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**THE PRINCIPAL AS AN INSTRUCTIONAL LEADER IN
SECONDARY SCHOOLS IN THE MAFIKENG DISTRICT OF
THE NORTH WEST PROVINCE**

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**Submitted in partial fulfillment of the requirement for the
degree of Master of Education in the Department of
Educational Planning and Administration at the North
West University (Mafikeng Campus).**

1st SUPERVISOR : DR M.C. TEU
2nd SUPERVISOR : PROF. M.W. LEGOTLO

DEDICATION

**This piece of work is dedicated to all the people who
assisted me.**

ACKNOWLEDGEMENT

Work of this colossal scale could not have been accomplished without the support and help of a number of people. My gratitude and appreciation go to all the people out there, who are too many to mention, the people whose immeasurable contributions have made this project a success.

However, a special mention should be made of the following people for their outstanding contributions and unending support. Firstly, my children, Mandla, Nathi and Bongi for their silent encouragement of wishing to see me reach the end. Their Mother, Tlago for having accepted my being sometimes away from home and coming late at night.

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I am also indebted to the following Ms Vuyiswa Menong who assisted me in typing this project and its layout.

My profound thanks also are due to the Principals, and Educators of all the schools, that participated in completing the questionnaire send to them, their understanding and co-operation in providing the much needed data.

ABSTRACT

The Principal as an Instructional Leader in Secondary Schools in the Mafikeng District of the North West Province.

The purpose of this research was to shed light on how do Educator perceive instructional leadership in their schools. This was an exercise in which educators are requested through the Questionnaire to air their view on instructional leadership of Principals in the Mafikeng District of the North West Province.

It was hoped that a broader understanding of the distinctive factor that accounts for the understanding of the role of Principals as instructional leaders in Secondary would assist in informing the policy makers on the understanding of the role played by Principals as instructional leaders in schools.

The study focuses on the manner in which schools develop or are developing towards becoming effective schools with the help of their instructional leaders. The responsibilities of the Principal as an instructional leader in school are vital. It has been discovered that, there is a need for information about the skills and tasks required to support practices of instructional leaders in schools so that the best possible instruction can be made towards the educators, parents and the learners who are placed in their care.

DECLARATION

I, Thusi Joseph Gaduka, declare that the dissertation for the degree of Master of Education (Planning and Administration) in the Department of Educational Planning and Administration of the Faculty of Education at the North West University, Mafikeng Campus hereby submitted, has not previously been submitted by me for a degree at this or any other University, that it is my work in design and execution and that all material contained herein has been duly acknowledged.

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CHAPTER 1

RESEARCH ORIENTATION

1.1 INTRODUCTION

The success of any educational system is measured and judged by the effectiveness of principals as instructional leaders. The school, like any other organization, is made viable by its human resources and physical resources (Hopkins, 2002:35). Principals, instructional leaders of schools today and tomorrow, require a different approach on how schools were run in the past. Successful and effective schools do not just happen, but rather, they are managed to be that way (Daft, 2000:6). School principals as leaders in every school face major challenges and in the same breath they have the opportunity to make a difference in the schools. Teu (1998:25) asserts that schools in every country should be placed with quality and be service orientated. She emphasizes that schools need to relate and care about the goals, needs, desires and aspirations of their customers (Teu, 2002:1).

This study focuses on the manner in which schools develop or are developing towards becoming effective with the help of their instructional leaders. A closer look will also be focused on the principal as an instructional leader. The importance of the instructional leader and his/her responsibilities in the school is vital and is investigated together with other aspects. There is, therefore, a need for information about the skills and tasks required to support practices of instructional leaders in schools so that the best possible instruction can be made towards the educators, parents and the learners who are placed in their care (Chell, 2002:95).

Within the context of this chapter, a statement of the problem is provided. Thereafter, the research methodology is given and the definitions of terms relevant to the study are also provided.

1.2 PROBLEM STATEMENT

South Africa is going through a process of transformation and the pressure for democratization of governance of educational institutions such as schools is mounting. Several authors such as Chell (1984 and Claxton (1987) seem to agree by acknowledging that the current changes in South African educational system have intensified the challenges facing principals as instructional leaders. These changes are serious, particularly in the educational field whereby the role and functions of the principal have been amended to meet the democratic governance which is taking place in the schools. Claxton (1989:25) argues that, although individual educators can improve their effectiveness, it is important to realize that pivotal causative feature of virtually every effective school is the principal as a leader with a vision. An energetic and dedicated school leader will be able to lead the staff and learners towards a better school attitude and higher performance level.

Legotlo and Teu (1999:1) say, "Although researchers believe that the role of leadership is crucial for school effectiveness and school improvement, little is documented about the principal as an instructional leader in South Africa". The literature studies provide overwhelming support for the belief that effective schools have effective leaders. For schools to be effective, the leader as the supervisor must be fully involved and have knowledge about what goes on in the classroom. Educators in the class must

have opportunities to show and practice their leadership skills and should participate in the decision making process in the school. Legotlo and Teu, (1999) and Greenfield (1987) say researchers have consistently interpreted the finding that effective schools are characterized by strong instructional leadership, thereby indicating that strong leadership by a principal is a pre-requisite for continual improvement of learning and teaching. Research on effective schools reflects the view that the direct responsibility for improving instruction and learning rests in the hands of the school principal (Van der Westhuizen, 1991:50; Smith Andrews, 1989:35).

The role of the principal in South Africa took a dramatic change in 1994. However, some other functions of the principal remained for example, being accountable for events in the school is still a responsibility of the principal (Daft, 2000:7). Principals are perceived like managers of co-operatives who spend most of their time solving difficult problems brought about by learners, educators and parents. What the school managers do is to turn the school around as an organization and create the environment to achieve astonishing performances from the educators and learners. It is therefore, imperative for the government to assist the school leaders in developing schools to make schools to be effective. It is essential that the leadership of every school be effective and this is achievable with the guidance of a skilled principal.

Similarly, the empirical evidence which connects effective schools with management and leadership within the school is vital (Reynolds, 1996). The term management in secondary schools has been virtually synonymous with the principal as an

instructional leader and today with the size and the increasing complexity of secondary schools, we must be thinking of multiple levels of management within the school and all those levels are under the supervision and guidance of the principal as an instructional leader.

School's effectiveness as explained by Ralph and Fennessey (1983:690) believe that organizational values are the basic believes that control the way an institution operates. Mostly these values are obvious to everyone in the institution and pervade every activity the organization undertakes. Changes in staff attitudes, greater parental involvement, the articulation of specific instructional goals, and even a more humane school climate are sometimes cited as evidence of successful school leadership. Bennis, 1989), mentions four competencies needed for the instructional leader. These are:

- the ability to manage school with an explicit meaning and understanding of the purpose of the school, and the management of the organization towards fulfilling that purpose, the primary aim seeing all activities being organized;
- the management of attention, the aspect of making the educational leader to get educators focused and expand their energies towards fulfilling the purpose of the school. Educators with their natural talents engage in teaching learners efficiently.
- The management of trust, when leaders behave in such a manner that others believe in them and; so their leadership style does not become an issue, and

- The management of self, knowing, through identification of ones strengths and weaknesses.

It is therefore, not enough for educationists to research on issues that make schools effective, but should do what Ralph (1983:689) said, that effective school research usually attempts to uncover differences among schools, by identifying and then investigating the "maverick" schools that are successful beyond expectations with the support of the principal as an instructional leader. This research will also bring about the perceptions of educators regarding good instructional leaders. The principal as an effective instructional leader in the school, he/she will always need to win the co-operation of the educators and the learners. Collective effort in the school is a very good support base for instructional leader and educator relationship is crucial in the process of developing the school to become an exemplary school.

Performing instructional leader's function at a secondary school, the researcher's interest and concern were stimulated by noticing some schools continually being cited as exemplary, and others seen as under-performing schools. Experience led to the idea that, for schools to be classified as effective or exemplary and others not, there should be a number of indicators which inform the classification.

Schools that are said to be ineffective, experience a serious decrease in learner enrolment. Educators are also leaving such schools in high numbers avoiding to be associated with such schools not understandable. Mecoamere (2003:6) asserts that Musibudi Mangena who is the Deputy Education Minister shows a general unhappiness in education progress made at such schools. Parents are also dissatisfied concerning the quality of the service rendered by such schools. It is also realized that despite the problems faced by these

schools, the Department of Education is partly compounding their difficulties by labeling them negatively and therefore such schools would evidently see themselves as isolated and discriminated against. The impact is mostly felt by the schools' instructional leaders as the accounting officers in those schools.

The researcher developed an interest in exploring the above-mentioned problem. The South African government is experiencing a transformation period which has setbacks because of our history. The researcher's opinion is that, it is the responsibility of the government to turn and convert these schools to become effective with the help of their instructional leaders. In view of the above-mentioned problems and experiences of the researcher, the following research questions guide the study:

- What are the educators' perceptions and views on the role of principals as instructional leaders?**
- Why do certain schools have effective instructional leaders and others do not.**

On the strength of the questions stated above, the researcher's aim was to test the following:

- Educators in the secondary school of the Mafikeng District perceive the role of the principal as an instructional leader to include creation of a work environment in which motivated educators do their work without supervision.**
- Educators in secondary schools of the Mafikeng District perceive the role of a principal as an instructional leader as including collaborative decision making with all stakeholders;**

- Educators in secondary schools of the Mafikeng District perceive the role of a principal as an instructional leader as someone who shows sensitivity towards the needs and concerns of learners and educators;
- Educators in secondary schools in the Mafikeng District perceive the role of a principal as that of a leader who always indicates that he/she realizes that it is impossible to lead unless you have people who are prepared to follow you.

1.3 RESEARCH AIMS

Based on the above mentioned questions, the research dissertation attempts to achieve the following aims:

- AIM 1** : To determine from the literature the nature and scope of the role of principal as instructional leader.
- AIM 2** : To determine empirically, the perceptions and views of educators, concerning the principal as an instructional leader.

1.4 DEFINITIONS OF TERMS

The following definitions represent an outline of the researcher's use of core concepts that are used within this study. These are instructional leader and principal as instructional leader.

- **Instructional Leader**

Instructional leadership encompasses “those actions that a principal takes, or delegates to others, to promote growth in learning” and comprises the following tasks: defining the purpose of school, setting school-wide goals, providing the resources needed for learning to occur, supervising and evaluating educators, coordinating staff.

- **The Principal as an Instructional Leader**

The principal as an instructional leader must provide direction and focus upon the processes of teaching and learning through instructional leadership. There is a common understanding amongst researchers that for the improvement of teaching and learning, for the establishment of effective schools, focus must be on the interactions and activities that take place in the classrooms.

Sergiovanni (1992:43), being an instructional leader in the period with new innovations and technologies may at times be difficult, what the principal as an instructional leader may do to make things easier, is to rely on the student-teacher interaction. Future discussion on instructional leadership will be read in the coming chapters.

- Principal refers to the first accounting officer in the school.
- Leadership refers to being them as well as supporting them (Mohlakwana and Calitz, 1996:38)
- Instruction in this study refers to a process of teaching as subject or skill (Beach and Reinhartz 1989:25,

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Mohlakwana and Calitz, 1996:32), Johnston, (1989:81) believe in value systems, whereby it states that, values should be capable of inspiring people at the lowest levels of the organization. Educators should give guidance to virtually every possible decision. For instance if the school believes that "student achievement is its important product", individual educators and class decisions will be directed by that value.

- **Secondary schools**

The term "Secondary School" refers to a type of school providing instruction or learning after primary education. This category of schooling caters for learning from Grade 10 up to Grade 12 (Standard 8-10) (South African Schools Act, No. 84 of 1996).

- **Mafikeng District**

Mafikeng is one of the four districts that form the central region. It is the district divided into six circuits, which are reflected on Page 81 (See Table 3.1).

1.5 RESEARCH METHOD

In the paragraphs that follow, the research method is described, with specific reference to the literature study, the population and sampling.

1.5.1 Literature study

Literature review was conducted on effective instructional leadership. A thorough study of primary and secondary sources

was conducted with a view to gathering such information on effective leadership. The literature control assisted the researcher to compare and contrast the findings of this research with other similar studies (Creswell, 1994). A dialogue search was conducted with the following terms:

- origin of instructional leadership;
- qualities of effective instructional leaders;
- effective instructional leaders;
- effective schools.

1.5.2 Population and Sampling

The following is a brief description of how sampling within this study was undertaken with special attention given to the population, sampling method and sample size.

Mafikeng district has twenty nine (29) secondary schools. A random sample of 18 secondary school was selected. A total of 245 questionnaires were distributed to all the selected schools.

1.6 DATA COLLECTION

A brief description of the method of data collection as well as the questionnaire follows.

1.6.1 Method of Data Collection and Questionnaire

A questionnaire was developed and pre-tested. The aim of the questionnaire was to gather information from Educators and Head of Departments on their perceptions of principals as

instructional leaders. Questionnaires were distributed to selected Educators (N= 245).

Data Analysis

With the help of statistical consultants of the University of North West, computer-aided statistical analysis was employed. The computation of frequencies (f), percentages (%), mean and standard deviation was conducted?

1.7 CHAPTER READINGS

Chapter 1 : Research Orientation

Chapter 2 : Literature Review: Nature and scope of Effective Leadership in schools in relation to instructional leadership.

Chapter 3 : Research Methodology

Chapter 4 : Analysis of Data and Research Findings

Chapter 5 : Discussions and recommendations

1.8 CONCLUSION

In this introductory chapter, a brief orientation to the study was provided, outlining the problem to be investigated, and formulating the aims of the study. The research study was from the literature and the qualities of instructional leaders as observed by educators in the Mafikeng Secondary Schools. The methodology to be followed showed the sample size and how the data was distributed and analyzed. Finally the chapter layout was provided.

CHAPTER 2
LITERATURE REVIEW
NATURE AND SCOPE OF EFFECTIVE LEADERSHIP IN
SCHOOLS IN RELATION TO INSTRUCTIONAL LEADERSHIP

2.1 Introduction

In this Chapter, an overview of what effective schools are, and what the related literature reveals about the principals as the driving force of instructional leadership in the school were discussed. Potter and Powell (1992:5) cite that schools exist to bring benefit to young people. They further maintain that, in order to be deemed "good", a school must stand up to scrutiny. The available literature evidence supports the view that schools which operate in particular ways, such as in a culture of self-evaluation by the whole staff of educators in the context of a school development, produce good and quality education. "Schools that focus on the energies of school community on a number of rationally derived priorities are best placed to fulfill their objectives and achieve the best for their students" (Potter and Powell, 1992:42).

The principal of a school is an educational leader, with a cardinal function of improving the learner's intellectual capacity. The principal is therefore, first and foremost an instructional personnel and leader of leaders (Trump, 1987:89). All other activities must at all times support the central function, or else he/she jeopardizes his *raison d'être*.

In the past decade, there has been an outbreak of interest and concern on school effectiveness and instructional leadership. The concerns and interest have attracted international interest

as school systems worldwide have become subject to wide-ranging reform and transformation on school leadership. According to Ralph and Fennessey (1983:689), the study on effective schools which has been conducted in America in the late nineties was to try and uncover important differences among schools. Other studies discussed effectiveness in terms of improved effective characteristics or the promotion of organizational efficiency rather than achievement gains.

The principal as an instructional leader of the school, has responsibilities to coordinate the resources in an effective and efficient manner so as to accomplish the organizational/school's goals. Effectiveness of a school is the degree to which the principal as an instructional leader works with educators towards the school achieving its stated goals. This means, the school succeeds in accomplishing what it tries to do (Daft, 2000:11). School instructional leadership simply means providing a product or service that the customers value. Efficiency in the school, also plays a vital role in the sense that, it refers to the amount of resources used to achieve the school's goals. It is based on how much financial human resources are available to produce a product or service (Daft, 2000:12).

A brief focus will first have to be drawn on the concepts that this study or research will be looking at namely, what is the definition of the concept "the principal as an instructional leader in the school". Creemers (in Reynolds & Cuttace, 1992:48) cites that, the definition of the two concepts will differ from one country to the other just like the findings that can be observed about effective and instructional leaders in a particular country will not be found in another country.

Chell (1995:1) and Daft(2000:12) both remark on the instructional leadership that, the job is a complex task of becoming a leader of leaders. Learning and working with other educators, learners and parents, to improve instructional quality. This type of work requires a range of skills, the necessary skills for leaders to manage their schools well. The concentration on the characteristics of an effective instructional leader in the school in terms of three skills of leadership or management skills. These are conceptual skills, human skills and technical/financial skills.

2.2 PRELIMINARY REVIEW OF LITERATURE

The years since the early 1980's have been the decades of educational accountability to parents as well as to the government. Many public and state-funded schools have been called to account for their academic achievement, where the instructional leader, would then be helped through the help of educational auxiliary services. Through the methods of requesting schools to account for their performances, the department is seeking ways of and methods of measuring effectiveness of schools and the quality of leadership available in the schools (Potter & Powell, 1992:10).

Schools require effective leadership of the principal on its endeavour to achieve its academic goals. Any school instructional leader is placed at an academically strategic position to inculcate good and acceptable moral values to their learners. By the time a learner completes his/her studies at any school, it is the wish of every parent that such a child should be an independent human being. All the positive objectives of attempting to develop learners

in the school, what then makes other schools to disproportionately perform better than others? Why again, should the majority of the schools not averagely perform well? With the use of literature, the researcher is seeking ways of addressing the barriers that make schools not to perform well when others are seen to be exemplary schools.

According to Bernard (1992:75) educator empowerment looses its effectiveness if the educators do not have instructional leader to keep them on track, and to keep them well informed on matters relating to education in the school. The principal as an instructional leader, is the one who sets the pace for the school and also steers the school to greater heights (Bernard 1992:125). In performing such duties of responsibility he/she becomes both the manager and the leader at the same time. Ovard (1990:1) makes a remark that, as a manager, the principal is expected to do things right, and as a leader, to do all the right things.

According to Hostrop (1983:34), for the instructional leaders to maximize the results and to harmonize immediate and long-range goals, they have to perform the following:

- establish precise goals and measurable objectives, evaluate progress towards pre-determined goals and objectives,
- organize academic activities in the school,
- motivate learners and educators through communication, and strengthen super-ordinates, peers and sub-ordinates.

Engel King (1990:190) points out, on the numerous studies conducted on leadership in effective schools, that a recurring pattern in the characteristics of effectively lead schools is

noticeable at all times. Competent instructional leaders either directly or indirectly reveal the following characteristics:

- strong administrative leadership;
- a school climate conducive to learning;
- school-wide emphasis on instruction;
- high expectations for student achievement and staff effectiveness, and
- Systematic monitoring of pupils performance.

Examining the qualities of instructional leader, (Flath (1989:20) cites that, there is no single leadership skill or set of skills which are presumed to be appropriate for all schools or all instructional situations. However, Chell (1995:6) found that certain instructional leadership activities may be grouped together and be presented as follows:

- goal emphasis, set instructional goals, high expectations and focus on student achievement,
- co-ordination and organization – work for effectiveness and efficiency;
- power and discretionary decision making, secure resources, generate alternatives, assist and facilitate to improve the instructional programme;
- human relations deal effectively with staff, parents, community and students.

2.2.1 Qualities of an Instructional Leader

Over and above, known qualities of an effective principal which he/she is supposed to have the following three important qualities should be inherent in the principal's way of leadership:

- communication
- courage and
- caring.

2.2.1.1 Communication

Being an effective leader implies being an effective and skillful communicator who listens effectively and speaks articulately. It is imperative that, principals should be able to communicate their expectations to the teachers. This will make teachers aware of the present happenings in the school, as well as its future plans. Many positive things happen in schools on daily basis and some of these things outshine the negative reporting that the public reads about in the media often, the positive events are not fully communicated to the public. As Fuhr (1989:54) puts it, "the need to educate the youth with quality teaching and programmes carries a price tag that is not cheap. We must not only communicate information about the need, quality, and price of our present educational product, but also where we would like to be five or ten years from now. Communication from the principal will keep the vision clear and the school on course. In as much as the principal articulates the goals of the school to the educators, it is, necessary to maintain open lines of communication in the school.

2.2.1.2 Courage

Effective principals are courageous risk takers. As principals, they are capable of risking organized principals, they are capable of risking organized pressure groups from within and outside the school. What they always do, to be

successful, is to use different strategies for identifying the needs of the school. It is however important for principals to have skills to enact change and courage to respond to needs of the parents, learners, and educators without concern for rocking the boat. The principal has to be tough and courageous in decision making despite the fact that the decision is unpopular with the majority of the people. The principal's lack of courage in addressing incompetent teacher performance, student discipline, and learners low achievements which sometimes are major problems and therefore bring no peace of mind to the principal. When these issues are ignored and not addressed, they may cause the principal and the staff to be blown off-course. According to Stover (1989) it requires a courageous principal with ability to go beyond the school's traditional practices for the sake of making differences in boosting educator effectiveness and student achievement.

2.2.1.3 Caring

Hoy and Miskel (1987:256) assert that a caring culture exhibits high concern for the well-being of its people. Successful leaders according to Sekete (1992:18) have a desire to help others. They recognize the importance of caring for others by encouraging people to turn their mistakes and failures into accomplishments. As a leader who cares for his/her subordinates it means, to devote time and interest to the well-being and future development of others. For building a healthy relationship in the school the principal needs to have time to actively listen to educators, learners and parents. By extending a caring attitude to all, in and outside the school, a trust relationship will be created. Once in the school, the principal's attitude needs to be positive,

friendly and helpful. There must be a rapport between the principal and educators. Educators are supportive of a caring principal.

The researcher will also be reviewing the aspect which would assist in knowing how to identify an effective instructional leader. How do instructional leaders with realistic goals and objectives foresee emerging needs in the school setting.

2.3 DEFINITION OF THE TERMS “EFFECTIVE SCHOOLS” AND “INSTRUCTIONAL LEADERSHIP” IN THE SCHOOL

Following is a classification of the two terms; Effective schools and Instructional Leadership.

2.3.1 Understanding of Effective Schools

Effective schools according to this study are schools that always achieve their objectives. These schools have to be looked at against what they are capable of producing. The uncertainty on school effectiveness, the available knowledge need to be based on facts and figures derived from a number of school (Bollen, 1996:22). Based on the above understanding it as the extent to which any educational/organization as a social system, given certain resources and means, fulfils its objectives without incapacitating its means and resources and without placing undue strain upon its members.

According to Hostrop (1990), understanding of effective school is viewed from the functions or duties of an effective high school principal. He/she stresses that effective schools are generally viewed by principals through teaching, school practices, and

evaluation processes as open to scrutiny, discussion, analysis, and possible refinement by educators and administrators for purposes of better serving education. Their job is to identify through evaluation and then systematically link the everyday activities to the critical fractions that support excellent instruction within all classrooms in the school.

According to Townsend (1994:27) an effective school is the one which, by its action has caused or produced good results. The relative quality, quantity and effectiveness of these results form one facet of the components of total efficacy. Townsend argues that an effective school must have some objectives that have a close connection to public educational goals.

2.3.2 Quality products from a school

In an effective school, the ideal educational leader should have the ability to inspire and motivate his or her staff so that their initiative and creative abilities are developed to the maximum extent. In a favourable condition educators are able to become self motivated. The educators are positive in thinking and are not afraid to approach their instructional leader with innovations, experiments, and a variety of exciting projects to get his or her approval for their efforts at educational renewal. In such schools, where mutual trust exists, first grade educational work is done. In the end, such a school delivers outstanding end products to the society (Van der Westhuizen, 2002:294).

Keller (1998:3) cites what has been said in the research conducted by Hawley (1991) the Dean of School of Education at the University of Maryland. His and her peers found out that

effective schools which they call "better schools" have instructional leaders who demand high quality teaching, they tracked student achievement, and they recruited good educators. Such schools have instructional leaders who play a key role of setting realistic student achievement goals and planning ways to meet them. They also evaluate and support teachers. They reach out to parents, display a positive attitude and leave no child their circle of concern. According to Glickman (1990), literature conveyed about corporate success is that successful organizations have a collective of individuals who work together on a common goal that transcends their own self-interest. As a result, they willingly sacrifice their own immediate gain in pursuit of the common goal, because it is perceived important. A successful school is foremost an organization that defines good education for itself, through its goals and desired practices, and then engages in the moral equivalent of war in achieving their vision (Glickman, 1987).

Concerning the understanding of the concept "effective schools", there appears to be some sort of the agreement in the literature. Reid (1988) from Fiddler (1989:58), cites that the situation on effective schools is much more complex. A statement on effective schools pre-supposes that there is some degree of universality about the idea of an effective school, for different consumers. There may be different ideas about what constitute an effective school. It is also a fact that we know too little about what either pupils or parents regard as an effective school. Therefore, in talking about effective schools, it is important to recognize through those whose eyes ones is looking.

2.3.3 Further Meaning of Instructional Leadership

Instructional leadership encompasses "those actions that a principal takes, or delegates to others, to promote growth in student learning (Debevoise, 1984:14). It comprises the following tasks:

- defining the purpose of schooling,
- setting school-wide goals,
- providing the resource needed for learning to occur,
- supervising and evaluating teachers,
- co-ordinating staff development programmes, and
- creating collegial relationship with and among teachers (Wildy and Demmock, 1993:44)

The term instructional leader, clearly describes the primary role of the principal in the quest for excellence in education. To achieve this quest, it will take more than a strong principal with concrete ideas. According to Richardson (1989:53), he or she must lead towards educational achievement, must be a person who makes instructional quality the top priority of the schools, and must be able to bring that vision to realization.

According to Acheson and Smith (1997:20) an instructional leader is an administrator who emphasis the process of instruction and facilitates the interaction of teacher, student, and curriculum.

Flath, (1989:45) describes an instructional leader as having three major forces that serve to shape and describe a school, that is, public, the staff and the students. He further emphasizes that these forces interact through the curriculum.

The role of the instructional leader is to manipulate these forces in order to maximize the quality of instruction.

Legotlo and Teu (1999:) defined instructional leadership as actions undertaken with the intention of developing a productive, satisfying, working environment for teachers and desirable learning conditions and outcomes for children. They continue to say that, such leadership is effective to the extent that these broad purposes should be achieved.

According to Taylor (1990:), instructional leadership is leadership which gives direction, which emphasis and support school's instructional programme and inspires others to work within the school's central "teaching for learning for all" mission. A special type of instructional management is defined by Leither (1994:) where he includes the mental and physical processes that the principal uses, resulting in others, executing formal and informal duties to achieve organizational goals. These organizational goals deal mainly with planning, organizing, and controlling resources which are available in the school.

Principals as instructional leaders have been trained in methods of school leadership in many different approaches. Researchers in developed countries have demonstrated strong capability in the field of instructional leader. What follows is an overview of instructional leadership research in the U.S.A., United Kingdom, Australia and Canada.

According to Hallinger (1992:), the role of the American principals has evolved from managerial to instructional leader. For four decades, 1920 until 1960, the role of the U.S. principal was confined to school administration and school management. The Americans wanted to maintain their culture in schools, and therefore principals were requested to return to their roots as classroom teachers. From the 1970s Principals of schools had to assume their roles in schools as programme managers. According to Rajendra (1999:49), principals become increasingly responsible for managing federally sponsored, funded programmes designed to assist special student population.

It was in the 1980's when instructional leaders in American schools started to be perceived as school instructional leaders. This could be attributed to what was said by Chell (2002:38), that for learning to become an instructional tool is a complex, multidimensional task, and therefore if Instructional Leaders believe that growth in student learning is the primary goal of schooling, then it is a task worth learning. This led to calls for school instructional leaders to engage more actively in school's instructional programmes and to pay attention on learner outcomes.

In United States of America people view instructional leader as leaders of teachers, and they are also regarded as professional leaders of schools. Principals of American schools have a full knowledge of the importance of the support of their staff. For them to discharge their duties successfully, they always want to win the support of the educators. The recruitment of new educators is their responsibility and authority. Performance of school responsibilities is a huge task they therefore, are capable educators. Masitsa and Mthombeni (1993:) assert that despite

sharing responsibilities with educators, the principal remain accountable to render assistance where it is needed from time to time.

Instructional leaders in American schools would always share information with openness with their colleagues. This information sharing is encouraged by opening up channels of communication. When educators are given an opportunity to express themselves freely at the work situation, it automatically creates a climate of sound relationship between their teaching staff and the community.

Instructional leaders, evaluate, and motivate the staff, organize workshop for educator development in their fields. Masitsa and Mthombeni (1993:) believe that by paying attention in a positive way to educators, is a morale booster which will increase their performance.

Townsend (1994:52) supports the idea of collective decision making what researchers indicate that decision made democratically more chance of being implemented than those made hierarchically or at a distance from where they will be put into practice.

In the U.S.A it is widely believed that there is a link between the principal's leadership and the performance of pupils.

It is also expected of principals to create an atmosphere in which each learner has the opportunity to acquire knowledge and skills essential for a productive and successful life.

2.4.2 Principals as leaders in education in U.S.A

It is required in the U.S.A that principals should be instructional and professional leaders. Some of their responsibilities are to provide enough instructional support in various areas in the school such as punctuality, record keeping, classroom discipline and financial management whereby adequate learning materials and development of school facilities are well looked after.

2.4.3 United Kingdom's (UK) view on Instructional Leadership

With the information of education in the UK, the emphasis was placed on the effective leadership and management of schools. The conviction British Educationist had of the stated position is that an orderly school environment that is efficient and well managed provides the precondition for enhanced student learning (Hopkins, 2001:1).

For more than twenty years in the UK, leadership has been identified as one of the key components of 'good schools'. The driving factor behind the success of these schools is the quality of the leadership of the instructional leader in such schools. Ever since the change of educational system in UK and in most other 'develop educational system, the role of and responsibilities of the principal or head-teacher changed drastically. The role of the head-teacher as an instructional leader also included someone who also managed systems and budgets as well as a leader of colleagues (Hopkins 2001:1). A well known educationist in UK Leithwood when defining instructional leadership, he sees it as an approach to leadership that emphasis on behaviours of educators they engage in activities which directly affect the growth of the learners.

In the UK experience of facilitating leaders within the school improvement, their discovery, which they bring as a suggestion is that, there are certain characteristics that are displayed by the instructional leader like-

- **an ability by the instructional leader to show ability to articulate values and vision around student learning and achievement.**
- **the understanding of a range of pedagogic structures and ability to impact on student achievement and learning.**
- **An understanding of a range of pedagogic structures and their ability to impact on student achievement and learning.**
- **The instructional leaders ability to distinguish between development and maintenance structures, activities and cultures (Hopkins 2001:5).**

According the UK approach on instructional leadership, their focus is on the leader who is consistent with the raising levels of student achievement. Their perspective on the principal as an instructional leader, is to create over and above the synergy between a focus on teaching and learning with the capacity building on the other hand (Hopkins 2001:25).

The Education Reform Act of 1988 in the U.K. was a measure that was long anticipated by schools. However, schools were prepared and the driving spirit of the Act allowed schools to begin to prepare themselves for the changes that were coming to be introduced.

According to Fiddler (1989:8), the effect of the Education Reform Act was to change the culture of schools from being professionally-driven institutions to being more client-orientated. In the past, educators used their professional judgement to decide what was of best interest to their client with their exclusion. The parents were also left outside and never consulted. The change introduced a system of professional unilateral decision-making to inclusive decision-making. Head teachers were given the role of becoming instructional leaders. They had to take into account the learner's expressed views.

At present, the situation in the U.K. is that the principal is appointed for a trial period in which he/she must participate in the development programmes. The goal of these programmes is ensuring that the Quality of Education together with instructional leadership improves by means of proper administration and good practices. Furthermore, middle management courses were introduced in their universities such as Nottingham (Glatter 1988:70).

Every educational institution is faced with the daily tasks of working towards producing a quality product or client. Quality researcher in education believes that schools should adopt and implement the principles that underpin Total Quality (TQM). What is noticeable in school is the wastage of learners becoming dropouts in the educational system.

Quality assurance and effective schools management are two theories that cannot be looked into in isolation from what the principal as an instructional leader does in the school. No quality nor effectiveness in schools can be achieved without the support and guidance of the principal as an instructional leader.

Hostrop (1990:198) cites that an effective school principal is the one who systematically monitors the daily operation of the school toward determining whether or not the established goals and objectives are being met.

Strong instructional leaders are those leaders who learn to lead not from the apex or hierarchy but from the center of a network of deep relationships with educators (Keller 1998:5). Some of the researchers on effective schools have a strong conviction, which they suggest that power-sharing is an important ingredient in a principal's effectiveness.

All the U.K. schools have a well-defined organogram where the principal is at the head with one or two deputy/ies, and senior educators. Educator responsibilities are clearly defined like in the curriculum, staff development and administrations (Weindling, 1992:63). The Commonwealth Council for Educational Administration (CCEA) was established in 1970 with the Head office in Australia (Van der Westhuizen 1995:108). Since 1973 a series of publications in Educational Administration by CCEA were published.

The formation of Commonwealth Federation emphasized the roles of professional with the creation of a body to encourage co-operation among its members. Some of its aims are:

- facilitating the exchange of visits among professional people;
- stimulate and increasing the flow of professional information exchange by all countries within the Commonwealth (Walker, Farquhar and Hughs, 1991:5, Glasman 1979).

2.4.4 Australian view on principals as Instructional Leaders

Instructional leadership appears to be properly catered for in Australian schools. The reason is because tertiary institutions are offering it as a course to students studying education. According to Van der Westhuizen (1991), the majority of principals in Australia are quite conversant with what is expected of them as instructional leaders. Hopkins (2002:5) from the Australian experience on instructional leadership believes that, instructional leaders are able to create synergy between a focus on teaching and learning on the one hand and capacity building on the other.

Wildy and Dimmock (1993) conducted a research in schools in Australia to investigate the extent to which the principal was perceived as the instructional leader. The findings of the research according to Wildy and Dimmock, 1993: 58-59) were:

- Instructional leadership appears to be shared responsibility. Principals do not assume instructional leadership alone.
- Managing the curriculum and evaluating and providing feedback are areas in which principals were perceived to be least involved, particularly in those tasks concerning relations with educators. Those instructional leadership tasks were seen to be performed by senior educators and/or educators rather than by deputy principals.
- Low rating was given to teaching performance. The reason could be attributed to the fact that in Australia, evaluation has not been part of the principal's role. Historically, inspectors and superintendents monitored the performance of educators.

According to Leithwood (1966) in his discussion on changing leadership for changing times, he refers to how change of times affect change and productive leadership. The latter two depends heavily on its fit with the social and organizational context in which it is exercised. He continues to say that as times change, according to his discovery, work for leaders changes also.

In the mid 20th Century, schools in Australia were asked through their instructional leaders to be accountable through the measures which were imposed by systems of commonwealth. Schools were increasingly asked to provide a rich learning environment for each learner. It is the belief of the Australian Educationist that, schools through their leaders must have a role to play in providing some kind of stability for young people. This belief remained their basic function in society, this also addresses the real needs of young people, which recognizes the main features of the youth landscape.

The Australians had a method which they used to enhance school education based on the following suggestions:-

- the school leader must become the arbiters and facilitators of skill and knowledge that equip young people for life.
- schools led by their leaders must be structured in such a way as to facilitate broad community participation.

Instructional Leadership in Australia is seen as part of the broader part of Education policy which is part of the larger body of public policy. What constitutes effective leadership in Australian schools is the role of the principal which is complex in structure and have to be holistic, humanistic and intensive.

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In the research conducted by Baeng (1996) on the subject "School Effectiveness: A comparison of public secondary schools and separate secondary schools in Southern Ontario, Canada", the research indicates that at present the role of the principal in Canada is that of an instructional leader promoting school effectiveness (Manase, 1984; Persell and Cookson; 1992:22; Guauthier, 1980).

2.5 AN OVERVIEW OF INSTRUCTIONAL LEADERSHIP RESEARCH IN DEVELOPING COUNTRIES.

Developing countries are still wrestling with problems of providing accepted high quality education to the youth of their countries. The education of developing countries requires transformation so that it should meet the demands of the rapid changing economies. Schools in developing countries face problems of either low numbers or high numbers in enrolment. The human and physical resources are of very low standard in most cases. Walker and Vogt (1987:41) say, change in education is necessary and must be guided by component change agent, who must have the skills to guide for the benefit of the school.

Globalisation experienced by almost every country is forcing even developing countries towards what Townsend (1994:45) argues, that these countries are starting to become interested in improving and changing their educational systems to ensure

2.5.1 Instructional Leadership in South Africa

The interest in Educational Administration is and will continue to expand. A number of South African universities and colleges of education are offering Educational Management which at times is compulsory for all Education students. According to Van der Westhuizen;(1995:109) the Transvaal Education Department (TEP) has provided to novice teachers, courses in management skills. From the challenges of addressing the existing problems in education which warrants an immediate attention and also requiring good skills from instructional leaders to bridge the existing gaps in the system of education.

A contentious opinion was expressed by Legotlo (1994) at the Southern African Society for Education (SASE) conference that the management development in education is still in its infancy state in most African countries, including South Africa. There are no comprehensive, well-structured in-service programmes and this is attributed to the apartheid policies which prevailed for a considerable period of time. As mentioned in chapter one of this study, at present, the educational system in South Africa is undergoing a transitional period of change.

The advent of curriculum 2003 is already in practice at the lower grades and is now at grade 10 in secondary schools; the paradigm shift from the old teacher centred teaching methods to pupil/learner centred method. The instructional leader in secondary schools are required to play an important role in the form of providing the necessary teaching skills, the curriculum improvement and optimum utilization of resources (Lubisi, Wedikind, Parker and Gultig, 1997:19).

There is enough evidence of study to support the notion that many South African universities are engaged in the teaching research studies pertaining to instructional leadership. Molokwana (1966) was involved in a study on deputy principals as part of instructional leaders in school, in respect of the motivation and encouragement of educators to raise the standard of teaching and learning.

What is mentioned about South Africa, is somehow encouraging to notice that the status quo has not been left as it was, but rather attempts to uplift the role of a principal as an instructional leader are being made.

2.6 PRACTICES AND BEHAVIOUR OF INSTRUCTIONAL LEADER

Instructional leaders at times practice certain behavioural approaches. This is caused by the circumstances in which they find themselves in. There are also certain expectations that, are required from the instructional leader in the school. Some of these expectations will be looked into in this section.

2.6.1 High Level Expectations from the Instructional Leader

As previously stated in this study, the role of the principal is in a state of transition. Education literature views the principal in his position as an important person who is strategically placed to bring positive change in the lives of the learners.

Harden (1987:209) states that effective principals are expected to be effective instructional leaders. It is expected of the school instructional leader to be knowledgeable about curriculum development, educator and instructional effectiveness, clinical

supervision, staff human resource development and educator evaluation. Researchers agree with the concept of viewing the principal holistically in his role. (Fullan, 1991) states that the principal's role has to be an active, collaborative form of leadership. He/she works with teachers to shape the school as a conclusive workplace in relation to shared goals, educator collaboration, educator learning opportunities, educator commitment and learner learning.

2.6.2 Collaborative nature of instructional leadership

Literature make mention of the collaborative nature of leadership which the instructional leader has to adopt in his/her school. Berna (1992:68) states that, increased educator involvement in school decision making is an effective tool which makes educators to focus on learner outcomes. The cooperative teams formed in the school can play a significant role of assisting to carry out the critical functions of curriculum and instructional coordination. Cooper (1989) encourages leadership in schools to work towards creation of models of shared leadership which will include by incorporating the talents and energy of instructional leader educators, students and parents. With the mode of provision provided by leader by learning and working with other creates a strong school which at the end will improve on the instructional quality in the school.

Fullan (1991) perceives the instructional leader's future role with the one that will encourage collaborative groupings of educators to play a more central role in the instructional leadership of the school. The principal will, therefore, be required to play an active role in facilitating change by motivating the staff and learners. The community must be reached with the aim of continually

improving the school. The belief is that effective leaders manage and lead their schools. (Fullan,1991 and Moorthy, 1992). On the other hand there is a disagreement raised by Highsmith and Rallis (1986:300) against the above statement. Their belief is that school management and instructional leadership are two separate tasks that cannot be performed by a single person. They however strongly support the notion of educator empowerment where educators have a significant impact to make in the decisions about instruction. They again believe that well managed schools by instructional leaders will always empower educators who can assist in the creations of effective schools which are required by reformers.

For the high level expectations, the leadership style of the principal matters on how educators are motivated. Lee (1997) conducted a study on leadership styles of principals with the aim of motivating them. His findings were that strong and weak leadership styles are related to high and low levels of motivation respectively on the part of the staff. Springer (1997) believes that the principal's behaviour is a factor in school effectiveness and the student's achievement that will continue to be used as a yardstick or criterion for classifying schools as either more effective or less effective.

Huitt and Segard (1985:54) have formulated the following questions which could be asked by those who have interest in effective schools to observe whether high expectations exist there:

- do learners master their academic work?
- Is there a feeling amongst the learners that the school helps them to master their academic work?
- is there a reward from actual achievement?

- Does the principal support the academic focus of the school spending most of the school day on instructional activities?

It is supposed to be the aim of every school to assist its learners in mastering their academic work. While it is accepted that learners have different levels of ability and that for achievement at least a minimum level of mastery of basic learning skills which should be expected of all learners.

2.7 SKILLS AND KNOWLEDGE REQUIRED BY INSTRUCTIONAL LEADERS FOR EFFECTING POSITIVE CHANGE WITHIN THE SCHOOL

The primary goal of every principal should be to promote growth in learner learning. With this goal in mind it will necessitate change in every individual classroom instruction. What skills are, therefore, required by the principal to effect a positive knowledge and change in the school? This is a complex and multidimensional task to be achieved by the principal as an instructional leader.

In this section, mention will be made on the task to be undertaken, the skills of effective instructional leadership and the underlying knowledge base, the base that includes perceptions on effective schools, on instructional practices and administration. Among the tasks to be accomplished, is the question of supervision and evaluation of instruction, staff development activities, curriculum development knowledge and activities of group development knowledge and activities of developing a positive school climate and creation of links between the school and community.

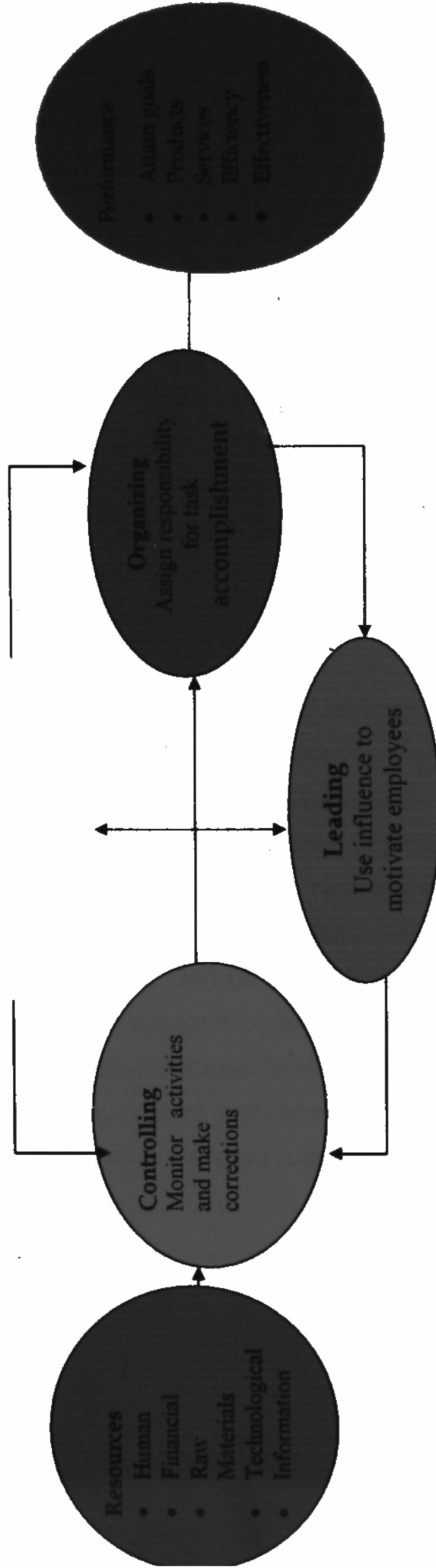
2.7.1 Principal's Role: Manager or/and Instructional Leader

The researcher's subjective experience as a principal in a rural setting, has found himself performing duties of a manager and an instructional leader. The researcher has learnt that the capability to be a manager and instructional leader simultaneously is a very complex task. When the principal decides to order new desks, books, garden equipments and also the maintenance and repair of these resources such a role becomes part of his/her managerial function. The effective principal is capable of playing the role of a manager in his school as well as an instructional leader.

Moorthy (1992:18) and Daft (2002) separate managerial functions into four areas, planning, organizing, leading/motivating and controlling. See Diagram 2.1

Diagram 2.1

THE PROCESS OF MANAGEMENT



Source: The four Management Functions: Management (Daft, 2000:8)

2.7.2 Background on Management

Mary Parker Follet describes management as the art of getting things done through their people and other resources and providing direction and leadership (Daft 2000:8). The above have to be read and understood in the context or view in mind of the school as an organization, the principal as the manager and learner as the user of resources. Within the instructional leadership, the principal is jointly working with the human resource. The people in the school that is the learners and the educators are the key people in the school as an organization and they make things to happen. Production and achievement of the school objectives depends on them.

2.7.3 Planning

Van der Westhuizen (2002:138) asserts that planning can be regarded as the important tasks of an educational leader. It forms the basis of all other management tasks. The manner in which these tasks are carried out depends on the quality of planning. As a process which requires commitment in its application so that future activities can be achieved through the set objectives. Daft (2000) contends that lack of planning or planning can cause the organization to be dysfunctional. Principals as instructional leaders, should therefore show the ability to plan, control and schedule their work as well as that of others (cf. Table 4.6 item 2.8).

The Importance of Planning

- It is the starting point of the management action. All activities in the school need to be properly planned for and agreed upon by the staff.
- It is the means of establishing whether the school goes in the direction of set objectives.
- It causes the educational leader to think continually about set objectives. The achievement of the set goals in the school requires the instructional leader who is able to motivate and encourage the educators by explaining to them, exactly what their responsibilities are.
- It can lead to the better utilization of people and resources (Van der Westhuizen, 2002:139). It is therefore important for the principal as an instructional leader to plan with and not to plan for the educators, this approach will develop an open, warm and personal relationship with educators.

2.7.4 The Leader as an Organizer

The leader as an organizer will be faced with the task of assigning tasks to individual, groups and also allocate resources to departments (Daft, 2000:8). What is also vital in an organization is the role or instructional leadership within the school, with regard to the organizational health of the school. According to Hoy and Miskel (1987:237), the positive health of an organization facilitates growth and development with disruptive outside forces while effectively directing their energies towards major goals and objectives of the organization.

2.7.5 Leadership as a Component of Supervision

According to Daft (2000:9), leading is the use of influence to motivate employees, in this case, learners and educators to achieve organizational goals. Other researchers do not call it leadership but rather guiding or directing the given task.

In guiding Van der Westhuizen (2002:181) says the emphasis shifts to the interactions between the educational leader and the people involved through which tasks are initiated and kept. The principal as a leader/guider in the school is accountable for every activity in the school. And therefore for him to achieve he/she needs to indicate that by sharing school responsibilities he/she has got trust towards the subordinates.

2.7.6 Controlling Leader

Controlling means monitoring educators teaching activities, and determining whether the organization is working towards achieving its goals. Instructional leaders as managers must ensure that the organization is moving towards its goals (Daft 2002:11). In order to achieve this objective the instructional leader should therefore set standards of excellence for the staff.

The above management functions are also applicable to a school setting. The aims and objectives of achievement of higher production is also the goals of every instructional leader. Literature shows that principals spend most of their time dealing with management issues. The present principal's role is still, primarily, that of a manager. Stronge (1988) made calculation on how the principal utilizes his/her time. His findings are that a principal spends 62.2% of his/her time on managerial issues and 11% on instructional leadership issues.

The Principal an instructional leader is therefore responsible for wholistic functioning of the school because no activity in the school can work in isolation. All school activities compliment one another.

2.7.7 The Future Instructional Leadership

Teaching has undergone so many changes whereby it has been observed that it has become a complex, dynamic, interactive intellectual activity that can neither be prescribed nor standardized (Smylie and Conyers 1991:13). The needs of the clients in the school change rapidly. It is therefore vital that educators be given or empowered to make appropriate instructional decisions. Educators in their classrooms are instructional decision-makers. It is important to take educators and parents on board all the time when decisions are taken. When these important components are involved in school leadership, then the principals would assume the role of becoming a leader of leaders. According to Cooper, (1989:16), this approach on instructional leadership which makes provision for learning and working with others namely educators, learners and parents improves instructional quality. This collaborative type of approach ends up being the basis for shared instructional leadership.

The principal would always become or remains a key player. Even though the collaborative approach is taken, the leadership role taken by the principal will remain pivotal. This therefore gives us the conclusion that, there is much that the principal must know and do in order to become an effective leader.

2.8 DEVELOPMENT OF AN EFFECTIVE INSTRUCTIONAL LEADER

The principal is the key element in establishing an effective school. Studies have been conducted focusing on personal characteristics or qualities of the principal as a leader in an effective school. Other studies tend to view leadership as a provision of necessary functions that could be carried on by any number of supervisors. There is the view that a principal always performs his duties in some contexts with a wide range of variables, both internal variables and external variables, and when the two variables mix with the principal's behaviour they produce a specific outcome (Jacobson and Logsdon, 1973:360).

As the leader in the school, the principal plays a significant role which affects the quality of individual teachers instruction, the height of student achievement and the degree of efficiency in function (Findley and Findley 1992:90). Reference will be made in current literature in highlighting the aspects that contribute in making an effective instructional leader. Findley and Findley (1992:102) assert that, if a school is to be effective, the principal shall have contributed a lot in changing that school.

Clickman (1990) has written a lot about how principals can become effective instructional leaders. His work will be used in an attempt to answer the question, becoming effective instructional leader. Other researchers' findings will also be used to support what Clickman contends.

2.8.1 Knowledge Base Needed

2.8.1.2 Literature on Effective Schools

To have instructionally effective schools, those who are proponents of effective schools believe that there must be:

- strong instructional leadership by the principals,
- high expectations for students and staff,
- frequent monitoring of student progress,
- a positive learning climate and
- parent/community involvement
- clear, focused mission. It is accepted that every educational institution adopts multiple goals to ensure academic excellence and that to educate all learners is non-negotiable in instructionally effective schools.

Glickman, (1991:21) states how researchers of major studies on successful schools have noted an organizational fact of collective action, agreed on purpose and belief in attainment. When educators perceive themselves as part of the larger enterprise of completing and working with each other to educate students. Bamburg and Andrews (1990:29) believe that to be an effective instructional leader, the principal must*:

- have a vision for the organization that is clearly focused upon desired outcomes – ensuring academic excellence.
- communicate that vision to everyone connected with the organization to obtain support for it.

- provide and/or obtain the resources needed to accomplish the vision-materials, information or opportunity.

2.8.1.3 Administrative Development and the Instructional Leader

The person who determines the effectiveness of the school is the instructional leader (Lane and Walberg, 1987). Involved in the school leadership, the instructional leader plays an important function in initiating activities in the school and in assisting or facilitating with the follow-up. It is the commitment and the degree to which the principal attends to the mentioned activities which will determine school success. Edmond's (1998) study showed an impact in their schools in the following ways: the principal's administrative behaviour is crucial to the development of the school.

Relationships which play a part in a school context are unique. School policies should not be in conflict with the aspirations of the community. De Wet (1981:124) endorses the uniqueness of school relationships as necessary so as to have a formal communication channel in the organization as well as between the school and the parents and the school and the community at large. Studies presented by Brookover and Lezotte's (1982), present that the role of the principal as instructional leader is the catalyst for school and educator development. It however has to be known that the knowledge and skills required to be an effective instructional leader are not innate, but they need to be learned. It is also imperative for principals as instructional leaders to recognize that their role of instructional leader is inherent to school success.

2.8.2 TASKS OF THE INSTRUCTIONAL LEADER

2.8.2.1 Instructional Evaluation/Supervision

One way of helping educators improve instruction is through supervision. To be a professional leader, a principal must first realize the need, the possibilities and the obligation of supervision. Whatever his/her preparations, he/she must accept the challenge to steadily improve the teacher-in-service.

The effects of sharing with educators, either in groups or in individual conferences, the problems of the school are easily remedied. In the first place, it produces a professional self respect. Every educator derives satisfaction or feeling that he/she has a share in the responsibility for formulating policies and for devising means of carrying it out. It also results in frequent contributions of the highest value. The group mind is more fertile than the individual mind. (Olivia, 1993:393 and Bridges 1978:71).

Some educators have the opinion that leaders in the school especially principals would not like to be supervised instead he/she would like to supervise the teachers. Victoria's (1997) study conducted on the principals' perception of their supervision by school counselors, had the following hypothesis about principals:

- they see the need for administrative and program supervision.
- they do not need the counseling supervision.
- they feel more qualified to provide administrative

- supervision than counseling and program supervision,
and
- they believe that counselors are satisfied with present status of supervision.

Victoria's finding highlights the fact that school leaders are in favour of curriculum supervision. This helps the educators as well as themselves, thus enabling them to provide the best form of quality teaching for the learners. According to Rajendra (1999:33), the principal as an instructional leader has 72 activities that he/she performs in the school to different people and areas in the school. He has however highlighted them by categorizing them into the following five main headings:

- helping to develop aims and objectives of the school;
- to help to identify subject matter or content;
- help to develop teaching methods and procedures;
- help to provide for the individual differences of teachers;
- help to evaluate the supervisory program.

2.9.1 Principles of Administration and Supervision

These are principles from Sergiovanni (1984) which can assist principals in administration and supervision. The principles may also enhance the teaching and learning process and also guide in the decisions made by the principal and educators in their endeavour to develop school structures.

2.9.1.1 The Principle of Co-operation

This principle encourages co-operative teaching in an effective school. As it may sometimes be called team-teaching or team work, it is imperative in a well managed school as it facilitates and enhances learning in the school. The school as an organization needs to improve its performance and productivity. The school's effectiveness relies on the spirit of co-operation that prevails among its employees. The co-operative principle in the school as according to Daft (2000:383), improves the school's health and effectiveness through its ability to cope or deal with internal relations and increases problem solving in a collective manner. This principle in the school, when properly implemented, will help in overcoming the negative effects of educators working in isolation; which is something that characterizes teaching. Sekete (1992:18) also asserts that, organizational structures in effective and successful school enhance employment among the educators.

The formal and informal opportunities principals provide for educator-collaboration yield vast positive results for educators. The following is a quote from Blase' (1997:66), his enthusiastic comment about collaboration. It shows major impacts on educator motivation, self-esteem, confidence, and ownership of decisions.

"Working as a team to plan, implement and evaluate instruction, provided me with me with new strategies and ideas and the confidence that my plans were meeting student needs and school goals. I was motivated to "stay on target" with the agreed-upon plan and pacing. I was focused on working with

my team to provide the best instructional program to students”.

2.9.2 The Principle of Empowerment

Feelings of empowerment among educators in an effective school contribute to ownership and increase commitment and motivation to work. Leadership provides vision for development of new strategies and serves as a crucial support function for empowerment of employees and the openness in information sharing. Empowerment literate’s employees but also places upon them added responsibilities of working collaboratively. Daft (2000:364) states that, failure to empower educators may result in reduced commitment, in differences and in some cases, dissatisfaction and alienation with school ineffectiveness. Organizational structures in successful school enhance empowerment among the teachers.

2.9.3 The Principle of Responsibility and Accountability

All principals, whether in effective or ineffective schools are given responsibilities towards the learners in their schools. According to Daft (2000:309), responsibility is the duty to perform the task or activity an employee has been assigned. Accountability means that the people with authority and responsibility are subject to reporting and justifying task outcomes to those above them in the chain of command. Educators want responsibility, because it upgrades the importance and significance of their work, and provides a basis for recognition of their success. Accountability, like empowerment and responsibility, provides the healthy measure

of excitement, challenge and importance that rules the stakes just enough so that achievement means something.

2.9.4 The Principle of Ability-Authority

This principle is explained by Sergiovanni (1987). It is found in both effective and ineffective schools. He asserts that the major problem facing modern organizations today is the growing gap existing between those who have the authority to act but not the ability and those who have the ability to act but not the authority. It is the researcher's opinion that, those who have the ability to act must be placed in the forefront of the decision-making arena. Ability must supersede authority.

When these principles are followed and practiced by principals, schools will increase their capacity to respond to their problems, principals will be able to lead more effectively, teaching will be enhanced and the learning process in the school will be increased.

Effective and quality schools do indeed lead to quality learning, and the key to a quality school is the extent of quality of leadership the principal provides directly and promotes among the educators. Austing (1979) in his study wherein he compared high-achieving schools and low-achieving schools, found that, in high-achieving schools, principals exerted strong leadership, participated directly and frequently in instructional matters, had higher expectations for success and were oriented towards academic goals.

2.9.5 Group Function Theory

According to the group theory, everyone who complies with the requirements of a particular group can act as its leader. As the needs of the group change, the leader also changes (Westhuizen 2002:189). Group theory does not make leadership something which a leader has or does not have, but is something happens within a group. (Swarts, 1979:8). Leadership is the behaviour of any person in a group which will help the group to achieve its goal. Leadership is a group activity and the leader develops out of the group (Caward, 1981:138). The instructional leader who uses this type of leadership which is valuable to education and certain staff members, has leadership roles in relation to certain tasks.

It is of paramount importance that a principal, as an instructional leader, must strive to develop a strong interpersonal relationship with all whom she/he is dealing with. (Hinton, 1989:21). Learning the skills of working with groups of people to solve instructional problems is critical to effective instructional leadership.

2.9.6 Principal – Educator Relationship

Roberts-Baxter (1992:18) asserts that a principal cannot be without educators and learners. Demanding achievements, high standards and eagerness based on the employer-employee contract is not likely to succeed. An effective principal has to show appreciation for a job well done in ways that tailored to an individual's type. This will increase motivation and loyalty. Daft (2002:208) contends that the source of motivation and commitment from subordinates in any organization is clear

goals that are understood by everybody. Lack of clear goals can damage employee motivation and commitment. If the principal succeeds in setting goals and plans, all shall have been provided with a sense of direction. It is equally important that the principal build a commitment to the vision of the school. The most effective way to build a commitment to a vision is to involve people in the process of determining how to reach it. It is necessary for the principal to state and define the vision, but he/she must involve others in deciding what must be done to achieve the vision. For educators to reach the vision of excellence, it is important that the educators are directly involved in determining suitable strategies and also to share the principal's vision.

Herzberg (1988:25) in his research on motivation of employees found out those workers who were given freedom to determine some of their own goals and the autonomy to develop strategies to achieve them, outperformed their more rigidly supervised counterparts. Sergiovanni (1984:35) maintains that motivation factors associated with staying on a teaching job relate to satisfaction derived from actual participation in the work of a school.

2.9.7 Relationship with the Community

It is vitally important for the principal to know the community in which the school is situated well. The community needs to be involved actively in the activities of the school. The more competence the principal manifests as a citizen, the more he/she participates in outside activities, the more confidence the public will have in him/her professional educator and the more willing they are to leave the management of the school

with him (Morris, Crowson, Porter-Gerhie & Horwitz, 1984, 118).

School exists in the heart of each community. School community links are a mutually beneficial relationship in which the principal can play a leading role. The community can assist the learning climate of a school in many ways. For example, in providing direction, in recruiting volunteers to help at school functions, and in a sense of stability. It has proved itself on a number of times that students' achievement is higher when parents display interest by being actively involved in the children's education. This may be done in many varied ways – the principal as an instructional leader may invite parents to school to check the academic progress of their children and to interact with the educators in the school. The community may be invited to an open day function where a climate may be created for an open discussion about the school in general. The inputs from the community will give the school leadership different indications about the opinion of the community about the school. Parents and the community groups can be included in decisions that the school makes.

Invitations can be extended for participation in school activities and parents can be encouraged to assume leadership roles (Buffie, 1989), the principal as an instructional leader may drive to go into the community by composing newsletter to business, by visiting senior homes to share stories or perform musically, or by cleanup activities within the community. Activities of such nature promote within learners a sense of responsibility and service to their community or, on a large scale, to their country.

In order to further gain the support of the public, the principal as an instructional leader should popularize the program that she/he and the educators have developed. As a principal convincing justification for its reasons that the inevitable dissatisfaction and criticism of the new will have little influence. The effective means of proper publicity for schools could be news, interviews or articles in local papers. Talks on parent educator association and churches could further help the publicity and could produce appreciation, leading to support. Parent-educator association offer sympathetic means of gaining public understanding and support for the school educational program.

The relationship with the community could be enhanced by including parents and friends to visit the school. The principal as leader should plan together with the senior educators and pupils. They must all agree on what features of the school program and class activities should their attention be directed. What positive and welcoming courtesies should be shown to the visitors. This must be anticipated and prepared by the principal with a plan in mind shared with educators, thereby fostering relationship between the school and the community (Briggs, 1978:124 and Hoberg, 1994:44).

Knowing how to facilitate group meetings develops interpersonal networking skills. Skills needed by the instructional leader is what is going to follow because there are certain skills required by the principal in performing his/her duties successfully. The principal should encourage involvement of all parties in the school, portray self-confidence on the job and be aware of his/her biases, strengths and

weaknesses. This role will enhance the community's involvement with the school (Schmeider and Cairns, 1996:50).

2.9.8 Skills needed by the Principal as an Instructional Leader

For the principal as an instructional leader to transform knowledge to active behaviour requires the development of interpersonal, leadership, technical skills. Interpersonal and leadership skills include those of communication, of working effectively with people, of interpersonal relationships and effective supervisory skills, and of group decision making.

2.9.9 Mobilisation of academic resources

Planning on the part of the principal is essential to give directions to the efforts of the supervisors. This will also ensure that the program is an inclusive and co-ordinated to effect the cooperation of teachers and to indicate measures of progress towards success. Every institution should create its own plan and adopt it, and in implementing it must put in changes with the principal's knowledge about the community and the school. It is, therefore, advisable to do well in the initial stages of planning to put down all what has been professed. Whenever a plan is drawn, countless demands will be made (Magopa, 1995:35).

Supervision can best begin with attention to those phases that promise most obvious immediate results. Every success makes possible the understanding of more ambitious projects with appreciative co-operation on the part of educators. The supervisor will do well to begin with these phases of supervision in which he/she feels most competent. After it has

been developed to a reasonable degree of success it can be supplemented by the introduction of another one which is closely related (Briggs, 1978:63).

The supervisory plan contains provision for the vision of what education ought to be which could ultimately help students. The broader and clearer the vision of education, the more important the function of supervision will be and it can definitely be planned for. The vision will be from the understanding of ideals of the society in which we live and from the perception of the possibilities of education in contributing them. As educators share this vision, they will be increasingly emancipated from the traditional routines. Professional growth and independence. First and foremost the principal as an instructional leader must learn to plan his/her new innovation of methods of teaching as well as new ways being discovered to be highly valuable.

2.10.1 Effects of Constructivist Learning Environment

The research which has been conducted by Andrew (1996) focusing on the effects of constructivist learning environment on student cognition and attitude on business economics, indicate that the constructivists course was to be superior to the traditional course.

It utilized co-operative grouping and computer based laboratories and little lectures. It is important for principals to know about the experiences that will enable each pupil to develop towards individual or social competence. The effectiveness in life demands for knowledge issues such as appreciation, attitudes and devotions, as well as skills and habits. It is impossible for the principal alone to have these

experiences and, therefore, it is received in the form of suggestions by educators themselves and by observation of the community.

It is important that the principal as an instructional leader prepares a supervisory program with the knowledge of the fundamental principles of good teaching. Together with observation, the principal should apply the fundamental principles to evaluate all that is suggested. The very issues required when visiting classes will enable him/her to accumulate a highly valuable knowledge (Briggs,1978:166). The principal needs to have some knowledge of community's environment and social situation, such as, the richness or poverty of the cultural environment, to know the attitude of the community towards learning (which is supposed to be known before the plan is implemented), the home environment of the pupils, the parents' attitudes towards the school, and their intentions towards their children. It is therefore, vital according to (Fox,1974:2), for the principal as instructional leader to win the co-operation of his/her learners.

The supervisory program must make provision for individual learners by providing more knowledge through the assistance of the educator. When the principal studies the records of the learners, the data will then be used to group the learners to show more important parts of the supervisory program. The study which is directed by the principal should be undertaken to reveal classroom activities, deficiencies and promising successes.

Classroom activities include all the things that occur in the class including neatness of board work. All the raw data needs

to be interpreted in the light of everything else known about the pupil and the school. The principal, as an instructional leader, will be able to give the teachers an understanding of each individual, consequently resulting in an effective co-operative plan which is developed for the particular type of education suited to the interest, capabilities, aptitudes and needs, both immediate and for the future.

2.10.2 Supervisory Plan

For the preparation of the supervisory plan or curriculum, the principal as an instructional leader must consider aspects such as the following:

- quality of teachers working under him as a group or as an individual;
- what is found in the record of teachers, learn what it's effect and whether what has been learned is being translated into improved teaching.
- the interest that occupies a teacher's leisure time leads to a hobby which is intellectual, as well as other kinds. This reveals much about the person and how it could be capitalized for the improvement of teaching.

The direction, especially that which is self initiated, of extra-Curricular activities and the social and other contacts of the teacher in the community should be known, for often they reveal a fertile field of supervision leading to an enriched instruction and the utilization of the available resources to the fullest advantage of the school and the community.

2.10.3 Classroom observation

Educators play a very important role in organizational change. For change to take place through teaching, the principal as an instructional leader can facilitate change through classroom observation, by providing legitimate, descriptive feedback for the educator to consider and reflect upon. It is therefore advisable to allow educators to make their own judgements and reach their own conclusions through a descriptive type of observation than through an interpretive one (Chell, 2002:26).

A number of studies have been made on classroom practices in secondary school (Short and Spencer, 1989). Most of these observational visits were conducted by principals. The objectives of classroom visits done by the principals were used mainly to check the presence of the educator and also to check the physical condition of the class. It has been discovered that sometimes the visits have no definite purpose and the contribution of the improvement to instruction are neither seen nor used.

Blaise (1987) asserts that an effective school principal discovered that educator perspective indicates that, in general, principals made authoritative decisions, they shared information, coached, advised and provided support to educators and students. If principals are willing to mix with educators and learners was viewed by educators as related to caring, guts, empathy, deductions and generally the kind of leadership involved essentially to individual and organizational improvement.

Secondary school educators' attitude towards classroom observation is because they are scared when the principal observe them during teaching. Briggs (1978:309) believes that if principals manifest a professional interest and competence by showing what is being tried, it helps towards improvement in practice and growth.

It would be wise for principals to have dialogue with educators who are to be supervised. This discussion should be held in an informal manner, similar to that of peers or colleagues talking to one another. The discussion should revolve around what learners have enjoyed most and have comprehended very well. The second part should be what they did not understand well in class. A general consensus should then be agreed upon for a dual subject-matter approach. With this approach educators will not only be hospitable but eagerly active to increase the number of class visit. At times educators perceive that principals visits them in the class for the sake of promotional purposes, or to inspect, order and discipline. This is rarely the purpose of supervision. Educators get very little information from the principal as to why the visits are being made (Rajendra, 1999:47).

If the principal approach educator appraisal positively noticeable educational change will take place in the school. This will improve staff development and planning, as well as the way in which teaching and learning will be conducted. All these are supported by (Leithwood, 1999:8). They were attracted to the construct of instructional leadership which they define as an approach that emphasizes, the behaviours of educators as they engage in activities directly affecting the growth of students.

To principals as instructional leaders, it is vital for them to know that, teaching is more than just presenting material, but it is about infusing curriculum content with appropriate instructional strategies. These strategies are selected in order to achieve the learning goals the educator has for the learners (Hopkins 2001:3). The knowledge required by the instructional leader in classroom supervision, is that of a successful educators who are not simply charismatic, persuasive, and expert presenters. They create powerful cognitive and social tasks to their learners, and are capable of working with such learners. It would be professionally proper if the principal intends making a classroom visit to inform the educator beforehand about the intended class visit. The information needs to specify exactly the aspect that, the supervision would be focusing on during the visit. Rajendra (1999:48) cites for practices of each teacher and how to evaluate them by reference not only to basic principles but also to the practices of each other. This will assist the principal to plan for the steady improvement of the school;

- to discover good characteristics of each educator, if an educator is developed to the extent of having an unusual strength in any detail of his/her work, he/she contributes materially to the reputation of the school by being used for demonstrations before other educators groups.
- to stimulate educators to do their best; every educator will put a little more effort if the educator knows that the leader/principal is going to observe the work. The better the relationship between the principal and the educators, the

stronger will be the desire to be found at one's peak efficiency.

2.10.4 Discovering the needs of educator

The leader could identify the educators who conceal through fear of criticism or poor rating. This will prompt him/her to find the cause and devise means of co-operative work that promises to lead to their satisfaction.

- to discover the extent to which educators are endeavouring to apply supervisory suggestions, to see whether principal, follows up on the suggestions, to see whether they were making a reasonable effort. This could be achieved only by observing their work in the classrooms.

It is important for the supervisor to check whether the instructional leader, is only when he/she makes the best out of all the individual educators. The observational visits will then enable remedial or constructive help. Having succeeded in creating the best program, he, the leader, could then have an ongoing process which will enable him/her to modify it time and again.

To develop confidence in the program because the educators realize that the principal knows what they are doing;

Educators are sceptical of the value of suggestions made to them by the principal who is conducting supervision. They think he/she is remote, uninformed, incompetent either to appraise or improve their practices. To overcome this misconception the principals could teach one class and to

give intimacy of knowledge of conditions in that particular situation. When educators are assured that the principal knows what their problem is, and how they are dealing with it, they will at least be more open-minded to suggestions he/she makes for improvement and growth (Rajendra, 1999;50). The longer a principal observes classes, the greater is his/her accumulation of knowledge of especially good procedures and devices, each one of which will be evaluated.

When conducting class visits, the principal is able to obtain evidence on the effectiveness of the educator's activity and is able to formulate what changes are needed for the further improvement. Drake and Roc (1986:195) mention that in the process of exercising the instructional leadership, a principal provides the students great flexibility and adaptability with diversified learning activities such as independent study, community service, field trips and inter-visitation.

2.10.5 Understanding and knowing the learners

The School Governing Body representative must know each learner in the school for the purpose of guiding them. At times the principal of the school will obtain information from the educators about the learners. However, some of the information may be acquired by observing the activities and the reaction of pupils both as individuals as well as groups in their classes. When the principal conduct class visits, he/she should have clear evidence on the effectiveness of the educators. With such information concerning the educators in

the school he/she is able to formulate what changes are needed for further improvement.

According to Rajendra (1990:51), instructional leader must be able to:

- help the people of his/her school community by defining educational goals and objectives;
- he/she should be able to facilitate the teaching learning process;
- build a productive organizational unit, and
- provide adequate resources for effective teaching.

According to Blumberg and Greenfield (1998:229), the learner's outcome depends on factors such as the size of the class, staff assignment, high level expectations, a safe and orderly environment, reward structure and alienation. It is the instructional leader who has the duty upon him to organize and achieve the aspects of the goal of the institution.

The moral support of a principal is very important in the motivation of educators so as to focus on the learner improvement. When educators are empowered to take decisions on their own, they generally improve the achievement of their learners.

2.11 Instructional leader as a mentor in the school

According to Shole (1998:48), a mentor is a developer of skills, a developer of people, educators, a coach, a counselor and a door opener. He/she should be willing to help in mastering technical, social and self-awareness skills.

Three elements are included in instructional leadership skills. First is the conceptualizations of leadership in relation to effective educational organizations. Second, the importance of a personal philosophy or individual educational platform as a way to guide personal behaviour and make choices that are consistent with effective educational leadership. Third, develop a validated knowledge base which in turn may guide the actions of successful school educator (Daresh and Playko, 1992:26).

2.11.1 Classroom Supervision – Feedback from Instructional Leaders

Blasé-Blasé (1997:35) asserts that when the principal visits during the classroom supervision and subsequently give feedback to the educator the intention is to “hold up a mirror” and be simply “another set of eyes” or rather to be a critical friend” who engages in thoughtful discussion with the educator about what he/she has observed.

2.11.2. Instructional Leader’s Goals in giving feedback

When educators were asked about their view on the principal’s goals in providing them with feedback, they reported that his/her goals in providing them with post observation feedback included enhancing their motivation and morale as well as improving school climate.

Instructional leaders emphasize the goal of instructional improvement:

- Feedback allows educators to think and re-evaluate their

strategies, therefore the instructional leader endeavours to make educators aware of the importance of the actions which has an influence on the learners.

- Learners should feel successful in what they are doing. The leader requires of the educators to be flexible and gear their activities to the instructional and social needs of the community;
- During the classroom supervision, a reminder is always made in keeping the goal of educational success fresh in the educators minds.
- Encouragement is made in critical thinking whilst building;
- Educators are always kept on task and assurance is made that they educate the learners. The leader provides the best possible instruction in a safe, healthy environment,
- The desire is towards making educators begin to look at their classroom situation differently. The emphasis is in school improvement. There is a trust that, the educator will implement the new program in an effective way.

2.11.3 Educators views about the Instructional Leaders or Supervisors Feedback

When principals provide educators with direct feedback regarding classroom observations, they were being reactive, responding descriptively and interpretively to only what they observed (Blasé, 1997:36).

The following are remarks or comments made by educators in a study conducted by Blasé and Blasé (1997) after a class observation was conducted by the principal. It was discovered that effective feedback had several elements like:

- Written on formal observation or evaluation forms or oral, conference or classroom observation included explanatory comments and tended to focus specifically on behaviour observed in the classroom. When the principal conferenced with the observed educator, he was always reading his/her scribbled notes about what the educator was doing during the observation. Comments like "good" and other positive remarks about the specific teaching incidents observed. The principal never made negative remarks concerning the educators teaching.
 - Good principals attempted to be as non-evaluative and non judgemental as possible in giving post observation feedback in conferences. Expression of sincere caring, interest and support, further ameliorated the possible negative effects of formal evaluation. The supervisor was positive and readily encouraged the educators. After the completion of the state observation, a conference is held on individual basis to explain the evaluation comments. The approach is an open-door policy.
- One educator commented that the principals substantive feedback was "detailed" and "descriptive" and addressed the positive aspects of what they observed. Constructive criticism was given in an open and diplomatic manner. All in all, the comments that the supervisor made, were never negative comments. The supervisor never made me feel as though I lacked the necessary intelligence to do the job, only the experience".

What an educator noticed about the principal after classroom observation, is the continuous praise throughout post observation conferences. During the

evaluation he/she was extremely positive in feedback, giving a lot of praise which was highly encouraging, especially being the educator's first-year in teaching. Foot-notes were written at the bottom of the evaluation form that said, "You are a *credit* to the teaching profession". *Praise* was given to me for attempts made in trying new ideas in the classroom.

The principal's approach to post observation conferences tended to be collaborative. In giving feedback, principals attempted to establish collegial relationships with teachers based on trust, respect two-way interaction, and a problem-solving orientation. The approach was very *open* and keen to hear what his/her opinion was. During the post observation conference, the discussion about what had been noticed during the lesson presentation because the principal was open to ideas, they would spend *hours both discussing good teaching*.

Although the principal's feedback usually emphasized educator performance, principals were also forced to respond to learner academic and social behaviour. There was always a specific concern about the effects the educator actions had on learners.

Although post observation feedback produced may affect an educator, the more prominent ones were on reflection and reflectively informed educator behaviour. Principals as instructional leaders are responsible for the promotion of teaching and learning in the school, reflectively informed behaviours, refer to instruction, respond to student diversity, planning more carefully and achieving

better focus. Educators reported that post observation feedback had positive effects on motivation, self-esteem, confidence and sense of security.

2.11.4 Distinct Leadership roles of instructional leader

- Some of the Distinct Leadership Roles Performed by the current Instructional Leader in the schools.
- Hopping (2002:1), the current writer in the field of educational leadership suggests that today's instructional leader plays five distinct leadership roles. These roles are defined by the parameters of:
 - Transformational,
 - Facilitative,
 - Moral,
 - Instructional, and
 - Managerial Leadership

2.11.5 Transformational Leadership

Transformational leaders employ stakeholders through a common vision. Respected writers such as Barth (1988), Blackbourn, Virison & Blackbourn (1999), Firestone and Louis (1988), Sergiovanni (1994b, 1995, 1996), has suggested and explored the idea that principals must share the schools common vision in order to empower stakeholders.

As pointed out by Peterson and Deal (1998) when one has to play a role of a transformational leader, it requires of the principal to first help develop a vision that is genuine and shared as opposed to one that is contrived by a select few. There has to be a move that involves sharing and celebrating

the vision before the vision can eventually be used to employer stakeholders. Peterson and Deal (1998), Molinaro and Drake (1998) recognize the fact that the principal can actually shape the culture of the school.

2.11.6 Facilitative Leadership

Principals are responsible for promoting inclusive decision-making and encouraging collaboration among stakeholders on leadership within the organization (Evans, 2002, Morris, 1999). The shift towards decentralization of power in schools was an advantage for principals in helping them to have more time and would therefore attend to facilitative leadership. Barth (1990) believes that, principals have managed to create community of leaders through facilitative leadership role. In the first place, there was an increase of interest and enthusiasm on the school's climate.

2.11.7 Moral leadership

Moral leadership according to Hoppins (2002:1) requires principals to provide models of integrity and character. Hoy and Miskel (1987:405) asserts that greater participation in decision-making especially concerning instructional methods, yields enhanced educator job satisfaction. The emphasis on moral leadership is quite remarkable, where leaders are always expected to have integrity and strong value systems. Part of being a moral leader is that principals must also admit when mistakes are made and acknowledge personal limitations (Barth, 1988 and Murphy 1988).

2.11.8 Managerial Leadership

At all times, principals as leaders in schools, serve as school managers for material resources and human resources. The principal find the completion of the functions and tasks regarding the management of schools resources as an important task. Leithwood (1999) divides this role into the organization of students, teachers, and staff as well as the management of financial and material resources.

2.11.9 Major finding on the review of literature

The key function of the instructional leader in the school is to maintain that the learners in his school are always improving cognitively. The mental improvement of the learner is the responsibility of the educator. That is why another vital role noticed from literature is, that the principal is an instructional personnel and also a leader of leaders.

Literature also reveals that, the principal as an instructional leader has the responsibility to coordinate the resources in a very effective and efficient way. These resources help in enhancing education and also to work towards accomplishing the organizational goals. Literature also cites that, the school is always under the powerful supervision of the community, therefore its effectiveness is judged by the degree to which the principal as an instructional leader works in collaboration with educators towards the school achieving its goals.

Schools are viewed by various people from a number of criteria. It has been discovered that from the perspective of observer that a school is said to be an effective school, better school, performing school, or a quality producing school due to the way it performs its duty in the eyes of those who are looking at it.

That is why a successful school is foremost perceived as an organization that defines good education for itself. This is achieved and then engages in the moral equivalent of war in achieving their vision.

Some of the major findings on the literature review, is that the principal plays a vital role of an administrator who stresses the process of instruction and also facilitates the interaction of student, educator and the curriculum. All the forces that are in the school are the change agent.

Literature reveals that, because the school is an organization with its goals, these goals deal mainly with planning, organizing, and controlling resources which are found in the school.

2.12 CONCLUSION

This chapter gives an overview of the role of the secondary school principal as an instructional leader. Three major areas where learning is required if a principal is to become an instructional leader: a knowledge base, task understanding and appropriate skills. The knowledge base includes the research on effective schools and teaching, an instructional leadership task relate to the knowledge base and are varied. They include supervision and evaluation of instruction, staff development activities, curriculum knowledge and activities, group development knowledge and activities, action research, development of a positive school climate, and the creation of links between school and community.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

In Chapter two, an overview of the literature was conducted. The study was undertaken to evaluate the perceptions of educators on the role of secondary school principals as instructional leaders. The research was specifically designated to find out the perceptions of educators in relation to the characteristics of the instructional leader.

3.2 Research design

Burns and Grove (1997:27) define research design as a systematic approach whereby a researcher tries to gain understanding of matters of interest in the perceptions or views of educators. In this study the point of investigation was to gain insight into factors which play a role in school leadership. The views and perceptions would assist in the increase of knowledge for the development and improvement on the role played by the principals as instructional leaders. With this approach the educator's views and perception will be explored thereby using educators experience in the schools as subordinates as well as leaders in their classes. Educators are therefore placed in a very strategic position in which they assist the principal in his role as an instructional leader (Mouton and Marais, 1990:43).

Mouton and Marais (1990:90) explain the concept context as an area, where events are occurring according to time and in that

individuals are also involved. In this study, the context can therefore be described as follows:

The population of this study is educators in the Mafikeng District of the North West Province. Educators in any school contribute in the development of the school, they therefore have an idea of school development. This is in line with what Maseti (2003) says about the capacity to change things to better themselves, within the broad framework set by democratic governance. Educators have rights and responsibilities as citizens in a democratic country to improve themselves and their institutions.

Educators are at a strategic point in all the schools to bring about changes in the schools. Much as schools are led by principals as instructional leaders, some of them have many years of experience as educators in many different schools. Educators therefore, possess a wealth of experience regarding the development of a school to become effective.

It is therefore, within this context that the researcher carried out the study. This is based on the fact that, if educators are given the opportunity to express their views and perceptions on how a school may be developed to become effective, schools would therefore become the foundation of education.

3.3 RESEARCH METHOD

In this section, a detailed description of sampling, population, method of sampling, sample size, method of data collection, and the type of questionnaire was provided.

3.3.1 Population and Sampling

3.3.1.1 Population

The population for the study was drawn from educators of 10 schools in the Mafikeng District.

3.3.1.2 Sample

An analysis of educators each from 10 participating schools in the Mafikeng District was sampled, bringing a total of 245 educators.

3.3.2 Method of Sampling

The schools were randomly selected in the District. A request letter was sent to the school through the school principal. An average of 21 Questionnaires were sent to all selected 10 schools to be filled by volunteer educators.

TABLE 3.1

The table below shows, the schools in alphabetical order and how population spread all over those schools.

SCHOOL	POPULATION (Educators)	CIRCUIT
A	25	Makgobistad
B	28	Montshiwa
C	23	Stadt
D	35	Montshiwa
E	24	Stadt
F	24	Mmabatho
G	21	Stadt
H	24	Dithakong
I	20	Botshabelo
J	21	Montshiwa
TOTAL	245	

3.3.2.1 Method of Collecting Data

The district manager and school principals were approached by sending them letters, (see Appendix B) requesting for permission to carry out research. Further information was included with regard to the purpose of the study. These authorities were requested to respond within a given period so that further logistics could be put in place. The participants could choose to participate, or decline. According to Legotlo (1996), a major disadvantage of the questionnaire is non-response. The respondents may simply decide not to respond to the questionnaire. To counteract

this problem, the researcher waited some time to give the participants enough time to complete the questionnaire.

3.3.2.2 Sampling Size

The phrase “sampling size” refers to the number of participants to be involved in the study (Burns & Grove, 1997:307). The sample was determined by the number of educators in the selected schools within the districts.

TABLE 3.2 Diagram of Sample Size of participating schools in the Mafikeng District

SCHOOL	POPULATION (No. of Educators)	RESPONSE RATE	%
A	25	14	70
B	28	13	65
C	23	14	70
D	35	15	75
E	24	15	75
F	21	14	70
G	24	15	75
H	24	18	90
I	20	12	60
J	21	12	60
TOTAL	245	140	70

Table 3.2 depicts the total population, which is educators, in percentage, the total number selected for the study which is also shown in percentage and lastly the total number of the response rate which is also shown in percentage.

TABLE 3.3

	N	Response	Percentile
Secondary School	200	140	70

3.3.3 Questionnaire as a research tool

A questionnaire is one of the instruments which a researcher utilizes to collect data quickly and is relatively inexpensive, provided that the respondents are literate and are able to interpret the content of the questionnaire correctly. This was not a problem with the respondents used as they were all literate as professionals. However, the researcher should be sufficiently disciplined enough not to consider the insertion of questions which are superfluous to the main objective (Rajendra, 1999:68).

It is important to appreciate the fact that questionnaires help to overcome barriers by knowing the information which respondents have in mind, which is converted to data Tuckman (1978:159). This method makes it possible to measure the kind of information on which likes, dislikes, attitudes and beliefs are based. Questionnaires in this research have been effectively used to gather biographical information. The total is worked out using all the responses to a particular question. The researcher would then construct a frequency table to enable interpretation (Tuckman 1978:197).

The researcher in the quantitative research has considered using a questionnaire which may be considered as a formalised and stylised interview by proxy. Administration was easier as it is construed in terms of the number of respondents being

interviewed at a time. One other advantage of using this method is that, it provides to the researcher the opportunity to explain to the respondents the purpose of the study, the meaning of the technical terms and the difficult and complex words. The respondents have a clear understanding of the instrument before they actually begin to answer. Questionnaire provides economy of time and high proportion of response if conducted by researcher without mailing them. The respondents were mostly or were available under one room, using the same staff room, the researcher was able at some stages to explain the important aspects of the questionnaire and the interpretation of difficult and complex items. This method made the survey very effective with a high proportion of response.

The following are some of the advantages also cited by Barkley, (1987:15) and Legotlo, (1994) in the mail questionnaire.

- Information from respondents could be attained within a month.
- Traveling and subsistence costs are minimal.
- The respondent is free to answer a question or two whenever he/she has spare moment, and
- The respondent is also able to answer the easy questions first and take time to think about answers to the more difficult ones.

3.3.4 Questionnaire as a data collecting tool

A questionnaire is perceived as an interview that provides useful and sometimes necessary contributions to the study. However, the interview information is always very limited. The questionnaire provides reliable results if data is obtained without any bias, after the questionnaires are carefully

structured to suit the measurement of the variables, in an investigation. The instrument must be pretested, refined and subjected to the same evaluative criteria of validity, reliability and objectivity as tests, scales and other measuring instruments (Van Dalan, 1979:153).

The researcher used a questionnaire as an instrument to collect data from which the hypothesis could be tested. This was done by administering the questionnaire in a written form, explaining the purpose of conducting the research and elaborating on the questionnaire to the respondents, if purposes of the responses, Likert's scale was used for section B of the questionnaire.

In addition to the advantages of postal survey, there are a number of factors in securing a good response rate to a questionnaire (Cohen & Manion, 1989:11).

- the appearance of the questionnaire is vitally important. It must look easy and attractive.
- Clarity of working and simplicity of design are essential. Clear instructions should guide the respondent – “put/make a tick”.

3.3.4.1 Disadvantages of a Questionnaire

Even though the advantages of administering a questionnaire are many and boundless, one must take into consideration some of the disadvantages it could cause in the process of collection, analysis and interpretation of data. The main reason for conducting a mailed survey using a questionnaire for gathering data, is because of its method which is easy. The researcher prepares the questionnaires and mails them without

any effort of studying the reactions and difficulties that the respondents experience. The researcher is deprived of any form of observation. The following are some of the disadvantages,

- a written questionnaire may be ambiguous and misunderstood.
- High non-response rate is common.
- Questionnaires are predominantly used these days. Thus some respondents have negative attitude towards questionnaires.

The respondents often fail to send back the duly completed questionnaire because of the notion they have towards its operation. The argument is that, the effort only benefits the researcher by earning him/her a degree. However, the respondents believe that they do not personally gain any kind of reward providing the responses. Hence, the opinion from many respondents is, why must I spend valuable time and energy when there is no personal gain for me?

It is observed by the researcher that the completion of a lengthy questionnaire causes discouragement among the respondents due to the time and effort involved. The subject matter could, at times, cause reluctance because it is uninteresting to the respondents. When the instrument is vaguely worded and poorly organized, it causes problems. These results in getting poor response after the questionnaires have been mailed. (Best, 1998:157).

Respondents who are reluctant to divulge information may ignore certain questions or falsify their answers. Many respondents do not give thoughtful consideration to questionnaires; they fill the forms carelessly or report what they assumed took place. Van Dalen (1979:153) asserts that respondents tailor replies to confirm their bias, to protect self-interests, to place themselves in a more favourable light, to please the researcher or to confirm with socially accepted patterns.

One of the limitations in conducting questionnaires is the problem of getting the respondents to think and come out with original responses, rather than getting the responses which are merely meant to please the researcher. The technique must measure what the respondent really believes. This requires a situation whereby consideration must be given to the extent to which the respondents are going to be sincere with their answers.

3.3.4.2 Development of a Questionnaire

The questionnaire was structured with the view to finding out what are the views and perceptions of secondary school educators in the knowledge of the role of a secondary school principals as instructional leaders. The respondents were not asked to provide their names and addresses. This assured their confidentiality. According to Borg and Gall, (1989:43) and Cohen and Manion, (1989:108), some of the rules in constructing a questionnaire are:

- Plan both the content and the format of the questionnaire,

- Items should be clear, and mean the same to all respondents,
- Long, complex sentences should be avoided so that questions become readily explicit and crystal clear to respondents,
- Leading type questions were taken from the similar studies and were modified to suit this study.

Some of the questionnaires were taken from the similar studies and were modified to suit this study.

3.3.4.3 Format and the content of the questionnaire

The questionnaire consisted of three sections (see appendix) Section A range from question 1 to 4 which required only the biographical information of the respondents who participated in the survey. The cover page had instruction written to the respondent about the way they should go about with the questionnaire.

Section B questions consisted of forty five (45) items all on a four point scale of Likert's method. The items on section B were statements based on the attributes of a principal as an instructional leader. The respondents would independently select one of the given possibilities:

TABLE: 3.4 RATING SCALE

KEY	SCALE VALUE
4 = Strongly Agree	(SA)
3 = Agree	(A)
2 = Disagree	(DA)
1 = Strongly Agree	(SD)

Section C: Open-ended questions which the respondents freely expressed in their own words on how they perceive the principal as an instructional leader.

3.3.7 Pre-testing the Questionnaire

Before the instrument could be sent to respondents, it was first pre-tested with the use of randomly selected educators to answer it. The objective was to test a number of issues from the respondents like, understanding the questions in the instrument as well as checking the length and time spent on it. The comments were positive and did not indicate any need of amending or shortening the questionnaire.

3.3.7.1 Administrative procedure

Arrangements were made with identified school heads. Senior personnel were helpful in organizing the educators and the distribution of the questionnaires of the study. As the subject matter appeared to have been a threat to principals the response was surprisingly overwhelming despite the questionnaire being directly related to them.

3.3.7.2 Statistical techniques

In the process of analysing the data, the statistical tools used by the researcher were the measures of central tendency like the mean and the standard deviation. Pie charts and Histograms have been seen for the representation of statistical data. The different statistical analysis such as t-value, were used wherever possible for the interpretation of data.

3.4 CONCLUSION

In this chapter, the questionnaire was described as the main tool for data collection. With the aid of the university of the North West, computer-aided statistical analysis was employed to determine the results of the study.

CHAPTER FOUR

ANALYSIS OF DATA AND RESEARCH FINDINGS

4.1 Introduction

In this chapter the focus of the researcher is to report empirical investigation which was conducted to gather educators perceptions on the role of secondary principals, as instructional leaders. The data is summarised quantitatively with the focus on the information on instructional leader, such as high level expectations from students, curriculum improvement or supervisory duties, interpersonal relationship and mobilisation of academic resources.

4.2 Demographical data of the respondents

Table 4.1 shows the age of educators which is linked with their experience according to the number of years. The table shows the demographical data of the respondents. The respondents are grouped according to age which are between 25 years and 29 years, 30 years and 34 years, and another 39 years, 40 years and 44 years, 45 years and above. This forms the vertical column of the Table.

The horizontal lines are showing the years of experience, which are also ranging from the lowest number of year which is 1 year until 4 years, 5 years and 9 years, 10 years and 14 years, 15 years and 19 years and the last which is the highest being 20 years and above.

TABLE 4.1 – Age against Experience for the whole sample.

YEARS OF EXPERIENCE												
1 to 4 yrs		5 to 9 yrs		10 to 14 yrs		15 to 19 yrs		20yrs & above		TO TAL	%	
F	%	f	%	F	%	f	%	f	%			
9	6.5	3	2.2	3	2.2			1	0.7	16		11.7
16	11.6	15	10.9	20	14.5	1	1.4			52		38.0
		4	2.9	25	18.1	3	2.2	1	0.7	33		24.0
		4	2.9	4	2.9	8	5.8	4	2.9	20		14.6
				1	0.7	1	0.7	8	5.8	10		7.3
								6	4.4	6		4.4
25	18.1	26	18.90	53	38.4	14	10.1	20	14.5	137		100

The majority of Educators (62%) fall within the age-group 30-39. This suggests that the mean age of educators is around 35. In addition it suggests that most of the Educators have more than 10yrs experience in the field and can make a valuable judgement on the attitude of instructional leaders.

4.2.2 QUALFICATIONS BY GENDER

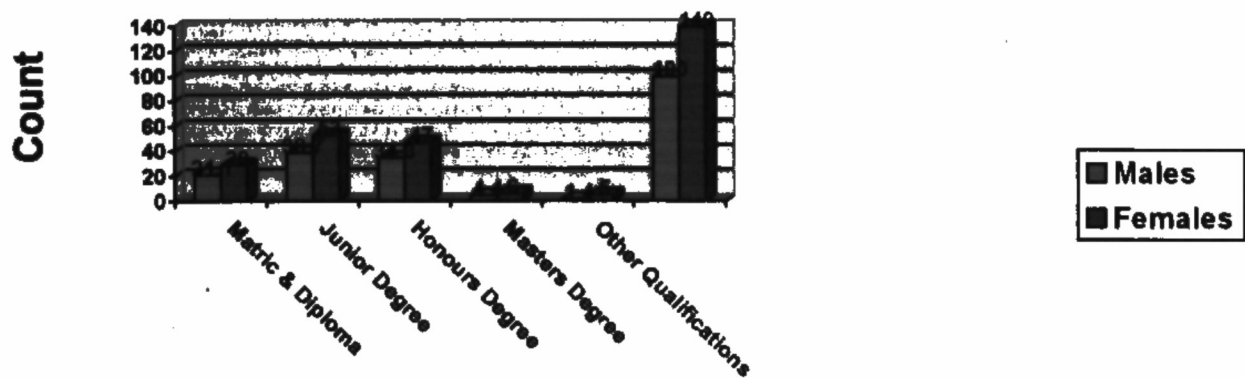


Figure 4.1. Qualifications

According to figure 4.1, there are male educators who possess Matric and Diploma Certificate and female educator with the same qualifications are 29%, 53% female educators have Junior Degree when 38,7% male educators have Junior Degree. Educators who have Honours degree are 34,3% males and 47% females. When coming to those with Master Degree female are 6% and male educators are 4.4%. Unspecified Qualifications there are 1.4 males and 5% female educators. Females educators are far more than the male educators in the overall number.

The same information in relation to gender is as follows:

4.2.3 GENDER OF RESPONDENTS & EXPERIENCE

GENDER	YEARS OF EXPERIENCE											
	0 to 4 yrs		5 to 9 yrs		10 to 14 yrs		15 to 19 yrs		20 yrs & above			
	f	%	f	%	F	%	f	%	f	%	f	%
SEX												
MALE	11	7.9	11	7.9	25	17.9	9	6.4	8	5.7	64	45.7
FEMALE	15	10.7	15	10.7	28	20.0	6	4.3	12	8.6	76	54.3
TOTAL	26	18.6	26	18.6	53	37.9	15	10.7	20	14.3	140	100

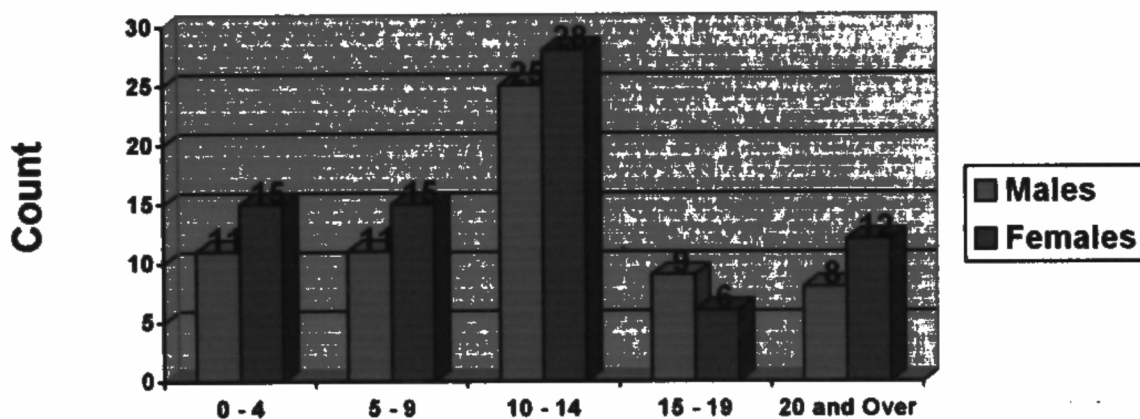
The analysis of Table 4.2 data concerning gender suggests a new trend of more females in secondary schools. This suggests that the work of teaching is mainly female (54.3%) dominated profession. In additions, the table reveals that, the number of 15 to 19 years of experience in teaching is more in the male category as compared to the females. It is encouraging to notice that the number of female educators is almost the same as male educators in each category of experience.

The compound bar chart, figure 4.2 explicitly depicts this aspect, with bars for males and females represented by almost the same heights.

TABLE 4.3 EXPERIENCE OF MALE AND FEMALE EDUCATORS

AGE	0-4 yrs	5 - 9 yrs	10 - 14 yrs	15 -19 yrs	20 yrs & over
MALES	11	11	25	9	8
FEMALES	15	15	28	6	12

FIGURE 4.2 FEMALE AND MALE EDUCATOR'S EXPERIENCE IN YEARS



4.2.1.4 ACADEMIC QUALIFICATIONS

The respondents were requested to indicate in the answering of the questionnaire their highest qualification. Table 4.4 depicts the following data:

TABLE 4.4 ACADEMIC QUALIFICATIONS OF EDUCATORS: MALES AND FEMALES

GENDER	MATRIC & DIPLOMA		FIRST JUNIOR DEGREE		HONS. DEGREE		MASTERS		TOTAL	
	F	%	f	%	f	%	f	%	f	%
MALE	13	9.5	26	19.0	21	15.3	2	1.5	62	46.7
FEMALE	16	11.7	27	19.7	26	19.0	4	2.9	73	53.3
TOTAL	29	21.2	53	38.7	47	34.3	6	4.4	135	100

The majority of educators in secondary schools have first Degree or Junior Degree. Table 4 out of 140 educators which is (38.7%) and six educators 4.4% are in possession of Masters degree. In this qualification the female educators are in the majority, which is an indication that female educators have the academic capacity to study further and improve their qualification. The high percentage of degree qualification is partly described by the restructuring of educational institution whereby every educator is required to have at least a junior degree to be in the secondary school as an educator.

KEY

1. Matric and Diploma (21.2%) 29
2. Junior Degree (38.7%) 53
3. Honours Degree (34.3%) 47
4. Masters Degree (4.4%) 6
5. Others Qualifications (1.4%) 14.5
- TOTAL** **(100%) 140**

4.3 RESPONDENT'S VIEW ON INSTRUCTIONAL LEADERSHIP

The aim of the study was to determine the perceptions of the educators with regard to the role of the principal as an instructional leader in secondary schools. The following variables were considered by the researcher, high level

expectations from students, curriculum improvement, interpersonal relationships and mobilisation of academic resources. The researcher constructed the questionnaire using four points scale of rating according to Likert. Various statements were made addressing aspects of principal as an instructional leader and educators were required to respond independently on every given statement. This section gives a brief summary of the variables mentioned above. The program **Statistics Package for Social Scientist** (SPSS 511.0 windows) was used for the analysis of data. For the interpretation of data, the mean and the standard deviations have been worked out.

A neutral rating with a positive bias could be assumed for a value of mean greater than 2.5 which was worked as the value computed from the expression. If the value of mean is greater than 3.25, the response will be rated as highly negative (strongly disagree). On the other hand, if the mean value is less than 2.5, the rating will be neutral but with a positive bias. If the mean value is less than 1.75 the rating will be highly positive. However, a value of the mean close to 2.5 cannot be treated easily because of the neutral rating (Best 1998:342).

The standard deviation shows the spread of the scores from the mean value in respect of the percentage population, both positively and negatively. Within one standard score 34% of the population must have it's actual scores provided the distribution adheres to that of a normal curve. Similar percentage may be obtained from the table of values if the mean and standard deviation are known.

TABLE: 4.5

HIGH LEVEL EXPECTATIONS

ITEM BY ITEM EDUCATOR QUESTIONNAIRE RESPONSES

I		4 SAG		3 AG		2 DAG		1 SD		TOTAL MISSION SYSTEM		MEAN	STD DEV
		F	%	f	%	F	%	f	%	f	%		
1.1	The principal as an instructional leader should try to lead by minimizing tight control.	33	23,6	77	55,0	19	13,6	6	4,3	5	3,6	96,4	0,75
1.2	The principal should increase the decision-making capacity of the teaching staff.	63	45,0	61	43,6	9	6,4	5	3,6	2	1,4	98,6	0,75
1.3	The principal should explain to educators exactly what their responsibilities are.	81	57,9	42	30,0	8	5,7	8	5,7	1	0,7	99,3	0,84
1.4	The principal should delegate tasks to ensure that the necessary authority to complete the task is given and the staff informed thereof.	72	51,4	56	40,0	5	3,6	5	3,6	2	1,4	98,6	0,73
1.5	The principal should set standards of excellence for the staff.	79	56,4	49	35,0	8	5,7	4	2,9	-	-	-	0,73
1.6	The principal should indicate that subordinates can be trusted.	66	47,1	58	41,4	11	7,9	3	2,1	2	1,4	98,6	0,72
1.7	The principal should show that she/he has a clear vision for the school.	87	62,1	43	30,7	7	5,0	2	1,4	1	0,7	99,3	0,66
1.8	The principal should communicate the school mission to all stakeholders concerned in such a way that it is clearly understood by all concerned.	90	64,3	41	29,3	6	4,3	3	2,1	-	-	-	0,68
1.9	The principal should demonstrate sufficient energy in order to inspire his/her followers towards the achievement of the school's mission.	66	47,1	64	45,7	6	4,3	4	2,9	-	-	-	0,70
1.10	The principal should indicate that she/he is not afraid to learn from their successes or failures.	78	55,7	53	37,9	6	4,3	2	1,4	1	1	99,3	0,65

KEY: SAG = Strongly Agree A.G. = Agree; DAG = Disagree; SDAG = Strongly disagree

4.4 The high Level Expectations from Educators

The items 1.1 to 1.10 related to aspects of high level expectations which, if the instructional leader puts them into practice, he/she may improve the quality of educator teaching and leadership in the school.

Item 1.1: Instructional leader should try to lead by minimizing tight control.

Table 4.5 shows that the mean value obtained 1.99 with standard deviation of 0.75. This implies that the response could be rated as neutral with a positive bias. This was further evidenced by the individual responses of the subject of the 140 respondents, 35(25%) have responded positively or were neutral with a positive bias. A total of 5(3.6%) respondents wanted the principals to lead them by minimizing tight control.

Item 1.2: The principal should increase the decision-making capacity of the teaching staff.

The mean value obtained for this item is 1.68 and the standard deviation is 0.75. This mean is rated. Looking at 63(45.0%) and 61(43.6%) respondents that strongly agree respectively that it is vital that the principal should increase the decision-making capacity of the teachers.

Item 1.3: The principal should explain to educators exactly what their responsibilities are.

The analysis of this item reveals the fact that the mean value is 1.59 and standard deviation is 0.84 with the understanding that the item may be rated high but with a positive bias. This is further evidenced by

the favorable responses from 123 (87.9%) out of 140 who either agreed or strongly agreed on the position. Hence, the conclusion is that the respondents believe an instructional leader should explain to the educators exactly what their responsibilities are.

Item 1.4: The leader should delegate tasks to ensure that the necessary authority to complete the task given and the staff informed thereof.

The worked out mean value for the above proposition is 1.59 and the standard deviation of the distribution is 0.84. This item is rated as high but positively biased. 128(91.4%) respondents out of 140 have agreed or strongly agreed with proposition, which this confirming the fact that the item is neutral but biased positively. It is within the interest of the educators that the principal should delegate tasks to them. This is to ensure that the authority to complete the task given and the staff would than have to co-operate with those educators.

Item 1.5: The principal should set standards of excellence for the school.

The worked out figures for the mean and the standards deviation are 1.55 and 0.75 respectively. The total percentage of those who agreed or strongly agreed are 91.4%. The distribution can be rated as neutral but positively biased. Therefore the perception of the educators on this aspect is that the instructional leader should set standards versus excellence for the staff.

Item 1.6: The principal should indicate that subordinates can be trusted.

The analysis of this item reveals that the mean is 1.64 and standard deviation is 0.72 with the interpretation that the item may be rated as neutral but with a positive bias. This has been further evidenced by the favorable responses from 124 (88.5%) subjects out of 138 who either agreed or strongly agreed on the preposition. The conclusion is that, the respondents believe that an instructional leader should indicate that subordinates can be trusted.

Item 1.7: The principal should show that he/she has a clear vision for the school.

The analysis for this item reveals that the mean value is 1.45 and the standard deviation is 0.66 with the understanding that the item may be rated positively but with a positive bias. This is further evidenced by the favourable responses from 130 (92.8%) subjects either agreeing or strongly agreeing on the proposition. The conclusion is that, the respondents believe that an instructional leader should show that she/he has a clear vision for the school.

Item 1.8: The principal should communicate using the school mission to all stakeholders concerned in such a way that is it clearly understood by all concerned.

The analysis for this item does not differ so much from item 1.7. The reason being that, the questionnaire content deals with almost the same aspect which is vision and mission of the school led by the principal in relation to the educators. The total agreed and strongly agreed respondents require from the principal to communicate the school's

mission to all stakeholders concerned in such a way that it is clearly understood by all.

Item 1.9: The principal should demonstrate sufficient energy in order to inspire his/her followers towards the achievement of the school's mission.

The worked out mean value for the above proposition is 1.62 with a standard deviation of 0.70. One hundred and thirty (130) respondents out of hundred and forty have strongly agreed with the proposition that energetic and sufficient demonstration is required to inspire educators towards the achievement of the school's mission.

Item 1.10: The principal should indicate that she/he is not afraid to learn from his/her success or failures.

The mean value obtained for this item is 1.51 and the standard deviation is 0.65. The meaning being that this item has been rated as neutral but with a positive bias. The analysis shows that 131 (93.6%) agreed or strongly agreed that an instructional leader should indicate that she/he has no problem in learning from the educators success or failures.

The researcher observes that all the items under the high level expectations from educators are neutral and positively high. This may be construed that educators agree with most items by showing their level of expectation from the principal as an instructional leader.

The following Table reveals the fact that items are neutral and positively biased.

4.5 Curriculum Improvement

Item- by – item educator questionnaire responses.

The item 2.1 to 2.12 were related to aspects of curriculum improvement. By observance of these items the instructional leader may bring improvement on the curriculum.

The table below show the item of educators questionnaire responses on the curriculum improvement. The item begin from 2.1. until 2.12 it shows the mean and the standard deviation in the last two columns.

CURRICULUM IMPROVEMENT

TABLE 4.7 ITEM BY ITEM EDUCATOR QUESTIONNAIRE RESPONSES

		SAG 4		AG 3		DAG 2		SD 1		TOTAL MISSION SYSTEM			GRAND TOTAL		MEAN	STD DEV
		f	%	F	%	F	%	F	%	F	%	%				
1.1	The principal should create a work environment which is motivated	64	45,7	59	42,1	5	3,6	5	3,6	133	95,0	7	140	100	1,63	0,73
1.2	The principal should show a willingness to experiment in order to find new and better ways to do things.	57	40,7	71	50,7	7	5,0	4	2,9	139	99,3	1	140	100	1,70	0,70
1.3	The principal should see to it that bureaucratic obstacles are removed from the teaching environment to facilitate learning.	73	52,1	54	38,6	4	2,9	6	4,3	137	97,5	3	140	100	1,58	0,75
1.4	The principal should indicate an ability to cope with the changing circumstances.	69	49,3	60	42,9	6	4,3	4	2,9	139	99,3	1	140	100	1,60	0,71
2.5	The principal should demonstrate conflict resolving skills	68	48,6	58	41,4	9	6,4	2	1,4	137	97,9	3	140	100	1,60	0,68
2.6	The principal should show an ability to analyse complex information so that it can be presented in understandable form.	63	45,0	61	43,6	11	7,9	2	1,4	137	97,9	3	140	100	1,60	0,60
2.7	The principal show the ability to use the information available to reach logical conclusion.	56	40,0	71	50,7	7	5,0	5	3,6	139	99,3	1	140	100	1,72	0,72
2.8	The principal should show the ability to plan schedule and control the work of others.	61	43,6	62	44,3	9	6,4	6	4,3	138	98,6	2	140	100	1,71	0,78

2.9	The principal should show an ability to deal with a volume of paperwork and heavy demands on personal time.	39	27,9	69	49,3	21	15,0	10	7,1	139	99,3	1	0,7	140	100	2,01	0,85
2.1.1	The principal should look for opportunities to develop students for social and individual competence	55	39,3	67	47,9	9	6,4	8	5,7	139	99,3	1	.7	140	100	1,78	0,81
2.1	The principal show produce appropriate balance in the attention accorded to various subjects and extramural activities.	49	35,0	74	52,9	10	7,1	5	3,6	138	98,6	2	1,4	140	100	1,79	0,73
2.1 2	The principal should provide course study according to pupil's aptitude.	31	22,1	69	49,3	31	22,1	6	4,3	137	97,9	3	2,1	140	100	2,09	0,79

KEY: SAG = Strongly agree
AG = Agree
DAG = Disagree
SDAG = Strongly disagree

Item 2.1: The principal should create a work environment in which educators can be motivated.

This aspect of the proposition on the curriculum improvement has a mean value of 1.63 and a standard deviation of 0.73. An agree or strongly disagree response is obtained from 123 respondents which constitutes 97.8%. This means that this item may be rated as neutral positively high, indicating that the principal as an instructional leader should create a work environment in which educators can be motivated.

Item 2.2: The principal should show a willingness to experiment in order to find new and better ways to do things.

Table 4.6 on page 13 shows that the above item provides a mean score of 1.76 and a standard deviation 0.70 which implies that the responses from subjects may be seen to be neutral but positively biased. One hundred and twenty eight (128) respondents from the sample agreed or strongly agreed about this proposition which constituted 90.14%. This implies that the educators view that the principal, as an instructional leader, should show a willingness to experiment in order to find new and better ways of doing things.

Items 2.3: The principal should see to it that bureaucratic obstacles are removed from the teaching environment to facilitate learning.

This aspect has response from the subjects with a mean value of 1.58 and a standard deviation of 0.70.

Table 4.6. The neutrality with a positive bias is further evidenced by a large percentage of sample (90.7%) who either agreed or strongly agreed

with the proposition. It is therefore required of the principal to see to it that bureaucratic obstacles are dealt away with to enhance pedagogical practices.

Item 2.4: The principal should indicate an ability to cope with the changing circumstances.

Table 4.6 displays the mean value of the responses for the item 2.4 as 1.60 with a standard deviation 0.71. This means that more than 92.2% of the normal distribution supported this view. The distribution has a positive bias. It may also be interpreted that the rating is neutral with a positive bias. This is further evidenced by 60 respondents who agreed and 69 who strongly agreed. This constitutes 92% of the total sample. This means that educators requires of the principal's as instructional leaders to indicate an ability to cope with the changing circumstance.

Item 2.5: The principal should demonstrate conflict resolving skills.

The proposition had 68 respondents who strongly agree and 58 who agreed. This forms a total of 89.10% of the sample (Table 4.6). The rating is neutral with a positive bias, because the value of the mean and standard deviation are 1.60 and 0.68 respectively. The conclusion is that, the principal as an instructional leader should demonstrate conflict resolving skills.

Item 2.6: The principal should show an ability to analyse complex information so that it can be presented in understandable form.

This proposition has a mean value of 1.65 and a standard deviation of 0.69. The analysis reveals the fact that 63 respondents strongly agreed and 61 agreed. This makes a total of 88.6% of the entire sample. One may say that the respondent's rating is neutral with a positive bias. It is important that an instructional leader should show an ability to analyse complex information so that it can be presented in understandable form.

Item 2.7: The principal should show the ability to use the information available to reach logical conclusion.

This proposition has a mean value of 1.72 and a standard deviation of 0.72. The analysis reveals the fact that 56 respondents strongly agreed and 71 agreed. This makes a total composition of 90.7% of the entire sample. Therefore, it may safely interpret that the principal as an instructional leader should show the ability to use the information available to reach logical conclusion.

Item 2.8: The principal should show the ability to plan schedule and control the work of others.

This aspect has the response from the subjects with a mean value of .71 and a standard deviation of 0.78. The analysis reveals the fact that 61 respondent's strongly agreed and 62 agreed. This makes a total of 87.9% of the entire sample. One may say that the respondents, rating is neutral with a positive bias. It is therefore, imperative that the principal, as an instructional leader should show the ability to plan schedule and control some for his/her staff.

Item 2.9: The principal should show an ability to deal with a volume of paperwork and heavy demands on personal time.

Table 4.6 shows that the above item provides a mean score of 2.01 and a standard deviation 0.85 which implies that the responses from the subjects may be construed as neutral but positively biased. One hundred and nine (109) respondents from the sample agreed or strongly agreed about this proposition which constitutes 76,12%. This implies that the distribution is positively inclined. Principals as instructional leaders should therefore show an ability to deal with a volume of paperwork and heavy demands on personal time.

Item 2.10: The principal should look for opportunities to develop students for social and individual competence.

This aspect has the response from the subjects with a mean value 1.78 and a standard deviation of 0.81. The analysis reveals the fact that 55 respondents strongly agreed and 67 agreed. This makes a total of 86.12 of the entire sample. One may say that the respondent's rating is neutral with a positive bias. It is therefore imperative that the principal should look for opportunities to develop students for social and individual competence.

Item 2.11: The principal should produce appropriate balance in the attention accorded to various subjects and extramural activities.

Table 4.6 shows that the above item has the response from the subjects with a mean 1.79 and a standard deviation of 0.73 which implies the responses from the subjects may be deemed to be neutral but positively

biased. One hundred and twenty three (123) respondents from the sample agreed or strongly agreed about this proposition which constitutes 87.9. This implies that educators view that the principal should produce appropriate balance in the attention accorded to various subjects and extramural activities.

Item 2.12: The principal should provide course study according to pupils attitude.

The analysis shows that 22.1% of the sample strongly agreed and 49.3% agreed that the principal as an instructional leader should provide course study according to pupils aptitude. The mean value of the response is 2.09 while the standard deviation for the distribution was 0.79. Thus the response is rated as neutral with a positive bias.

The general observation from the nature of responses for curriculum improvement was that educators believed that an instructional leader should be involved in the items shown on page 13. Table 4.6 item 2.12. All the items may be rated as neutral but positively biased. Table 4.7 and the subsequent histogram (Fig. 4) depict the mean values obtained for each item ranging from 2.1 to 2.12.

The table below is showing item 2.1 to 2.12 and below each item are the mean scores from the highest to lowest.

Table 4.8: Curriculum Improvement (Items & Means)

ITEM	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	2.11	2.12
MEAN	1.63	1.70	1.58	1.60	1.60	1.65	1.72	1.71	2.01	1.78	1.79	2.09

Table 4.7 gives a summary of findings on items 2.1 to 2.12 based on the curriculum improvement. It shows that many respondents strongly agreed that the principal, as an instructional leader provides:-

- leadership by showing willingness to experiment in order to find new and better ways to do things($x = 57$);
- understanding about the curriculum that it is never static, therefore the principal must indicate the ability to cope with the changing circumstances particularly in the curriculum ($x = 67$).
- leadership on showing the ability to use the information available to reach logical conclusion ($x = 56$).
- leadership in the ability to plan, schedule and control the work of others ($x = 61$).
- leadership is always looking for opportunities to develop students for social and individual competence.
- leadership in the capacity to deal with a volume of paperwork and heavy demands on personal time.

The table 4.9 is showing the responses on interpersonal relationships. These items commences from 3.1 to 3.2. Each items is from Educator responses is showing the total frequency and the percentage score.

4.6 Interpersonal Relationship

Table 4.9 Item by Item Educator Questionnaire Responses

		SAG		AG		DAG		SD		TOTAL MISSING SYSTEM		GRAND TOTAL		MEA N	STD DEV
		f	%	f	%	f	%	f	%	f	%	f	%		
3.1	The principal should consult with the teaching staff on important matters which concern them.	95	67.9	36	25.7	4	2.9	5	3.6	-	-	-	-	1.42	0.72
3.2	The principal should indicate that subordinates can be trusted.	74	52.9	55	39.3	5	3.6	6	4.3	-	-	140	100	1.59	0.76
3.3	The principal should treat subordinates with dignity and respect.	87	62.1	43	30.7	5	3.6	4	2.9	139	99.3	140	100	1.47	0.71
3.4	The principal should build teams which are capable of completing tasks on their own.	81	57.9	51	36.4	4	2.9	4	2.9	-	-	140	100	1.51	0.69
3.5	The principal should make use of caring acts such as recognition incentives and personal thank you to encourage teachers.	71	50.7	56	40.0	7	5.0	6	4.3	-	-	140	100	1.63	0.77

3.6	The principal should clearly indicate that trust is only possible by means of close contact between people.	56	40.0	64	45.7	12	8.6	6	4.3	138	98.6	140	100	1.77	0.79
3.7	The principal should show a sensitivity towards the needs and between people.	58	41.4	66	47.1	12	8.6	4	2.9	-	-	140	100	1.73	0.74
3.8	The principal should show ability to deal wit people concerning emotional issues.	59	42.1	66	47.1	7	5.0	8	5.7	-	-	140	100	1.74	0.80
3.9	The principal should make use of threats to people to do what he/she wants them to do.	27	19.3	23	16.4	18	12.9	71	50.7	139	99.3	140	100	2.96	1.21
3.10	The principal should develop an open, warm and personal relationship with educators.	62	44.3	59	42.1	8	5.7	10	7.1	139	99.3	140	100	1.76	0.86
3.11	The principal should lead educators to accept responsibility in their tasks.	64	45.7	68	48.6	4	2.9	4	2.9	-	-	140	100	1.63	0.68
3.12	The principal should make educators feel appreciated for good work and honest efforts they make in the school.	87	62.1	45	42.1	4	2.9	3	2.1	139	99.3	140	100	1.45	0.66

KEY: SAG=Strongly agree AG=Agree DAG=Disagree SDAG=Strongly disagree

Item-by-item educator Questionnaire responses

The item 3.1 to 3.12 were related to aspects of interpersonal relationship responses. By observance of these items the instructional leader may bring improvements on the human relationship in the school.

Item 3.1: The principal should consult with the teaching staff on important matters, which concern them ($x = 95$).

Table 4.8 shows the mean value and standard deviation as 1.42 and 0.72 respectively. Since the mean value lay the above stated item was rated as neutral but positively biased. This was further evidenced by the fact that 95(67,9%) of the respondents strongly agree and 36(25,7%) agreed. It therefore follows that, the educators expect the principal as an instructional leader to consult with the teaching staff on important matters which concern them.

Item 3.2: The principal should indicate that subordinates can be trusted ($x = 74$).

The table showed that 74(52,9%) respondents strongly agreed that 55(39,3%) respondents agreed with the proposition that the principal should indicate that subordinates can be trusted. The statistical values such as the mean 1.59 and standard deviation 0.76 were in favour with such a proposition because the responses may be rated as neutral but positively biased.

Item 3.3: The principal should treat subordinates with dignity and respect ($\bar{x}$ = 87).

The particular proposition draws a response with a mean value of 1.47 with a standard deviation of 0.71 (Table 4.8). Furthermore 87(62.1%) agreed, thus constituting 92,8% of the entire sample. It can then be construed that the response is neutral supporting the proposition. It is therefore important for the principal as instructional leader to indicate that subordinates are treated with dignity and respect.

Item 3.4: The principal should build teams which are capable of completing tasks on their own ($\bar{x}$ = 81).

The response from the educators in this case could be construed as neutral but positively biased, because 132 out of 140 subjects have agreed or strongly agreed (93.13%) the leader should build teams which are capable of completing tasks on their own. With the consideration of the mean of 1.51 and 0.69 as standard deviation. This implies that the responses must be rated as neutral with a positive bias.

Item 3.5: The principal should make use of caring acts such as recognition of incentives and personal thank you to encourage educators ($\bar{x}$ = 71).

The table showed that 71(50,7%) respondents strongly agreed that 56(40,0%) respondents agreed with the proposition that the principal should make use of caring acts such as recognition of incentives and personal thank you to encourage educators. The statistical values such as the mean 1.63 and standard deviation 0.77 were in favour with such a proposition because the respondents may be rated as neutral but positively biased.

Item 3.6: The principal should clearly indicate that trust is only possible by means of close contact between people.

The table shows table 59(40.0%) respondents strongly agree with the position that, the principal should clearly indicate that trust is only possible by means of close contact between people. The statistical value such as the mean (1.77) and standard deviation (0.79) were in favour of such a position because the responses may be treated as neutral but positively biased.

Item 3.7: The principal should show sensitivity towards the needs and between people

This particular position drew a response with a mean value (1.73) with a standard deviation of (0.74) (table 3.7) furthermore 58 (41.4%) respondents agreed. The situation is that educators feel that the principal shows sensitivity towards the needs and between people.

Item 3.8: The principal should show an ability to deal with people concerning emotional issues ($x = 59$).

The table showed that 59(42.1%) respondents strongly agreed and 66(47.1%) respondents agreed with the proposition that the principal should show an ability to deal with people concerning emotional issues. The statistical values such as the mean 1.74 standard deviation 0.8. were in favour with such a proposition because the responses may be rated as neutral but positively biased.

Item 3.9: The principal should make use of threats to get people to do what he/she wants them to do ($x = 27$).

The table showed that 18(12.9%) respondents disagree and 71(50.1%) respondents strongly disagree with the proposition that the principal as an instructional should make use of threats to get people to do what he/she wants them to do. The statistical values such as the mean 2.96 and standard deviation (1.21) were not in favour with such a proposition.

Item 3.10: The principal should develop an open, warm and personal relationship with educators ($x = 62$).

The table showed that 62(44.3%) respondents strongly agreed and 59(42.1%) respondents agreed with the proposition that the principal as a leader should develop an open, warm and personal relationship with educators. The statistical values such as the mean 1.76 and standard deviation 0.86 were in favour with such a proposition.

Item 3.11: The principal should lead educators to accept opportunity and responsibility in their tasks ($x = 64$).

Table 4.8 displays the analysis of data which revealed that the mean value for the responses obtained for the proposition is 1.63 with a standard deviation of 0.68. This outcome was further evidenced by 64(45.7%) respondents who strongly agreed and 68(48.6%) who agree. The situation is that educators feel that the principal as an instructional leader should lead educators to accept opportunity and responsibility in their tasks.

- provide them with the conviction that she/he has developed an open, warm and personal relationship with them.
- educators with the conviction that she/he has developed an open, warm and personal relationship with them.
- educators with the believe that he/she appreciates the good work and honest efforts they make in the school.

Table 4.9 gives a summary in tabular form of all the mean values obtained for the items under interpersonal relationship. The mean values supported the ideas (strongly positive, that the instructional leader should always strive to achieve.)

Table 4.11 depicts Educator Questionnaire responses on item based on mobilization of academic resources. The item starts from 4.1 until 4.11. The Questionnaire deals with the utilization of academic resources.

MOBILISATION OF ACADEMIC RESOURCES

TABLE 4.11 ITEM BY ITEM EDUCATOR QUESTIONNAIRE RESPONSES

		SAG		AG		DAG		SD		TOTAL MISSION SYSTEM		MEAN		GRAND TOTAL	MEAN	STD DEV
		F	%	F	%	F	%	f	%	f	%	f	%			
4.1	The principal should demonstrate that educators are schools most valuable resource.	85	60.7	44	31.4	5	3.6	4	2.9	138	98.6	2	1.4	140	1.48	0.71
4.2	The principal should develop subordinates in such a way that they are able and willing to complete the assigned task.	57	40.7	74	52.9	5	3.6	3	2.1	139	99.3	1	.7	140	1.67	0.65
4.3	The principal should show a commitment toward exemplary teaching practice.	69	49.3	62	44.3	3	2.1	5	3.6	139	99.3	1	.7	140	1.60	0.71
4.4	The principal should show a commitment to securing pupils, parents and educators.	44	31.4	53	37.9	9	6.4	20	14.3	126	90.0	14	10.0	140	2.04	1.03
4.5	The principal should show an ability to present facts or ideas orally	55	39.3	64	45.7	4	2.9	13	9.3	136	97.1	4	2.9	140	1.82	0.89
4.6	The principal should demonstrate that she/he can clearly express ideas in writing to different audiences such as students, parents and educators.	43	30.7	78	55.7	6	4.3	6	4.3	133	95.0	7	5.0	140	1.81	0.72
4.7	The principal should provide materials, methods and suggestions before observations.	38	27.1	83	59.3	12	8.6	4	2.9	137	97.9	3	2.2	140	1.87	0.68
4.8	The principal should provide opportunity for individual conference to supplement group work of educators.	41	29.3	80	57.1	9	6.4	5	3.6	135	96.4	5	3.6	140	1.84	0.70
4.9	The principal should make educators feel appreciated for their good work and honest efforts.	90	64.3	41	29.3	5	3.6	3	2.1	139	99.3	1	.7	140	1.43	0.67

1.1	The principal should make every educator feel s/he is responsible for formulating policies of the school.	66	47.1	63	45.0	5	3.6	3	2.1	137	97.9	3	2.1	140	100	1.60	0.67
1.1	The principal should organize and administer the school, making it conducive for learning Valld N (list wise).	49	35.0	74	52.9	10	7.1	5	3.6	138	98.6	2	1.4	140	100	1.41	0.74

KEY: SAG = Strongly Agree A.G. = Agree; DAG = Disagree; SDAG = Strongly disagree

4.7 Mobilisation of Academic Resources

Items 4.1 to 4.11 cover some of the aspects of instructional leadership with special reference to mobilisation of academic resources. Aspects that have been covered are, educators as value school resource, demonstrate ability to present fact or ideas.

Item 4.1: The principal should demonstrate that educators are schools most valuable resource

Table 4.10 shows that this proposition received 85(60.7%) respondents who strongly agreed and 44(31.4%) respondents who agreed. Thereby, a total of 129(91.11%) respondents were in favour of the proposition. This could be construed that the response is positive. However, the interpretation of the mean value (1.48) and the standard deviation (0.71) make the response rate neutral with a positive bias. That is why most educators believe that principals as instructional leaders should demonstrate that educators are the schools most valuable resource.

Item 4.2: The principal should develop subordinates in such a way that they are able and willing to complete the assigned task.

The response for this item could be classified under the rating as neutral but positively biased, as the value of the mean 1.67 lies in the range of 0.65 and the value of the standard deviation. This has been further evidenced by the fact that 109 subjects of the sample agreed or strongly agreed. This constitutes 92.16 of the whole sample. Thus, the educators are of the opinion that instructional leaders should develop subordinates in such a way that they are able and willing to complete the assigned tasks.

Item 4.3: The principal should show a commitment towards exemplary teaching practice.

The subjects have responded with a mean value of 1.60 and standard deviation of 0.65. One may infer the distribution as neutral but with a positive bias. The same inference is favoured by the sample of members, 69(49.3%) strongly agreed and 62(44.3%) agreed that, the instructional leader should show a commitment towards exemplary teaching.

Item 4.4: The principal should show a commitment towards securing pupils, parents and educators.

According to Table 4.10, the respondent provides a mean value of 2.04 with a standard deviation of 1.03 for the distribution. The researcher rates this response as high with a positive bias. This is supported by the majority of the subjects supporting the proposition, 44 strongly agreed and 53 agreed. It is represented by 68.13% of the total sample. It is, therefore better for the instructional leader to show a commitment towards securing pupils, parents and educators.

Item 4.5: The principal should show an ability to present facts or ideas only.

According to Table 4.10, the responses from the subjects could be treated as neutral with a positive bias, as the mean value is 1.82 and the standard deviation is 0.89. The trend is further visible by the number of respondents, who strongly agreed 55(39.3%) and agreed 64(45.7%) making a total of 119(84.10%) in support of the proposition. It is better for instructional leaders to show an ability to present facts or ideas orally.

Item 4.6: The principal should demonstrate that he/she can clearly express ideas in writing to different audiences such as students, parents and educators.

Many respondents were of the view that a principal must demonstrate that he/she can clearly express ideas in writing to different audiences such as students, parents and educators. This is evidenced statistically by the mean value of the responses obtained 1.81 and the standard deviation of 0.72, making the rate of responses neutral with a positive bias. The number of subjects who strongly agreed is 43 and agreed 78 thus making a total of 121 respondents out of 140, represents 85.14% of the sample.

Item 4.7: The principal should provide materials, methods and suggestions before observations.

Subjects have responded with a mean value of 1.87 and standard deviation of 0.68 (Table 4.10). One may infer the distribution as neutral but with a positive bias. The same inference is favoured by the sample of members, 38(27.1%) strongly agreed and 83(59.3%) agreed that the leader should provide materials, methods and suggestions before observations.

Item 4.8: The principal should provide opportunity of individuals conference to supplement group work of educators.

Respondents were of the view that, the instructional leader should provide opportunity of individual conference to supplement group work of educators. Subjects have responded with a mean value of 1.84 and standard deviation of 0.70 (Table 4.10). One may infer the distribution

as neutral but with a positive bias. The same inference is favoured by the sample of members, 41(29.3%) strongly agreed and 80(57.1%) agreed.

Item 4.9: The principal should make educators feel appreciated for their good work and honest efforts.

The responses for this item attracted 90 respondents who strongly agreed and 41 who agreed, making a total of 131 out of a sample size of 140. This means a representation of 93.36 percent. Furthermore the finding was evidenced by the fairly high value of the mean obtained 1.43 and the standard deviation of 0.86 (Table 4.10). One may interpret the result on the basis that the rating was neutral but highly positively biased. This leads to the conclusion that instructional leaders should make educators feel appreciated for their good work and honest efforts.

Item 4.10: The principal should make every educator feel s/he is responsible for formulating policies of the school.

Subjects have responded with a mean of 1.60 and standard deviation of 0.67 (Table 4.10). One may infer the distribution as neutral but with a positive bias. The same inference is favoured by the sample of members 66(47.1%) strongly agreed and 63(45.0%) agreed that an instructional leader should make every educator feel s/he is responsible for formulating policies of the school.

Item 4.11: The principal should organize and administer the school, making it conducive for learning.

Subjects have responded with a mean value of 1.41 and standard deviation of 0.74 (Table 4.10). The distribution is neutral but with a positive bias. The same inference is favoured by the sample of

members 94(67.1%) strongly agreed and 34(24.3%) agreed that, the principal as an instructional leader should organize and administer the school, in such a manner that it is congenial to teaching.

Looking at all the proposition under the mobilization of resources a neutral but positively biased rating is obtained. It is therefore, the function of any principal as an instructional leader to closely look at the items 4.1 to 4.11 in Table 4.10 and thereafter make an attempt to implement them steadily and properly. Below is the Table of the mean values for items 4.1 to 4.11 as reflected on 4.10.

The table below depicts all items 4.1 to 4.11 with their mean differences ranging from the highest to the lowest.

Table 4.12: Mobilisation of academic resources (Items Vs Means)

ITEM	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8	4.9	4.10	4.11
MEAN	1.8	1.67	1.60	2.04	1.82	1.81	1.87	1.84	1.43	1.60	1.41

According to Tables 4.10 and 4.11 most items under mobilisation of academic resources have a mean value of more than 1.5 and close to 2.00 this may be construed as neutral with a positive bias. The items are as follows:

- the instructional leader must demonstrate that educators are school's most value resource (x = 85).
- educators must be developed in such a way that they are able and willing to complete the assigned tasks (x = 57).
- the leader should show an ability to present facts or ideas orally (x = 55).

- the leader should provide opportunity of individual conference to supplement group work of educators (x = 41).
- the leader should try to make every educator feel he/she is responsible for formulating policies of the school (x = 66).

TABLE 4.13: TEN HIGH RANKED MEANS

ITEM NO.	ITEM	MEAN	STD
1	The principal as an instructional leader should try to lead by minimizing tight control 1.99	1.99	0.75
2.	The principal should provide course study according to pupils attitude	2.09	0.79
3.	The principal should show an ability to lead with a volume of paperwork and heavy demands on personal time.	2.01	0.85
4.	The principal produce appropriate balance in the attention accorded to various subjects and extramural activities	1.79	0.73
5.	The principal should make use of threats to get people to do what he/she wants them to do.	2.96	1.21
6.	The principal should clearly indicate that trust is only possible by means of close contact between people	1.77	0.79
7.	The principal should show a commitment to securing pupils, parents and educators.	2.04	1.03
8.	The principal should provide materials, methods and suggestions before observations.	1.87	0.68
9.	The principal should provide opportunity of individual conference to supplement group work of educators.	1.84	0.70
10.	The principal should show an ability to present facts or ideas orally.	1.82	0.89

The above mentioned items that are items (1-10) on Table 4.12 are very vital for instructional leaders to carry out their functions effectively. The value of the mean on those items is all above 50%. They may therefore be used as indicators to become good instructional leaders.

4.8 Respondents views on the major roles of an instructional leader.

The questionnaire sent to the respondents was divided into three groups, the third group being their views concerning the instructional leader. This section C was based on four open ended questions. Some of the questions were left unanswered. The vehicle which is the language could also have been the barrier in answering it. However, the following information was gathered.

4.8.1 High Level Expectations

The respondents mentioned a number of issues which they believe, are aspects they expect from the instructional leader. The reason forwarded was that the leader needs to be an inspiration to his/her doing the school work. Another strag expectations from the educators towards the instructional leader, is to allow themselves to be open to criticism. Sometimes it is through criticism that one as an instructional leader is able to turn one's subordinates into a mirror in which one makes introspection both internally and externally. This would provide one with a golden opportunity to rectify one's wrongs as a leader. Some other aspects mentioned by respondents are as follows:

- to be able to plan the school activities in consultation with all the stakeholders involved.

- to give incentives to those who achieve exceptionally well or to give a positive encouraging verbal reinforcement to stimulate subordinates to go to the extra-mile on a worth-while efforts undertaken.
- Involvement of the school management team in the decision making process of the school.
- educators need not to be supervised on every school work they do, they should be left to work independently to apply their professional capacity.

4.8.2 Curriculum improvement – Related to classroom observation

A number of reasons were given by the respondents in considering classroom observation as an important aspect of curriculum improvement. Sixty seven percent (76%) of the respondents mentioned that classroom observation is imperative and the following reasons were given in support of their views:

- it provides an opportunity for the subject head to interact with the educator on the subject matter for the benefit of the learners.
- it will assist to provide a good continuous record on what is being done in the classroom.
- it provides motivation to educators towards the realisation that their work is not only their concern as educators but rather it is being shared with the leadership of the school. Classroom observation is sharing the frustrations in class and not to be seen as a witch – hunt.

- It may accept as a good model for assessing the work performed in the classroom for the improvement of learner performance.

4.8.3 Methods which may be applied by the principal to enhance the academic achievement of the learners.

Respondents are of the view that, the instructional leader should apply various methods in enhancing the academic achievement of the learners. This is revealed by 83% of the respondents positively supporting this idea and bringing about suggestions of how to perform this important function as a leader. The following reasons or views are given by the respondents:-

- they should be involved as far as possible in the policy formulation and implementation especially on issues affecting them.
- they need to be given platform in formal gathering in the school to discuss freely on issues on academic achievement in the school.
- Learners should be encouraged to concentrate in class as well as in their school work citing examples of people who are successful because of having paid attention to their academic work.
- for the learners to be active and motivated in their school work, motivational speakers on education should be invited to the school to address the learners.
- Motivational approaches like giving awards to good achievers in school work can be applied as tokens of acknowledging good performance.

- Learners should be encouraged to work independently in their school work without being supervised and should also learn to work extra hours.

4.8.4 School and Community working together

Respondents emphasized the fact that achievements of the school should always be acknowledged by the leader and should always be clear to all in the school that such achievements are all due to the collective responsibility shown by the stakeholders, rather than to be seen as a one-man show. From this section 78% of the respondents were of this opinion:

- the school enhances the advancement of the community.
- As it is unthinkable to separate the school from the community, the school is therefore seen as an institution that extends the principles enforced by the community on its youth.
- The community feeds the school with the learners, who must be trained by the school and thereafter released to serve the community.
- It is vital for the school to have a joint approach because whatever is done by the school has an impact on the community.
- At all times there must be a sound relationship between the school which must benefit from the community hence, it is important that the community must own the school. which is in its area.
- Because the school is part of the community it is therefore essential for the school to share its resources with the community.

4.9 CONCLUSION

This chapter is mainly on the processing and interpreting data collected from questionnaires. It further outlines the vital aspects of the analysis of data, interpretation of the demographic aspects of the respondents and the functional aspects of the instructional leader. The four summaries of the respondents as shown on Table 4.5, Table 4.6, Table 4.8.

The empirical investigation yielded the following about strong principals as instructional leaders.

- they demonstrate a commitment to academic goals
- they create a climate of high expectations
- they function as instructional leaders
- they are forceful and dynamic as leaders
- they believe in effective consultation with subordinates
- they believe in creating an orderly and a disciplined environment
- masters of time management
- competent in the evaluation of results.

Most educators strongly agreed with the literature in a number of aspects, and a small number did not agree with what the literature says about instructional leader.

CHAPTER 5

DISCUSSIONS AND RECOMMENDATIONS

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 one are highlighted. Further, it covers recommendations for instructional leadership and those problems not addressed but which need further investigation.

5.2 Summary

Chapter one of this study outlines the statement of the problem wherein the rationale, for the study is explained. The purpose of this chapter is to outline and show that instructional leadership is the creation of a climate where the principal, educators learners and parents (community) are able to work together to accomplish the task of education.

Chapter two is based on the related review of literature. From the review of literature, it comes out clearly that in the nature and scope of instructional leadership the following discoveries have been made:

- (c.f.2.1 and (c.f.2.7.8) the literature review reveals that one of the important functions of the instructional leader is to co-ordinate the resources in the school in an effective and efficient manner so that organizational goals can be accomplished. A school may have the resources to enhance educator training in the school, however if these resource are not well managed, there will be no effective teaching.

- In the developed countries, the concept of instructional leadership is not something new. In the United Kingdom the principal as an instructional leader, should learn to develop programmes with the goal of ensuring Quality of Education. (cf.2.3.4). The Australian System of Education (cf.235) has long been catering for development of instructional leaders. Their responsibilities are shared with other senior educators in the school. They are also required to manage the curriculum and evaluate. To provide feedback has been a responsibility given to educators and senior educators.

In the developing countries, the trend has been that one should first graduate through the education institutions in order to administer educationists (cf.2.4.2). Through the political changes in South Africa, there has been a change in the educational system. The teacher-centred teaching methods have been replaced with the learner-centred methods.

High level expectations from the instructional leader are dealt with in 2.5.1. It is expected of the school instructional leader to be knowledgeable about the curriculum development, educator and instructional effectiveness, clinical supervision, staff and human resource development.

In section 2.5.2 literature makes mention of the collaborative nature of leadership, which states that, the instructional leader should increase educator involvement in school decision-making which is an effective to ensure that educators need to focus on learner outcomes. Co-operative teams should be formed in the school which can play a significant role of assisting to carry out the critical functions of curriculum and instructional co-ordination.

The aspects of leadership as a component of supervision (cf.2.6.2.5 also includes the aspects on controlling leader (cf.2.6.2.6) the future instructional leader (cf.2.6.2.7) and administrative development.

In section 2.7.3 mention is made of the importance of principles to be followed in the administrative and supervisory functions of the instructional leader (c.f.2.7.3.1). The principle of co-operation which blends well with collaborative nature of leadership (c.c. 2.7.3.2). The principle of empowerment, 2.7.3.3 the responsibility and accountability principle 2.7.3.4 the principle of ability – authority.

The relationship between the instructional leader and the community in which the school is situated c.f.2.7.6 reflects the importance of the knowledge required by the instructional to know the community in which the school is situated. This knowledge is so vital for the instructional leader because, there is no way in which one can separate the school from the community. The interpersonal relationships such as the relation which an instructional leader is required to maintain with the school council, the educator unions and other organizations (c.f.2.7.5 and 2.7.6).

Chapters 3 and 4 outline the methods of the design and the empirical study which reveal what the educators in secondary schools perceive as the role of principals, as instructional leaders. Areas that are used from the literature that cover aspects such as high level expectations, curriculum improvement (supervisory duties), interpersonal relationships and mobilisation of academic resources are used for finding the perceptions of educators.

The conducted empirical study is employed with the focus on educators. Questionnaires were used as the main tool for the survey. After the data was collected and analysed for the purpose of finding the mean, frequency

and standard deviation the rating scale was utilized on each item before interpretation.

5.3 The empirical investigation came up with the following results:-

Although educators indicated the importance of the instructional leader as a resource provider, it is sometimes not practical in the sense that without money in the school such resource will not be easily provided. It is imperative as indicated by educators, that the principal as resource provider, must have some good knowledge about the resources that are important in enhancing instruction as well as assisting educators in curriculum development.

Principals as instructional leaders, need to prioritize the following important aspect in their leadership role.

- establish clear instructional goals
- be visible for the staff
- create a school culture and climate congenial to learning
- communicate the vision and mission of the school
- set high expectations for the staff
- develop educator leaders
- maintain positive attitudes towards learners, staff and parents.

Communication (c.f.1.4.2.1) is very vital in instructional leadership especially where the principal applies collaborative type of leadership. In a two-way communication the leader rarely says no to new ideas as they encourage listeners. Instructional leaders help educators reflect on their own teaching and empower them to reach out for personal solutions. Where communication system is properly applied the educators together with the

leaders are willing to share ownership of any teacher's problem and do not point fingers, assign blame, or become judgemental.

The research in open ended questions reveals that educators are totally against close supervision of teachers by the leader with the belief that such supervision is unlikely to improve the quality of teaching.

Instruction could only improve if educators are motivated to manage their own work and to work independently.

5.4 Research findings

5.4.1 Findings of Aim 1

Aim 1 in this study is to give an overview of the nature and scope of instructional leader in an effective school (c.f. 1.3).

The term instructional leader has long been applied in the United States of America in Chicago. Principals as instructional leaders in effective schools are expected to be knowledgeable about learning theories, effective instructional and the curriculum. In addition, they must be able to communicate and present to learners, educators, and parents what is important and valuable in the school (c.f. 2.1).

- strong instructional leadership by the principal is an important ingredient of effective schools. Schools are in dire need of principals who can diagnose instructional problems, counsel, supervise and evaluate educators.
- Instructional leadership requires that principals have exceptional characteristics (c.f. 1.4.2). These include amongst others, that effective instructional leaders.

- have clear, informed visions of what they want their schools to become – visions that focus on students and their needs.
- translate these visions into goals for the schools and expectations for their educators and learners and administrators.
- do not stand back and wait for things to happen, but continuously monitor progress.
- intervene in a supportive or corrective manner when deemed necessary.

Collaborative nature of instructional leadership results in increased educator performance and is seen as an effective tool which makes educators to focus on learner outcomes (c.f. 2.5.2).

- The real improvement in student learning results mainly from efforts of the principal at the school (c.f. 2.7).

A positive approach from the South African government with its new democracy on educators to produce quality work. Classroom activities should be consistent with school instructional goals and objectives. The principal as an instructional leader will expect every educator to teach and every learner to learn. With the change in the education system in South Africa as a developing country, efforts are made to improve the state of instructional leadership.

5.4.2 Findings on Aim 2

The second aim of the study was to determine empirically the perception of educators on the role of the principal as an instructional leader. Regarding this aim, the following findings were made:

- Educators perception regarding the increase of involvement in the decision-making is fundamentally important. The perception is influenced by the democratic processes that are encouraged in the schools. Educators as key components or stakeholders in the school they perceive this involvement is very vital. The respondents on this item are supported by rating it revealed 63 (45.0%) and 61 (43.6%) (c.f. 1.2). The respondents agree strongly that the principal should increase the decision-making capacity of the teachers.

- An environment whereby the members or subordinates trust one another will develop positively because of that positive spirit. It is however the perception reveals by educator that, the principal as the leader in the school should show trustworthiness in his subordinates. This item according to the ratings reveals have received a high positive response out of 138 respondents 124 (88.5%) have responded favourably (c.f. 1.6). The conclusion is that, the respondents believe that an instructional leader should indicate subordinates can be trusted.

- It is in the South African plan to approach Educational system in a collective manner. With the advent of School Governing Bodies, it is the plan to involve all stakeholders in the Educational Development of its youth. It is however equally important to listen to the voice of the educators in the system. By involving the educators in the transformation of education efforts will be made to improve the state of instructional leadership.

5.4.3 Recommendations

The following recommendations are made based on the findings of the literature review and empirical investigation. These recommendations are geared towards an effective educator who co-operates with his/her instructional leader in making the school to be effective.

5.4.4 RECOMMENDATION 1

Principals should encourage educators to interact with learners on school matters.

MOTIVATION

Principals should always endeavour to develop effective educators who will spend at least half of their class time on interactive types of activities, such as explaining new material, discussing and reviewing in small groups, hands-on activities and project work (cf Page 111: Item 3.4).

5.4.5 RECOMMENDATION 2

Instructional leaders must always encourage educators to always endeavour to develop under-performing children in the class.

MOTIVATION

Effective educators rarely sit at their desks waiting for students to come to them. They move about the classroom on the lookout for students who need help, particularly those students who have been targeted by a child study team (cf Page 119:4.11)

5.4.6 RECOMMENDATION 3

Instructional leaders should establish reward structures in the school. Educators and students may not put in their best performance unless their achievements are acknowledged. Therefore, educators and learners who work hard must be rewarded accordingly to stroke them for academic success. This could only be accomplished if there are reward structures in the school.

5.4.7 RECOMMENDATION 4

The instructional leader should develop various kinds of programmes which encourage learners to learn.

MOTIVATION

Instructional leaders encourage programs and activities that motivate, make learning meaningful, and involve students in all aspects of school's life. Meaningful instruction is the most important component of any program or activity.

5.4.8 RECOMMENDATION 5

The effective instructional leader should use a variety of techniques, trust and mutual respect which are the key elements to successful group decision-making and consensus building.

MOTIVATION

Instructional leaders never hasten to take a decision in a mass meeting of either learners or educators but instead work with group leader

representatives. These are individuals in whom he/she has a great deal of confidence, he/she also trusts them to communicate effectively with the people they represent. Such leaders believe that everything is done through mutual respect.

5.4.9 CONCLUSION

Principals as instructional leaders have to begin daily to change some of the methods they have been employing to do business in their schools. The research has clearly indicated that, how they act on daily basis makes a difference in the educational lives of students. Instructional leaders make impact on student learning through the words they use, through their choice of actions and through the vision they pursue. If instructional leaders can alter a few instructional behaviours they will be able to produce dramatic results in the effectiveness of educators and the learning of students.

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May 12, 2005

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Attention: Mr Kokong

The Area Project Officer,

**REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN THE
MAFIKENG SECONDARY SCHOOLS**

I am a student of the North West University – Mafikeng Campus, persuing a Master's degree in Education, in the Department of Educational Planning and Administration. As partial fulfillment of the degree, I am supposed to undertake a research project entitled, The princiopal as an instructional leader in the Secondary Schools in the Mafikeng District.

I therefore request for permission to undertake this project in the Mafikeng District of the Department of Education in the North West Province.

The educators of the schools that will participate in the project are randomly selected. Permission will be obtained from them to indicate their willingness to participate in this study.

The ethical aspects of the research will be observed namely, that they will not be forced to participate; they are free to withdraw at any time when they feel uncomfortable; their participation is confidential, and as such their names will not appear anywhere in the results of this study, or on any document associated thereof.

Sincerely yours,



Mr T.J. Gaduka
Masters in Education Student
North West University – Mafikeng Campus



**Department of Education
Lefapha la Thuto
Departement van Onderwys**

Mr. George Moutse & Thiele
Tawana Str.
Old Kebalepile Hostels
Bag X2047,
Mmabatho 2735. RSA
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MAFIKENG AREA PROJECT OFFICE

15 November 2005

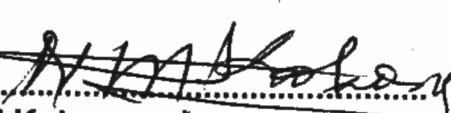
Enq : N.M Kokong

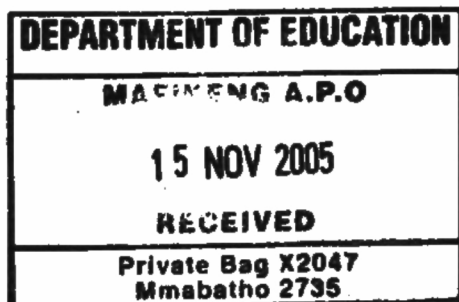
To : Mr T. J Gaduka
P.O.BOX 6985
Mmabatho

Subject : Permission to conduct research in Mafikeng Secondary Schools.

Kindly be informed that permission to conduct the above –mentioned research is granted on condition that it will not negatively affect learning and teaching.

We wish you all success in this regard.


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N.M Kokong
Mafikeng Area Project Leader.



Re a dira mo dikolong ☐ Ons werk in ons skole ☐ We are working in our schools ☐ Re a sebeta dikolong
Siyasebenz' ezikoleni ☐ Ha tirha eswikolweni ☐ Re a shuma zwikoloni ☐ Siya sebenta etikoleni
☐ Siyasebenz' ezikolweni ☐ Siya berenga ezikolweni



I, Maureen Matlakala Ledibane, hereby certify that I have edited the research paper entitled "The principal as an Instructional Leader in Secondary Schools in the Mafikeng District of the North West Province", submitted in partial fulfilment of the requirements for the Master of Education Degree in the Department of Educational Planning and Administration of the Faculty of Education at the North West University, Mafikeng Campus, by Thusi Joseph Gaduka.

M Ledibane
.....

Lecturer : Department of English
North-West University, Mafikeng Campus

Date : 23/09/2005

UNIVERSITY OF NORTH WEST

DEPARTMENT OF EDUCATIONAL PLANNING AND ADMINISTRATION

Dear Sir/Madam

By means of questionnaire based on the research topic, I have identified a number of important aspects necessary in an attempt to convert the school to become an effective institution through the support of the Principal as an instructional leader.

Your opinion/view as to the extent to which the principal as an instructional leader shows the identified characteristics is vital to further research efforts in schools.

Please keep the following in mind when you complete the Questionnaire:

- Do not write your name on the questionnaire it remains anonymous
- There are no correct or incorrect answer the requirement is your honest opinion/view.
- Your first spontaneous reaction is probably the most valid. So please work quickly and accurately. Do not ponder too long over any particular item.
- Please answer ALL the questions (Questions are not printed on both sides of the page)
- If you would like to change an answer do so by clearly crossing out the incorrect one.
- Please return this questionnaire to the person from whom it was received after having completed it.

Thank you once again for your assistance.

QUESTIONNAIRE NO.

(1-3)

SECTION A

Answer the following by crossing X on the appropriate block.

1. Your experience as a teacher in years:

1.1	0-4	1	
1.2	5-9	2	
1.3	10-14	3	
1.4	15-19	4	
1.5	20 and over	5	

2. Highest qualification attained:

2.1	Matric plus Diploma	1	
2.2	First Degree (BA or BSc)	2	
2.3	Honours Degree/B.Ed	3	
2.4	Masters Degree	4	
2.5	Others, please specify	5	

3. Age in years:

3.1	25 - 29	1	
3.2	30 - 34	2	
3.3	35 - 39	3	
3.4	40 - 44	4	
3.5	45 - 49	5	
3.6	50 and Over	6	

4. Sex

4.1	Male	1	
4.2	Female	2	

SECTION B

THE PERCEPTION OF EDUCATORS ON THE ROLE OF THE SECONDARY SCHOOL

PRINCIPAL AS AN INSTRUCTIONAL LEADERS

The following statements should represent your views on instructional leadership. Indicate whether you agree or disagree on the basis of the following scale of ratings by crossing the appropriate box with X.

KEY

SCALE VALUE

Strongly agree	4
Agree	3
Disagree	2
Strongly disagree	1

INDICATE YOUR OPNION/VIEW BY CROSSING THE MOST APPROPRIATE NUMBER ON THE SCALE PROVIDED FOR EACH QUESTION

- 1. High level expectations from educators. The principal as an instructional leader should:**

		SA	A	DA	SD
1.1	Try to lead by minimizing tight control				
1.2	Increase the decision-making capacity of the teaching staff.				
1.3	Explain to educators exactly what their responsibilities are.				
1.4	Delegate tasks also to ensure that the necessary authority to complete the task is given and the staff informed thereof.				
1.5	Set standards of excellent for the staff.				
1.6	Indicate that subordinates can be trusted.				
1.7	Show that she/he has a clear vision for the school.				
1.8	Communicate the school mission to all stakeholders concerned in such a way it is clearly understood by all concerned.				
1.9	Demonstrate sufficient energy in order to inspire his/her followers towards the achievement of the school's mission.				
1.10	Indicate that he/she is not afraid to learn from their successes or failures.				

**2. Curriculum Improvement (Supervisory duties).
The Principal as an instructional leader should:**

		SA	A	DA	SD
2.1	Create a work environment in which motivated.				
2.2	Show a willingness to experiment in order to find new and better ways to do things.				
2.3	See to it that bureaucratic obstacles are removed from the teaching environment to facilitate learning.				
2.4	Indicate an ability to cope with changing circumstances.				
2.5	Demonstrate conflict resolving skills				
2.6	Show an ability to analyse complex information so that it can be presented in understandable form.				
2.7	Show the ability to use the information available to reach logical conclusion.				
2.8	Show the ability to plan schedule and control the work of others.				
2.9	Show an ability to deal with a volume of paperwork and heavy demands on personal time.				
2.10	Should look for opportunities to develop students for social and individual competence.				
2.11	Should produce appropriate balance in the attention accorded to various subjects and extra-mural activities.				
2.12	Should provide course study according to pupils aptitude.				

3. Interpersonal Relationship

The principal as an instructional leader should:

		SA	A	DA	SD
3.1	Consult with the teaching staff on important matters which concern them.				
3.2	Indicate that subordinates can be trusted.				
3.3	Treat subordinates with dignity and respect.				
3.4	A build team which are capable of completing tasks on their own.				
3.5	Make use of caring acts such as recognition incentives and personal thank yours to encourage teachers.				
3.6	Clearly indicate that trust is only possible by means of close contact between people.				
3.7	Show a sensitivity towards the needs and between people.				
3.8	Show an ability to deal with people concerning emotional issues.				
3.9	Make use of threats to get people to do what she/he wants them to do.				
3.10	Should develop an open, trusting, warm and personal relationship with educators is the most important ingredient in supervising educators.				
3.11	Should lead educators to accept opportunity and responsibility in their tasks.				
3.12	Should make educators feel appreciated for good work and honest efforts they make in the school.				

4. Mobilisation of academic resources

The principal as instructional leader should:

		SA	A	DA	SD
4.1	Demonstrate that educators are schools most valuable resources				
4.2	Develop subordinates in such a way that they are able and willing to complete the assigned task.				
4.3	Show a commitment towards exemplary teaching practice.				
4.4	Show a commitment to screwing pupils, parents and educators.				
4.5	Show an ability to present facts or ideas orally.				
4.6	Demonstrate that he/she can clearly express ideas in writing to different audiences such as students, parents and educators.				
4.7	Provide materials, methods and suggestions before observations.				
4.8	Provide opportunity of individual conference to supplement group work of educators.				
4.9	Make educators feel appreciated for their good work and honest efforts.				
4.10	Make every educator feel he/she is responsible for formulating policies of the school.				
4.11	Organise and administer the school, making it conducive for learning.				

SECTION C

- 1. Mention some aspects of instructional leadership which you feel are more important.**

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- 2. Are you in support of classroom observation. Yes/No.**
If Yes, what is your strongest reason for liking it.

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- 3. Suggest some methods by which principals could enhance the academic achievement of students.**

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4. Do you think a school could operate in isolation from the community. Yes/No. If No, in what way does a school benefit the community.

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Thank you for your co-operation.