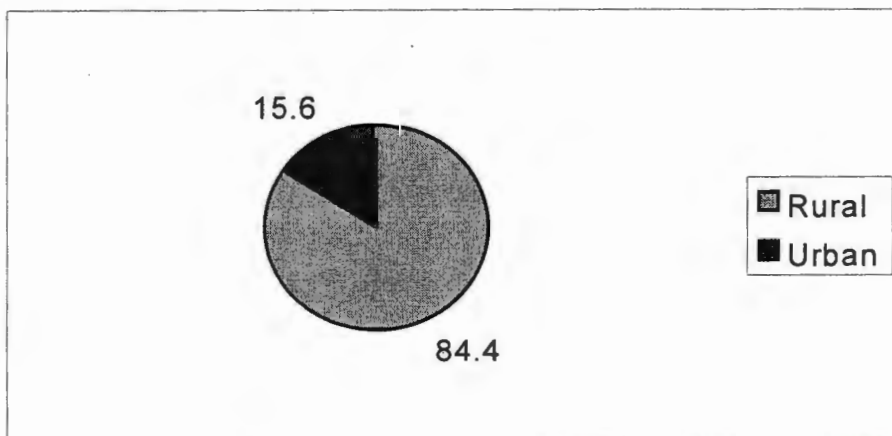
Figure 4.4 Ages of the respondents



The respondents indicated their age by selecting one of the age groups. From Table 4.1 and figure 4.4, it is noted that 53 (32.1%) of the respondents were between 41 – 45 years. Only 9 (5.4%) was between 21 – 25 years. This implies that the majority of primary school principals have enrolled with Colleges of education through distance learning program (DLP) that was not in place in the past.

4.5 Settlement type of the school

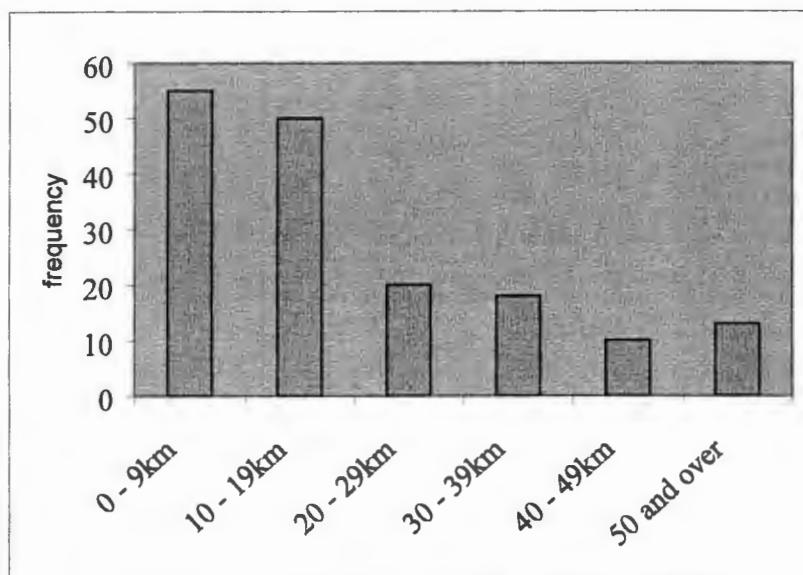
Figure 4.5 settlement type of the school.



The respondents were requested to indicate whether they are principals in rural or urban areas. Table 4.1 and Figure 4.5 show that 141 (84.5%) of primary principals are in rural areas. Only 26 (15.6%) are principals in urban areas. This could be ascribed to the fact that the North West Province constitutes mainly of rural areas.

4.3.6 Location of Circuit Managers' office.

Figure 4.6 Location of circuit manager's office



Location of circuit manager's office

The respondents were asked to indicate the distance between their schools and the circuit office. Table 4.1 and Figure 4.3.6, shows that 55 (32.9%) of primary schools are between 0 – 9km nearer the circuit office. Only 14 (8.4%) of schools are 50km or more, away from the circuit office. The reason might be that more circuit offices were built after 1994. This is inline with the view of bringing services closer to the people.

4.4 Descriptive data of an instructional leader

The respondents were asked to identify characteristics that contribute towards their effectiveness in school situations. A number of skills were given and a four-point scale was provided to give the respondents a direction.

4.4.1 High academic expectation from students as a skill for school principals.

Some of the skills of instructional leaders as revealed by the literature review that include disciplinary measures, extra mural activities, ability to communicate and dealing with students were stated. The respondents were requested to read through each statement and in each case, use the rating scale (Strongly agree-4; Agree-3; Disagree-2; Strongly disagree-1). They were requested to make a cross in each number they think expresses their view. A summary of the information gathered is provided in table 4.2 and 4.3 discussed below.

Table 4.2 High academic expectation from students as a skill for school principals.

No. Items	SA		A		D		SD	
	F	%	F	%	F	%	F	%
7.1 He / She spends most of the time on instructional activities.	60	39.9	59	35.3	41	24.6	7	4.2
7.2 Implements disciplinary measures to students efficiently.	81	48.5	79	47.3	6	3.6	1	0.6
7.3 Prepares to listen to what students are saying.	101	60.5	64	38.3	1	0.6	1	0.6
7.4 Acknowledges that students have different views.								
7.5 Takes part in student's activities effectively.	92	55.1	72	43.1	3	1.8	0	0
7.6 Always gives awards to competent students.	67	40.1	94	56.3	4	2.4	2	2.1
7.7 Encourages students in extra mural activities.	67	40.1	89	53.3	11	6.6	0	0
7.8 Has ability to communicate with students effectively.	99	59.3	66	39.5	1	0.6	1	0.6
	100	59.9	66	39.5	1	0.6	0	0
7.9 Is approachable to students.	97	58.1	67	40.1	2	1.2	1	0.6
7.10 Eager to see students' performance increase.	129	77.2	34	20.4	4	2.4	0	0

Key: Strongly agree (SA) - 4; Agree (A)- 3; Disagree (D)- 2; Strongly disagree (SD)- 1.

Item 7.1 He / She spends most of the time on instructional activities.

Of the total respondents, the majority (71.2%) agreed that the instructional leader spends most of the time on instructional activities. Only (28.8%) disagreed. This is also the case in effective schools. Principals make academic achievement a top priority by laying more emphasis on instructional activities (cf.2.3.4.1).

Item 7.2 Implements disciplinary measure to students efficiently.

The majority of the respondents (95.8%) agreed that school principals implement disciplinary measures to students efficiently and effectively. According to literature, the principals of effective schools establish rules that are consistent and fair (cf.2.3.4.3; 2.3.3.2).

Item 7.3. Prepared to listen to what students are saying.

60.5% of the respondents felt that listening to the views of students in learning situations create a conducive atmosphere. From the literature review, schools should cater for each pupils interest and talent to exhibit good academic performance (cf.2.3.3.2).

Item 7.4 Acknowledge that students have different views.

Most of the respondents (55.1%) strongly agreed that students have different views in school organisations. The literature revealed that principals should ensure that their schools acknowledge the capacities of students to learn (cf. 2.3.4.2).

Item 7.5 Take part in student's activities perfectly.

Of the total respondents (96.4%) agreed that principals involve themselves in all school activities rendered. This, is an undisputed fact that a leading role in influencing students to learn should be played by principals (c.f.2.3.4.2; 2.3.3.2).

Item 7.6 Always give awards to competent students.

The majority of the respondents (93.4%) agreed that best students be given awards. According to the literature, students are praised and rewarded in effective schools (c.f.2.3.4.3). Their academic performance is easily enhanced in this manner (c.f.2.3.4.7; 2.3.4.1.4).

Item 7.7 Encourage students in extra-mutual activities.

Most of the respondents (59.3%) strongly agreed that it is imperative to encourage students to take part in extra mural activities. The literature revealed that students are able to show-up their various talents (c.f.2.3.3.2).

Item 7.8 Have ability to communicate with students.

59.9% of the respondents strongly indicated that principals have the ability to communicate with students. Through thorough consultation with students, principals develop a sound relationship.

Item 7.9 Is approachable to students.

The majority of the respondents (58.1%) agreed that principals are approachable. They are not like strangers in their schools. They are responsible for creating a suitable climate for learning and teaching (c.f.2.3.3.4).

Item 7.10 Eager to see student's performance increase.

Of the total respondents, the majority (77.2%) strongly agreed that principals are willing to see a high increase of students' performance. They preferred monitoring of students' progress on an ongoing process (c.f.2.3.4.1.2; 2.3.4.8).

In brief the findings suggest that school principals monitor the progress of students on an ongoing bases to identify students who need help. Thus, feedback on students' academic progress is obtained frequently by using a variety of assessment methods. The results are used to improve individual student performance and also to evaluate the success of the curriculum.

4.4.1.1 Interpretation of the correlation in response between high level of expectation and academic qualifications

Table 4.3. Correlation between high level of expectation and academic qualification of school principals.

	Matric + Diploma	Bachelor's Degree	Honours Degree	Others Specify	Row Total
Good	113 [67.8%]	9 [5.4%]	1 [0.6%]	43 [25.7%]	166 99.4%
Poor	1 [0.5%]				0.5
Column	114	9	1	43	167
Total	68.3%	5.4%	0.6%	25.7%	100%

It was hypothesised that the academic qualifications of the respondents influences their perceptions of the importance of skills for school principals. (chi-square $[X^2] = 0.46771$; degree of freedom $[df] = 3$; and significance $[p] = 0.92593$). Table 4.3. indicate that academic qualifications of principals have strong influence in enhancing school performance. 166 (99.4%) of respondents with high qualifications are seen as having

more influence on their perception of the importance of leadership skills in learning and teaching situations.

4.4.2. Further Supervision duties as a skill for school principals.

Further characteristics on supervision duties of school principals were stated from the review of literature. The respondents were requested to cross the number that nearly expresses their views in each item. Table 4.4 is drawn-up to gain a picture of an instructional leader in supervision duties. A rating scale was provided as a guide to respondents.

Table 4.4 Further supervision duties as a skill for school principals.

No. Items	SA		A		D		SD	
	F	%	F	%	F	%	F	%
8.1 Seeks opportunities for teachers to study new teaching techniques	120	71.9	44	26.3	3	1.8	0	0
8.2 Consider classroom supervision important	98	58.7	66	39.5	2	1.2	1	0.6
8.3 Always make follow-ups after guidance and supervision	93	55.7	70	41.9	2	1.2	2	1.2
8.4 Always make rules and policies available	101	60.5	64	38.3	1	0.6	1	0.6
8.5 Spends more than 50% of the time on office-work.	54	32.3	79	47.3	26	15.6	8	4.8
8.6 Manages time to meet needs of the school	81	48.5	83	49.7	2	1.2	1	0.6
8.7 Have clear mission and vision	101	60.5	63	37.7	3	1.8	0	0
8.8 Monitor teachers' daily preparation efficiently	57	34.1	98	58.7	12	7.2	0	0
8.9 Some times delegate teachers in other duties	50	30.9	78	46.7	3	1.8	1	0.6
8.10 Lead teachers in maintaining discipline	100	59.9	66	39.5	1	0.6	0	0

Key : Strongly agree (SA)-4; Agree (A)-3; Disagree (D)-2; Strongly disagree (SD)-1.

Item 8.1 Seeks opportunities for teachers study new teaching techniques.

The majority of the respondents (71.9%) strongly agreed to empower teachers with new teaching techniques. From the literature, this will in turn be beneficial to both the teachers and learners (c.f.2.3.3.1; 2.3.3.4; 2.3.4.1.2).

Item 8.2 Consider Class-room Supervision important.

Of the total respondents, the majority (98.2%) agreed that Classroom visits in teaching and learning situation are important at all costs. The literature study revealed that school organisational culture is strongly built in this manner (2.3.3.1).

Item 8.3 Always make follow-ups after guidance and supervision.

55.7% of the respondents strongly indicated that they do follow-ups after intensive guidance and supervision of teachers in class-room situations. From the literature, evaluation is responsive to the needs and desires of the teacher (Sergiovanni, 1995:225).

Item 8.4 Always make rules and policies available.

Over 98% of the respondents agreed that making rules, procedures and policies available all times is important in school organizations. The literature study revealed that, a sense of purpose and direction prevails in such schools.

Item 8.5 Spends more than 50% of the time on office work.

Most of the respondents (32.3%) indicated that they spend more than 50% of the time on office work. The reason might be that school principals receive many new documents that need attention from Circuits and District office to transform school organizational culture to suit the present situation.

Item 8.6 Manages time to meet needs of the school.

The majority of the respondents (92.2%) agreed that time management to meet needs of the school is indispensable. From the review of literature, a good instructional leader is able to maintain a balance between administrative elements and personnel management (c.f.2.3.4.1.1).

Item 8.7 Have Clear Vision and Mission.

Over 92% of the respondents agreed that they monitor teacher's daily preparation. The literature study revealed that principals should keep their teachers aware of the developments in their area of responsibility (c.f.2.3.3.1).

Item 8.9 Sometimes delegate teachers in other supervisory duties.

Most of the respondents (97.6%) indicated that school principal delegate teachers to certain responsibilities. According to literature, principals should delegate some responsibilities and authority accountable to teachers and render assistance where it is needed time to time (c.f.2.3.3.1).

Item 8.10 Lead teachers in maintaining discipline.

59.9% of the total respondents strongly agreed that principals lead teachers in maintaining discipline in a school organization. The literature revealed that effective guidance of staff members to carry out specific tasks creates a healthy and objective relationship (Van der Westhuizen, 1991:181). This suggest that administrative elements such as discipline are very crucial to the survival of schools (cf. 2.3.4.1.1).

In summary, the findings suggest that principals as instructional leaders, begin with attention of their supervision to those phases that promise the most obvious and

immediate results. They prepare plans containing visions which could help both students and teachers. For example the leader helps to plan and implement new teaching methods found valuable.

4.4.3 Communication technique as a skill for school principals.

The respondents were requested to indicate from a list of problem statement how serious each is for school principals. A rating scale was provided to be used in each case. Tables 4.5 and 4.6 were drawn-up to gain a description of an instructional leader.

Table 4.5 Communication technique as a skill for school principals.

No. Items	SA		A		D		SD	
	F	%	F	%	F	%	F	%
9.1 Ensure flow of communication at all levels.	92	55.1	65	38.9	6	3.6	4	2.4
9.2 Publicise planning and objectives efficiently.	138	82.6	28	16.8	1	0.6	0	0
9.3 Ensure that an effective control structure.								
9.4 Effectively liase with all stakeholders in the school.	74	44.3	83	49.7	7	4.2	3	1.8
	92	55.1	65	38.9	4	2.4	6	3.6
9.5 Communicate to exert influence to the subordinates.	78	46.7	76	45.5	10	6	3	1.8

Key : Strongly agree(SA)-4; Agree(A)-3; Disagree(D)-2; Strongly disagree(SD)-1.

Item 9.1 Ensure that flow of communication at all levels.



Over 55% of the respondents strongly agreed that principals ensure flow of communication at all levels. From the literature review, principals promote sound relationship between teachers, learners and the community (c.f.2.3.3.1).

Item 9.2 Publicise planning and objectives efficiently.

The majority of the respondents (82.6%) strongly agreed that school principals publicise planning and objectives efficiently in school organizations. With reference to literature, principals involve teachers, pupils and parents in decision making process of the school such as the development of goals and objectives (cf.2.3.4.1.3).

Item 9.3 Ensure an effective control structure

Of the total number of respondents (49.7%) agreed that school principals ensure an effective control structure. This point appears to be true in the sense that in item 9.2, the majority of the respondents (82.6%) agreed that principals publicise planning and objectives efficiently. In no way this percentage can be so high without ensuring an effective control structure.

Item 9.4 Effectively liase with all stakeholders in the school

The majority of the respondents (55.1%) strongly indicated that principals effectively liase with all stakeholders in the school. According to literature, principals encourage consultation and open communication between staff members and parents (cf. 2.3.3.3, 2.3.4.6).

Item 9.5 Communicate to exert influence to the surbodinatees

78 (46.7%) of the respondents strongly agreed that principals have the ability to communicate well to influence the surbodinatees. From the literature review, Stahl (1995:303) sees a leader as a person who has the ability to influence people towards the accomplishment of goals (cf. 2.2).

In summary, description of effective instructional leadership emphasises their vision and image of what the school can be and what they want to accomplish. From the findings instructional leaders seem to have strong vision for the future of schools. Thus communicating plans and objectives of the school with other stake holders help to enhance the reputation and morals of the school continuously.

4.4.3.1 Interpretation of the correlation in response between academic qualifications and communication.

Table 4.6 Correlation between academic qualifications of an instructional leader and communication.

	Matric + Diploma	Bachelors degree	Honours degree	Other specify	Row Total
Good	111 [66.5%]	9 [5.4%]	1 [0.6%]	39 [23.4%]	160 95.8%
Poor	3 [1.8%]			4 [2.4%]	7 4.2%
Column	114	9	1	43	167
Total	68.3	5.4	0.6	25.7	100%

The academic qualifications of the respondents have more influence on their communicative skills. Table 4.6 represents this findings that qualifications of school principals have contributing factors to teachers and pupils. According to the findings the more school principals are qualified, the more they demonstrate advanced communicative skills to teachers and learners effectively.

4.4.4 Mobilisation for academic resources as a skill for school principals.

The respondents were requested to indicate how knowledgeable they are in terms of mobilising academic resources. The rating scale was used to measure the degree of their knowledge as they differ (strongly agree-4; Agree-3; Disagree-2; Strongly disagree-1). A summary of the information provided in Tables 4.7 and 4.8 is discussed.

Table 4.7 Mobilisation for academic resources as a skill for school principals

No. Items	SA		A		D		SD	
	F	%	F	%	F	%	F	%
10.1 Ensure that there is adequate resources	100	59.9	62	37.1	5	3.0	0	0
10.2 Encourage teachers to meet his/her expectations	73	43.7	91	54.5	3	1.8	0	0
10.3 Provide teachers with feedback regarding instructions	102	61.1	62	37.1	3	1.8	0	0
10.4 Encourage teachers to be creative	99	59.3	66	39.5	1	0.6	1	0.6
10.5 Have knowledge about other resources	74	44.3	89	53.3	3	1.8	1	0.6

Key : strongly agree(SA)-4; Agree(A)-3; Disagree(D)-2; Strongly disagree(SD)-1.

Item 10.1 Ensure that there are adequate resources

The majority of the respondents (59.9%) strongly agreed that there is adequate resources. From the literature review, principals of effective schools ensure that their schools have adequate resources like learning and teaching materials and appropriate facilities (cf. 2.3.3.4; 2.3.4.1.1).

Item 10.2 Encourage teachers to meet his/her expectations

Over 54.5% of the respondents indicated that encouraging teachers to meet their expectations is indispensable. The literature study revealed that principals hold high expectations of their teachers and always remind them of their performance (cf. 2.3.3.4).

Item 10.3 Provide teachers with feed-back regarding instructionals.

Of the total number of respondents (61.1%) strongly agreed that feed-back after evaluation to teachers is important. According to literature review, one of the priority of principals is to provide teachers with feed-back regarding instructional activities and to encourage them to take risk of being creative (cf. 2.3.4.1.1).

Item 10.4 Encourage teachers to be creative.

Most of the respondents (59.3%) strongly agreed that teachers are encouraged to be creative in teaching and learning situations. In other words, teachers must not be Carbon papers of their instructional leaders.

Item 10.5 Have knowledge about other resources

53.3% of the respondents agreed that school principals have knowledge about other resources. This suggests that the instructional leader is someone who has knowledge about other avenues to enhance instructions (cf. 2.3.4.1; 2.3.4.1.2).

In summary, it is the principal's function to develop and maintain a positive school climate where teachers can work and students can learn at ease. This suggests that through the principal, the working condition of teachers contribute to the creation of a positive school climate for students. This implies that school principals have pivotal role to play in all spheres of learning.

4.4.4.1 Interpretation of the correlation in response between settlement type of the school and resources.

Table 4.8 Correlation between settlement type of the school and resources.

	Rural	Urban	Row
Good	140 [83.8%]	26 [15.6%]	166 99.4
Poor	1 [0.6%]		1 0.6
Column	141	26	167
Total	84.4%	15.6%	100%

It was hypothesised that there is a significance correlation between settlement type of the school and the resources. This suggests that the more rural schools are the more they are disadvantaged from resources than the urban ones. Table 4.8 indicates that 166 (99.4%)

of respondents strongly agree that there is a significance correlation between resources and settlement type of schools. In other words rural schools are likely to perform well than urban schools. (chi-square $[\chi^2] = 0.18551$; degree of freedom $[df] = 1$ and the significance $[p] = 0.66668$). Table 4.8 above represents this finding.

4.4.5 Principal as a role model in a school situation.

Certain characteristics of school principals were listed to describe the behaviour of the respondents as role models in school settings. Respondents were asked to indicate by making a cross the one that expresses their view. The rating scale was provided to measure their differences. Table 4.9 was drawn-up to gain a picture of the characteristics of the respondents, their mean and standard deviation.

Table 4.9 Principals as a role model in a school situation

No. Item	SA		A		D		SD	
	F	%	F	%	F	%	F	%
11.1 Punctual	138	82.6	28	16.8	1	0.6	0	0
11.2 Sympathetic	67	40.1	97	58.1	2	1.2	1	0.6
11.3 Organised	115	68.9	51	30.5	0	0	1	0.6
11.4 Honest.	109	65.3	55	32.9	3	1.8	0	0
11.5 Patient	94	56.3	72	43.1	0	0	1	0.6
11.6 Consistent	96	57.5	69	41.3	2	1.2	0	0
11.7 Effective	116	69.5	50	29.9	1	0.6	0	0
11.8 Committed	114	68.3	52	31.1	1	0.6	0	0
11.9 Professional	115	68.9	51	30.5	1	0.6	0	0
11.10 Participation	102	61.1	64	38.3	1	0.6	0	0

Key : Strongly agree(SA)-4; Agree(A)-3; Disagree(D)-2; Strongly disagree(SD)-1.

Item 11.1 Punctual

Table 4.9 shows that 138 (82.6%) of the respondents strongly agreed that school principals are punctual. As role players in a school, school principals must be on time everyday.

Item 11.2 Sympathetic

Most of the respondents 115(58.1%) agreed that principals of school organisations are sympathetic. School principals are engineers in a learning environment and therefore, must have the feeling of all at heart.

Item 11.3 Organised

The majority of the respondents 115(68.9%) strongly believed that school principals are organised. From the literature, organisation is one of the management task which is performed to initiate planning so that goals may be realised and attained effectively (Van der Westhuizen, 1991 : 162).

Item 11.4 Honest

Of the total respondents 109(65.3%) strongly agreed that principals of schools are honest. To build a healthy relationship of trust and reliability a leader must be honest at all times.

Item 11.5 Patient

Table 4.9 shows that 94(56.3%) of the respondents strongly agree that principals are patient. All people both learners and teachers are not alike. These school principals should not be impatient of the low learners or achievers and teachers in the system to catch up with requirements of school organisations.

Item 11.6 Consistent

Table 4.9 shows that the majority of the respondents 96(57.3%) strongly agreed that school principals are consistent. Rules, procedures and policies of the school are adhered to by school leaders. They, therefore stick to all the proceedings of the school.

Item 11.7 Effective

Over 116(69.5%) of the respondents strongly agreed that school principals are effective in learning and teaching settings. Due to the effectiveness of school leaders, the objectives and goals of the school are easily attained.

Item 11.8 Committed

The majority of the respondents 114(68.3%) strongly indicated that school principals are committed throughout their duties. Hence, they manage time to meet needs of the school.

Item 11.9 Professional

115 (68,9%) of the respondents strongly indicated that principals in school organizations are professional. According to the literature review, schools are staffed by professionals whose task is to be leaders in institutional professional development (ef 2.3.3.4).

Item 11.10 Participator

Table 4.9 shows that 102 (61.1%) of the respondents strongly agreed that school principals are extensively participating in educational activities. As change agents, principals are the driving force of every activity in a learning institution, thus, creating effective organisational culture.

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4.4.5.1 Mean score and ratings of the ten highest ranked items

Table 4.10 Ten high ranked mean scores of respondents

Item no.	Item	X	SD
1	Punctual	3.8	0.40
2	Professional	3.8	0.50
3	Organised	3.8	0.53
4	Sympathetic	3.8	0.54
5	Effective	3.7	0.47
6	Committed	3.7	0.52
7	Honest	3.6	0.52
8	Consistent	3.6	0.52
9	Patient	3.6	0.55
10	Participator	3.5	0.52

Item 11.1 Punctual ($\bar{x}=3.8$)

The majority of the respondents believed that punctuality is the key to success. In other words leaders should always be punctual at all meetings of working situations.

Item 11.2 Professional ($\bar{x}=3.8$)

Most of the respondents indicated that professional behaviour in schools is very important. People working with principals could easily copy the behaviour necessary to be practiced in school situations.

Item 11.3 Organised ($\bar{x}=3.8$)

The respondents mostly showed that organisation as a part of the management task is important. Well organised structures of the school allow stakeholders to achieve their objectives effectively.

Item 11.4 Sympathetic ($\bar{x}=3.8$)

The majority of the respondents believed that sympathy in school settings is indispensable.

Item 11.5 Effective ($\bar{x}=3.7$)

Mostly the respondents strongly agreed that they are effective. This implies that each and every principal should be effective to attain school organisational goals.

Item 11.6 Committed ($\bar{x}=3.7$)

Respondents strongly agreed that commitment in the running of the schools is imperative. This suggests that they lead by example in their work.

Item 11.7 Honest ($\bar{x}=3.6$)

The majority of the respondents strongly indicated that honesty in school settings is necessary. This suggests that if the leader is honest, then it is easy for the subordinates to trust him/her.

Item 11.8 Consistent ($\bar{x}=3.6$)

Most of the respondents showed that school principals should be honest. This implies that rules and principles should apply equally across all structures of the school.

Item 11.9 Patient ($\bar{x}=3.6$)

The respondents indicated that leaders should not be impatient. They must try by all means to cater everybody in a genuine and generous manner.

Item 11.10 Participator ($\bar{x}=3.5$)

The respondents showed that participation in school activities is important. This suggests that in every activity run in a school, the leader is required.

In summary, the mean score of the majority of the respondents could be ascribed as to the fact that school principals as change agents, engineers, counselors, pawnbrokers, stateperson, hero/heroine poet or instructional leaders are all bound to behave in a more professional manner. They are role models in school organizations to exercise strong administrative leadership and keep the school moving ahead in an effective school mode (Greenfield, 1987). Table 4.9 represents these findings.

4.5 Further descriptive data of instructional leader

In this section (Section D), the respondents were requested to mention some skills they feel are important for the effective running of schools, their view on classroom observation, their roles and some limitations without having drawn a line of reasoning.

Item 12. Mention some skills you feel are important for school principals.**Supervision**

Of the total respondents 41(24.6%) indicated that supervision as one of the skills for school principals is important. The findings suggest that the direct supervision of the classroom practice is one of the critical practice by which influence on instruction and curriculum is made possible.

Delegation

38(22.8%) of the respondents agreed that delegation is another important skill for school principals. According to the literature study, delegating is the task carried out by an educational leader in entrusting duties, with their attendant responsibilities to others (Van der Westhuizen, 1991:172). This implies that delegation in learning situation by the school principals is indispensable.

Communication

Most of the respondents 24(14.3%) indicated that communication is one of the important skills for principals of schools. From the literature study principals communicate effectively to learners and parents through behaviour that is objective, fair and consistent (cf 2.3.4.1.3). The findings suggest that through effective communication the moral of the school is strongly built without pitfalls.

Managing resources.

Of the total respondents 21(12.6%) agreed that management of the resources by school principals is an indispensable aspect of leadership. From the literature, an instructional leader as a resource provider, evaluates and reinforces effective instructional strategies (cf. 2.3.4.1.2). This implies that through managing resources, school principals are able to enhance the performances of their schools efficiently.

Item 13 Are you in support of classroom observation by principals. Yes/No, what is your strongest reason for supporting this.

99(59.3%) of the respondents strongly agreed that classroom observation by school principals is important. This suggest that observing and being observed, giving and getting feedback about one's work in the classroom may be among the most powerful tools for instructional improvement and professional recognition.

Item 14. Why do you think the principal should play a major role in the school activities.

Have advanced skills.

Of the total respondents 51(26.6%) agreed that principals should play a major role because they have advanced skills. Their ability to influence the subordinates give them credits of being leaders. This indicates that critical skills for school principals make it possible for the school environment to have a good climate conducive to all. Through their skills teachers, learners and parents enjoy co-operative work.

Have knowledge of supervision

50(23.7%) of the respondents indicated that school principals have knowledge of supervision. Their leadership role in learning situations is indicated by the assessment and evaluation they exercise upon teachers and learners. The findings suggests that through effective supervision, learners and teachers are able to reach the objectives set by all stakeholders.

Have managerial capabilities

Most of the respondents 48(18.5%) showed that school principals should play a major role because they posses managerial capabilities of being a leader. From the literature leadership is associated with responsibility for a task. This simply indicates that managerial skills to school principals contributes towards the effective implementation of important roles, procedures and principles.

Item 15 What are some limitations to being a good leader /manager in a school.

No response to this item.

4.6 Summary of findings

This Chapter outlined the findings of the empirical investigation conducted to determine critical skills for instructional leadership in school organizations.

In some schools, most principals do not perceive classroom visitation as imperative as in effective schools. They put the whole burden of instructional curriculum development to teachers with the pre-clude that they have employed qualified professionals and not unqualified nor under qualified teachers. As such, they do not see the rational behind evaluating, assessing and couching such professional teachers.

The research findings revealed that school principals played a major role in communicating with both learners and teachers through panning and objectives. From the findings, it is also discovered that school principals, as engineers, encourage teachers, learners and parents to take part in decision-making of school regulations, rules, procedures and policies.

The following issues emerged from the analysis of data presented in this chapter that needs urgent attention:

- **Gender equality :**

The research findings revealed that there are more male primary school principals than female principals. Seemingly, women are still oppressed to occupy high positions like principalship post in educational settings.

- **Spend more than 50% of the time on office work :**

The study revealed that most of the respondents strongly agreed that they spend more than 50% of the time on office work. This high response indicates that the respondents

are unable to share at length the daily perspectives and practices of teaching and learning effectively and efficiently.

-How many years have you been a principals :

From the research findings, the majority of the respondents indicated that they have an experience of (0 - 4) years in their principalship post. This implies that the respondents still lack some experience of leadership skills. Thus, extensive and thorough instructional leadership skills need to be exposed to them as they are the novice in their principalship posts. Little could be expected from them.

5. CHAPTER FIVE : SUMMARY, RECOMMENDATIONS AND CONCLUSION.

5.1 INTRODUCTION

The main aim of this chapter is to present a brief summary of the survey conducted. Some of the major findings of the aims cited in chapter 1 will be highlighted. Recommendations on the instructional leadership skills for school principals and their roles can be improved.

5.2 SUMMARY

Chapter 1 of this study outlined the statement of the problem wherein the rationale for the study was explained. The purpose of this chapter was to outline critical instructional leadership skills for school principals and the importance of their usage in primary schools.

Chapter 2 was based on the related review of literature, also detailed definition of instructional leadership is dealt with in this chapter (cf.2.2). From the review of the literature, it came out clearly that most of the school principals, in the North West province, do not consider their role as of paramount to mobilise the school academic trend effectively.

In developed countries such as U.S.A, U.K and Singapore, leadership skills for school principals, their roles and characteristics are highly considered as more important to improve school effectiveness (cf.2.3.2; 2.3.3.4). Also an overview of leadership models both in developed and developing countries were discussed (cf.2.4). From the literature review, it was discovered that many are still talking about skills to be employed by school principals in South Africa.

Chapter 3 outlined the method of research employed in the study. It explained the rationale behind the methodology, how the research was conducted and the steps taken to ensure reliability and validity of the study.

Chapter 4 gave an analysis of the data from the empirical investigation which was conducted. The function of supervision was important as it was a reflection of the manner in which principals operated with teachers and pupils, and the manner in which assignments were completed. (cf. 2.3.3.1; 2.3.4.1.2; 2.3.4.1.3; 2.3.4.1.4).

5.3 Research Findings

5.3.1 Finding on Aim 1.

Aim 1 in this study was to determine from the literature the nature and scope of instructional leadership. (cf.1.3).

Instructional leadership is an important aspect for principals in any school situation to provide high morale and good supervision. (cf.2.3.3).

- The term instructional leadership implies the actions that a principal takes or delegates to others to promote growth in school organizational culture (cf.2.3.4.7). It includes functions such as helping teachers or group of teachers with the development of the curriculum, the concern of professional growth (cf.2.3.3.4).
- Skills which include supervision, monitoring and set expectations are of vital importance to school principals as instructional leaders (cf. 2.3.4.8). Concerns and emphasis on classroom observation and feedback to both teachers, pupils and parents are good skills to be employed by effective principals (cf.2.3.3.1; 2.3.6; 2.3.3.2; 2.3.3.3; 2.3.4.1.1).
- High academic expectations as a skill for principals in schools include: (cf.2.3.4.2)
 - Pupils academic achievement;
 - Staffing by teachers who believe in their ability to influence pupils' learning;
 - Usage of variety of teaching strategies;
 - Creation of a safe and orderly learning environment;

- Motivation: strong leadership style is related to high level motivation; and
- The principal's character is a major factor for school effectiveness (cf.2.3.5). When the principal and teachers have high academic expectations, pupils tend to achieve high level of success. These principals need to be passionate about creating a conducive atmosphere and clearer about what they seek to accomplish, and more aggressive in searching for understanding that leads to improved schooling.
- Supervision duties (cf.2.4; 2.3.3.1) are important due to the following reasons:
 - It produces professional respect;
 - Remedies school problems easily;
 - Brings sense of mutual interests;
 - Results in frequent contribution of the highest order;
 - Provides guidance to teachers towards self- directed goals; and
 - Shares knowledge and vision that each teacher will be eager to work with.
- School principals should display certain characteristics such as:
 - good interpersonal relationships and ease manner;
 - a grounding in the ethics and philosophy of change;
 - an understanding of how groups function;
 - wide teaching experience, a sound knowledge of educational management, and a good general knowledge of other disciplines;
 - initiative and innovative ideas;
 - skills in enhancing communication, trust and self confidence;
 - a sound knowledge of how to handle conflict and stress; and
 - a flexible and adoptable management style.
- Shared leadership by principals has a number of important issues towards teachers. Among other things it allows teachers to prove themselves as instructional leaders delegated (cf. 2.4; 2.3.4.7). The principal also can detect any kind of drawback in

teaching and learning environment through supervision. Teachers also tend to develop confidence, ambition and determination.

- As curriculum developers, principals must consider aspects such as the quality of teachers working under his/her as a group. He/she must also consider their interest during leisure time for capitalisation, improvement of curriculum and the utilization of teachers effectively (cf.2.3.3).
- The sources of developmental preferred are:
 - seminar/ workshop;
 - on –the- job training;
 - district in-service; and
 - conferences
- Communication helps instructional leaders to have healthy and active relations with all stakeholders. The instructional leader maintains the relationship (cf. 2.3.4.1.3.) as follows:
 - effective communication to develop sound relationship with staff through behaviour that is objective, fair and consistent;
 - involvement of all stakeholders in decision making process of the school such as the establishment of goals for the school.
 - effective communication to manage conflict in the school by consulting with the staff and the governing body to hear their view points.
- Mobilising of resources is an important aspect of instructional leadership because instruction could be improved by treating teachers as social equals and manifest them with unfailing respect. By clearly stating and justifying to teachers the social policy, the objectives of the school are easily attained. Principals should aid teachers and pupils to overcome their difficulties rather than criticizing and driving their issues.
- Classroom observation could provide the principal with knowledge of :
 - sharing information;

- coaching, advising and offering support to teachers and pupils;
- willingness to mix with teachers and pupils;
- improvement in the practice and growth;
- making teachers aware of the purpose of the visit; and
- allowing for optimum teacher/pupils ratio.

Classroom observation stimulates teachers to do their best in a teaching and learning environment. They accumulate the materials that will determine the exact nature of the supervising programs to aid integration; unify the school and most importantly to know the pupils better.

- In developed countries such as the USA, UK, and Singapore instructional leadership skills for school principals are effectively employed. (cf.2.3.7.3; 2.3.3.1; 2.3.3.3)
- In developing countries like South Africa, little has been documented on instructional leadership skills for principals.

5.3.2. Findings on Aim 2

Aim 2 in this study was to determine empirically critical skills for instructional leadership. The following findings regarding principals were made:

- they support academic focus by playing a pivotal role on instructional activities;
 - they offer strongly co-ordinated rules and strictly controlled classroom behavior;
 - implements disciplinary rules to motivate learners in schools;
 - they make the school a social institution by creating an atmosphere conducive for the interaction between learners and teachers; and
 - they provide a vision with specific goals.
- Other findings on instructional leaders reveal that :
- they produce an appropriate balance to various subjects and extra-mural activities;

- they seek assistance from the subject advisory division on the implementation of teaching techniques;
 - look for opportunities to develop their social and individual competencies.
- School principals see their role as important by considering the background of pupils while preparing a plan for implementation. They provide a sense of humour and consider the interest, capabilities, attitudes and needs of pupils as the most important to improve the achievements of each individual adequately.

5.4 Recommendations

Recommendation 1

Class supervision with new teaching skills should be implemented to generate high performance of both learners and teachers.

Motivation

Classroom observation as one aspect to be considered by principals, is a neglected area in schools mainly because they believe that they have employed qualified professional teachers, who usually attend workshops and subject panel meetings. As such, they do not see the reasons of making follow-ups to their classes. However, the research findings show that, school principals favour classroom observation due to many advantages attached to it.

Recommendation 2

For any school organization to run efficiently and effectively a good flow of communication among the staff, pupils and parents should prevail.

Motivation

Instructional leaders should be aware of the importance of communication skills in the culture of learning, teaching and service. For building a good relationship it is imperative that the principal promptly disseminates all information, popularize school events, participate in community events, invites members of the public to participate in school activities, take decisions with the help of community members and implement all the good suggestions from teachers, pupils and parents. (cf.2.3.3; 2.3.3.1; 2.3.3.2; 2.3.3.3)

Recommendation 3

Frequent and regular assessment of students progress should be considered as a priority

Motivation

Research shows that strong leadership is associated with high level achievement from students (cf.2.3.4.2). The leader is therefore expected to be task-orientated with the prime objective of achieving the goals of the school. The leader supports the academic focus, spending most of the time on instructional activities with the belief that students will master their work. Since discipline is associated with achievement, the leader imposes disciplinary rules and provide a vision with a focus of high level achievement.

Recommendation 4

Resource centres and various opportunities should be made available for the development of principals as instructional leaders.

Motivation

Mobilization of resources by school principals may be ameliorated by placing teachers according to their qualifications and potentials, thus allowing teachers to make policies

and interpret them, acquainting them with all that takes place in the academic sphere and making teachers aware that their good work is appreciated (cf.2.3.4.1.1.,2.3.4.12.) In supervising duties, for example, the principal shows the strengths and not the shortfalls of a lesson. The method of applying such strengths also generates curiosity to teachers. In the process of mobilization of resources, the principal becomes instrumental in promoting opportunities and accepting responsibility in daily tasks designated to the teachers. The instructional leaders must be provided with more workshops and resource centers so that in the process of educating themselves, they perform the expected role of an instructional leader efficiently.

Recommendation 5

School principals as role models should encourage teachers, pupils and parents to commit themselves to school organizational culture.

Motivation

Principal's character of being punctual, sympathetic, honest, consistent and committed and remaining professional promote the organizational culture to which other stakeholders are attached to. (cf.2.3.5) The school as drama or theatre metaphor, requires a principal to be a symbolic leader (Greenfield; 1987:240). Through his/her characteristics, he/she spends time building the culture of the school, shaping and articulating shared values, conveying and orchestrating key rituals. As symbolic teachers, principals work diligently to present the identity of the school to outsiders, to maintain the confidence and faith of external constituencies. (Greenfield, 1987).

Recommendation 6

Shared leadership through delegation in school organizations should be developed to improve the organizational culture effectively.

Motivation

Delegating is the task carried out by an educational leader in entrusting duties, with their attendant responsibilities to other subordinates and to divide the work meaningfully, and so ensure its effective execution by making people responsible for the results or the achievement of objectives (Van der Westhuizen, 1991:172). In this case, the amount of work of leaders is decreased, and in this way, effectiveness is increased. Delegation by principals as school leaders, helps to cultivate the culture of trust whereby teachers are encouraged to exchange ideas and to develop a sense of shared commitment to the academic mission of the school (cf.2.3.4.7.)

5.5 Conclusion

Effective instructional leadership may be real only when instructional leaders work in collaboration with all its stakeholders in the organization. The instructional leader must be prepared to dedicate himself /herself in fulfilling all the tasks of regularly observing teachers and providing feedback, monitoring student progress by reviewing test results with teachers. Also, principals should work with teachers to build a co-ordinated instructional program that promote staff development by securing resources and finding opportunities for growth, communicate to teachers their responsibilities for student achievement and act as an information mode and instructional resource person.

Should school principals be made continuously aware of their role and responsibilities in the culture of teaching and learning events, the image of education system would also change to fit the multiple technological changes affecting the lives of many people in developing countries like South Africa. In that note, education will prepare learners for the world of work.

APPENDIX A

NO.

CRITICAL INSTRUCTIONAL LEADERSHIP SKILLS FOR SCHOOL PRINCIPAL

The purpose of this questionnaire is to gather information on the role of principals, and identify critical instructional leadership skills for school principals.

In this study, a leader is a person who is capable of influencing the subordinates effectively to take on the tasks designated to them responsibly towards the accomplishment of set goals.

The information that you will provide will be treated with confidentiality it deserves.

SECTION A

BIOGRAPHICAL DATA AND BACKGROUND INFORMATION

Kindly answer the following questions by crossing X in the appropriate block.

1 How many years have you been a principal.

1.1	0 – 4	
1.2	5 – 9	
1.3	10 – 14	
1.4	15 – 19	
1.5	20 and over	

2 What is your highest academic qualifications.

2.1	Matric plus diploma	
2.2	Bachelor's degree (B.A, B.A Ed)	
2.3	Honours degree	
2.4	Masters degree	
2.5	Others, please specify	

3 Gender

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3.1	Male	
3.2	Female	

4 Ages in years

4.1	21 – 25	
4.2	26 – 30	
4.3	31 – 35	
4.4	36 – 40	
4.5	41 – 45	
4.6	46 and over	

5 Settlement type of the school.

5.1	Rural	
5.2	Urban	

6 Location of circuit manager's office.

6.1	0 – 9 km	
6.2	10 – 19 km	
6.3	20 – 29 km	
6.4	30 – 39 km	
6.5	40 – 49 km	
6.6	50 km and above	

SECTION B

DESCRIPTIVE DATA OF AN INSTRUCTIONAL LEADER

7 High level of expectations from student as a skill for school managers.

Listed below are some views on instructional leadership as revealed by the literature. please read through the list and for each statement use the rating scale. Cross the number that nearly expresses your view in each item.

Key: S.A – Strongly agree; A – Agree; D.A – Disagree; S.D – Strongly disagree;

		SA	A	DA	SD
7.1	she/he spends most of the time on instructional activities	4	3	2	1
7.2	Implements disciplinary measure to student efficiently.	4	3	2	1
7.3	Prepares to listen to what students are saying	4	3	2	1
7.4	Acknowledges that students have different views	4	3	2	1
7.5	Takes part in student's activities effectively	4	3	2	1
7.6	Always gives awards to competent students	4	3	2	1
7.7	Encourages student's in extra mural activities	4	3	2	1
7.8	Has ability to communicate with students effectively	4	3	2	1
7.9	Is approachable to student's	4	3	2	1
7.10	Eager to see student's performance increase	4	3	2	1

8 Further supervision duties as a skill for school principal as instructional leaders.

Simply make a cross in the appropriate number you think best matches school principals

		SA	A	DA	SD
8.1	Seeks opportunities for teachers to study new teaching techniques	4	3	2	1
8.2	Considers classroom supervision important.	4	3	2	1
8.3	Always make follow-ups after guidance and supervision.	4	3	2	1
8.4	Always make rules and policies available.	4	3	2	1
8.5	Spends more than 50% of the time on office work.	4	3	2	1

8.6	Manages time to meet needs of the school.	4	3	2	1
8.7	Have clear vision and mission of the school	4	3	2	1
8.8	Monitor teacher's daily preparations efficiently.	4	3	2	1
8.9	Sometimes delegate teachers in other supervisory duties	4	3	2	1
8.10	Lead teachers in maintaining discipline	4	3	2	1

SECTION C

9 Communication technique as a skill for school principals as instructional leaders.

Please indicate how serious a problem each of the following has been for school principals by, crossing the appropriate number.

Key: S.A – Strongly agree; A – Agree; D.A – Disagree; S.D – Strongly disagree;

		SA	A	DA	SD
9.1	Ensure flow of communication at all levels	4	3	2	1
9.2	Publicise planning and objectives efficiently	4	3	2	1
9.3	Ensure an effective control structure	4	3	2	1
9.4	Effectively liaise with all stakeholders in the school	4	3	2	1
9.5	Communicator to exert influence to the subordinates	4	3	2	1

10 Mobilisation of academic resources as a skill for school principals

Cross the number that nearly expresses your view regarding the school principal in each item..

10.1	Ensure that there is adequate resources	4	3	2	1
10.2	Encourage teachers to meet his expectations	4	3	2	1
10.3	Provide teachers with feedback regarding instructional	4	3	2	1
10.4	Encourage teachers to be creative	4	3	2	1
10.5	Have knowledge about other resources	4	3	2	1

11 Principal as role model in a school situation.

Please indicate by making a cross in the appropriate number you think is suitable for school principals.

		SA	A	DA	SD
11.1	Punctual	4	3	2	1
11.2	Sympathetic	4	3	2	1
11.3	Organised	4	3	2	1
11.4	Honest	4	3	2	1
11.5	Patient	4	3	2	1
11.6	Consistent	4	3	2	1
11.7	Effective	4	3	2	1
11.8	Committed	4	3	2	1
11.9	Professional	4	3	2	1
11.10	Participator	4	3	2	1

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SECTION D

FURTHER DISCRIPTIVE DATA OF AN INSTRUCTIONAL LEADER.

12 Mention some skills you feel are important for school principals.

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13 Are you in support of classroom observation by principals. Yes/No, what is your strongest reason for supporting this.

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14 Why do you think the principals should play a major role in school activities.

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15 What are some limitations to being a good leader/manager in a school.

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Our reference

TO: COLLEGE RECTORS
DISTRICT MANAGERS
CIRCUIT MANAGERS
PRINCIPALS
TEACHERS

RESEARCH PROJECT: FIELDWORK

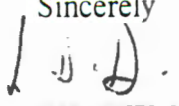
The Department of Educational Planning and Administration hereby request you to grant our B.Ed and M.Ed Postgraduate student(s) permission to conduct research in school(s)/College(s) under your jurisdiction.

TOPIC: CRITICAL INSTRUCTIONAL LEADERSHIP SKILLS
FOR SCHOOL PRINCIPALS IN VRYBURG
DISTRICT OF THE NORTH-WEST PROVINCE.

STUDENT NAME: MOROANE GILBERT MASEKA.

Thank you in anticipation

Sincerely


DR MW LEGOTLO
SUPERVISOR

APPENDIX C

c/o ANNAH-NTOMA MOROANE
P.O. Box 5881
Tlaseng Village
Rustenburg
0300
25 October 1999

**COLLEGE RECTORS
DISTRICT MANAGERS
PRINCIPALS
TEACHERS**

Sir/Madam

RE : ADMINISTRATION OF QUESTIONNAIRE FOR M.ED

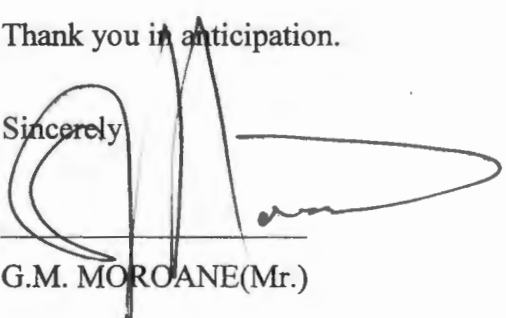
I, **GILBERT MASEKA MOROANE**, have been granted permission to conduct research in your schools.

Kindly note that all data collected will be strictly confidential and no details of any specific school will be given.

The questionnaire will be administered personally on or before 25 November 1999.

Thank you in anticipation.

Sincerely



G.M. MOROANE(Mr.)